JR. Good morning.

GW Good morning.

JR We're back again, and

GW Right. Finally [Laughter]

JR And we're picking up where we left off. We'd been talking about the Barclay-Calvert struggle.

GW Right.

JW and the fact that it finally came to a victorious end. And part of that - by December of 1990 Richard Hunter was on his way out, and many people said that that was because of the struggle and particularly the role that you had played. Would you care to comment on that - perception?

GW I still get that label, but it's not true. Richard Hunter caused his own demise because of his lack of vision and stubbornness. The mayor tried over and over again to get him to meet with me and the parents, meet with the school, work out some way in which he could come out ahead. For some odd reason he felt threatened, and so he just refused, even down to the last. You remember after we had the hearing down at Waverly - is that Waverly?

JR Wyman Park?

GW Wyman Park Center. Even after that when the mayor was just determined we were going to get it, he tried to give him one more time to sign on, and he refused to. So he, he caused his own demise, and he knows that now. Because it has really stuck with him. He's not been able to get another job as superintendent, which I don't think he should have had in the beginning. [Laughter]

JR Well, in spite of Richard Hunter the Barclay-Calvert program came to Barclay starting in the fall of 1990 with the kindergarten and first grades. Can you recall what the feeling in the school, among the staff and the parents and the kids, was, as the program started?

GW Yeah. Everyone was excited. The teachers had been trained in the summertime, and they knew what was coming on. And for the first year they had their books, the materials and everything to start in the beginning of September.

JR That was almost unheard of wasn't it?
GW That was unheard of because we used to get our materials and things — if we got them — by November. They would change the curriculum sometimes at the end of October, beginning of November, and teachers would be scrambling around to find things. But here the teachers had gone through the training, knew what was expected of them, had received all their materials and supplies, in the school by August, and had their handbook. At the end of training the first year one of the teachers said, “you know, I’d like to start right now. We’ve never had this before.” So everyone was anxious, so when we came back in in September the teachers were just kept up, ready to go. And most of them stayed most of the summer. They went home maybe a couple of weeks. But they were back in their rooms and working and very excited. And the parents too, when they came in. And what happened was that the children in the kindergarten were doing — had started — were doing work that you would start in first grade. And the parents were just excited: “Look at what my child is doing in kindergarten; I’ve never seen my child do this. The neighbor up the street — they’re just doing such and such.” And then in first grade, the children starting off with cursive, in cursive writing and writing compositions, spelling, taking dictation. The parents were just so excited, and they would take the little books to work and the children—as I was saying before — the children were so excited about their spelling and what they had to do. And you know Peg was on board and she —

JR Peg Licht.

GW Yes. And they would — one of the students — a person was in the building and student ran up to them: “you want to hear me spell dictation? I can spell dictation.” And so of course, they said, “you know she spelled it just right.” Anyhow that led to parents needing to get help. Because the parents said “if my child is going to continue knowing this, we’re going to need help in moving on” — you know, being able to help them. And that’s when the

JR Greater Homewood literacy—

GW The Greater Homewood started the literacy program, and then later on the Ripkin Society moved in — to help parents to feel comfortable. Parents started going back to school themselves. But the children just were so excited. Just come in in the morning. And it sort of added another tone to the school, because everyone else was anxious to get into this good program, which helped to change the children. So it was really, really very exciting.

JR Now, what were the actual mechanics of the arrangement with the city school system? Did we have a contract kind of arrangement, where it was agreed that the materials would be supplied in a certain way. What was the arrangement?

