

An Oral History of H-B Woodlawn As
Seen by Fourteen Teachers

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Comments in [] are my own.

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Introduction and Preface

I interviewed some of the teachers who have been teaching at H-B Woodlawn for a long time or who were students here at one point (Theresa Flynn, Dave Soles, Casey Robinson, Catherine Frum). From that group, I selected teachers from whom I have taken a class.

It took between 30 minutes and two hours to interview each teacher in person. I asked the same basic eight questions to every teacher and when I felt inclined or was intrigued or confused I asked follow-up questions. Therefore, the flow and direction of the conversations (because some became more conversation than interview) varied from teacher to teacher. Some teachers suggested lots of trends at H-B with few specific memories, while others related stories as well as trends. The inquiring reader should find ample examples of both trends and anecdotes inside. The eight basic questions were:

1. How long have you been teaching at H-B?
2. Why did you decide to come here?
3. Can you describe some ways in which H-B has changed while you've been here?
4. How do you see H-B changing in the future?
5. What have been some of the most controversial or interesting items to come before TM?
6. Can you tell me something particularly memorable and quintessentially H-B-ish that has happened while you've been here?
6. b. ...or something really funny?
7. Is there anything else you want to tell everyone?
8. What else do you do besides teach?

I added question eight after my second interview, which was with Carol Clark. She and I agreed that it would be illuminating to add a personal touch to each teacher's responses. That question yielded some surprising answers (like many of the other questions). Now that this is done, I feel that I didn't ask all the right questions to get at the \$100 question of: 'Has H-B changed, and, if it has, is it going down the wrong path?' Had I more time I would have gone back to some teachers and asked that.

The next section in this paper is a list of some of the most interesting facts, anecdotes, and trends I uncovered during this process. I have organized this paper by teacher, in the order in which I interviewed them (except for Ray, whom I interviewed second to last). When I heard something particularly interesting or a teacher had a vague memory I sometimes asked succeeding teachers specific questions designed to find out more. There are two through four pages on most teachers and when a sentiment was expressed by a range of teachers, I sometimes so note. I tried to keep as much of the writing in the teachers' own words as possible and I've put in some actual, verbatim quotations from the interviews in "-marks. I have not included some information in this paper because it was too detailed or off topic, e.g. some portions of answers to question eight.

Facts, Anecdotes, and Trends
(Facts first, trends last)

- **302 years:** the combined time these 14 teachers have spent teaching at H-B.
 - One reason I did this research: H-B is small enough to be strongly influenced by those 14 individuals and what they did in any one of those 302 years.
- Woodlawn Senior High School (SHS) and Hoffman Boston Junior High (JHS) merged in September 1978 to create H-B Woodlawn.
- The sixth grade was added in 1990 when all Arlington JHSs (grades 7-9) became middle schools (grades 6-8).
- H-B had, at various times, Greek letters for the blocks, an "I block," and an "L block."
- The 3rd floor bathrooms were co-ed for a few days one year until the County heard about the arrangement.
- In the first half of the 1980s, H-B's first PE teacher got arrested at school (see "Ray") and the photo teacher got fired after a Town Meeting debate in the gym (see "Randy").
- There have been 35 years of Town Meetings.
- The photo of Ray Anderson with his hair bunched up by rubber bands is him imitating Dave Soles as a student at the Teacher's Play.
- Elly Kluge once wore a Barney suit to school for a whole day on a bet of sorts.
- Some students once built a brick fishpond in Randy's room during winter break.
- H-B used to have an auxiliary gym, a smoking court, and a student lounge (but no teachers' lounge).
- Originally, high school English classes were 4 quarters of electives and there was no prom or Fall Formal.
- Alternative schools, including H-B Woodlawn, were created as extensions of the 1960s when America was very different. There was more emphasis on "power to the people" education and personal freedom than on societal order.
- H-B's student body has changed from being incredibly political to being artsy and to being musical and academic.
- When teachers talked about meeting alumni around the world or alumni coming back to visit, it felt like they were saying: 'We'll be your teacher for a year but your friend for a lifetime.'
- Many teachers expressed hope in the teachers who were students here. They expect them to carry on H-B's philosophical mantle as more new teachers come in who never knew 'the old guard.'
- Even if H-B is more similar to other schools than it used to be, it's still different enough for most teachers to have expressed pride during interviews in what this school is today.
- When I asked how H-B has changed, as I expected, many teachers provided anecdotes, facts, and trends that explained how the school is different. But I was surprised by how many teachers explicitly stated that HBW basically hasn't changed in its fundamental core of beliefs. So when I was interviewing Ellen I realized that for some teachers I should ask not only what is

different, but what is the same. This became a standard follow-up question during my interview with Ellen, along with "Why do H-B students take so many AP classes?" (with Randy).

- Ray best summarized the paradoxically dynamic and static nature of H-B. He said: 'H-B always changes because of the year and decade in which it exists. H-B "never changes" because of a center of beliefs and practices.'
- However, the teachers were split on whether we are as much an alternative school as we used to be. Not one teacher said that we are as alternative as in earlier days and some said we aren't (Dave and Mark, mainly). I conclude: that value has changed. What has not changed is our student-teacher relationship. As Susan Friedman said, when students make "sound and solid" decisions the school works. No one said that they or the teachers collectively trust students less now.
- Clearly H-B's facts and traditions have changed over time, especially compared to the 1970s and early 1980s. The differences that teachers listed were generally in traditions- they were superficial, in a sense. A lot of the wildness of the 'early' days is even legally impossible now. Those things could happen in the 1960s and 1970s but, as most teachers admitted, times have changed. The sense I got from most teachers, summed up by Randy in question 6 and Aaron in question 7, is that we re-invent H-B Woodlawn to fit the times but keep the core values.
- Teachers disagree for some memories such as whether H-B has always had dances. Of course, not every teacher remembers the same events. In the long run, though, it doesn't really matter whether we had dances originally or not, so I didn't try to resolve those conflicting recollections.
- This project sort of became a way to record hopes for the future of the teachers who answered my questions that way. Perhaps future students will use these words of wisdom as guidance for H-B Woodlawn's future.
- This was originally a fact finding mission to support my informal hypothesis of how different H-B is from how it used to be... and it hasn't changed in a good way, either, I believed. Over time, as more teachers said that H-B hasn't changed at its core, my original hypothesis became my null hypothesis: I wanted to 'prove' that H-B is basically the same. I have realized that H-B has changed but in the necessary ways and in accordance with the times.

Dave Soles

1. Dave was a student here from 1986 through 1992. The class of 2006 is Dave's 10th graduating class, so Dave started teaching at H-B in 1996.

2. Dave had no plans to come back to H-B to teach. He just needed a job for one year until the Peace Corp was ready to send him to Nepal. He took an open part time position for his first year but then stayed two more years as chemistry teacher so that he could become a certified teacher. At that point there was no chance of his leaving for Nepal. One reason Dave stayed: those first two years of chemistry and AP chemistry students were great.

3. Dave identified many of the same pressures for H-B to change, ranging from school to county to national, that later interviewees did although he interpreted some of them differently. For example, his explanation of the 6th grade's effect was unique. At the school level, he said that adding the 6th grade has made it more of a parental decision to enter the lottery. When H-B started with 7th grade, it was much more a student decision to try to get into this school because 6th graders are more able to make that decision than 5th graders are. Furthermore, when H-B started with 7th grade, kids who wanted to come here had to risk leaving their home middle school. Those who were doing fine in their traditional school weren't as likely to uproot themselves after one year; coming to H-B was a riskier prospect and it attracted social, academic, etc. misfits who were really having trouble fitting in at their middle school. Also, the more individual, creative arts (photo, art) have suffered while chorus and band are big arts now.

Locally, as H-B has become better known for its academics, it has attracted more academically focused families and students. This has diverted students' focus from getting a different, alternative education to "doing well" in school. In other words, we've become more similar to other schools.

Nationally, the alternative education movement was strong when the baby boomer generation was going to school; they wanted to be in charge of their own education. Now, they want to be in charge of their kids' education, so apparently they don't want to give us the freedom that they themselves requested. There has also been a several decade long societal shift in the relative importance of freedom and security. There is no longer a 1970s illusion that education gives power to the people. No politicians make that their mantra anymore.

4. Unless there's an outside impetus we're not going to go back to providing alternative educations. Dave can't try to turn H-B into more of an alternative school because he spends all his after-school time organizing and coaching our famed Ultimate Frisbee program. He simply can't lead a redirection of H-B and run a 50 person Ultimate group. Of course, it doesn't have to be the chemistry teacher making H-B more alternative; some new teacher could challenge us to examine where we are going with this school.

I then asked Dave and many subsequent teachers what role students could have in making H-B more alternative. Dave said it's tough for a student to change things because there's so much pressure to get into college. A revolutionary student needs to be smart and socially slick, but those are the very students who would get into top colleges. It's tough to be a full time student and a full time reformer.

The biggest change to H-B would be to get rid of the sixth grade, which was added in 1990. As described above, that would make more dysfunctional kids come here and discourage those who are thriving at traditional middle schools from entering the lottery. Currently, we have a lot of students who would do fine in normal schools.

5. One of the most contentious Town Meeting items, cited by most teachers for this question, has been allocation, as well as the role and inclusiveness of the allocation committee (only cited by Dave). Another one was the introduction of an H-B Constitution, which brought up the roles in our school of laws and informality of customs and also why we are uncomfortable with written rules. Also mentioned by many teachers was Elly locking her door when students chronically came back late from lunch, which questioned the scope and definition of curriculum (TM doesn't have power over curriculum). Generally, questions which ask, "Who has what jurisdiction?" have been the most interesting topics.

