

THE UNDERGROUND HANDBOOK*
1979

H. B. Woodlawn
4100 North Vacation(!) Lane
Arlington, Virginia 22207
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we dedicate this handbook
to each other:
to jimmy, who thought we should do it
to charlotte, who decided we would do it
and to stuart, who typed the whole damn thing
because without each other
it would never have been finished

and we dedicate it to you
the reader
because you will be writing
the next one

please enjoy it

*The opinions expressed and facts presented herein are not necessarily those of
Town Meeting, the Administration, or any other official, organized body within
or without our school.

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OPENING

-----Introduction-----

It is the hope of the people who put together this Underground Handbook that it will help us figure out who we are. Perhaps we can recover some of the energy that alternative schools used to have, find the courage to let go, and start to really do things.

-----History of the Two Schools and the Merger-----

The Woodlawn Program was created by a group of teachers and students in 1971. The school opened that fall to 171 11th and 12th graders. The following year 10th graders were admitted and enrollment was increased to 237. Although the people who created the school were looking for change and experimentation, the program developed a certain tradition once it had been started. Town Meeting, the elective program, outside teachers, independent study, and open campus became the distinguishing features of the school. The Woodlawn Building also gave the school a feeling of close community with its small size and pleasant grounds.

The Hoffman-Boston Program was created a year after Woodlawn in 1972. It's character was largely defined by the contract system where students agreed with a teacher what they would do for the grading period and then did that work in open labs. The H-B teachers became a very close-knit group as they worked through the problems of a new school. The building was spacious for the 180 students, but was isolated because of its location.

People began to talk about the possibility of a merger of Hoffman-Boston and Woodlawn in the fall of 1976. The primary reason was political. It was felt by many that in a time of budget cuts and school closings that the alternative schools would be safer if they made a gesture of "sacrifice." The decision was formally made during that school year and the merger meetings started in the summer 1977. After many hours of committee meetings, ratification meetings, and candle-light writing sessions a merger proposal was finished in November. All participants agreed that they would never do anything like it again.

The proposal was accepted by the School Board and Stratford was chosen for the new building. Then after going through the arduous task of moving, H. B. Woodlawn opened in the fall of 1978. The merger so far has been painful. We feel the necessity to build a program from scratch, but many times seem to lack the energy after already creating two alternative schools. Hopefully, this period will pass and we can all look back and say, "That first year— it was a zoo."

-----Statement of Philosophy-----

H.B.W. has a high-minded, official, intellectual-sounding philosophy that's pure bullshit. We know. We helped write it. Most people don't read statements of philosophy because they're too obscure. We don't. But we thought we should include one as a matter of policy.

Basically we believe in people. We think they're great. (Some of our best friends are people.) We think kids are people. And so they're OK—even the 7th graders who run and scream in the halls. We also think adults are people—even the little old ladies with blue hair and fur coats. We've been told that teachers are adults, but we're still investigating that rumor and include them here as a third category of people. Anyway, they're all people and they're all neat. Take one to lunch someday.

People do funny things and one of the funny things they do is set up schools. The rise of schools roughly paralleled the decline of the farm economy. People didn't want kids in the job market (reserved for white males between the ages of 25 and 65) and they didn't want them on the streets, so they set up schools to keep them busy. To a certain extent schools were also set up to give people information.

Today, schools still do the two things they were set up to do: babysit and teach. However, the babysitting role seems to have become more important in many schools than the teaching role. At H. B. Woodlawn we try to change that. Less babysitting (see "Verbum Sap Sat") and more learning, creating, and experiencing. We believe that if society is going to give us this time in our lives, we might as well use it to find out about the exciting world we live in. And have a little fun at the same time.

-----Verbum Sap Sat-----

Verbum Sap Sat (VSS) is the de facto school motto of H. B. Woodlawn. It is vulgar Latin for "A word to the wise is sufficient." This means that your life is your responsibility. We believe that you have the sense to manage your education and work through your problems with the help of the people around you. It also means that we believe you have the consideration and respect to let other people go about their business—we're all human enough to really appreciate and care for each other.

Most of all, Verbum Sap Sat means that people don't have to be told to be sensible. Enough said.