GW Ok. The arrangement was — the Abell Foundation had — I think it was a quarter of a million they had added to help to purchase the materials and add the extra assistant and teachers. It was agreed that in the first year we would have our teachers and assistants, the materials and supplies, pay for the training of the teachers and also give a stipend — it
would be a $100 stipend each year to each teacher who had started. And the city had agreed to every year to add on -- to give us what we were due—the amount of money were due -- each year, and allow the Abell Foundation to pay for it. But allowed us to change our total curriculum. So that we would be continuously having educational assistants or children’s aides. We named them educational assistants, so that they knew how important they were to the classroom. And they were trained, too. But they would be trained with the teachers, but would go up to grade four. So that you had from kindergarten – really pre-kindergarten – but kindergarten to grade four. In pre-kindergarten the system gave the assistant, or the children’s aide. And we trained the pre-k teacher. So that the children coming in new, would be able to become aware of the world and their senses and different things, so that when they hit kindergarten they would be able to know their colors, their names, their mother’s name, their father’s name. They know what the kindergarten children were learning before, so that it was so structured, and accepted by, and – since Dr. Hunter didn’t sign it, the chairman of the board signed the contract, which was Smith?

JR Yeah, Joseph Smith.

GW Joseph Smith. So it was a contract that would last through the first four years.

JR Did it also affect class size and–

GW Yes. You had no more than twenty-five–

JR personnel decisions?

GW That’s right. No more than twenty-five in, per class. But that our whole structure was different from the regular system – Baltimore School system – we would do exactly what they did at the Calvert School. So really, our money went to Calvert. Instead of going into the system. The system would send our money to Calvert, which would stop the taking of the money – you know. So the money, everything went and was held at Calvert. Abell put their money at Calvert. But we had. We were – the principal had to go to systemwide meetings. But the teachers were accountable to the Calvert system.

JR Was there any stipulation about —the school system had a way of coming in and plucking teachers out and transferring them in the middle of the year.

GW Oh, they could not. That’s right. At that time they could not take the teachers because the teachers were trained in the Calvert system, and really there was a lot of money that had gone out on them. And I remember – that’s a good point – because you remember when Hopkins used to train our teachers, the system used to pluck them out. Right. But that was a stipulation that they could not touch those teachers or assistants.

JR Ok. You’ve mentioned Peg Licht who was the Calvert coordinator. Can you say a little bit more about the role that she played in getting the program rolling?
GW  When we talked about starting the Calvert curriculum in the beginning stages, the one thing that we knew we needed was a coordinator who would come in and make sure that we were staying, getting understanding, and the teachers would be trained, and we would stick to the Calvert curriculum. Merrill Hall selected Peg.

JR  The headmaster.

GW  The headmaster of Calvert. And he. Peg was in on the training. In fact, Peg trained the first that summer. And it came so fast. Peg trained those teachers and me that first

JR  Peg herself had taught at Calvert for a long time?

GW  Peg was – Peg had taught. But in her – Peg had taught at Leithwalk [public school in Baltimore] many many years ago, so she knew the school system, but she had taught at Calvert for many years and had – was really equipped to teach the teachers. Because she believed in the program and believed in making sure that people did the right thing.

JR  Now, beyond the training phase, what was her role in the everyday running the program at the school.

GW  She trained the teachers. She went into the classroom. If teachers needed help she would teach the lesson. She would monitor. She would meet with me and if I had an assistant – sometimes I didn’t – but she would meet with me and the teachers in meetings on Wednesday. We would discuss. And then we would meet together with Merrill once a month. She was responsible for getting the materials that the teachers needed, getting their monies. When then spent money, sending in a voucher. She would send in the vouchers so that they could get their money back.

JR  Did she deal with parents?

GW  Yes, she met with parents. In fact, she was excellent with parents and students. The parents really loved Peg. Because Peg would call them. She had a way of – where so often parents get a call to say, your child was in trouble, didn’t do something—Peg would say,”Oh Mary did such a great job today. I wanted to let you know!” So parents loved that. You know, she would call, “guess what so-and-so did?” And they would get so excited about hearing from Peg and would come in and talk with Peg. She would also take children – remember Dorothy Dallas -- Dorothy was really supposed to end up in special ed. And Peg said “no. She can learn.” Dorothy learned how to read and write and she learned. She was good. And so our special ed. population went down to zilch, and that’s when we won the award by – Merit award. But our children just learned. She didn’t allow people to say this child can’t learn. “Yes they can!” And she would put that extra in.
JR  Ok. How much involvement did other people from Calvert have on a regular, ongoing basis with the program?