6. The year Dave graduated, Ray Anderson painted a peace sign on his chest, wore a skirt, painted his toenails, and rubber banded his hair in bunches to imitate Dave for the teacher play. [Author's note: I've never seen anyone in the teacher play imitate a student; only students imitate teachers.] Dave said that he never did all those things at one time. The

picture of Ray's hair bunched up in rubber bands is now a school icon. (Dave wears a shirt with that photo periodically.)

Also relating to the last day of school, two years ago, no one knew where Steve Garman was during the end of the teacher play when Ray was to present him with his rocking chair for retirement. Ray's trust in his staff (that Steve was doing something useful), informality, and lack of organization all shone through. In fact, some students went and found Steve watching the halls around the building for people not with the rest of the school at the play. Ray's trust paid off.

The Silly Committee was created to get people to notice TM and to demonstrate its power. According to Dave, some older students created the Committee but Dave was an active member for his sophomore and junior years. The Committee did squid bowling, frozen fish races, etc. It didn't really work and its members ended up feeling secure and getting attention (from girls) other ways.

The prom when Dave was in 7th grade prom was a crab feast in the cafeteria.

7. We haven't realized our full potential. Our "lackadaisical" administration which doesn't manage in a hands-on style is a great thing about this school but also hurts our actualizing our alternative possibilities.

Dave wanted me to conclude with: **"Be not afraid. Trust."**

8. Dave of course spends all his time on Frisbee, both coaching and organizing.

Carol Clark

1. Carol first taught at H-B in the 1987-1988 school year. This is her 19th year here.
2. Carol taught in a more conservative environment before coming to H-B. She wanted a more progressive, liberal work place.
3. Changing from the camp-out, first-come-first-serve admission system to the weighted and non-weighted lotteries have changed the school's demographic. It's been more of a challenge to hang on to our original values and philosophies. Maybe we can sustain our philosophies, but, then again, perhaps in 5, 10 or 15 years someone [external] may have to come in and see if we're living up to our original philosophy. Carol also rhetorically asked: "Anyway, how would one measure change?"

One effect of using the lottery admission system has been to include a wider range of ability levels at H-B now. Carol noted that she wants everyone to have access to the best education and that "egalitarian is good." However, demographics are one of several factors to change the school. Another is that schools should meet the needs of students, and as students' demographics change, so do the needs of the students.

4. Carol said she had "no idea" what H-B's future might hold but it depends on personnel, staff, students, the principal, the superintendent. Like Dave, she thinks that H-B's future will be affected slightly more by personnel than by students. She concluded by again saying, "...no idea."
5. Carol didn't offer any controversial Town Meeting items and didn't have much to say about TM because she puts her energy in other places. She can do international politics, national politics, and local politics, but she can't also do school politics if she wants to have "a life."
6. There have been so many quintessentially H-B moments, both happy and tragic. Every senior class has been a pleasure to work with and has been rewarding and pleasant.
7. There's so much that's good about H-B, it's sad that we can't transfer that to other schools in America. It's also sad that public education is so "inferior" [sub-optimal] in America.
8. Besides teaching, Carol is a gourmet cook, world traveler [ask some time to see her photos from southern Africa- they're very good], Smithsonian African art docent, interior designer, hiker...

Mark Dodge

1. This is Mark's 15th year at H-B.
2. Mark, a brand new teacher who had done his two years of student teaching at a traditional school, needed a job, so he took the H-B permanent substitute position which opened up in May 1992. He started teaching physics the following fall, replacing a Ph.D. in astronomy (who had not fit in well with H-B) who had replaced the long time physics teacher Harvey Wynn. I asked Mark if his undergraduate education at UC Berkeley inclined him towards H-B's philosophy. He said that Berkeley exposed him to every conceivable ideology- the whole range of human thought. He began to ask, "How do you live with people who can be so different?"
3. Currently H-B has more of an academic focus, fewer liberal arts, and not as much student demand for being an alternative school. There used to be less teaching to the test (a commonly expressed sentiment) and more of a focus on teaching what students wanted to learn, more experiential learning. Harvey did lots of hands on, "let's go try this..." stuff in his physics class. As a new teacher, Mark experimented a lot more than he does now. The teaching experimentation in physics has been lost because he knows what works in the classroom and what doesn't and because he teaches to the AP Physics exam more now. Some things which didn't work: independent study physics and building a room-sized wooden roller coaster (it was a disaster). [If you want to know what Mark decided did work, take his wonderful physics class.]

The H-B graduation ceremony has also become more formal. Other teachers (see "Randy" and "Steve") spoke more specifically on graduation.
4. Mark sees the current path which H-B is taking now as away from student self-responsibility/government and more towards an academic culture. More students used to get bad grades because they didn't do the assigned work, but nevertheless they would learn/get what they wanted out of the material. This is not as common among the student body any more; a higher percentage of student body defines success now in traditional terms: grades, college, etc. Mark is not sure if the decrease in "alternative success" is because of a change in the character of the

student body or because the teachers are changing their emphasis. Modern, typical students don't try to own the school; their apathy ranges from not contributing to important TM decisions to not cleaning up sodas they've spilt in the hall. There is a certain amount of intellectual laziness of students not trying to see what they can accomplish at H-B.

Mark also talked about my attempt to have H-B offer an oceanography class for the 2005-2006 school year. He said that the teachers' and administrators' response to the support of dozens of students for an oceanography class was a debacle. He believes that the lack of success hiring an astronomy teacher for one block in 2003-4 made H-B's adults give up on trying to bring in a teacher for one period. The oceanography example isn't inspirational for the rest of the student body trying to make the school responsive to their wishes: this was the best plan of the time and see how it fell through.

He also noted that creating a dialogue of what this school is trying to accomplish, "what teens want," is tough because teens are still developing and don't know where they want to go. For example, H-B used to have a partnership with an alternative school in Ohio around 1997. Mark says our modern senior project came from that Ohio school's "walkabout."

Then Mark told me what path he hopes H-B will take: students will ask themselves, "What is education? What is school about?" The purpose of high school is to experiment with mixed success. The national culture is that everyone should be a straight-A student, but if H-B students are going to experiment then they'll have to put aside that expectation.

Another thing we haven't discussed is cheating: what is it, how bad is it? We also haven't talked about the limits on free speech that we have tacitly agreed upon. This year, some physics fair posters got torn down and stuffed in Mark's inbox because of violent references. One year a flier advertised "Free beer at the Physics Festival" and a parent complained about that which was obviously a joke. Does H-B have free speech limits?

5. Like many other teachers, three of the first controversial or important Town Meeting items Mark thought of were co-ed bathrooms (because they brought up questions of gender roles), contentious allocation meetings, and our dance policy: who should be let into dances? When hot Town Meeting issues come up, everyone comes. Otherwise low attendance has always been an issue.

The story of the co-ed bathrooms originates with Mark's physics class. When he taught in what is currently Kris Kappmeyer's room (the teacher directly below Mark got perennially annoyed when Mark dropped bowling balls on the floor) a girl in his class didn't want to walk all the way down the hall to go to the bathroom, so after a long discussion TM made the third floor bathrooms co-ed. After a few days the School Board caught wind and told the school to gender segregate the restrooms. The drive for co-ed bathrooms focused on what was convenient for students.

Another controversial TM discussion six year ago was whether H-B should install condom dispensers in the high school bathrooms.

6. Like many teachers, Mark said that the first and last day of school events are quintessentially H-Bish. We also temporarily moved the Moving Pledge of Allegiance to 4:05.

One student dropped a gross (144) of eggs under 1 egg for the physics egg drop project. Many of the bottom eggs shattered but the important one survived. Another student made a gallon mold of super-solid jello, which bounced ten feet up and re-landed safely and protected the egg.

A few teachers (Mark included) told a story involving Elly Kluge and a Barney suit. To find out more, read the pages about Elly.

7. Some closing thoughts: Mark's "dream is that students would be empowered" and that adults will support the students although they know it will "occasionally be messy." The best way to learn to exercise power is to exercise it. With typical H-B teacher pride, Mark said that you don't realize how bad the rest of the educational system is until you've gone somewhere else.
8. Besides being a family man and homeowner, Mark is active in church, runs a soccer league, is a former executive of an after school care group, sings and plays guitar, is a member of a bowling team, and went to clown school (Mark is a certified clown).

Randy McKnight

1. Randy has been with Hoffman Boston since it started in September 1972. He taught for three years at Swanson before teaching at Hoffman Boston all six of its years. He has been teaching at H-B Woodlawn all 28 of its years. He has taught in five separate decades.

2. Randy came to Hoffman Boston from Swanson because at Swanson the students were treated as short SHSers and there was a non-alignment of teachers' practices and values there. He moved to HBW with the merger of Hoffman Boston Junior High and Woodlawn Senior High in the 1978-79 school year. One teacher left Hoffman Boston at the merger year because that teacher didn't think the merging of the two programs was a good idea.

3. Like many teachers, Randy identified a top cause of change at H-B as the increased emphasis on AP classes. Other changes have been:
 - incorporation of traditional social functions into the school fabric (originally, there was no prom or Fall Formal) and the rising excessiveness of prom. Disagreeing with some other teachers, Randy says that there always have been dances. Lots of local bands, some of which were really bad, used to perform.
 - increased tension over getting into college (H-B students used to barely worry about *that*).
 - the concept of the middle school as an entity separate from the high school. Although other teachers say that the MS and HS have become more unified over time, Randy says that before 4100 Vacation Lane was remodeled about a decade ago, middle schoolers had more classes upstairs; the building was remodeled with physical separation of the middle school in mind. (See "Aaron.")
 - a movement in the mid 1990s to shift teachers' allegiance from the department to the grade. This was partially successful: some departments don't even meet regularly anymore.
 - the rise of the waiting list. Originally, "home school" guidance counselors used to say incorrectly, "If you go to HBW you won't get into college." H-B has always had a lot of people going to college (perhaps not quite as high a percentage as now, though, and not as many Ivy League).
 - that for a while Hoffman Boston and HBW mostly took students from the "home schools" who would now be called "psych transfers," not that they had mental diseases or problems found in Freud's Index. They just didn't fit in at their regular school. Ellen Kurcis has more to say about this.
 - the role of the TA used to be minimal, although there were always TA trips. (See "Nancy.") TA's importance has grown with college pressure.
 - the mellowing of graduation. TAs used to sometimes be nearly cruel. For example, a TA would pour water on "a hot head" senior. There were also lots of thinly disguised references to sexual encounters, e.g. "so-and-so

had many great moments this year: however, I can't talk about most of them because they were in his basement."