TUTELAGE

-----Schedules, Classes, and Open Labs-----

There is a list of all scheduled classes at H. B. Woodlawn. It runs three pages and is highly confusing—so it won't be reprinted here. If you want a copy ask in the office. There should be some in one of the mailboxes to the right of the clock. If you need to use it and if you've never used it before, we suggest that you sit down with someone reassuring before you try to tackle it.

If you want to know when a lab is open or when a teacher is free the best thing to do is to go to the appropriate room. There's probably a schedule outside the door. If there isn't, just poke your head in. We do it all the time. Just be quiet (VSS).

-----The Faculty-----

Ray Anderson-----Social Studies, Assistant Head Teacher	Aaron McInturff-----Math
Jutta Bauman-----German	Randy McKnight-----English
Chet Boyd-----Drama, English	Anne McWhirt-----Secretary
Janet Cox-----Instructional Sec.	Linda Packman-----English
Margery Edson-----Health, Head Teacher	Doris Pulliam-----English
Mary Flynn-----French	Pat Reiley-----Math
Cliff Gay-----Math	Nancy Kinneman----Art
Harry Haught-----PE	Bobby Schildt-----Social Studies
Heather Hicks-Beach--English	Jim Schroeder-----Math
Becky Johnson-----Psychology	Susan Senn-----Science
Kathy Klotz-----Biology	Alice Sufit-----Social Studies
Elly Kluge-----Library Assistant	Paul Trudinger-----Latin
Harvey Krasney-----Orchestra	Pam Walker-----Spanish, French
Ellen Kurcis-----English	Stella Weatherholtz-Secretary
Gerald Lewis-----Band	Chip White-----Office Assistant
Judy Lucia-----Librarian, Drama	Mr. Whitehead-----Head Custodian
Mary McBride-----Social Studies	Mildred Witten-----Typing
	Lloyd Wolf-----Photography

-----Electives-----

(found in fine schools everywhere)

The elective program is based on the idea that students enjoy exploring the things they want to learn, and that students are capable of understanding what they "need" to know. The way it works: People write proposals of courses they would like to take, including suggestions of possible books, speakers, assignments, trips, etc. The students vote on the proposals and then the teachers decide which of the winners each would like to teach. (We've heard a rumor that they also help decide which winners are going to win—but that's strictly unofficial.)

The students are supposed to take responsibility for the course and help the teacher plan it. It would be cruel and unusual punishment to ask a teacher to teach something entirely new and different every quarter by him/herself. (But then again, what do they expect? We pay them a king's ransom.) Put some of your own ideas into the class—books, speakers, field trips, topics, opinions, etc. If you're going to take the class you might as well make it interesting.

The elective program is a struggling institution. It has been greatly limited in Social Studies (because of survey courses and AP programs) and it is under constant attack in the English department. It's also used in the Psychology department. The only way to keep the elective program and to make it work is if we put some energy into it.

-----End-of-the-Quarter Rush-----

Every school has an end-of-the quarter rush. What is this phenomenon? This is when everybody stays up until 3 in the morning, finishing up work so they can pass their classes. H. B. Woodlawn gets a heavy dose of end-of-the-quarter rush. Why is that? Some people think it's because the teachers don't nag us enough so that we don't get our work done. Some people think it's because students are basically irresponsible.

Other people think the reason for the end-of-the-quarter rush is that classes aren't interesting enough and the only reason students do their work is so they won't get a bad grade. It seems to the writers of this Handbook that this means that something's wrong. There are lots of neat things that people have done, or are doing, or will be doing. That's what education is about. And that's exciting. So if education is so exciting why do people save it all up for the end of the quarter? We don't know.

One of the reasons for having alternative schools is the belief that education is an exciting part of people's lives and so it doesn't have to be forced down their throats. If we're having to force what we're doing down people's throats by threatening to fail them, then what we're doing must not be education. Then what are we doing? Search us.

Advertisement: No Doz
Vit. B Complex
Coffee
Typists --all available on request. Ask in the office,
or call 525-7500.

-----Grades-----

Most people in this school use the traditional ABCDE grading system. Pass/Fail and Credit/No-Credit are other possibilities—just tell your teachers that's what you want.