GW  Ok. Merrill Hall used to come over and he would read the, the--

JR  Compositions.

GW  Compositions. Merrill—we also met with Merrill once a month and discussed whatever was going on. And then Pat Harrison, who was Merrill Hall’s assistant at Calvert. She came more regularly than Merrill. And she would work with things. She would, if there were conflicts, or anything that would come up that needed to be handled, Pat Harrison usually would meet and deal with those things.

JR  Did the Abell Foundation involve itself with the program beyond providing the funding?

GW  Yes. Sita Kulman would come and she would work with us, with the budget. And if our budget was short, she would get additional money from Calvert. Because what we found started happening after about the second year, when our kids’ scores went up so high our money started being taken away from us. So when we would sit down and do the budget then we would be minus. She always brought—what was Robin’s name? She died shortly after she started working. I’ve forgotten what her last name was. But she worked with budgets. Anyhow—she was a—what do you call the people who do?

JR  An accountant?

GW  Accountant. And she used to work with us. And then—I forget the next person who came in. But we sat down and would do the budget. Layout everything. And Sita would do that. Sita also would provide other things that teachers wanted. They wanted workshops in the summertime for children. They wanted to have camp. So that she got the money from Abell to have some really good camps for the children. Then they paid for the children going to Calvert. They paid for all the trips of the children at that time. And they would go over to the Planitarium that Calvert has downstairs. You went to that didn’t you?

JR  Uh uh.

GW  And then they used to have, go for—they used to have fun day over there, and they would spend that time over there.

END OF TAPE XIII Side B

TAPE XIV Side A
[There appears to be a hiatus in the taping. Items appear on the schedule of questions that are not covered on either Tape XIII or Tape XIV. The latter picks up in the middle of a discussion concerning evaluation of the Calvert program by Sam Stringfield of Johns Hopkins].

JR observations of Stringfield and his students. What test data and that kind of stuff were they using?

GW Ok. They used the base date of ’90-’91 as the beginning of the marking period – where the children were then. So they marked. Used the different tests to see the growth from the different

JR Were these the same tests that other public schools were using?

GW They used – CTBS, but they used Calvert tests, too. What’s the name?

JR ERB

GW ERB. So those tests were used, plus the handwriting. There was a national handwriting sampling test. And so each year they measured the growth for each – the ERB measured each child’s growth and development and measured it against itself and students at that age. With the CTBS that they were using at that time, it measured our children’s growth, and measured against the city and the nation. And then it measured – it was requested when we set up the program that they would use some subjective measures, like children’s attitude, the attendance, the – what else was it? There was something else. There was attendance, the children’s attitude--can’t think of the other. But there was another –

JR Did they try to measure the fidelity to – how well the school was actually implementing the Calvert curriculum.

GW Right. They measured it, yeah. The implementation. And they measured that with Calvert. And Merrill used to come to the school and would take the children’s reports and take it with him when he went to any of the meetings. And would scramble them all together and try to have them to take – choose which one the children at Barclay measured. And he used to love to do that. That was exciting. And in fact when we went to – where did we go – to Washington – because we had to present our program; they had read about us or something. I don’t know why I was invited. And we had to take the fourth year. That was the end of the fourth year, fifth year.

The young man who worked with Sam was the original evaluator. And he had laid out the – what do you call it – not the key—what would you call that? He set up –

JR The matrix, or
GW Yes. The matrix. And then he graduated, right after the fourth year. And then we didn’t see Sam anymore and Sam just started writing his own evaluation or what somebody said to him. ‘Cause Peg left.

JR Now he did send in Barbara somebody didn’t he?

