

From the Heart,
the Mind
and the Pocket;

a History of
Wayland High School

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December 2008

Preface

Welcome to Wayland, our quaint little town thirty minutes west of Boston. There's plenty to be proud of here. Some would point out our library, the first free public library in Massachusetts. Others would refer you to the historical background of our town, rich with colonial houses, cemeteries, railroad stations, old churches, and even involvement in the Revolutionary War. Yet others would bring up the severe Sudbury River floods or our rivalry against Weston. If you ask any student what we're most famous for, they might inform you of our impressive sports records or bitterly assure you we have the least amount of snow days in Massachusetts. But most people in town would undoubtedly point you in the direction of our schools.

For as long as we can remember, we've been a humble town striving for quality education. Although we may not be the wealthiest town, we are fairly well-off and work through whatever financial troubles come our way to keep our schools at their best. Our efforts have paid off; we've watched our students grow into curious, capable, and hard-working adults ready and eager to enter college. Nearly all of them do. It's no surprise our school district is ranked among the best in the state.

Yet as we face the construction of a new high school, it becomes natural while planning new facilities to marvel at this undying tradition of strong support for education. Where did it come from? What factors played into its emergence? How do we continue to provide quality education in our next high school, and how can we improve upon it with this opportunity for a fresh new start? With the future upon us, it is only wise to look into the past and see what may be useful for us now; what better way to make use of a history lesson?

The Beginnings of a School and a Culture

Let's take a step back in time to the 1950s, the decade when our present high school was just an idea in the process of becoming reality. Those days, we had no computers, no cell phones, no whiteboards, no SMARTboards. Although there was less technology, there certainly weren't any fewer happy citizens, for Wayland, along with the rest of post-World War II America, was prosperous. It was also growing, and at a rapid pace. All around the country, young educated couples were flocking to the crabgrass frontier of the suburbs, drawn by the safety and education those towns provided. Having survived the Great Depression and the War, they were looking forward to an ideal place to settle down and ensure the happiness and success of their children.

Wayland was just the type of town these newcomers wanted, so it comes as no surprise that its population more than doubled during this decade. From 1950 to 1960, the total count of Wayland residents shot from 4,400 to 10,200.¹ What is even more extraordinary is the number of educated citizens in town. As John Gregory, a member of the Education Committee of the New England Section of the American Chemical Society and a participant in the high school's curriculum development, noted, "About 40 per cent of the new comers to Wayland have a graduate degree in one of the sciences."² And that was just the sciences. But the incoming citizens were not only foreshadowing the bright future that lay on the horizon; they were the powerful force that demanded, expected, and supported an excellent school system.

Of course, living in such good times almost called for the baby boomer generation. As the largest generation up until that time, these children needed room to grow, and that meant new elementary schools. So the town went ahead and built the Happy Hollow Elementary School, completed in 1955. But it soon became clear this wouldn't be enough to handle the swelling numbers. The town needed help, and it found it in Englehardt, Englehardt, and Leggett. A consulting firm that, afterward, went on to work for 800 other school boards,³ Englehardt, Englehardt, and Leggett determined that the town needed to build more schools. So Wayland bought six school sites, built the Claypit and Loker Elementary Schools in 1957, and, knowing these youngsters would soon have to enter junior-senior high school, decided to establish separate schools for secondary education. The junior-senior high school would become a middle school, and the town would build its first high school.

So in 1956, the town acquired a 92.5-acre lot off Old Connecticut Path West, a plot of old farmland called "Schofield tract." It petitioned the state for \$25,000, requested an interest-free \$50,000 loan from the Federal Government for planning, and toward the end of 1958 expected to pay \$2,300,000 to build the school.⁴

In the midst of all this action, however, came a much-needed spark that triggered wildfires across America. The source? The USSR, who successfully launched Sputnik. In 1957, as U.S. citizens stood dwarfed by the Soviet Union's grand achievement, they began to wonder: Why hadn't it been their country that sent up Earth's first manmade satellite? Hadn't they proved themselves as the reigning nation in World War II? In trying to account for this defeat, Americans came to the conclusion that the school systems were to blame and promptly began to reexamine its education system.

¹ Wayland High School History Project, <http://www.whshistoryproject.org/1950s/baby-boomers.html>.

² Wayland Town Crier, 16 January 1958.

³ Time Magazine, <http://www.time.com/time/magazine/article/0,9171,834586,00.html?iid=chix-sphere>

⁴ Wayland Town Crier, 23 October 1958.

This happened to be great timing for Wayland. Another source of motivation was at hand to help the town shape and build a quality high school. As Superintendent Edward J. Anderson wrote in response to Sputnik,

“Each day the population of our country is bombarded by all means of mass communication concerning the need to improve mathematic and science instruction, and since the advent of Sputnik last October the mathematics and science curricula in the country’s schools have undergone critical analysis by every conceivable agency of society.”⁵

Wayland recognized that the new high school couldn’t just be a larger building to hold their baby boomers; in order to satisfy its residents, whose high expectations were now even higher in response to Sputnik, the town would have to make sure it provided the best education its mind could invent and its pocket afford.

The Reconfiguration: Ideas, Ideas, and More Ideas

Let’s just say the education system before the high school was built was a far cry from what it is today. There were no “levels” back then, no separation of students based on learning pace. Instead, a child would be in a class of peers his age taught by one teacher, regardless of his learning speed. Teachers had their own classrooms and own separate curricula; there wasn’t much need to talk with one another during the school day. Clearly, these were some problems that could easily be solved, and the town was quick to come up with those solutions.

Superintendent Anderson summarizes Wayland’s plan of action in his annual report for the 1957-1958 school year: “One of our main objects is to provide each student with an individualized program of study suited to his or her specific needs and abilities.” The concept of tailoring each student’s learning was new and would guide the school committee in the changes it would have to make. For one, the high school would have to organize classes based on learning pace, identifying students as either “slow” or “fast” in the idea of “ability grouping.” The problem with the old system was that the mix of students didn’t serve the purposes of education well. The children who already grasped concepts and skills and who were ready and eager to learn more couldn’t; they had to wait for the “slower” students to hone their skills. These “slower” students who needed

⁵ Town Report, 1957.

more time and support to understand their lessons were also hampered by the fast students, who kept on striving to move forward in class. There were also differences in learning styles; some students preferred textual learning, others visual, and yet others worked better through other methods. And there were also variations in their interests, whether they enjoyed biology or literature more, or whether they were more curious about art than Latin. The result was teachers trying their best to address the wide range of needs and interests in classrooms, but finding it very difficult to do so. Separating students, if only by learning speed, would certainly be a step forward in making sure students had enough time to learn class material.