- until about five or six years ago seniors painted the upper parking lot on the first day of school. The police caught one student painting "Jewish Lesbian" and didn't care that she was one. (This student also said that "H-B is the best school to be gay at"). The tradition stopped when there was a rash of vandalism at Yorktown and the cops cracked down on that senior tradition. They surrounded 50 H-B seniors at 5:30 in the afternoon with a bunch of cop cars and Ray told the police that if they wanted to arrest the seniors they'd have to arrest him first. The police just didn't get that it wasn't vandalism.
- Community as School came from New York's City as School alternative program where students only did internships. CAS is unique to H-B.
- the staff is older now, society in general is more conservative, and it's tougher to get into college now.

AP classes came from students and parents, not teachers. The original AP English was one block, made of ten juniors and ten seniors in about 1987. When the county required people to take the exam to inflate their GPA (get the extra AP weight), the number of tests taken at H-B nearly doubled.

I asked Randy what the English classes were like before so many AP blocks were offered. At Woodlawn, English was a full year of electives and at Hoffman Boston there was only one English class per week and all work was done by "contracts" (which we still have in 7th and 8th grades) outside of class. This was of course before SOLs. In the early 1980s high school English became a semester survey class and the junior high had more classes per week where they worked on contracts in class. Contracts included "Making It Strange," which included thinking through analogies. The contracts had five domains which needed completion. (An obvious result of this shift to AP English is that there are fewer juniors and seniors in English electives now.)

Then I asked Randy, 'We added AP classes late to our curriculum but now H-B gives far more AP exams per senior than most high schools, so why did we shoot ahead?' He said that the message H-B students get from colleges is to take as many APs as possible— even schools you wouldn't expect to broadcast that message do. There is also a perception among some students that regular English classes lack content. Randy said he has not watered down his regular English classes. There has also been more open access to AP exams here than at the other high schools. Students used to not come to H-B or leave early because there weren't AP classes. Open AP enrollment has been ingrained longer in our culture, and just now are open APs permeating other high schools (partially spread by the Jay Matthews Challenge Index).

4. H-B will change in one of two directions:

1. The greater source of pressure is external, to become more prep-school like (for college and testing). It's possible some day HBW will offer a class in College Board test prep.

2. The lesser source of pressure, which must come from within because society is going in the opposite direction, would be new, young, energetic teachers who will teach across disciplines and increase internships for the classes (more CAS). If, instead, we hire teachers who deep in their hearts don't subscribe to the idea of TM, students' role in school governance will diminish.

5. Some serious TM issues have been: co-ed bathrooms (in the mid 1990s), increasing teachers' course load from five to six classes (which decreased independent study (late 1980s)), and a three day TM to create a new schedule and re-schedule everybody's classes because the old one just wasn't working (1980s). The early 1980s allocation meetings were awfully contentious for several reasons: there was no Allocation Committee yet so everyone had to sort through a dozen proposals from individuals, there was less allocation or allocation was decreasing in those days because Arlington was losing students, and the whole process took multiple days.

The "open dance" issue is perennial but the controversy fluctuates in importance from year to year. In the early 1980s, the Cherrydale Gang of 19 and 20 year olds harassed and occasionally beat up H-Bers and made trouble at dances. Or when we had go-go bands play, they'd bring entourages of people from D.C., all of whom demanded to be let in without paying.

Many teachers mentioned the departure of photography Lloyd Wolf in the early 1980s. He had been to a lot of student parties where drugs were in use. Some of his groupies thought that Ray was forcing out their beloved teacher, so they hoped that bringing the issue to Town Meeting would bolster his position. The gym was packed and Ray didn't speak because it was a personnel issue. (See "Nancy.") The groupies made *ad hominem* attacks against Ray for persecuting the teacher and laudatory speeches on Lloyd's behalf. As the non-groupie students listened they slowly became revolted by the photo teacher and the tide turned against him and was generally ambivalent towards Ray. This was the most anti-Ray sentiment

ever at H-B. Randy said the process of the students changing their minds was fascinating [and was Town Meeting at its best].

Then Randy talked about silly things that Town Meeting had done. He mentioned the Silly Committee, which wanted everyone to encircle the school and pass dead fish around. For a few weeks in 1992 the school renamed the lettered blocks for the Greek alphabet: the Π block was for AP calc and it was the only class ever to meet five times each week. There was once a disastrous "I block" (see "Steve"). The progenitor of the co-ed bathrooms also created an alternative prom the same night as the normal prom to counter the excessiveness of the event.

There has been perennial low attendance at regular TMs. Several years ago the alternative education English elective polled students and found out that they didn't come regularly because they thought everything was fine and the people who were running the show didn't need them, so why go? Attendance perhaps used to be slightly higher but was comparable.

6. This is only a partial list of the numerous things Randy mentioned:
- During one winter break some students built a brick fishpond in the middle of Randy's room and filled it with fish.
 - On the first day returning from winter break, Randy found a 3 ft by 3 ft head from the Clarendon metro on his desk taken from a "dump."
 - For one graduation, his TA parodied the poem "Oh Captain My Captain" and recited it on desks (like at the end of "Dead Poet's Society").
 - His TA once broke into his house, stole stuff, and returned it to him at graduation.
 - On the first day of school teachers found in their in-boxes a photo of a masked, naked student in their classroom who had covered their privates with some material in the room (a cello, for example).

7. "HBW is a schema constantly under destruction and construction. Everyone should be part of that process and not just inhabit places created by others."

"The phrase 'Verbum Sap Sat' doesn't mean sink or swim on your own; it means that we're all continuously trying to find the words and actions when shared with others that lead to their growth and empowerment."

"Work hard, have fun."

8. Randy plays softball in a senior league (his team is the Gray Sox), kayaks, and occasionally gets to read for relaxation.

Elly Kluge

1. Elly has been at HBW since the 1978-1979 school year, the first year of the H-B Woodlawn Program. She was a library assistant for a few years and gradually transitioned into teaching; her first classes were electives. She wasn't a full time teacher until her fifth year. There wasn't much for her to do in the library under Judy Mayeux so she read a lot.
2. When Elly moved to Arlington Forest in 1972, Mary Flynn (who later became Mary Schroeder) knocked on her door to welcome her and suggest that she sub at Hoffman Boston, where she met Judy Mayeux. Judy later asked her to fill the assistant librarian position at the new HBW. So it was quite serendipitous that she came to H-B. Previously Elly had taught in Belgium and South America for one year each. She tried lots of other jobs besides teaching but decided to stick with teaching because, among other reasons, she didn't like working during the summer.
3. H-B is not what it used to be, "but America isn't what it used to be" and neither are school systems. After all, public school systems reflect society. Originally, H-B was an offshoot/extension of the 1960s. Maybe H-B hasn't changed but the parents, and therefore their kids, have. (Elly's kids attended H-B.) She also said: **"So there, I blame it on parents."**

Like with Randy, I asked Elly why H-B students take so many AP exams. She said that originally she and Carol were big boosters of open door AP history class policies. Generally, the open door policy (which was instituted before the exam was required to get the inflated GPA) has had a Frankenstein-ian effect. Over time, the movement to APs watered down the regular history classes, forcing many people to take extra AP classes which they shouldn't be in. Excessive AP course loads have made students a wreck. The school's demographics have also effected how many APs we take.
4. She hopes that in her lifetime students will rebel and gain perspective and balance. She wonders how baby boomers were so radical with such traditional parents. She wants us to go back to "learning for learning's sake and fun." [Elly and I spent some time trying to figure out whether I should put "learning" or "fun" first.]

5. Apparently Elly was opposed to the co-ed bathrooms. When the issue came up at Town Meeting, Elly queried some female boosters of the plan who were groupies of calculus teacher Jim Schroeder: "If some sixth grader sees Jim peeing and tells her parents, that could effectively tarnish and end his illustrious career. Would you want to do that to him?" The motion passed and no one got in trouble for the co-ed's two day existence.

Elly is a thought provoking teacher outside of the classroom. A few years ago, Elly got fed up with boys repeatedly coming late to D block. The first time she locked the door the boys knocked loudly and the class inside exploded from laughter when Elly wouldn't let them in. The second day they knocked again and then slipped a note under the door imploring that they be let in. The impression I got was that she was being mischievous but that she was also annoyed. The students brought the door locking to TM (other teachers locked their doors, too) but there was no vote. Elly stopped locking the door and the boys started showing up on time.

Other memorable TM discussions have included: perennial open/closed dances, the recent Xeroxing controversy (which, like with the locked doors, the discussion served as the resolution), and P.E. teacher Harry Haught who got arrested for having sex with a 15 year old (see "Steve").

There was a time about 15 years ago when the faculty basically split into two groups over not getting paid enough by the County. At staff meetings (poor Ray Anderson) the two groups wouldn't talk to each other. This was the "work to the rule" controversy. Someone brought in a mediator psychologist, Elly recalls. This controversy was a metaphor for H-B: there is "freedom for teachers as well as for students." (See "Ray" for a much fuller explanation.)