GW No, Barbara only came like at the end, just before, to write; she never visited, except ‘til the — when was it the sixth year. The fifth year Barbara came at the end with him. Then the sixth year he sent Barbara in and she talked with David [Clapp] and Truemella [Horne] and then she went around in the morning to — ‘cause some of the teachers didn’t know who she was. They walk in their classroom and she was sitting there. And, but they couldn’t break the code of the matrix, and therefore they were not able to continue in the manner that was set up by the whole team. I think all of us sat down and said what we wanted to have included in the matrix. And it worked. It came out well. You saw the growth, individual growth in the school measured against Baltimore City and the nation. And so you really got a total picture. The fourth year was the last year we got a picture of where the children were going.

JR Well, you mentioned in passing already all of the publicity that Barclay got and that you got because of the struggle first and then all the positive evaluations in those first four years; and that really put you in the media spotlight; and that created a flood of visitors to the school. What would you describe as the impact of this time of being famous on the school and on you?

GW In the beginning, they loved it — the teachers — the kids loved it all the way through. Whoever came they wanted to talk to them [laughter] But then toward the end it became like a stress. You had—they would come — it had started where Dr. Amprey would send over 25 people to us. You know, it was like, you never knew when he was going to send a group of people. And they would come. One time someone called and asked could he visit. And then he brought a busload of people. You know, this kind of thing. So you’re moving around and dealing with it. You didn’t mind sharing, you know, and you didn’t mind talking about it. But it became like you needed another person to handle visitors in the school. But because you had them from Japan, Europe, Australia, all over the United States, Alaska, and all over the United States. It was exciting in the beginning, and the kids were keeping — the teachers put up a big map and put dots in wherever we heard from someone, or someone came. And that was exciting, in the beginning. But then it takes a lot, a lot of time. You really have to be a demonstration school to put up with as many people as came to that school.

JR And you went from being a long time unsung hero to becoming a celebrity, of sorts.

GW Becoming a —

JR It started with the Johns Hopkins medal——
GW  Oh, that’s right!

JR  Before you’d even gotten the Calvert program installed

GW  The Calvert curriculum.

JR  And then the READER’S DIGEST article, and then the appearances on national television, and in the NEW YORK TIMES and in the major education journals and so on and so forth. What kind of feelings did that leave you with, to be suddenly in the spotlight like this?

GW  I felt guilty. Because I wasn’t the one doing all the work. Everyone was doing the work. Everyone, the teachers and so forth. But I felt like – sometimes I felt like – I wore a t-shirt. I’ll tell you what happened. I wore a Barclay sweatshirt. Went out to the C-Mart out there and I had on a Barclay sweatshirt. And there comes a man there, and I did not know him, but one of his children was in the school. And he says “THAT’S BARCLAY!” And he starts yelling and people looking. “YOU KNOW, THAT’S THAT SCHOOL....” And I went, “Oh, My God!” [Laughter] So I stopped even wearing our sweatshirts out. And you’d go places, and you were supposed to know everything, you know. And you really – and we became the spokesmen for – what’s the educational program that made the films of Barclay?

JR  The AFT?

GW  AFT. We became the spokesman for that. We flew everywhere, talking to people. You just felt like “What did I do?” You’d say, “All we did was fight for a program.” You know? Everyone fought. So I just felt—I felt like, “Wow.” You know, you really didn’t—I felt humbled that people would enjoy—I felt happy for the teachers because they were really working. And I was glad for education like – what did one of the men say to me: “Do you realize what you’ve done for education. You’ve broken that barrier.” But we haven’t done anything for the city, have we?

JR  The city isn’t showing it yet, if we have.