Another kind of separation was established when the school committee realized not everything needed to be individualized. Some basic, fundamental information could easily be understood by students across the spectrum in lectures. Other learning would be more appropriate for a smaller group size. And yet an even smaller class size would allow students to delve deeper into their studies. The result? Large, medium, and small seminar classes, set at around 100, 35, and 8 people per class, respectively. Students would spend most of their time in medium sized classes learning in more individualized and focused groups than they did in lecture classes. But they would also attend lectures and seminars to learn the fundamentals and the specifics, respectively, of their studies for half the week.

team leader John Staul gets laugh by kidding Fra

IN 9TH GRADE HISTORY

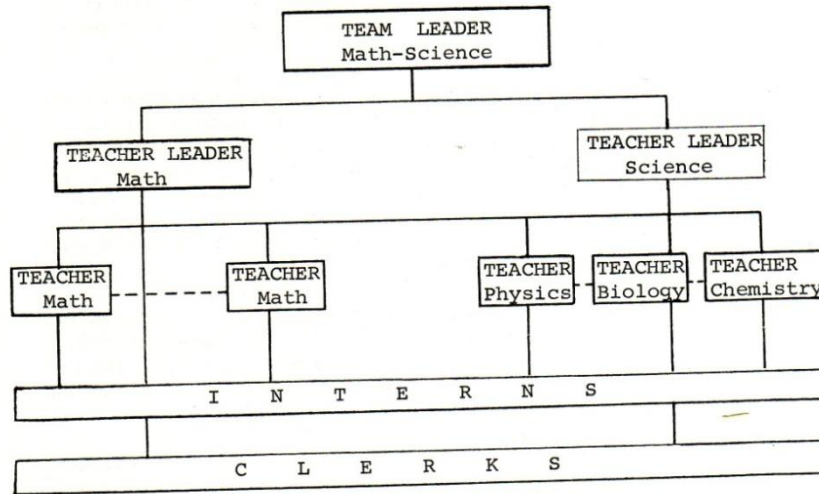
	Monday	Tuesday	Wednesday	Thursday
FAST BOY	<p>Teacher: A Class size: 120</p> <p>In a large class made up of the faster part of the 200 students taking 9th grade social studies, the boy watches a television documentary, <i>Nightmare in Red</i>, on the Russian Revolution. The teacher first prepares him with several complicated oral questions to ponder during the film. For example, did Czarist Russia in 1917 meet Karl Marx's requisites for revolution?</p>	<p>Teacher: B Class size: 30</p> <p>The 120-student group is split up and the boy this day is in a medium-sized class. The questions given at the movie are discussed. Then with five other students he is asked to read and study a speech from a collection called <i>The Russian Revolution and Bolshevik Victory, Why and How</i>. Other student groups read other speeches. This study will be used in Thursday's class.</p>	<p>Free time Independent work</p> <p>In this free period the boy can go anywhere in the school to work on an independent project. He is doing an assignment comparing the Russian Revolution with the American Revolution and Cuban Revolution. He does his research for this in books including Alan Moorehead's <i>The Russian Revolution</i> and Bertram D. Wolfe's <i>Three Who Made a Revolution</i>.</p>	<p>Teacher: C Class size: 8</p> <p>The five groups set up when it met on Tuesday the different speeches, then, come up with theories about the revolution. They all are prepared with support and arguments. The whole class challenges each other. The main focus is largely a bystander.</p>
SLOW BOY	<p>Teacher: A Class size: 80</p> <p>Grouped with the slow part of the 200 students in 9th grade social studies, this boy also watches <i>Nightmare in Red</i>. After reminding the class of previous discussions on the revolution in smaller classes, the teacher passes out a list of simple questions to ponder during the movie.</p>	<p>Free time Independent work</p> <p>The boy had met earlier with a teacher to help him find a project in the Russian material that would especially interest him. He chose to copy Russian art designs on tiles and now works on this in the ceramics shop. Some girls picked research on Russian cooking recipes, and prepare to cook them.</p>	<p>Teacher: A Class size: 20</p> <p>The social studies teacher team had decided on the minimum material students must understand: the causes of revolution, why Russia was in such a condition then. A teacher who is particularly skilled with slow students begins the class with questions to find out if these students understand the film.</p>	<p>Teacher: C Class size: 8</p> <p>Carefully keeping the atmosphere relaxed, the boy and the group discuss the revolution. They have already and can answer questions on who it was, why it took place, and what the results were. One purpose of the class is to help the boy understand the revolution.</p>

Obviously, the old teaching methods wouldn't work for such a system. The high school faculty needed to reorganize to facilitate the new ordering of the student body. If there was going to be such a wide range of classes to teach, the approach to teaching would have to change as well. What did the school committee come up with in this regard? “Team teaching.”

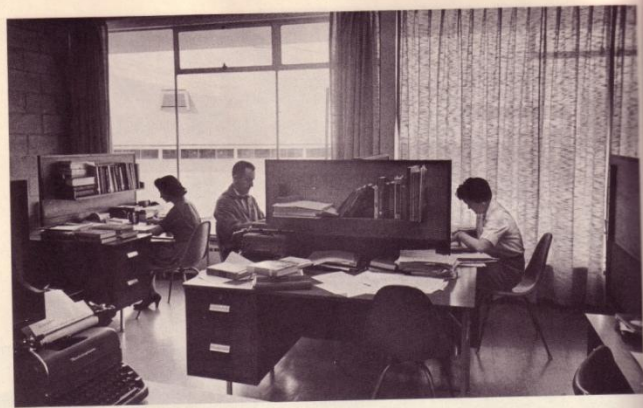
This concept was developed by Francis Keppel, the U.S. Commissioner of Education and Harvard dean of the Faculty of Education at the time, and was implemented with the \$1.5 million dollar support of the Ford Foundation.⁶ In Wayland, it meant was the start of departmentalization. According to Keppel's “team teaching” idea, teachers were separated into the fields of science, math, English, social sciences and business, language, and arts. Each department would have its leader, who helped to organize curricula, coordinate and help the other members of the team, and guide weekly meetings. Teachers would be assigned classes based on their skills, so not only was learning becoming individualized, but so was teaching. For example, Mr. Wallace might have a steady hand in technology, so he might teach a large class and use a projector or show a film. Mrs. Colby might be a charismatic and especially enthusiastic speaker who has much knowledge to share on the subject of British literature, so she might give a lecture on Jane Eyre. Ms. Godard might be good at working one-on-one with students and might prefer dealing with more detailed material, so she might take charge of a seminar class. And Mr. Reynolds might be more used to teaching a standard-sized class of students and has the patience to guide those who might have a harder time understanding lessons, so he might be more suitable for a medium-sized class of “slow” students. In this way, the faculty made the most of its resources, and students were exposed to a variety of teaching methods.

⁶ Life Magazine, 22 March 1963.

Thus a teaching team was organized in this manner:



Because the teachers were now separated into groups and no longer had their own classrooms, it only made sense that each subject had its own “base” where its faculty could gather and work. Since teachers were no longer constantly in a classroom and now only had to teach several classes a day, there was more time for them to interact. Secretaries were hired to deal with technicalities, freeing up even more space for teachers during the day. The old system of one teacher, one classroom, isolated faculty members from one another, preventing any stimulation of ideas, discussions, or advice. “Team teaching” provided the opportunity for teachers to share opinions on the meaning of a poem, to advise each other on other ways to teach Spanish grammar, or to examine a question a student posed in class about calculus. Not only was such an environment conducive for development among faculty members, but the extra time allowed for students to seek one-on-one help from teachers in their spare time. This further contributed to an education that supported students in learning at their own pace.



The team headquarters rooms have become the hub of all staff activity at Wayland. Here, in the math-sciences staff office, each teacher has his desk, his books, his own space. Students can come in for consultation, and teachers meet and exchange ideas.

From One-at-a-Time Talk...



Life Magazine

On top of all this, teachers in different departments tried to work with one another to create a more cohesive learning experience for the students. The concept of evolution might be coupled with the Scopes trial, Queen Elizabeth's reign with Shakespearean literature, or Newton's laws of motion with mathematical calculations of forces. The faculty understood the importance of avoiding a complete separation of the fields of study. It understood that drawing connections between classes and overlapping lessons gave students a far more enriched understanding of the world around them.