Why do we use a traditional grading system? Is it because we've tried all the others and decided that it's the most effective one around? Actually, it's because we've been too lazy and too timid to do any serious experimenting. Various attempts have been made in the past to change the grading system, but we've never gone all the way. We need some energy in this. If you want to try out a new way of evaluation, talk with your teachers and see if you can arrange it. That's what this place is all about.

-----Outside Teachers-----

H. B. Woodlawn has the unique ability to bring in outside teachers. These are specialists who come here to teach a year-long course or a quarter course. This way we can use people around us who know things without having to go through the school system bureaucracy. In the past there have been quarter-course outside teachers in such areas as Dance, Chinese History, Jungian Psychology, and Creative Writing. At present our German, Psychology, and Photography programs are taught by year-long outside teachers.

In order to bring in an outside teacher you first have to have some people who are interested in a course that an H. B. Woodlawn teacher couldn't teach. Then you talk with friends, teachers, parents, neighbors, etc. and try to find someone qualified and interested to teach your course. After talking with them about it and explaining H. B. Woodlawn, and after getting an H. B. Woodlawn teacher to sponsor the course, you should arrange for the teacher to be interviewed by the Teacher Hiring Committee (see "Teacher Hiring Committee"). The Committee will look at the person's qualifications and determine things like salary. Then the Committee will bring the issue to Town Meeting and give its recommendation on whether we should hire the person or not. Town Meeting then makes a final decision, and if the answer is yes, the class is set up. (If you want more information about Outside Teachers, talk with Jim Schroeder.)

In this first year of H. B. Woodlawn our quarter-course outside teacher money disappeared—due to financial mismanagement and teacher allocation cuts. Next year we need to be sure that this doesn't happen.* But even though we don't have money, there are still things that can be worked out. If you want a course, and if you use your ingenuity, you can probably find someone who will do it for free. There's always a way. (Ask Ray if you need help—he can probably think of several ways you never would have thought were legal.)

*The Outside Teacher Program is potentially the most wonderful thing we have. We feel really badly that the money disappeared this year, and hope those of you here next year have the enthusiasm to make sure it re-appears. This is an amazing opportunity! A chance to interact with people not in "education"—Real people!

-----Independent Study-----

If you have something that you want to learn that isn't offered as a class, make an independent study out of it. To do this, work out what you want to do and then take the proposal to the teacher you want to do it with. If they think the idea is possible, they'll arrange a weekly meeting time with you and you're in business.

Independent study requires a lot of motivation, since you're only meeting once a week and have to schedule your time so that you get your work done. Many people are scared of the idea of being alone with a teacher for half an hour on a regular basis. We've tried it though, and we're still here. We even recommend it--as a matter of fact we love it. An independent study is scary at the start and sometimes people give you a bit of trouble, but it can be one of the most exciting, inspiring, and fun classes you take. If you need encouragement--come talk with one of us, we'd love to help anything creative and interesting. Get going.

-----Interdepartmental Credit-----

If you really want to take a specific class, but need a different kind of credit, it is sometimes possible to work it out. This is easiest in the subjects of English/Psychology/Government/History. To do this you need to talk to a teacher in the department you want credit in and explain to her/him/whatever why you feel that the course is satisfactory for whatever credit you want. If he/she agrees you need to talk to the person teaching the course to be sure it's OK with them too.

When everybody agrees that whatever you're doing is OK, do it. Someone somewhere should work out how and where your credit will appear. (This is a job for SuperAdviser.) You can also use this technique if you want to do an independent study for one kind of credit with a teacher in a different department. Be creative with this, sometimes it can really help with graduation requirements or schedules. Try to avoid as much red tape as possible.

-----Internships-----

An internship is an arrangement to get credit for working somewhere outside of school. For example: a congressman's office, the Smithsonian, back-stage at a theater, a French cafe, a hospital, ad infinitum. Don't be limited by what you can find at H. B. Woodlawn--you can use the whole city to find resources.

You'll have to arrange the internship yourself, since a lot of teachers have forgotten that the real world exists. But you'll learn a tremendous amount just by setting one up. Talk with your teachers to arrange credit for your internship. You should talk with your sponsoring teacher and the person you're working with to set up an evaluation process.

This sort of stuff is scary. But it's worth it, even if the only thing you learn is that there are people who do something besides go to school.

THESE ARE OPTIONS AVAILABLE TO YOU. USE THEM!