6. To make a point about capitalism, Elly told her students that if they collected \$100 to rent her a Barney suit she would wear it for a day. They got the money and she wore the suit, headpiece and all. One girl asked her if she was actually going to keep the money, and Elly said "Of course;" that's capitalism. [Mark also told this story.]

Another [unfathomably wild] thing that Elly did was right before one Christmas break, Elly suggested that every teacher color their hair half green and half red. Because of some timing conflict she couldn't and when she came in the next day every teacher had colored his or her hair. Dave

Soles, who was a new teacher, complained to her, so Elly painted her face half green and half red. One girl in class said she couldn't look at Elly.

This year, she sent the boys of F block US History outside the room on the first warm day of the year and spontaneously lectured girls on what she considered their inappropriate dress. She and Mary McBride have a plan they'll never execute to wear rain coats over skimpy clothing or two piece bathing suits and flash their classes. That'll cure the problem: we don't want to see your bodies.

[Who ever knew Elly Kluge had such a wild streak?]

Elly invented the phrase "Camp Woodlawn" three or four years ago around this time of year to describe everyone not coming to class because of various trips.

7. For the senior play about 15 years ago, during the Goth period, some Goth girls convinced Elly to dress Goth. One Goth girl said Elly looked cool. About 6 years ago, Carol, Nancy Oliver, and Elly dressed as the Supremes for the end of year play, with wigs and boas and all. They started facing away from the audience and created quite a shock when they turned around in unison.

Steve Garman

1. Steve has been teaching at HBW since the 1979-1980 year, the second year of the merger. He came as a part time teacher to teach 10th grade PE. He overlapped for several years with Harry Haught, PE teacher who eventually got arrested. Harry was a "weird dude" who walked around without a shirt, hit on the outside teacher for gymnastics, and was afraid of 10th graders and getting sick. Steve never saw that teacher teach an actual class.

2. During this time, Arlington was losing students, so each summer Steve got "reduction in force" notices to say that he wouldn't have a job the next year. Each summer he found a new job. One time, he was given the choice between H-B and two other places. He visited H-B and decided it was the right place for him. He became a full time teacher at H-B after a few years when the school added more kids.

- 3&5. Steve provided a veritable litany of things that have changed at H-B and interesting Town Meeting decisions. He related many of these with a laugh and a few times rested his head on the table in his arms because he was laughing so hard. I really felt like we were going back in time:
 - * Taking on Hoffman Boston Junior High initially made for weird scheduling. The 2 levels of education hadn't really merged yet when Steve got to HBW and the teachers at each level were on different schedules. Originally, the junior high was a pocket of people in the building and the senior high was a pocket. Now H-B is becoming more integrated.
 - * Steve says that his first year there was a three day TM which completely rescheduled everyone and every block because the old system just wasn't working.
 - * At one time there was an "L block" during lunch when students ate during class; Steve had a PE class during "L."
 - * At one time there were "I blocks" for 15 minutes Tuesday and Thursday because students felt they didn't have enough time to meet with their teachers (some called them "me blocks").
 - * Steve also mentioned the Greek lettering system for blocks in 1992.
 - * Over the years, H-B has become less of a program for kids who didn't conform socially. They used to embrace alternative education, as did their parents.
 - * Switching from parents camping to get their kids into H-B (first-come-first-serve) to the weighted lottery changed the clientele. The goal was to make the school more socioeconomically equal.
 - * Before the renovation, in what is now the Stratford corner of the cafeteria, there was a room called the student lounge (there was no teacher lunchroom yet). Students "trashed it, fixed it up, trashed it,

fixed it up." The tradition of bringing in couches from the street started there; there was also at one time a fridge.

- There was a smoking court outside the cafeteria for teachers and students to smoke together. Several teachers smoked back then.
- There was a custodian named Billy who brought a gun with him to school every day and no one knew for a while; one eye didn't track and he stuttered. He came with the merger, Steve thinks, and was at HBW for about 10 years. [So H-B was quirky down to its custodians.]
- Prior to the renovation where Stratford is now there was an auxiliary gym with male and female changing rooms. It was a gathering place for "sundry" stuff (that is, activities not related to school). At one graduation Ray gave a student the "HBW weight room award for being caught hooking up with a girl down there." One group of students redid the auxiliary gym to make it into a fighting gym/weightroom to film a movie.
- Graduation used to be "more wild:" Ray and Judy Mayeux (TAs didn't have a part in the ceremony initially) gave random awards to students (such as the nymphomaniac award or a paper hat; they didn't necessarily have a blurb prepared).
- Steve's contribution to the co-ed bathroom story was that they were partially ended by boys who just couldn't pee in front of girls. Originally the boys were all gung-ho about it but they just couldn't do it.

There have also been many changes in the PE and health programs (Theresa Flynn talked about PE in the early days a little):

- Initially there was only gymnastic equipment (because that is what the students voted they wanted to study), four ping pong tables, and two large trampolines for PE equipment. Steve said that on one of his first days, if not the first, a "crazy" boy was bouncing all the way up to the rafters on a trampoline; only Steve seemed to notice.
- PE was very relaxed; for the first week, Steve's students "showed up high as a kite."
- There was only one basketball because Harry Haught liked that sport. Ray and Steve went to TJ one day with Ray's truck when no one was there and they "borrowed" the four glass backboards which are now in our gym. Other "borrowed" equipment: archery gear, wooden volleyball poles, badminton rackets and birdies.
- The annual winter volleyball tournament started in 1983.
- Before Steve, health class was basically taught through independent study packets. When Steve started teaching it, the students wanted discussions in class, thereby creating the health presentations that he used until he stopped teaching in June 2004. [For all those years health class was Steve giving a week's worth of great lectures on alcohol and drugs and then everyone in the class giving a presentation on a topic of their choosing. There was a very wide range of subjects. It was a great way to learn (very free-flowing) and so 'H-Bish.']

4. Steve was the only teacher to explicitly say that hiring Frank Haltiwanger as principal is a positive sign for H-B's future. He does have a more hands-on management approach than Ray, but he has the school's core values at heart.

Steve fears that the County will try to take over some of our operations and micro-manage our school. But, he says, they can't mess with what's working test-score and college wise.

I asked Steve about students' and teachers' future roles at H-B and he said that H-B has always reflected the employees' personalities more than the students.' He also said that the interview process hasn't ever (and basically can't) given a good view of how a potential teacher will perform at H-B.

6. Steve mentioned the Silly Committee, which he says Dave created. [Sorry, Dave, some teachers seem to think you started that committee and strongly associate its goofiness with you.] Graduation was sometimes outside and people's families from the South used to wave Confederate flags because of regional pride and pride in their families. At one graduation, Ray was about to talk about one of the seniors when the kid's brothers ran up and pantsed him and then his whole family put the pants up the flag pole. The ceremony continued on.

Steve thanks H-B for letting him "laugh his way through" [life].

7. People don't realize that to have a place as free flowing and unorganized as H-B, the adults put a lot of effort into planning and teachers need to plan for a lot.

"Don't miss a minute of high school at H-B." We've always been proud that when kids cut class they still (can) come to school because they find it a safe place.

8. Steve also works as an independent consultant with the Department of Defense. Randy, Ray, and Steve started a college consulting business. He is also the Virginia state chair for women's gymnastics (for 25 years).

Laurie Gilkenson

1. Laurie started at H-B in September 1994, so this is her 13th year. Initially, she taught 2 periods of drama from the outside teacher fund (OTF). Her first year here she suggested to the drama teacher Mike Demick that he start a musical theatre program because there was a controversy over an H-B being the lead in Wakefield's musical that year.

2. Another serendipitous story: two H-B 7th graders met Laurie at a drama summer camp. They told her she should apply for the H-B drama position paid for by the OTF and told her they would recommend her to the committee. She thought: "How cute." The next day, Mike Demick called and said she had been recommended for the position. At the OTF interview [which we don't have these days] she did drama games and felt the school was refreshing. Mike told her that if she survived the first year, when she was on trial, she could stay for a long time. She said that the first year didn't feel like a trial; it was like coming home.

3. The demographics of creativity ebb and flow from grade to grade. The school's atmosphere has changed; when she first came, HBW was more of a family, there was never any "bad stuff" or if there was, it was hidden. People left purses out in the hall (that perplexed her at first) and they weren't stolen. It was almost like a utopia.

There is more of a traditional feel now with new teachers. In the old days, teachers would work with students to let them explore their passions; if they did well in their classes but skipped all the time to do drama, it used to not be an issue. This aloofness on the part of the teachers changed a few years before Ray retired.

4. Laurie sees H-B taking a more traditional turn. Town Meeting will have less and less power. She says that students aren't as motivated to go to regular TMs now. When she first came, it seemed that more meetings were packed [in conflict with other teachers' recollections].

Unlike other teachers Laurie talked more about students as the future of H-B. She said we need some radical student leaders "to put their feet down against gradual change that they don't even know is happening until it's done" (that's a semi-verbatim quotation). Teachers must also have

the school's philosophy at heart. Like other teachers, she said that more county regulations are a threat.

5. Allocation was particularly interesting a few years before Laurie came because Nancy Kinneman almost lost her job in the allocation process. Laurie was the only teacher to note that joke motions threaten TM (ven though we've always had them). Once we adopted a transparent school flag to run up the flag pole but the project disappeared when someone noted that the text would be reversed when viewed from the flag's other side.

It was cool that TM voted to let teachers choose what color to paint their doors when the building was renovated. Students "cared enough" to let teachers choose that about their rooms. Dedicating part of the library to Judy Mayeux (first drama teacher and long time librarian) was a good thing that TM did. As a tribute to Judy, Laurie explained, in each main stage production's set there is some reference to Judy Mayeux.