Superintendent Anderson before scheduling board; Life Magazine

Of course, in a town that made such considerable use of its resources, summers weren't about to be wasted either. Since the school now had a complex system of different leveled and different sized classes, scheduling was going to be a challenge, and in those days, there was no special computer to deal with that problem. Arranging classes by hand was a work of art, and of large proportions, especially considering the increasing numbers entering the high school. Team leaders now spent the summers working on curricula and preparing their teams for the next year. Such hard work paid off when the school was recognized for its efficiency. As Life Magazine noted in its 1963 overview of the school, "Team teaching requires no more faculty than a conventional school, and it need not cost more."⁷ Indeed, the only real difference was reorganization, which didn't require any additional teachers. The school was simply making the most of its money. It first tested the "team teaching" approach before the high school was built and implemented it throughout the schools in the 1959-1960 school year.⁸

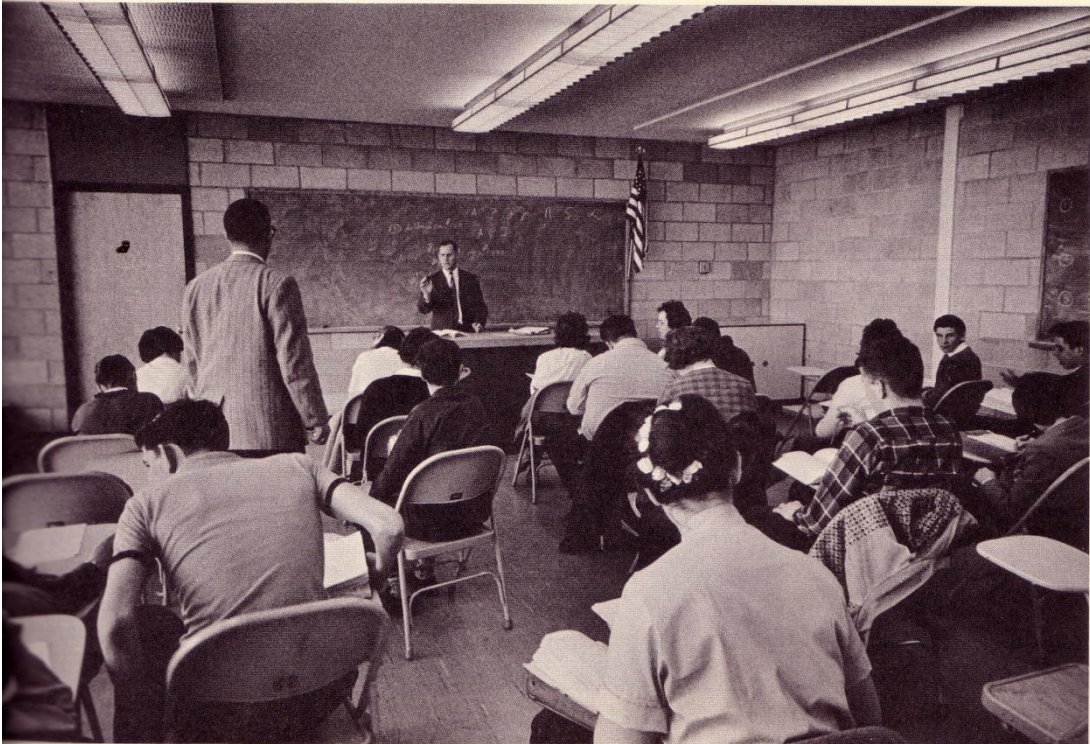
There were additional programs included in this new system. For one, students were provided with advisors to help guide and focus their studies. Each was assigned a teacher advisor depending on his area of interest, and each teacher oversaw around 20 students. The program was flexible enough that students could switch advisors if their interests changed.⁹ This added another layer of personalized education and helped

⁷ Ibid.

⁸ School Committee Report, 1960.

⁹ Time Magazine, 12 September 1960.

establish support for each student's interests. Students could also receive help on projects from local scientists. Wayland, recognizing the resources within its residential population, decided it would be a good idea for students to learn from professionals within the working field of science. Involving the public with education helped create an atmosphere of community; not only were students seeing new perspectives and learning the real-life aspect of their studies, but they were also engaging the adults in town. Wayland had undoubtedly produced an atmosphere that fostered education, which had become the focus and pride of its residents.



Life Magazine

Beyond Brains

Wayland High School wasn't just a place to study and learn, however. No, certainly this town had more ambition than that. In addition to individualized education, Superintendent Anderson's goal was for the Wayland student to "be responsible as much as possible for his own behavior and his own learning," to be able to function in a democratic society outside the classroom, to "[not] be indoctrinated with any one idea," to be able to use knowledge, and to be intellectually curious.¹⁰ Growth was no longer to

¹⁰ Life Magazine, 22 March 1963.

be contained in the brain; the new school wanted to develop not just students, but mature citizens, active and questioning learners, and passionate and motivated people who would make connections within the information they acquired and who would try to find purpose and use in their studies. Anderson was tackling the high school experience from a new angle. Understanding that high school wasn't just a place where teenagers simply memorized facts, understood concepts, and honed analytical skills, but an integral part of their growth as people, Anderson knew the school's organization would have to further facilitate the needs of students. The school needed to provide them with opportunities to show their responsibility, so they were allowed free time to help develop productive habits and independence; responsible students would seek out help, study, or explore their interests. Anderson found that this method appeared to be working:

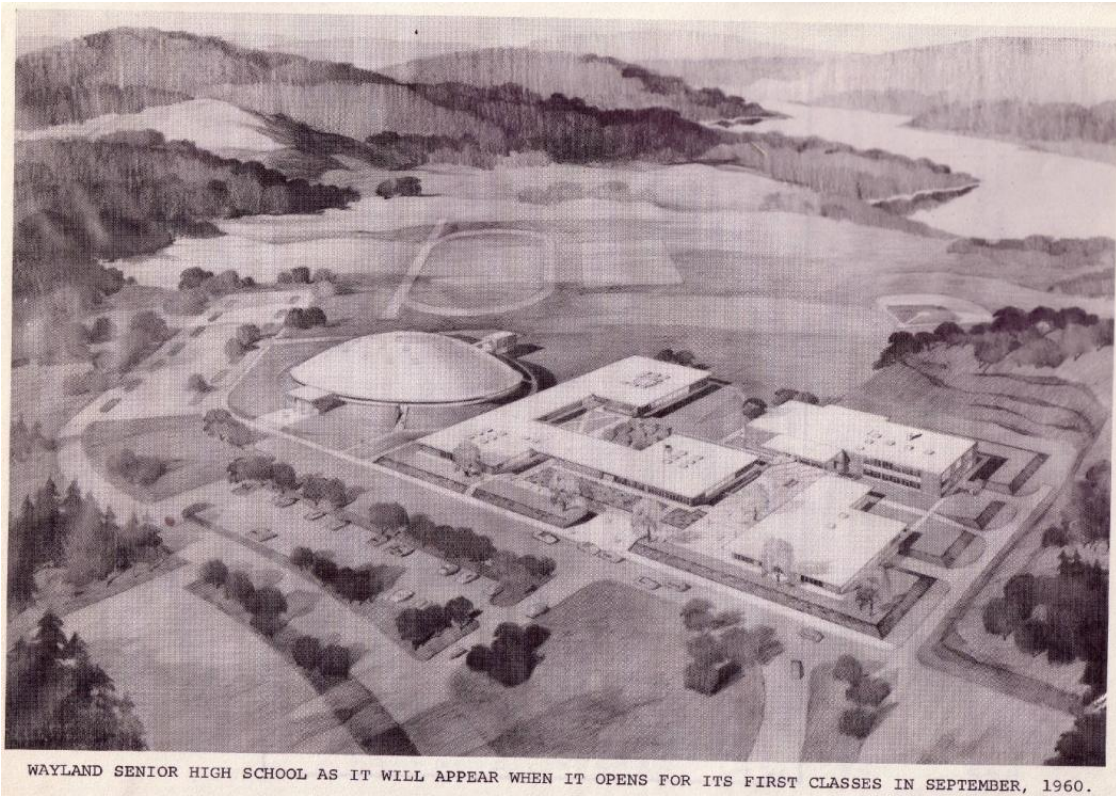
“Before, children forced to sit down and stay put could waste time without our knowing it. Under our new system they do not waste more time; the waste is just more visible—and we can deal with it effectively. What has happened to our discipline at Wayland? Horseplay seems to have vanished. Before, this school was, like so many other schools, virtually a prison with teachers as guards.”¹¹