-----Where to Study-----

Sometimes it seems hard to find a quiet place to study. If the school library is too confusing for you, try to find an empty room somewhere. If it's a teacher's room and it's locked, find the teacher, complain very sweetly about rooms being locked, lack of places to study, feelings of being locked out and being unwanted, etc. Then borrow the key. If it's not a teacher's room and is still locked (exception--science labs which need to be locked) ask Ray or Margery if you can study there and get a key from them or Stella. Chip may also have keys. If there's nothing valuable in the room (use your judgement--VSS) leave it open--it helps the morale to make the place accessible.

The Cherrydale Branch library is on Military Road between H.B.W. and Lee Highway, about two blocks away. Central library is wonderful and is about 8-10 blocks further down Military. The Library of Congress is an amazing library (Capitol South Metro Stop). American, Georgetown, and George Washington Universities also have good libraries with differeing rules about "outsiders"--give them a call or force your friendly neighborhood college student to take you.

-----Outside Resources-----

Washington is a marvelous place to live for learning resources. There are lots of things going on, you just have to dig them up. A few suggestions for places to look:

- the "Weekend" section of the Post, last Friday of every month--the Smithsonian publishes a calendar of all upcoming special activities, lectures, etc. at its many museums
- the front section of the Post on weekdays for the day's schedule for Congress, the Supreme Court, and the President
- the "United States Government Manual" lists all Departments with phone numbers to call for info--get it in your friendly school library
- the big black notebook in the Office of Student Affairs lists lots of organizations around town and what they can do for you
- phone books and guides to subjects of interest to you for names of people and organizations. Call them or write them letters. If you like--put your name on the mailbox that says Charlotte & Stuart, et al. Your mail will arrive there. (This is fun!)
- any and all mass media
- keep your eyes and ears open

We try to go to the city--wish we went more often. It's a good change of pace and there's a lot of neat stuff going on.

-----Statistics & Specifics Polling, Inc.-----

Based in the third small office down the hall off the office on the cafeteria side.

Advertisement: J.C.'s Peanut Pizza to go--we deliver. Call 456-1414.

-----Dealing with the Outside World-----

The "outside world" is quite a place if you get to know it. It's amazing how many people there are out there actually involved in doing all the things we're studying so diligently. It can give you wonderful insights and exciting ideas to talk with these people. To find some of them, check magazines, reference books, the library, government listings, etc. Get in touch by phone or letter, explain your interest and if possible try to set up a meeting with someone—think about spending a day with someone at their job to see what it's like. Here it might be easier to use a friendly neighborhood adviser or related teacher as an intermediary

If you have to deal with the outside world and want to be official about it, call yourself anything you want if it will help you do what you want.

Some suggestions: Program Coordinator
Office of Student Affairs
Reporter for the H. B. Woodlawn Press
Secretary of Town Meeting
President of the Science Society (or any other
non-organization)

If it works, use it.

-----Home Schools-----

For high school credit purposes, you are a Wakefield, Washington-Lee or Yorktown student who is participating in the H. B. Woodlawn Program. H. B. Woodlawn is not an accredited high school, but a "consortium" program of the Arlington Public Schools.

You are allowed to do the following things at your home school:

- take band, choir, orchestra, chemistry, physics, and drivers ed.
- participate in honor societies, sports and drama productions
- use the library (often a good idea)
- be in the yearbook (zowie)
- graduate

It's also possible to take other courses with special arrangement. Talk to Ray.

And that's about all. When using those schools, your conduct is expected to conform with that of the inmates, i.e. wear shoes, smoke in the smoking court, be courteous (humble) at all times. Should you violate their rules, they have the right to punish you with detention, deny you further entry, or dream up some other punishment. VSS. Some sound advice: avoid eating lunch at the other schools (you're not supposed to anyway).

-----Other Institutions of Learning-----

Besides taking classes at H. B. Woodlawn and at your home school, you have other options for classes in the area. You can take courses at the Career Center (and ride a friendly Big Yellow Bus, too!). You can take classes at NOVA and other local colleges—you should be able to get high school credit for this if you talk with lots of people about it beforehand. You can also get credit for courses from Adult Education.