6. The main office being open to students is quintessentially H-Bish (see "Frank"). Like Theresa, Laurie said that she is always amazed that at a school this small you always run into people from H-B. Examples: Laurie's daughter (who hung out a lot here) was teaching swing dancing in Germany when an H-B alumnus recognized her. Laurie has also run into alumni in New York and California.

7. When Laurie first came to H-B, the friendliness and camaraderie were nice to have. It'd be good to recapture that, be we can't. People now are hesitant to cross the lines we've made. She says: "Everybody thinks they're right about everything" and "Maybe we need to be a little less serious," that is: have more fun. If the most recent (2006) allocation process is any indication, the place we're going is "not a nice place," and Laurie isn't saying this just because she was in the hot seat.

8. Laurie also is a clay artist (since 1975), a musician (she played a variety of instruments in her band), a dancer (ballerina in NYC and Houston Ballet Companies), she runs a theatre company (the summer camp brings in \$14,000 to our theatre each year but if she moves after leaving H-B we won't get the money any more), she's writing a musical with Mike DiGiacinto, and, most excitingly, she has two year rights to turn a book into a movie.

Susan Friedman

1. Susan has been at H-B for about 23 years (she doesn't know exactly how long) and taught for 10 years at W-L before that.
2. She left W-L because the students and teachers there were too repressive. She would have left teaching altogether if she hadn't gotten a job here.
3. Susan doesn't think H-B has changed; instead the world around us has changed. Even though technology in the form of computers and video games makes it harder to get students to read, the basics of H-B are the same.

Susan did name three external influences on H-B. First, H-B's more diverse student body is a change which reflects the world we live in. We're doing well with a broader population than when we started; but this demographic change also poses the challenge of creating new and different ways to get information across [linguistic and cultural barriers].

Secondly, the climate of SOLs is a challenge; though she doesn't "teach to the test," Susan loses a month of teaching time anyway. She says these tests have a deadening effect on education. They scare her because the testing juggernaut keeps getting bigger and bigger.

Finally, the emphasis on the college applications process is more rigorous than when she first came here and is more intense than necessary. Generally, the process, including the pressure to take AP exams, needs to be simplified. It's ludicrous that students take so many AP classes before graduating.
4. Susan's prediction for H-B's future is that we will maintain ourselves. The teachers who went to school here will take up the vision, along with other [new] teachers. Those who don't embody the school spirit will leave. In response to my follow-up question she said that students also have a major role in where the school is going. Teachers envision that students have power, and that's what makes it H-B. Teachers need to continue to work with students.
5. Allocation has always been interesting and sometimes more positive than the most recent one (2006), as have been issues involving faculty

(once again, the photo teacher Lloyd Wolf having parties with students). Whenever the students at Town Meeting are given to chance to make a decision and make a "sound and solid" one, that reinforces the school's premise of kids being rational.

6. Ray's whole last year was a party. The art [revering Ray, I'd say] that came out of that and the State Theatre celebration were quintessentially H-Bish. On the other end of watching time go by, the memorial service for Judy Mayeux showed that we are "a community as well as a school." Similarly, September 11th, 2001 showed teachers' closeness to kids here: "You know everybody, every interaction is meaningful" down to the Senior Play and the lock in.

7. Susan's husband keeps telling her that she should retire from Arlington for the pension and simultaneously start teaching in Montgomery County (closer to their home). But she can't start anywhere else knowing what she'd lose by leaving H-B. This is a perfect place to teach; she "can't even walk into" her kid's public school, so it'd be very hard to teach there. Like Carol and Frank, Susan said that it's a shame there aren't more H-Bs. This isn't the right place for all teachers and students: some need more structure, but when it works, it works well. There is freedom to grow here and other schools don't let students grow in healthy, natural ways.
 Finally, Susan was educated in a traditional school system. She would have been someone very different if she'd gone somewhere like here.

8. Susan takes care of a family ("four kids, a nutty husband, two dogs," and aging parents), reads for pleasure when there's time [I hope she would as an English teacher], and travels.

Ellen Kurcis

1. Ellen taught at the first year of Woodlawn SHS at the old Hospice Building in 1971 when it was just 11th and 12th graders but she left after one year because she got pregnant. She returned in 1976 as a part time teacher and moved with the merger to H-B Woodlawn 4100 Vacation Lane. She left a second time in 1981 with a fellowship at Georgetown University to pursue a Masters Degree in Teaching. She returned for good in 1988 when the County stopped losing students and started to hire more teachers.

2. Ellen taught at Yorktown but married that school's assistant principal so she had to leave. She then taught at W-L which was at that time considered the most conservative school. She decided to apply to teach at the new Woodlawn Senior High. Only Ray interviewed her for a position (there were no student committees yet). She said it was the "most exciting thing in the world" to be part of the first year of a new school. Once she had taught at H-B, she wanted to keep coming back.

3. There have been lots of changes in this program in 35 years. At Woodlawn:
 - Her first year it was just 11th and 12th grades.
 - The master schedule was on a bulletin board.
 - The English department taught only electives every quarter which met twice a week. There was lots of independent student work.
 - There were no cafeteria facilities and no science labs and the art teacher was the part time secretary.
 - Ellen and another English teacher shared one large room; they had desks at opposite ends of the hall.
 - There were no dances, no busses at the beginning, no PE classes, and 180 students total the first year were enrolled by a first-come-first-serve policy.
 - One student said, "You can tell it's an alternative school because there's no graffiti in the bathrooms."
 - Since the second year of Woodlawn, people have said that the school used to be different. (Aaron said something like this, too.)

1971 was a very political time [in effect it was still part of the 1960s] and the other senior highs were relieved that they could send Woodlawn their student activists most likely to lead marches and walk-outs. Whereas the SHSs were happy to send off 'troublesome' activists, Hoffman Boston received the JHS' non-political semi-delinquents and troublemakers (see "Randy"). [That explains the general characteristics

of the student bodies at the two separate schools.] Since 1971, HBW has also been called Hippy High, a "brain drain" and "a white flight" school.

Hoffman Boston and Woodlawn were somewhat resistant to the merger because they considered it a county expedient for consolidating building use. There were lots of meetings at parents' homes to work out what the new school would be called, what guidance counselors would be called (at Hoffman they were TAs and at Woodlawn they were advisors), and other small details had to be worked out. Lots of work went into the merger. [I didn't realize until this how different Hoffman Boston and Woodlawn were. They were both alternative but very different schools.]

Ellen thinks that when 6th grade was added in 1990 (all the county's 7th-9th grade junior highs became 6th-8th middle schools that year) we became two schools again. H-B's middle school administrator was Mary Schroeder, who also taught French.

When Ellen came back to H-B in 1988 the biggest changes were: the addition of AP English and having a semester of English and semester of electives instead of a full year of electives. In 1988 Ellen taught English for 10th through 12th graders but she thought it was a bad idea for students to have only one high school English teacher for three years so Randy took AP English 11. In the early 1990s, there was a test to see who could take AP English.

When I asked Ellen about the growth of AP classes at H-B she said that the national culture and increased college pressure are major reasons. Also, kids who come here are self-selected, and whatever trait they self-select for (desire to succeed, intelligence, desire to learn) inclines them to APs. Ellen also mentioned (as did some other teachers, particularly Randy) that the open enrollment in AP classes has not been embraced at other schools as long as it has at H-B. Jay Matthew's Challenge Index is changing that.

4. The newest lottery system will change the school by both bringing in some students with increased needs and by increasing diversity. New socioeconomic differences in the student body mean that the school can't have preset notions of student needs.

Ellen also said that we still maintain a lot of things which are important, so we shouldn't be worried. Teachers who were students here

will help a lot with that. She said jokingly [but reflected the pride a lot of teachers expressed in H-B], "No teachers should be allowed to teach here without teaching elsewhere first."

5. The first thing Ellen mentioned in relationship to Town Meeting was Dave Soles' Silly Committee. She also mentioned changing the required teacher course-load from five to six classes (that happened in the mid 1980s when she wasn't here). Also, about eight years ago a teacher wanted to require a "Core +" class for 8th grade but that didn't pass.
6. To contrast H-B with other schools, Ellen told a story about her older son who went to Yorktown and who painted his name in a parking lot and got in lots of trouble for it. Compare this with the former senior tradition of painting all over the upper parking lot.

Some people are horrified that we call our teachers by their first name but students respect teachers and vice versa. What looks to outsiders like disrespect is actually mutual respect.

Ellen talked about graduation as quintessentially H-Bish. She has a "love-hate thing" for the event, which is at our own school, not some *place* like Constitution Hall, it's a pot luck supper, it's very casual, there's an individual statement about each student by their TA, and each class creates its own diploma. "It's a meaningful..." Ellen couldn't call graduation a ceremony... so it's "a meaningful night." When extended families which aren't familiar with H-B come to graduation, they are shocked.

Then I asked a question which basically became standard follow-up: "How H-B has stayed the same?" Ellen said that in essential ways H-B is the same. She said, "What's new in 1971 isn't necessarily new and effective in 2006." H-B's spirit has stayed the same, people who come here basically like it, the student-teacher relationship is the same, and students are still basically responsible if treated as such. She gives Ray a lot of credit for not tightening up as it is so natural to do when things went wrong. We're still a small enough school to do Arena Scheduling, meaning that students' schedules are in their hands as much as is logistically possible.

Ellen ended saying that it's good to have AP classes, they have value, and, anyway, things can't stay the same.

7. Ellen again said how "lucky" she feels "to have a career" here. Some say that the two most important things in life are a meaningful relationship and a meaningful career. She found the second one here.

Again, "So lucky!"

8. Ellen likes to spend time with friends and family ("nurturing relationships" is something that H-B allows her to do), belongs to two book clubs, cooks, walks, and reads when she can. She looks forward to picking up hobbies when she retires [which hopefully won't be anytime soon].