Not only were students taking more credit for their actions, but the class environment that encouraged questioning rather than memorizing helped students better engage the material. They weren't accepting lessons without thought, like robots spitting back dates and numbers and lines of poetry; instead, they were trying to make sense of the information they were getting, which helped them become better thinkers who were better able to survive and thrive in a democracy. Enthusiastic teachers created a fascinating and meaningful school experience every day; extra time, subject advisors, and ample resources helped students discover and develop academic – and perhaps lifelong – interests to satisfy their curious minds. Ever conscious of the different ways that students could grow, Anderson made sure that the high school was aware of its impact on its young scholars and would actively address their needs.

¹¹ Ibid.

A Home Fit for the Mind

Of course, no matter how good a school system is, its students won't learn a thing without a physical structure to hold its classes. As is probably obvious at this point in our high school's story, Wayland wasn't about to settle for anything conventional. No, what an innovative school needed was an innovative building, except in this case, one building wasn't going to be enough to carry out all of the school's ideas.



WAYLAND SENIOR HIGH SCHOOL AS IT WILL APPEAR WHEN IT OPENS FOR ITS FIRST CLASSES IN SEPTEMBER, 1960.

First Sketch of Wayland High School; Wayland Town Crier

In January, 1958, the School Building Committee interviewed ten architectural firms before settling on The Architects' Collaborative (TAC) of Cambridge, a firm well known for its prominent founder, Walter Gropius. Herbert Gallagher and John C. Harkness were the two architects working with the town, and they designed a distinct campus style characteristic of Californian schools. Guided by the belief that form should follow function, they created separate buildings for the different departments, grouping math with science, English with languages, and business with social sciences. The arts, administration, and field house had their own respective buildings, with the cafeteria, nurse's office, and guidance department joined to administration and the library to arts.

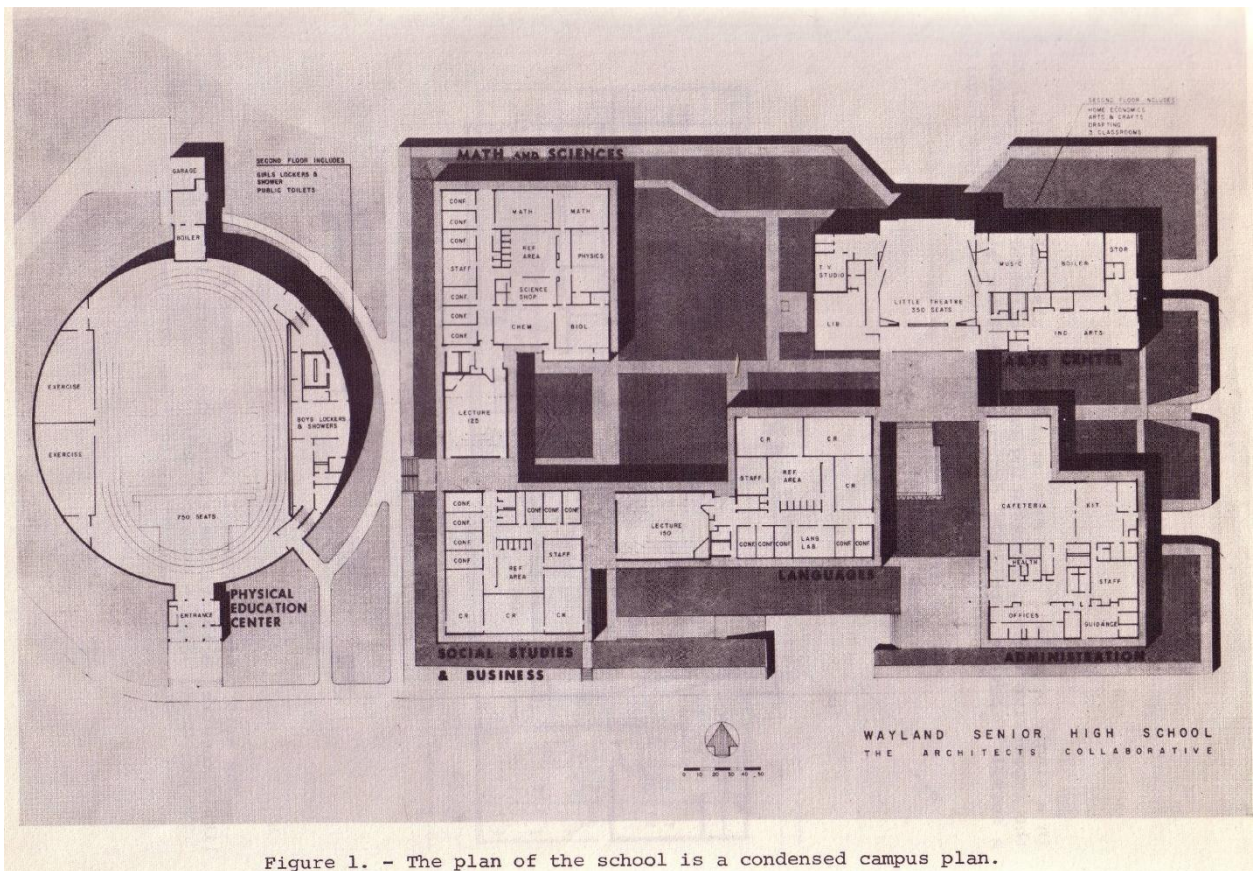
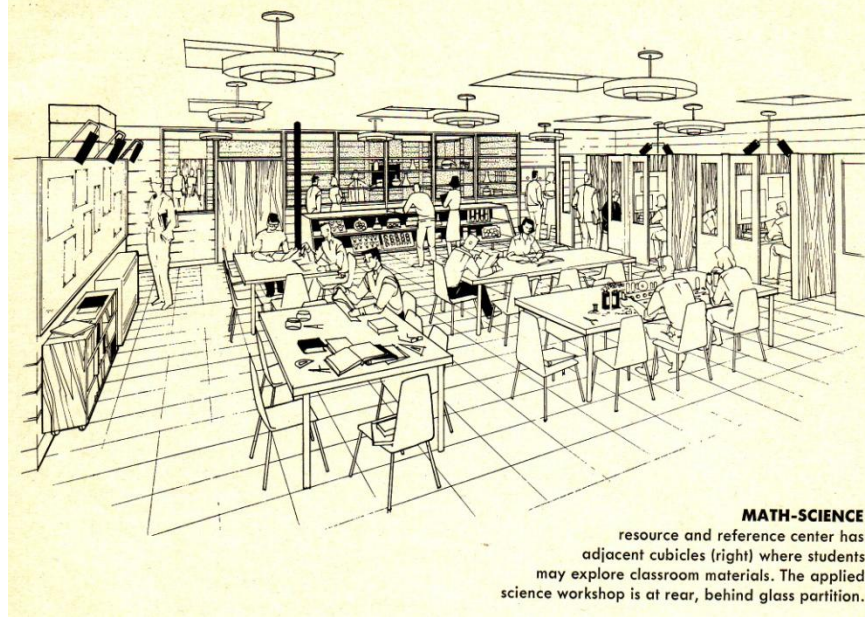


Figure 1. - The plan of the school is a condensed campus plan.