GW  It isn’t. What they started doing was like, “oh, we’re going to have all these programs and things coming in” and they just started throwing all this stuff in so they didn’t listen. But there people out, who are really changing their program. Out in Wisconsin they’ve changed – Dr., I mean Governor Thompson was really – those parents really changed that city. And Dover Delaware – I was with the religious right – (hearty laughter) out there in Delaware, but they did a lot of changing up there, too. And, but it was a time where you just felt like you couldn’t keep up. You know—

JR  Was it ever fun? I mean was it fun to [in audible] to fly around to all these places

GW  It was in the beginning. It was. I went to places. It was fun in some places. Going places. Some places it was really exciting and you got to compare different things.
But sometimes you—like in going to Rogers, Arkansas and—He called me every day.
He had seen me on Dan Rather and finally he said “I will send my private jet.” (Laughter) 
And I “oh no you won’t”, thinking of going down-- But his jet is like—I went on the 
regular plane. So I said “You promise to get me back finally”. But I did get to see a lot
of America. But I felt like you’re in a whirlwind. It was just—in Boston. I enjoyed
myself in Boston and different other places. But, I—I'm just not famous. I'm just me,
you know. And that would bother. And my niece said to me, “Aunt Gertrude I opened
this book and I said to them, ‘that’s my aunt!’” and they said, ‘yah, yah’. (Laughter) 
I said, “Oh, Saundra.” But they—the family was proud. But it just—it took me out of
what I am. And I enjoyed going places. I enjoyed helping. I enjoyed what it did for the
kids at the school. I really did. Because it really brought up their self esteem. And they
needed that, they really did. And we’ll talk about the rest of it.

JR  Yes. Ok. Thinking back on the development of the Barclay-Calvert program, are
there particular highlights or memorable experiences that convey what the program was
about? I mean, you’ve mentioned some of them— the kid coming up and saying “I know
how to spell dictation” or the plays but

GW  Oh. Are there memorable experiences about the?

JR  Yeah, that kind of— you know. Little cameos.

GW  Yeah. It’s been—There’s so many. Let me see what. I—we have a student who,
every guest who came in, would jump up, welcome them, shake their hand and bring
them across. But we had—I remember at one time we had the assistant to the governor
of Georgia came, and the children were working and we were standing in the back of the
room and she said “LOOK AT EM!”

JR  Laughter

GW  And I looked and said, “what are they doing?” And she said, “They’re not paying
us any attention!” And I said, “Oh, well you know, these children are so engrossed.”
And that was very important. Because they didn’t. They ignored people. Maybe one or
two would look around. But they ignored people. They were so engrossed in what they
were doing that people used to marvel over how they were concentrating with the teacher
and not stopping to listen to what was going on. I remember that when the—oh, that
was when I got the medal from Hopkins, that they made me “Queen for a Day.” I cried
and I cried, and it was just so exciting that someone knew how hard we were fighting and
what we were going through, that Dr. Muller would think enough to move in, and how
you and Clara collaborated.

JR  Laughter. And Dea

GW  And Dea, right. And then, you know, I remember not just the program after we
got in. I remember the closeness and the fighting and the determination on the part of
you and so many people in the community that were saying, “we’re going to do it” and
would stay up and work on it. It just—it was just really magnificent. You think of it now. Then you were mad as the devil, you know—“we’re going to kill these people” going down. Or when people were so angry at us that they would make up lies.

JR Yeah.

GW You remember those things. So you think it’s, it’s—but we stood up, you know. And that’s the thing that I would hope that people would get from it. If you believe in something that you just stick to it. And it made a difference, for—you got letters from teachers around the city, asking, “well, can I help you, because if you get it; if you get it at your school, maybe we will get it at our school.” We’ve also had—while I was there, we also had teachers who wanted to come and work at Barclay. But it also made a change in some of the administrators who never trusted me afterwards. (Laughter)

JR Laughter

GW But I just think what it did—the community just pulled together. That was just so fascinating, how the people came together and (Laughter) the night that Wallic [Orlinsky] just (Laughter) cornered Cliff Ball. I mean, it just shocked me, when he just stood up and he was just so angry, and Mrs. Hubble—Nancy Hubble, who never spoke out—who just was there.

JR Right, right. It was amazing how it seemed to just touch so many hearts and

GW I’m telling you!