Theresa Flynn

1. This is Theresa's 6th year as a librarian here. She was a student at Hoffman Boston from 7th through 9th grades and she came to the freshly merged HBW for 10th grade. At that point everyone called it New School.
2. Theresa came back here as librarian because she felt that her educational beliefs matched HBW well. She has taught middle school journalism and creative writing. She is not certified to teach so teaching classes has been sticky, although she does have a degree in drama.
3. There have been lots of changes at HBW:
 - The grades are larger (they've grown from 64 to 75 kids) and the school population has changed to become "upscale." Originally, students were either "geeks [or] heads;" when she came back, the presence of jocks was shocking.
 - There were no electives except languages originally (but no Latin), home ec., and psychology. There were no music or photo classes. A typing lab was added her last year.
 - Something that has not changed: the upper parking lot was, even back then, where the stoners hung out.
 - The "marriage" between Hoffman Boston and Woodlawn was rocky. The two sets of newly merged staff were separate.
 - Power may have shifted more towards the Staff Meeting and away from Town Meeting. Attendance at TM has always had cycles and there have always been silly motions. Originally there were no fluff things like approving dances or bake sales because "the whole thing was to reject the other schools:" dances, sports, fundraising, etc.
 - Not everybody knows everybody anymore, but they used to. Now we're a middle sized school. We have 16 part time staff members, some of whom can't ever come to staff meetings [or Town Meeting].
 - Theresa recollected the auxiliary gym as reeking of mold. It was used for improv drama. She stopped hanging out there because it was nasty. Disagreeing with Steve, she said the sex and drugs scene was in the music wing stairwell and Dungeons and Dragons was one stairwell over.
 - There used to be more outside teachers: Theresa and her friends brought in a teacher whom they met at a bar to teach Gaelic for a semester. Drama and choir, now cherished H-B traditions, each had a pretty bad outside teacher for one semester while she was a student. There was just improv theatre; there were no student or staff directed plays.
 - Theresa never did a day of PE with Harry Haught as teacher. She came in wearing high heels and a short skirt and asked if she could sign out for the day because she had done dancing.
 - There was no lock-in, prom, grade trips, and morning announcements. Many of the things we now call traditions started later, after she left.
 - Elly came in her first year all conservative but the next year she cut her hair short and looked liberated. Everyone was excited that they had converted Elly Kluge.

Despite this list, Theresa doesn't think H-B's core values have changed.

4. Theresa sees tremendous possibilities in the future but we have to put the future ahead of the past because looking at the past makes it hard to move on. New staff can "re-energize and re-envision" this program for the 21st century. [To be part of the 21st century,] we need to have a diverse student body (Theresa says that all the Hispanics who came in with the new lottery have left within one year). We need clubs, teachers, and academics which inspire minorities. We need to let go of our rich school paradigm and consider the transportation issues for students who might not have anyone to drive them to school events. We need to "experiment, try something crazy, see if it works," be open. Finally, we need to do everything in our power to keep power from leaking away from students.

Theresa personally sees herself as a transition person: she is neither "old guard" nor new school. Her role can be to position the *library* for a hip young person who can do great things.

I asked Theresa how new staff can "re-energize and re-envision" this school. She said they should come in excited, willing to take risks, pursuing new ideas, examining our use of technology, and try inter-grade and interdisciplinary teaching. A few years back a new teacher tried to switch the school to "a real block schedule."

5. Theresa immediately mentioned co-ed bathrooms as a controversial Town Meeting item, along with a prohibition on testing (this motion belatedly came from a recommendation of the Assessment Committee for alternative testing and was passed and ignored), another prohibition on homework (which was voted down as TM interfering with curriculum), Elly Kluge locking her door to late students, dance policy, and anything having to do with schedules (a few times H-B has stopped class a few weeks into the year and completely redone schedules- "they're like Samurai Sudoku"). Allocation was especially bad early on because there was no committee and there was less allocation to go around.

When students address a complex issue, the school's at its best.

6. Theresa's first year as a librarian was tough. Students were tremendously shocked when they returned from summer break and asked Theresa where Judy Mayeux was. But how we dealt with the former librarian's death made the new librarian proud: there was a ceremony, a section of the library was dedicated to Judy Mayeux, some bereaved

students took boxes and built a fort in the library, and some Muslim HILT students came in "all in white" and prayed towards Mecca. Everyone worked through their grief in their own fashion.

Theresa was the only teacher to mention her TA. She said that it has brought her many joys, made her "laugh, cry, think, learn," and helped her through so much. Anytime she sees students doing something thoughtful, she's impressed. For example, after 9/11/01 some students collected money, made brownies and they went down to the Pentagon.

Like Laurie and Aaron, Theresa talked about meeting alumni everywhere "in every walk of life." She found out that her tattoo artist went to H-B for a while. Like Susan Friedman and Ellen, she emphasized this school's ability to let us become ourselves. In fact, she said this is what H-B does best.

7. The biggest trouble Theresa got in was when she was at Hoffman Boston when she almost burnt down the school with a friend. They were burning piles of crayons and their wrappers for an art project. The art teacher was cool about the arson and just made them clean up the room.

Randy, Aaron, and Mary McBride are the teachers who are still here who taught her.

She's retiring June 2018.

The only standardized test she took was a job inclination test which said she'd be a mathematician or landscape artist. No SOLs back then.

8. Theresa gets frustrated when her job interferes with her life. Her life: theatre, which has gotten tougher since she joined the union, volunteer stuff, kayaking, hiking, biking, crafts, gardening at her own home. She's also on a quest for the perfect crème brulee.

Frank Haltiwanger

1. Frank was first at H-B Woodlawn in December 1979 through June 1989, and then he came back in 2001 as the middle school administrator.
2. Frank didn't decide to come here his first time. In 1979 he worked as a C&O Canal interpretive Park Ranger singing, playing guitar, leading the mules, and riding the barges to take a break from teaching. November-December 1979 he was a homebound teacher for students who couldn't leave home temporarily to attend school. An assistant superintendent transferred Frank full time to H-B as the school's first special education teacher with one student after only Ray interviewed him. Frank then took on five more students: one deaf (the student read lips), one blind, and three others and then his case load increased to 35. It was serendipitous that he came to H-B. He has just loved it here and thought he "was in heaven." He played music with kids more often than now and there were regular coffeehouses his first decade here.

Frank left H-B to do special education administration and law at the Education Center. He was there from 1989 to 1997 when he became an administrator at Williamsburg to wait until middle school administrator Mary Schroeder retired and until the 35 students on his H-B hiring committee would have him.

3. Here are some things that Frank said have changed:
 - The addition of the 6th grade. Pre 1990 there were no grade teams, grade trips, students came in and "sank or swim" alone [Randy used that phrase too], and there was less parent involvement.
 - The departure of Ray.
 - There were no AP classes until the early or mid 1980s.
 - More kids are going to Ivy League colleges now.
 - More people did unique things the first year after high school instead of going to college.
 - **"Mary McBride hasn't changed."** [That is a verbatim quotation.] She has been Frank's friend and mentor since the 1970s and she has let him "make it." He might finally be able to survive if she left now.
 - We have more teachers who are certified now ("we couldn't hire Henry Kissinger if we wanted to," Frank quipped) so there aren't as many "weirded out" teachers (PE and Photo) as in the early 1980s. We have "hardly any teachers like that anymore." H-B used to attract that sort, but it's less likely we'll get "wacked out" teachers now.

Then I asked Frank what things have stayed the same. He said (besides Mary McBride):

- The nine block schedule, including an 8:20 in 1978.
- Our fundamental values: trust and a caring community.
- The culture of openness and people hanging out in the main office, cafeteria, and gym.
- "Informality."

My next question was why H-B students take so many APs. Frank said that the college juggernaut is "ubiquitous" [present at every school] but here there are no barriers to students taking APs. Kids who ten years ago would never take an AP now take them. Also, there's a perception that even low grades in AP looks good, the instruction is better in APs, and some teachers get "charged up."

4. In the future we're going to become more diverse: in 2001, 85% of the school was Caucasian- now we're 65% Caucasian. It is important to reflect the community. We can't be viewed as a "bastion of white academia" or a white-flight school. Diversity makes us more credible to the community and School Board. So the question now is how we best serve minorities with four English classes per week without changing our structure. Why can't/don't/haven't we mustered/coordinated resources to help students who have English as a second language and are less organized and have less intelligence; other schools can/do/have. Also, how do we get high schoolers who need help to come to optional electives?

H-B will also be affected by the changing staff which will have less collective memory of the school [hence, my Senior Project].

5. Frank said that a good Town Meeting discussion last year was "dances" (drinking and outsiders). Something which has come up a little is required student ID badges. Like Theresa, Frank mentioned the 'no homework' proposal made by a 7th grader and a 'no testing' proposal, which he said did not pass.

6. Frank told two stories about his relationship with Ray:

In about 1980 (when Frank was quite new at H-B) the graduation was outside and between the end of school and the beginning of the there were no adults in the building except for Ray, some custodians, and Frank (who

had volunteered to stay and watch the halls). About 50 seniors went outside to the tennis courts' picnic tables and partied and drank. Frank saw this and told Ray but Ray didn't care at all. Frank thinks about that time often when he needs inspiration.

Frank's second year here, Peter Quinzio and another boy during the seniors' Arena Scheduling picnic streaked butt-naked down the hall while where Ray and Frank were standing. Ray just stood there and said nothing to or about them; Frank was fascinated by Ray's reaction.

At the end of year play, Judy Mayeux and Elly Kluge (while she was still the librarian's aide) would hum some Loony Tunes melody and pantomime people being quiet in the library and people returning books (even though it was the last day of school).