To match the different sized classes, ranging from lectures to seminars, the architects designed different sized classrooms, ranging from auditorium-like lecture rooms with tiered seating levels, to small seminar rooms that could be joined together by moving a wall to create more space for medium-sized classes.

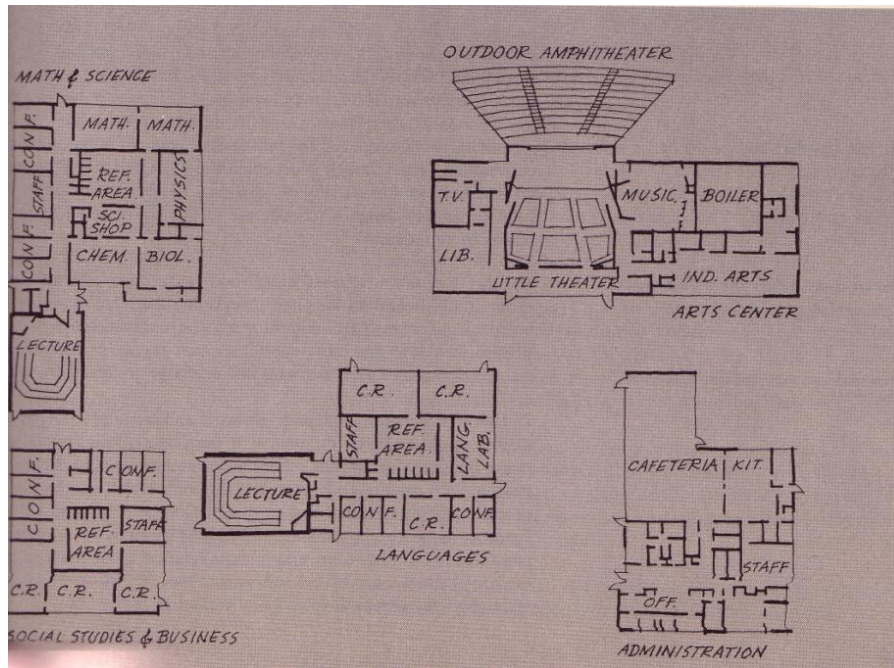
In these main subject buildings, there were additional resources for students. A greenhouse, telescope, and three labs accommodated biology, chemistry, and physics classes. For language classes, another lab was also built so that students could record and listen to themselves speak and then compare their recordings to a master recording. This lab was another application of tailoring each student's studies to his own pace, since students could work independently on their own development, regardless of where the rest of the class stood. In each of the three main subject buildings were resource or reference centers where students could access materials related to the fields of study of that building. Textbooks, films, maps, and tapes were available for students to use in their spare time, and there were cubicles where they could examine these materials. By locating the resource centers close to the faculty rooms, students had easy access to knowledge from both texts and teachers. The resource centers were readily available extensions of the two-floor library, situated in the arts building and strategically placed at the heart of the campus.



MATH-SCIENCE
resource and reference center has adjacent cubicles (right) where students may explore classroom materials. The applied science workshop is at rear, behind glass partition.

The arts center provided ample space for the activities held there. There was space for TV productions, art classes, home economics courses, theatre productions, vocational studies such as the industrial arts, music classes, and practice rooms. The theatre was a highlight of the building; its novel design allowed productions to be held inside or out since the stage was double sided. Inside were 350 seats, and outside was a large, sandpit amphitheatre with wooden benches for the audience. Unfortunately, the prevalence of mosquitoes and difficulties with moving the sliding door in the wall brought an end to the outdoor use of the theatre.¹²

¹² According to Richard Weingartner of the Fine Arts Department.



Probably the most astonishing of any of the structures on campus was the field house. A large, domed building that provided room for various activities, it was and still is the trademark of Wayland High. And indeed, with its circular base that was considered the most economical shape, it did accommodate a large number of sports teams. It housed an indoor running track, a basketball court with collapsible bleachers, side rooms for gymnastics, weight-lifting, and other activities, and lockers, all within an area of $\frac{3}{4}$ of an acre.