JR and nerves

GW and who stood up and—with kids, they didn’t, well, they didn’t. Wallie had Barclay on the internet. I haven’t pulled it up. A lady from New Jersey had called me. In fact she came down. Who had read about it on the internet. But it was amazing how the people just pulled together, especially in Charles Village, who just pulled together to make sure that these children got a chance. And they weren’t sending their children there. In fact, some didn’t have children.

JR That’s right.

GW Some were grandparents and who just fought. I saw Paige [Rose] yesterday when I was going in there and—was yesterday Joe’s wedding anniversary?

JR Yes, it was.

GW She told me it was.

JR Laughter. She remembers everything!
GW And I thought of Paige who would go into the meeting all dignified and
[inaudible] But the other, other thing that is, is, was so exciting — I remember the day
that we went down, nervous about, wondering what was going to happen when we went
down to the Center and all those people — it was just packed.

JR That was amazing.

GW It was, it was amazing. So the program has just been wonderful. Reading the
first test. But I think sometimes what happens in getting there, you know, really makes a
difference. You know, the community really pushed it. Especially Charles Village and
some people in Waverly, you know, who were really there for the school. I really was
shocked at some of the people — well you had a couple who worked — but where a lot of
the children go to school — a lot of those people just wanted you to stop and not move on.
And amazingly enough, I remember when Dr. Hunter came to the school. Do you
remember that? (Laughter) That day we had guests there. And it was — what day was
it? I can’t remember. But he came up on the elevator, and there was some parents on the
elevator, too. And he said to me, “I am so glad we got this program.” So when he got off
— did I ever tell you that?

JR No.

GW One of the parents said —You remember when he came—

JR Vaguely

GW Vaguely, you remember he came after — before he left the city. He came in —
after he had been given his walking papers by the Mayor, he came to the school. I know
it was like one of the days — it could have been Open House or one of those, cause there
were a lot of parents.

JR Um, ok.

GW So when he left, got off the elevator and started around, then one of the parents
said to me, “Isn’t that Dr. Hunter?” (Laughter) “Isn’t that Dr. Hunter?” I said, “yeah.”
And they said, “Oh, shucks.” (Laughter)

JR Laughter

GW But he never, absolutely — I think he never ever really realized the damage he did.

JR Or the damage that we were able to inflict back. (Laughter)

GW That’s right, because — I mean, to have somebody sit in your office and then you
leave (Laughter)

JR Laughter
GW Oh my. Or tell us that we would never get that program, 'cause we had caused him that much problem.

JR Yeah.

GW Well, there was strength in that. And it should be something that that school should always hold on to, cause it cost.

JR Well, this is kind of a negative note to end on. I should have put the last question we just talked about last, but anyway -- in March of '93 the president of the Baltimore Teachers Union sent out a letter to the BTU members complaining that there were too many "experiments" being imposed on the school system. You remember that?

GW Yeah.

JR And included in the list of experiments the Calvert Curriculum. Why do you think the union did that? I mean, you've already mentioned that the union came back and did a video tape afterwards, the national union did, shortly after you got--

GW Well, you know, I think it was out of ignorance because when it was brought to Irene Dandridge's -- did you same something to her, somebody said to her

JR We wrote her back.

GW We wrote her a letter, but she apologized. You remember, she apologized. But that was out of ignorance. I think they were afraid of losing the strength over the school. You know, where -- well, they've lost a lot of it. Where they could complain, teachers could complain and they'd come in and do something about it. But I think they thought they were losing a lot of the strength they had. But it was, in other words, ignorance. I really do.

JR They had been ambivalent from the beginning.

GW Yes, they had.

JR She and Miss Johnson came late to the press conference to see what was going on back when we were fighting

GW That's right. And Walt--and he said... The reason I came up that day -- because he said to me, "You should not be seen anywhere around." And that made me mad. So I came up there, and I sat there. I wasn't going to disrupt the conference. So he said, "well you're getting ready to get yourself in trouble." I said, "well, I'm already in trouble." (Laughter) You know, don't tell me I'm getting myself in trouble!

JR Laughter