Pat Reiley (he taught MS math and died during a summer race) led a yoga class with lots of female teachers on stage for the last day of school. The students completely cracked up. He had no self-consciousness.

7. Outside of formal academic, arts, or music education, the most important things we get at H-B are the "unique" and "very remarkable interpersonal connections." They come from respect and the time given to building these relationships. He hopes there are other schools like us out in the world.
8. Frank gardens at his own house and at a community plot, plays music (sometimes with Neal Payne), travels with his wife, and rides his bike (he used to ride motorcycles but stopped that for the sake of his family). I wouldn't usually include this, but Frank put a lot of emphasis on how much he loves his dog and how he uses him as a gymnasium.

Aaron McInturff

1. Aaron has been at H-B Woodlawn the H-B Woodlawn's first year in 1978-1979. He had been teaching math at Thomas Jefferson Junior High School but wanted to work at a senior high.

2. Aaron didn't know much about Woodlawn (except that it was a place to teach math), so, with no prejudices, he audited some of retired math teacher Jim Schroeder's classes and freely interacted with the students in the class. He ultimately came to H-B because he "was totally impressed" and "fascinated." After he had visited he heard bad rumors about Woodlawn which he didn't believe because of his trips to the old Hospice Building.

3. Here are some things that Aaron said have changed, including changes in the math department:
 - H-B used to offer a class called "general math" which we don't offer anymore because it can't be taken for credit. Aaron taught the class with a consumer bent; some years, when lots of the students had real jobs, the class spent a few months learning how to do their taxes.
 - Upper level math classes used to be called AP I (Algebra II), AP II (precalculus), and AP III (calculus). These all gave an extra "quality point" (weighted grade) until the late 1980s even though they were not associated with Advanced Placement tests. Then the School Board decided to give extra weight only to actual AP classes.
 - "Class expectations." The "Principles of (insert math class)" were larger classes with more capable students. Because H-B didn't offer as many opportunities to take upper level math classes, more kids "took things slower" and spent two years on algebra or geometry and learned more in those two years than during a one year class. Now people who take a two year math class learn less than in the one year class because the former spends so much time on remediation and are stigmatized.
 - There were no mandated tests originally. The first was Arlington's ABMO which came along in the mid 1980s.
 - A problem for the teachers who came with the merger was how to "grapple" with the larger student body. This wasn't an issue for Aaron because he was coming from a bigger school. A perennial change has been the increasing size of the student body and expansion of the grades.
 - The admission systems: no trouble getting in, waiting in line, and three different types of lotteries. The effect of these systems that Aaron mentioned is a more diverse student population.
 - Adding the sixth grade in 1990. Jim Schroeder, Aaron and upper level science classes were originally taught on the first floor. Bobbi Schildt (a retired middle school teacher) was in Aaron's current room on the 3rd floor but wanted to have the 7th grade together so Jim and

Aaron moved up and Bobbi moved down. Teachers used to change classrooms a lot more.

- Even before the 6th grade was added, the junior HS and senior HS started to become separate entities. Not until 6th grade came was first floor called the middle school.
- "Nothing is the same here two years in a row." Aaron even changes the material and topics (depending on what he senses the students are interested in) and what classes he teaches from year to year.

I asked Aaron what has stayed the same. He said that the emphasis on student participation and that not everything is mandated from the top haven't changed. Town Meeting's strength and participation fluctuates from year to year but there has always been a commitment to that institution; no one has ever really said: "We need to reevaluate" how this thing works.

Aaron then said, "There's a lot that hasn't stayed the same." Today's teaching style is different because H-B keeps up to date on training, but we "interpret it our own way." So in that sense, changing teaching styles have been a constant.

Another constant desire from faculty's point of view is to get students out into the community. There used to be more CAS, more students taking classes at NOVA, etc. Senior projects are tied into this theme.

Aaron concluded by saying that this is a "constantly changing place."

He also said that talking with teachers from other schools makes him appreciate our school.

4. The student body size and the newest lottery will change the school. We'll deal with more people wanting to come here by growing but "a lot of us are convinced that our size" lets us do what we do.

Like some other teachers, Aaron said that teachers who were students here hold "corporate memory" and provide a real connection to our history which will keep us connected with our history. This level of "inbreeding" is good.

5. Open/closed dances and the age group that can attend MS dances have been important but not controversial discussions. TM once decided to cancel classes and demonstrate at the mall; this was controversial only to people looking into the school (for more political activism, see "Ray"). The "ever present allocation" process is at the top of controversial issues. Most other stuff hasn't actually been controversial.

Aaron said that one year English and math were at odds with each other over allocation. Some years art and foreign languages are under attack because other departments want to expand course offerings. A compromise has always been worked out, though.

Aaron also mentioned the change to requiring teachers to teach six blocks of classes. (See "Ray" for the back story on that.)

6. Over the years, Aaron has really enjoyed running into former H-B students. That happens with other schools, of course, but here the student-teacher "connectedness" puts us all on a more equal footing and we have more of each other's lives to catch up on. Some alumni have been visiting H-B 20 years after graduation. Those kinds of relationships are at "the top end of the school."

7. Some of our kids aren't taking as big an advantage of H-B as they can, particularly in the middle school. The MS administration knows about this. Although we do change, we're still dedicated to making sure there's participation and commitment to keeping students and faculty involved. Aaron has "never seen [this belief] waiver."

The name Hippy High is a throwback to another era, but from that time we keep the good stuff [and the stuff we can, I would add]. We're fulfilling our mandate. As education has become more centralized we've figured out how to modify and meet State standards in our own way.

8. Aaron is very active with his kids' Scouts and swimming (he is also SCUBA certified) and likes to travel. Since his first year here Aaron has sponsored the chess team, which was created by an interested 7th grader who, his senior year, beat Thomas Jefferson High School in the DC Metropolitan area finals. He is active in his church. He is an avid antique American Flyer train collector who goes to conventions and who has a room and shelves dedicated to that hobby; it is an extension of a childhood passion. Finally, Aaron is good with a slide ruler.

Nancy Kinneman

1. Nancy has been her 27 and a half years. She came in the middle of the first year of the merger, replacing Woodlawn's art teacher who moved to West Virginia. She had a committee interview in Ray's office.
2. Prior to coming to H-B, Nancy was teaching part time at TJ JHS. Although Nancy didn't particularly want to come to H-B, many people wanted her to interview at H-B (including her boss). As it turned out, she was accepted. She just wanted a full time job but she is now glad that she came here.
3. Nancy felt that HBW was "a small, family environment;" the school was smaller. Everyone was here to see the fulfilling of Ray's dream, even the students; initially, Ray interviewed them to see if they would be good here. The staff did more social things together, partially because most were of the same age group, and there was a lot more over all school involvement. We've drifted away from everyone participating. For example, everyone went to the volleyball tournament, took off class to celebrate Mardi Gras, and went to the Humanities-sponsored Field Day. Nancy wore a wetsuit one time when sitting in the dunk tank. She was pleased that no one had succeeded until she got dunked by a 6th grade softball player.

Woodlawn students were guides to new HBW students and taught them the [ideological ropes]. People went to TM "much more regularly."

When the middle school was created in 1990, its goal was "initially strong:" to make the 6th grade a transition to MS. The core classes and the Humanities worked well together. The Humanities used to do something all together once a year.

Nancy told me a story about an Orioles baseball game that she and many students and teachers attended. They were sitting in a foul ball zone; she couldn't understand why so many students had baseball gloves. Well, a foul ball went up toward their seats. People started climbing and scrabbling over each other, Randy McKnight most of all. Nancy just tried to protect herself and, sure enough, the ball landed on her seat. She's kept it all these years and when she announced her retirement, she publicly gave Randy the baseball and told the staff that fun and family is what we were about those early days, even though most weren't at H-B to go to that game. She says that the new, young teachers don't do things like that now.

Of all the teachers, Nancy had the most trouble coming up with things that are the same about H-B. She said: "in theory I think we're still the same but I think the student population has naturally changed." The

population pressure from the lottery has changed HBW's clientele even though we're the same in our philosophical standpoint. In practice? In practice, we're not quite the same; there are more demands during TA and TM blocks now which detract from those functions of our school.

Uncontrolled parking and free blocks are the same. Actually, there's a difference with free blocks: now kids feel a sense of entitlement while they used to naturally come in and use them for work or talking to teachers. A core of kids keeps the program strong.

Physical changes to move three teachers to the basement diminished their contact with the rest of the school.

4. Predicting H-B's future: "that's tough." She doesn't "want to be a doomsday person" [Nancy was the only one to use that phrase] and "we need to naturally evolve" but with the long-time staff leaving it'll be tough to find our old emphasis. Nancy hopes for the best for the program.

5. Nancy contributed to the story of the co-ed bathrooms, which was when the art room was where the electronic classroom is now. Nancy kicked boys out of the women's room on the 3rd floor against their whimpering, "But Town Meeting approved it." She didn't go along with TM that time.

Lloyd Wolf the photo teacher was an issue because he abused the closeness of adult-student relationships at H-B. During that TM, Nancy watched Ray, "calm through the whole thing," sit on the floor as students lined up and said angry things at him. "At no other school could this happen," she thought. It was an "amazing thing, to watch the process."

6. "Joe King" has sort of died; that fictitious student used to exist, have his own life and was even mentioned at ceremonies. Ray was "the biggest kid" and "the biggest prankster." He would confiscate everyone's water guns, then use his huge one on the kids. For Halloween, [TAs] decorated every 3rd floor classroom and more teachers dressed up.

7. It's a privilege to be here.

It's going to be very strange not coming back in September. She'll miss seeing her kids grow up and graduate.

8. Now she'll pursue her art, and move to a place that she's loved for a decade: New Mexico. She looks forward to building a home there. She'll experience withdrawal from here.