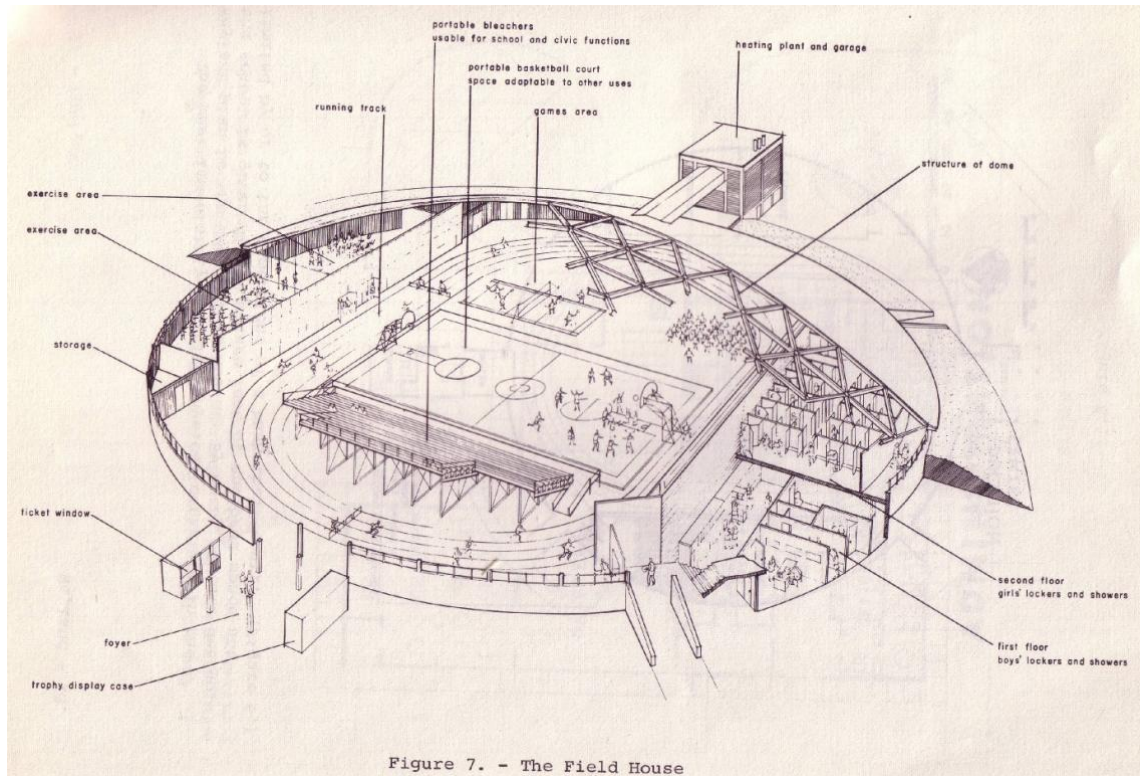


Figure 7. - The Field House

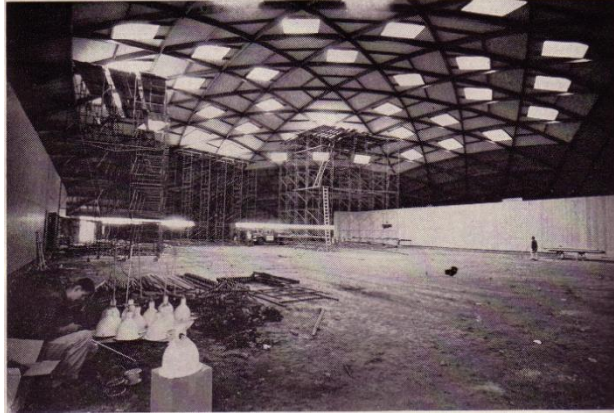
But not only was the field house a physical education center. Seeing the potential of a large space with bleachers, the town and school found it another purpose as a convenient gathering place for town meetings and school assemblies. To this day, the field house is still used as a meeting place for the community, and as well as for concerts; in fact, in 1973, it served as a venue when Aerosmith came into town.

In light of all these positive attributes, it may come as a surprise that there was a considerable amount of controversy surrounding the building when it was first proposed. Georgia Gillespie, in a letter to the editor in the *Town Crier*, praised how the field house focused on physical well-being, whether someone was exercising in a team or individually.¹³ Student Elizabeth A. Woodsum also supported the field house, noting how high school gyms were essentially basketball courts with too few seats for the audience at games.¹⁴ The old gym seated only 300-400 people, while the field house could seat as many as 2,000. Yet some were not so sure about the structure, or the high school as a whole. Doris A. Bolton questioned the single storied buildings, the cost of heating that the “spider” of a school would need, and the maintenance that the whole high school would require.¹⁵ But after a round of heavy debate, the town approved the field house in late 1958.

¹³ *Wayland Town Crier*, 7 August 1958.

¹⁴ *Wayland Town Crier*, 21 August 1958.

¹⁵ *Wayland Town Crier*, 31 July 1958.



You might wonder why exactly all buildings but the arts center were single-storied. A Connecticut study showed that schools with 800 or less students were more efficient with one floor, but that schools with 1,200 or more students were better off with two-floored buildings. For schools accommodating a population between those numbers, there wasn't any significant difference in efficiency. With the high school projected to hold 850 students, and, if necessary, 1,200 students if expanded, the architects chose single-storied buildings.

Brick by Brick, with a Pocket Full of Miracles

We've overviewed the concepts and designs behind the high school, but now come the more technical aspects of the school's construction: the financial and physical processes. In a special town meeting in December, 1958, Wayland appropriated \$2,275,000, short \$725,000 of the expected \$3,000,000, to spend on the school's site development, fees, furnishings, equipment, etc.¹⁶ The town lay out the appropriations over a span of three years: \$1,000,000 in 1958, \$1,000,000 in 1959, and \$300,000 in 1960. In those days, this wasn't much for a town to spend on a school. The design helped save corridor and non-educational space, ensuring that the town was keeping costs to a minimum.

To pay for the school, however, the town needed taxpayer money. A new building and quality education came with a price. In December of 1957, Superintendent Anderson addressed the public in the *Town Crier*: "Because of spiraling costs, all we're doing now educationally is holding our own and hanging on to what we have. At this rate we're not going to make any dramatic improvements. And yet, the taxes we pay for our schools are

¹⁶ Wayland Town Crier, 11 December 1958.

certainly high enough.”¹⁷ It was clear that no improvements could be made without the financial support of the people. The Town Crier supported Anderson, urging residents to examine where they were putting their money:

“Fundamental to the problem is the relative values we place on education as contracted to material possessions. We each spend at least \$1000 a year on our car, but only \$340 annually for the education of each child in Town. We are quite content to allow billions to be sunk in TV and advertising, and our tax structure provides for this kind of spending. Yet if education is as important as we say, we better find some way to give it the real financial support it needs.”

School Committee members Allan Finlay and Charles F. Moore, Jr. also encouraged higher taxes. They proposed that if the town were to hire quality teachers, it would need more money to persuade the more desirable teachers to work in its schools. Since faculty members were the heart and soul of school education, towns were competing for the best. If Wayland wanted the very best, it would need to provide salaries to assure its teachers of not only an energetic and vigorous teaching experience, but a pay that was worth it.

Wayland residents, convinced by these arguments and eager to improve the town’s school system, responded with their financial support of the school system. They reaped the rewards for decades after.

¹⁷ Wayland Town Crier, 12 December 1957.

FORM B - BUILDING
 MASSACHUSETTS HISTORICAL COMMISSION

In Area no. _____ Form no. _____

Location: _____
 Address: _____
 Name: _____
 Present use: _____
 Present owner: _____
 Description: _____
 Date: _____
 Source: _____
 Style: _____

4. Map. Draw sketch of building location in relation to nearest cross streets and other buildings. Indicate north.

Architect: _____
 Exterior wall fabric: _____
 Outbuildings (describe): _____
 Other features: _____
 teaching program; large, open tract

Altered Classroom/lab _____ Date 1966
 " additions _____
 XXXXX Media Center _____ Date 1972

5. Lot size: _____
 One acre or less _____ Over one acre 73 ac
 Approximate frontage 486 feet
 Approximate distance of building from street _____
 500 feet

6. Recorded by _____
 Organization _____
 Date _____

DO NOT WRITE IN THIS SPACE
 USGS Quadrant _____
 MHC Photo no. _____

RECEIVED
 AUG 1 1977
 MASS. HIST. COMM.

* Located on Old Connecticut Path west of intersection with Southgate Road. Mer NW (over) of road, between Chrens Rd. and Stonebridge Rd.

M-5-73-015074

Massachusetts Historical Commission

After the money came the building. The town gave the N.D.C. Construction Company, Inc. of Boston the honor of turning the new high school into a reality. The company's president was in fact a resident of Wayland: James Cazanias, who was initially startled by the school's design, but soon found it to be impressive: "I was very much upset when I saw the plans for the new high school.... The plans, for a series of single story buildings, served to contradict all the usual rules of economic construction. On top of this, a circular field house: circular, on both horizontal and vertical planes."¹⁸ He also said that the school, at \$12.40 per square foot,¹⁹ was the "cheapest per square foot building his company has built since the war."²⁰ He attributed part of the school's low cost and modern look to the "elimination of moulds and scaffolding" and the "use of materials... avoiding cover-up materials," and asserted the close bids for the school were evidence of quality planning.²¹

¹⁸ Wayland Town Crier, 23 April 1959.

¹⁹ "Schools of Tomorrow," pg. 75.

²⁰ Wayland Town Crier, 23 April 1959.

²¹ Ibid.