Ray Anderson

1. Ray started Woodlawn SHS in 1971 for just 171 11th and 12th graders. When Hoffman Boston was created in 1972, Woodlawn added 10th grade to create six continuous years of alternative education at two schools. Arlington County told Hoffman Boston and Woodlawn to merge for the 1978 school year to conserve building space as Arlington's student population contracted.

2. Ray had been teaching at Wakefield for two years and didn't want to keep teaching at a conventional high school. He took the LSAT and enrolled in a local law school's evening law classes.

Simultaneously, a committee of 30 teachers, parents, students, and Ray were working on a proposal for Woodlawn to present to the School Board. On May 27, 1971 the County approved the written proposal. There is no teacher currently at H-B who was on the original committee. The two student leaders are now a professor (Jeff Kallen) and a rare book dealer (Bill Hale).

Hoffman Boston started more from parent impetus. It was created more on a personal growth model than an academic model.

3. H-B changes every five to eight years as events (the Vietnam War and counterculture movement originally and September 11th and the Iraq War now and everything in between) define new generations of students. At the beginning Woodlawn had a very political student body: almost half of the 1972 Virginia state Democratic presidential nominating convention was from Woodlawn. By the late 1970s there was a strong theatre group. In the mid 1980s the school became more academic focus. HBW always attracted "able, free-thinking" students. We change as the building and teachers grow old.

Even so, Town Meeting has been around forever, free of parents, the School Board, and the Superintendent. There has always been student independence, free blocks, and voting on electives.

Ray summed the above two paragraphs up by saying:

H-B always changes because of the year and decade in which it exists. H-B "never changes" because of a center of beliefs and practices.

Even so, we're somewhat more conventional now than our first twelve years.

I asked Ray why H-B students take so many APs. His answer was different from everyone else's: "intellectual curiosity." Some students take them for

colleges and others for the bonus GPA points. But mostly it's for the intellectual challenge. We did APs before the Challenge Index.

4. Ray expects continued external pressures from society, the superintendent, the School Board. He hopes "that core, that center" [belief] about humans does not change.

Ray included the two following stories in his answer to the question about H-B's future:

In 1982, the School Board was controlled by "back to basics" Republicans (they started Arlington Traditional School) who created the Secondary Schools Commission. The school age population was dropping and there was a threat of closing H-B. Ray met with the superintendent to make a deal with him: if they decided to take over H-B's building, Ray would come out in support of the idea and HBW would move to some elementary school. But Ray wouldn't come out in favor of the idea unless they were actually going to put a new "back to basics" school at 4100 Vacation Lane. Well, they didn't move H-B, but that was the closest H-B came to being destroyed, the scariest time. Since then many H-B parents have gotten onto the School Board.

The first TM ever Ray said, "If this school closes because it's educationally unsuccessful, that's okay. But if it closes" from a drug bust or someone drives over a neighborhood kid, that's not good. We've been successful since then in marketing ourselves, providing education, and giving high schoolers the chance to develop and grow up.

5. The first two controversial Town Meeting items Ray mentioned were condom machines in the bathrooms and co-ed bathrooms (mid 1990s).

Ray told the full "work to the rule" story:

In the mid 1980s when Arlington's enrollment was dropping, the County had to lay off newer teachers from the other high schools (HBW's size wasn't falling, of course) and gave older teachers the ability to decide what school they'd be transferred to. Well, about half a dozen capable teachers who resisted our philosophy switched to H-B and only wanted to teach the five classes required at their old schools and by H-B's departments. To attack this, TM voted to require every teacher to teach six classes. Early on in the discussion it was decided that this was not a curriculum issue. Simultaneously, Ray was talking to the superintendent and told him about the problem with these ideological clashes and the superintendent said he'd help.

move the Yorktown transfers if necessary. Ray fired one teacher who appealed that action up to the School Board. All the other teachers left within two years. It was very hard when he terminated one of the six and that's really what split the teachers into halves (see "Elly").

In the early 1980s a superintendent had to order an H-B Latin teacher not to breastfeed at school.

We've never actually directly opposed the School Board; that's our secret to survival. When the student ID badges first came up while Ray was still principal, all the principals met with the superintendent. When it came Ray's turn to say his school's desires on this topic the superintendent preempted him by saying [verbatim], "and H-B will do whatever the hell it wants to." We get five years of that and then one top-down command. We never mess up procedurally so they don't care about the day to day life of the school. To aid Frank with being bureaucratically correct, Ray left the new principal over a dozen notebooks of filings with the County.

The School Board controls our lottery so that we won't be controversial to the public. What Ray wanted for H-B, and what would have been best, was an admission system based on how well a student would do here and how much he or she needed an environment like H-B. But that's subjective and we can't do that. [He originally did, for a while, but I don't know how long.] Like Dave said, Ray said that some people who come here don't need to.

I asked Ray what the effects of adding the 6th grade were. He said that before 1990 we treated 7th graders like seniors and didn't pay enough attention to their age. Now 6th graders have more active TAs and no free blocks. When the 6th grader was added in 1990, two new grades came in and both had less independence. When they got to 8th grade their freedoms were more limited there, too.

About that photo teacher Lloyd: when Ray saw him recently, Lloyd said: "You know, the last ten or 15 years I've cleaned up my act." For him it was an issue to separate himself as a teacher from his students' lives.

Ray told a more full story about Harry Haught's arrest:

A 15 year old girl's parents came to Ray and said that their daughter had had sex with the PE teacher. Ray couldn't do anything to Harry without proof. Harry denied any wrongdoing even when Ray went to talk to him at his house and could tell he was lying and even when he was offered a plea bargain. He was "so sick" as an individual. He was arrested at school and Ray had to interrupt his PE class and take him to his office where the

police arrested him and at least they put a coat over his handcuffs and students saw the police car out front and wondered what was happening. The next day Ray called a school meeting and made a speech about how the whole school would have to work together to figure out how to deal with this. Ray found out after Harry left that he had said to a few girls: "When you're old enough, I'll introduce you to sex."

I asked Ray if there were teachers back then who were 'crazy' but didn't do anything illegal. Ray said that just as students want to be independent, so do teachers; there are biking trips, camping trips, canoeing trips, and teachers taking pictures of coyotes. Dave Lloyd was a physics teacher who was "innovative but not over the top." Ellen taught a sex-ed class at Woodlawn which was incredibly frank for the time, e.g. students came in and talked about what it was like being gay. Ray once taught an elective called "Camping on Civil War Battlefields" (early 1990s) At the end of the quarter (after they'd trudged around Antietam), the class stayed at Gettysburg for three nights. Ray divided the class into two groups and told them not to borrow butter and such from each other. They lived in tents, cooked on wood fires, used Porto potties, and walked the battlefield, retracing each day's fighting. When they did Pickett's Charge the last day, Ray gave a running narrative of would have been happening at that point in the fight. That was a non-conventional thing but it wasn't over the line. Ray was the only adult there but trusted his kids to be appropriate inside the tents.

The first six years of school-sanctioned graduation parties had alcohol because the drinking age was still 18. When the age went up to 21, Ray made an official statement to the staff saying that they couldn't go to those parties any more.

At Woodlawn, English teachers refused to teach AP classes.

6. Ray listed many 'quintessentially H-Bish' things:

- The Silly Committee's squid races.
- At Woodlawn there was a Water Balloon Day before finals but it stopped the first year of the merger sort of because of the new building.
- Woodlawn students and a few Hoffman Boston students streaked W-L one day. A 9th grade girl got separated from the group and jumped into a W-L teacher's car and told him to drive her away from there. It was sort of a dare for W-L to streak back, but they didn't.
- Some kids took Ray's van to the VA Democratic Convention for McGovern in 1972 and painted it with peace signs and other hippy logos. There was a photo of it on the front page of some local Southern newspaper saying that was the liberalism of McGovern.
- Woodlawn at the old Hospice was a voting place in 1972 and when people came to vote the students harassed them by asking if they were voting for

McGovern; the voting managers moved the Woodlawn polling place to Glebe for the next election.

- Nixon's 1973 inauguration was supposed to be a holiday for the County but TM voted to have class for anyone who wasn't going to the counter inauguration protest.

The last three were political escapades which the student body hasn't done for a while.

I asked Ray about the school in Ohio that Mark Dodge mentioned. We met that school through an alternative school network. It ended its school year in April. We *did* get our morning song idea from them but we already had a robust senior project experience. Their "walkabout" kids came here a few times but we never went there. **Most alternative schools have died with the times [including them?]- it's sort of amazing we're still around.**

Here is how 4100 Vacation Lane got the Stratford program: Ray never wanted H-B to be "a school within a school." Some people were opposed to accepting Stratford on that premise in 1995 to our building but Ray suggested that would make them "a school within a school" and make H-B the dominant culture. Living with the other group was good for both groups and it has been good politically for H-B because we were sheltering a program no one else wanted.

7. Ray wants the "[H-B] Woodlawn community to preserve the school and be true to its philosophies and beliefs." Things do change; drama has suffered from music's rise and Mike Demick's death. "In the elective program, it's the people who make the program." Joan and Nancy for example have kept their subjects at full-time allocation. There was no vocal music until 1995 when Carol Erion came in with Stratford as their music person, and five years later she had built enough of a program to go to Cuba. Jeff Benson and Mike DiGiacinto have continued to make their programs stronger [but band could decline without Mike].
8. In retirement Ray is running a recently started up college advising company with Randy and Steve. Last summer Ray worked at a DC law firm for a few months; it was "fun" and he might do it again. He has a home handyman business. He reviews applications for the Jack Kent Cook Scholarship program. He works on the Jim Webb primary campaign for Senator from VA. He tried to learn piano from Mike but couldn't control his hands separately well enough- they both got fed up and after Ray practices on his own they'll try again this summer.