A Dream Realized



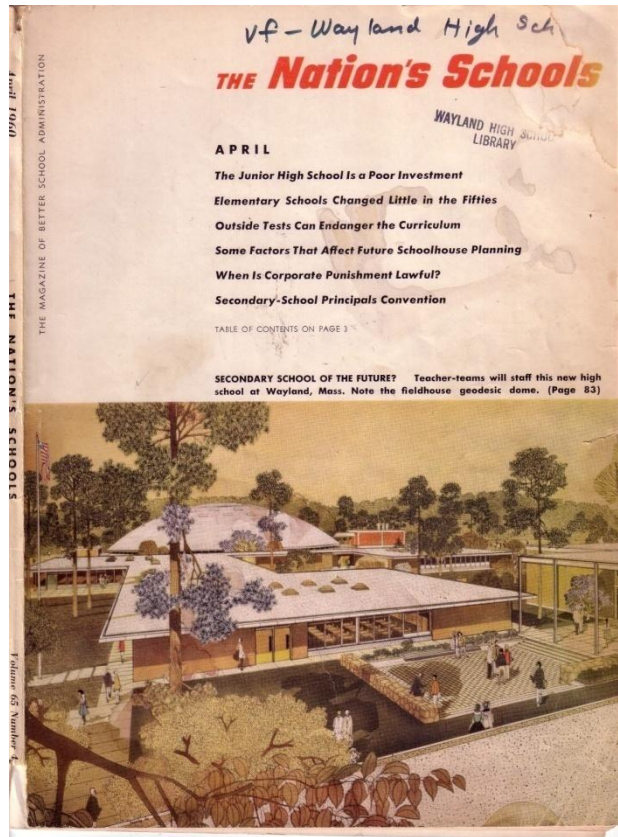
Figure 11. - The courtyard



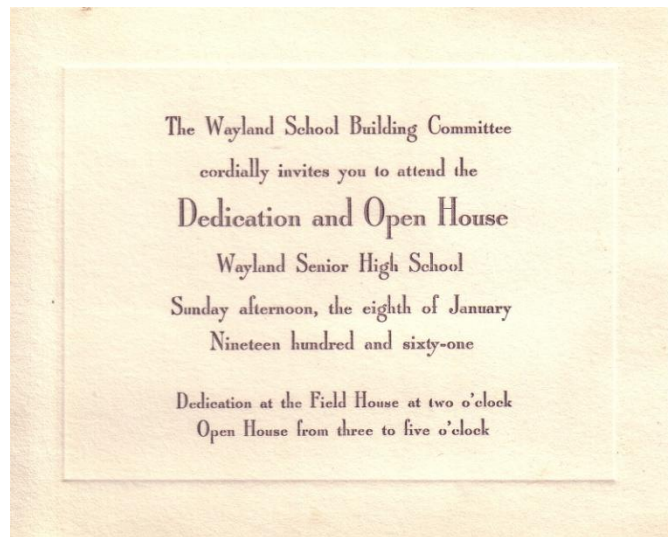
Cheerleaders practice in the sunken patio of the main entrance court; lift-slab canopy shelter outside "corridors" (left).

In the Limelight

It didn't take long for Wayland to find itself a frontrunner in the nation's top schools, leading the way in revolutionizing education. Our high school appeared in *Life* and *Time* Magazines, in the *Architectural Forum* and *The Nation's Schools*, the *Boston Globe* and the *New York Times*. All around the country, people were recognizing our town as a model of improvement and innovation.

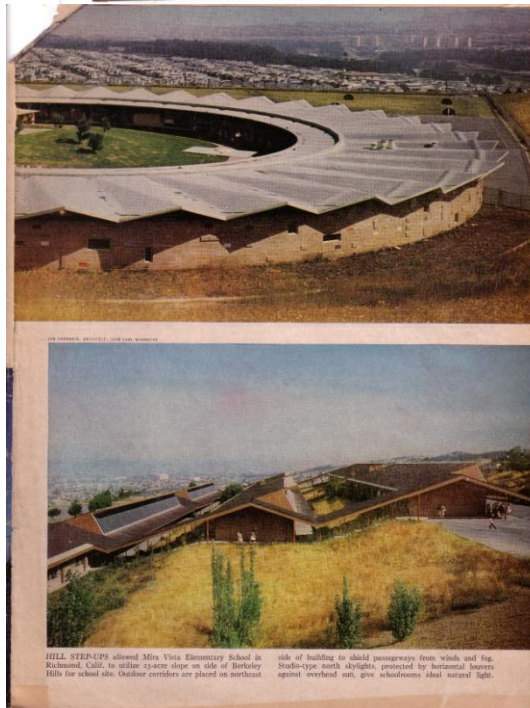
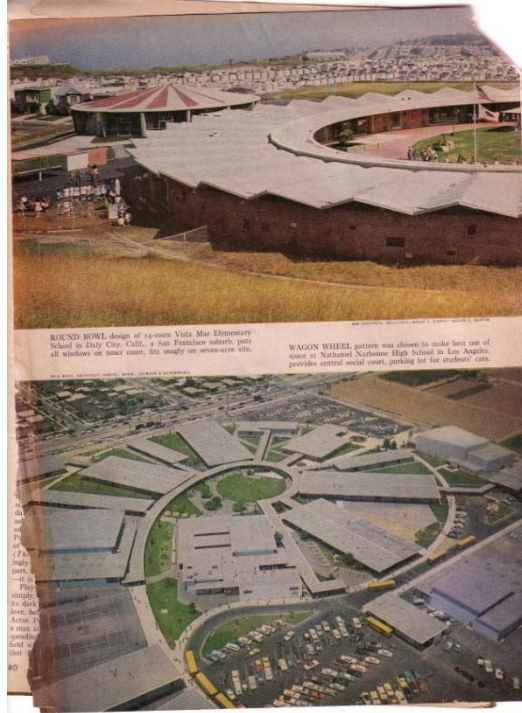


It also didn't hurt that our growing reputation drew in motivated teachers with impressive backgrounds. The resulting enthusiastic and knowledgeable faculty at the high school kept the learning environment lively and challenging, and the town's reputation and standards high, as it is to this day.



Dedication and Open House Invitation

In the years following the completion of Wayland High School, other innovative schools sprung up throughout the country. The 1960s are well remembered for their novel ideas, and the new schools did not disappoint. There were round-shaped schools and even schools consisting of many moveable walls.



In 1987, the town received the Red Book Award for academic excellence. It was a high point in the town's history and proved that the hard work of those involved was serving students well through the decades.

But we didn't gloat in our success. Even before the high school was built Superintendent Anderson, as the committed and caring person he was, readily met with other educators from all around the country who were trying to design programs similar to our high school's.²² Through him, our town was sharing its experience and expertise to help other school districts across America improve their own school systems. This feat in quality education did not belong to just the leading schools in the U.S.; it belonged to the entire country because it was, in part, our response to the USSR and a confirmation to the rest of the world that we had, in our citizens, the resources of knowledge, strength, and creativity to improve. Our pride could only amplify as we lent a helping hand to one another.

The Value of Foresight

Key to understanding the success of our town's school system is the element of forward thinking. Sure, we had a supportive, educated community, the spur of a growing population and Sputnik, an intricate program that handled the needs of each student and made the most of our faculty, and a unique campus that facilitated individualized learning. But anticipating future problems and situations also helped our school survive as successfully as it did through the years.

Among the wise decisions the School Committee made was preparing the high school in case its population grew larger than expected. Although Englehardt, Englehardt, and Leggett predicted a need to accommodate only 500-600 students, the enrollment projections showed a need for the school to be able to handle 850 students.²³ The benefit of extra space on campus allowed the school to expand to 1,200 if necessary, and in 1970 it built the present math-science-English building and, in 1972, the media center. Recently, we have also added a module for science classes. Taking into account possible weaknesses in the school's design, the town was able to find ways in which it could, in the future, address them if necessary.

TAC and Finley also contributed to gearing its design toward the future and looking at potential problems. Creating separate buildings made the construction process easier. Instead of having to work on one level of a large building before moving onto the

²² Wayland Town Crier, 10 Dec 1959.

²³ Anderson, Edward J., Report of the Superintendent of Schools, 1961.

next, the construction crews could work on multiple buildings and wouldn't have to face so many delays.²⁴ The town was able to save money and time.

The town was also wise enough to see that addressing the math and science curricula wouldn't be enough. Although driven by the worry over Sputnik's success, those involved in building and shaping the new school were not blinded by a desire to improve just math and science. As John Gregory, who helped involve knowledgeable residents in their high school students' education, noted, "We feel there is danger today in overemphasizing science at the High School level... Wayland now offers enough science courses. A good science program must never be at the expense of English and history in High School."²⁵ Anderson supported Gregory's rational thinking, arguing that "the humanities must continue to hold equal status with the sciences because our children must be well grounded in both if they are to furnish the leaders of tomorrow."²⁶



The Wealth in Retrospect

One of the greatest lessons I've learned so far in my education is the importance of usefulness. Of course, that's a relative term, for who's to say whether painting is as "useful" as biology? In the papers I've written so far in my time as a student, I've learned plenty in terms of analysis, but never have the contents proved useful outside of the

²⁴ Wayland Town Crier, 23 April 1959.

²⁵ Wayland Town Crier, 16 January 1958.

²⁶ Wayland Town Crier, 12 December 1957.

classroom, which is why I jumped at the chance to research our high school. No doubt it's always a pleasure to learn for the sake of learning, and it certainly develops our minds, but it's always an added bonus when our education pertains to the world outside the mind and manifests itself in something real.

In trying to find lessons of the past that we can use for the future, we need to establish that we can't do exactly what we did half a century ago. Wayland's circumstances today are far from what they were in the 1950s. Our projections show a decrease in student population, and the economy is at a low point. But in spite of all this, we have maintained our reputation as a quality school district and our devotion for providing the best for our students. What is similar? With the arguable failure of the No Child Left Behind Act, constant references to comparable or superior education systems in Europe and Asia, and growing concern of competition in applying for colleges and jobs, it seems apparent that there is another possible crisis in our nation. What additional problems do we have to deal with? Such considerations as college admission and standardized testing, which have become more pressing and prolific and than ever. With these concerns in mind, we need to carefully identify what parts of history are irrelevant for Wayland today, and what parts may help guide us as we start a new chapter in our high school's history.

Certainly foresight is one of the greatest lessons that we can take from our high school's experiences. Although the town wanted to respond to Sputnik through its new school, it didn't disregard the importance of subjects other than math and science. Superintendent Anderson, the School Committee, and other participants examined all areas in which the school could improve upon and were not satisfied with strength in just math and sciences; why not make everything the best it can possibly be, especially if you can afford it? As a result, today we not only have well-developed math and science curricula, but exemplary English, language, social sciences, and business departments, rounded off by an impressive art department. Also, although Englehardt, Englehardt, and Leggett predicted a need to facilitate only 500-600 students, the town built a school ready to immediately receive as many as 850, with the potential to expand to accommodate 1,200 students. At its peak, the school served as many as 1,300 students a day.²⁷ Since opening, the high school has added a media center, a separate math-science-English building, and a two-room module. It's impossible to predict how times will turn out for the next half a century, but history reminds us of the importance of addressing the possibility of the unexpected. Another instance of anticipation was planning the convenience of building the school. We can see how much has to be taken into account when designing a school. In those days, they foresaw the time and money saved in constructing separate buildings, but today, we see that they've missed the problems that

²⁷ High School Building Committee,
<http://www.waylandschoolcommittee.org/whs/hsbc/Enrollment%201.htm>.

result. We now have to deal with flooding, snow, more maintenance, and relative disconnection between departments, among other things. But after looking at the useful decisions made, preparation and reason have proven their worth through our first high school's lifetime.

There are other things we can take from our high school's history, such as the value of innovation. We saw how "team teaching" drew quality teachers to work in our town; the new approach was appealing, and people always learn from fresh experiences. The change in the organization of the student body was a novel idea as well, and students benefited from the individualized classes, although such a variety of different sized may not have been all that convenient or useful and so dissolved through the years. The unique structure of our school also broke conventions, and some of its ideas were good, such as tailoring buildings to fit the needs of the classes, but through time, parts of our structures haven't been used as originally initially, evidence, perhaps, that these concepts were good in theory, but not in practice.

Seeing what ideas have worked and haven't lets us set a foundation from which to consider new possibilities. But of course, we should keep in mind that innovation should be tempered by reason. Gregory, Anderson, the School Committees, and other participants involved in the high school's construction all had rationales that made sense and were called for by their main goal of individualizing education. We could start many new programs in our school and rearrange everything, but that doesn't mean we'll get good results. What we should recognize instead is the value in daring. We can't be afraid of change. How can there be progress without experimentation or new ideas? We can't expect to improve and exceed other schools if we remain as we've always been.

In terms of finance, we've seen Wayland push beyond its limits in the 1950s to help build the high school, and it was rewarded. The town was devoted to getting the best education it could, and it still is today. But now circumstances are different. At the moment, we're not necessarily in the position where we have much extra money to spend. Half a century ago, the country was wealthy and growing, but now we're in an economic recession. The role frugality played fifty years ago, however, is a relevant one we should examine. The reconfiguration to the team teaching system itself didn't increase costs, and the materials used in construction helped save money. We thought of ways, even in a time of economic prosperity, to make the most of our money. The value of quality teachers is something else to consider, because at its heart, a school is between its teachers and students. Good teachers will encourage interest in classes and have the personal motivation to help students develop. Interactions within such a faculty with allow teachers to learn from one another as well. No matter how much money or how much thinking is put into a high school, there's nothing more profitable than excellent teachers. That likely explains why our school has persevered despite the failure of some of the ideas such as teacher and residential advisors, different sized classes and

classrooms, inter-departmental coordination, and the delegation of teachers to classes based on abilities and skills. What has helped our school maintain its reputation is primarily its faculty, which through the years continues to prove resourceful, helpful, and eager to educate students and help them grow.

There are many problems with our high school today, not the least of which is its deteriorating state. Students say that the openness of the field house makes it hard for team members to hear one another. Teachers voice the suggestion of more inter-departmental interaction. The classrooms once used for seminars are too small, and one of the two lecture rooms has been filled in, the other rarely used. Rooms aren't well-equipped with technology, and labs are no longer sufficient for science classes. Faculty members are forced to work in cramped rooms, and our buildings are not all easily handicap-accessible. There is plenty to address, and as we come to this crossroads in the history of our town's school system, we realize the importance of our roles in shaping the future, whether we be residents, students, teachers, school committee members, or administrators. What will our hearts, minds, and pockets produce in the rebirth of our high school? What have we learned from the experiences of the past that will lead us in the steps ahead? Indeed, when we recall how James Cazanias, president of the construction company, claimed, "There won't be another school anywhere around like this one,"²⁸ we can't help but wonder: was he right? When the old high school is destroyed and a new one set down in its resting place, will we be honoring the memory of its legacy, or will we be shaming it? Or will we possibly be surpassing its fame and glory to define an even more significant chapter in Wayland history? The future's up for grabs, and we're the ones who are shaping it.

²⁸ Wayland Town Crier, 23 April 1959.