ADMINISTRATIVE STUFF

-----Town Meeting-----

Town Meeting is the decision-making body that runs this place, although there are some people who haven't learned this yet. (The Head Teacher is morally bound to abide by the decisions of Town Meeting, but does not legally have to. There has been no instance of the Head Teacher usurping the authority of Town Meeting as yet.) Town Meeting meets every Thursday from 11 to 12:30 (except when it doesn't) and is open to everybody. Usually there are about 40 people there. Town Meeting is held in the Auxiliary Gym which is underneath the regular gym. To get to the Auxiliary Gym go through the gym to the doors at the back at the right. Go through them and go all the way down the stairs and turn left.

Anybody can put something on the Town Meeting agenda which is posted in front of the office (please don't forcibly remove it, i.e. don't rip it down). The agenda is taken down on Wednesday afternoon to be typed up. If you think of an agenda item after the agenda has been taken down, just come to the Town Meeting. At the beginning of each meeting there is time for people to propose additional items for the agenda.

There is always a chairperson for Town Meeting. If you would like to be chairperson contact the Town Meeting Committee. They're always looking for volunteers. They have a box in the office.

Although Town Meeting has power over almost everything in the school, not everything needs to be brought there. We have problems on both sides. There are people who just go and do things that should have been brought to Town Meeting for approval. And then there are people who bring trivial things to Town Meeting that bog the whole process down.

It's a matter of your judgement. A good rule of thumb, perhaps, is to go ahead and do what you want unless you're making a commitment for the whole school (like inviting somebody to come and teach a course, or using school money, or school space).

Try not to get into red tape. If you don't need to involve Town Meeting, don't. If you can accomplish something yourself or with the help of your friends, then do it. (VSS.)

-----Faculty Meetings-----

These monsters are usually held on Wednesday mornings at 7:30 AM. Students are allowed and are much appreciated if they add spice to the meetings. A student may be asked to leave if the faculty needs to discuss a particular student. Faculty meetings may sound very exciting, but before you go rushing off to one, ask a teacher what happened at the last meeting he/she can remember going to. This may take a bit of work since most teachers either sleep through faculty meetings or don't bother to attend.

-----Administration-----

H. B. Woodlawn is administered by a head teacher and an assistant head teacher. They are Margery Edson and Ray Anderson respectively (but not respectfully). They do things like catch cats on the roof, cut down trees, repair ditto machines, unlock doors, etc. They also talk on the phone a lot. We find them hard to pin down—they're always running off somewhere.

Our administrators also deal with the Ed. Center folks—which is fine with us, because they need to be dealt with and we don't want to bother. They also confront irate parents and spacy-eyes visitors. Don't be afraid of our administrators, they're as human as the rest of us.

Call Margery at 347-4341. Call Ray at 256-9944.

-----Rules-----

The rules are: there are no rules. Sorry folks, but those are the rules!

Smoking policy — Those people who are 16 years old or older (or can fake it) may smoke (tobacco), but only in the smoking court, which is outside the cafeteria on the Lee Highway side. Arlington County law: \$25 fine for smoking inside public buildings (H.B.W. included!). This policy is difficult to enforce consistently, but you can usually count on trouble if caught smoking inside the building.

Attendance policy -- Daily attendance will be reported weekly by Teacher Advisers. English interpretation of legalese: Teacher Advisers can use any method they like to record attendance and report it to the office (e.g. a list to check when here, a list to check when not here, talk to teacher, etc.). If the way your TA records attendance doesn't seem to work well for you, talk with him/her, they're usually pretty flexible.

Class attendance — Each teacher may set up individual attendance practices for his/her classes. Usually these are reasonably reasonable, but if you have real trouble with any of them be sure and talk to your teacher about it. They should be willing to work something out with you.

Open campus -- Definition of open campus: students may freely leave school property whenever they want or need to without anyone's permission. H.B.W.'s official policy is: 11&12 grades have open campus, 9&10 grades may leave if they have a note of permission on file with their TA's, 7&8 grades do not have open campus.

Note: This is almost impossible to enforce—get away with what you can get away with. 9&10 grades can expect trouble if found causing or being involved with trouble off campus without a note on file (if you have a note on file you can cause all the trouble you want when you're not here). 7&8 grades can expect trouble when found leaving, arriving, or off campus.

-----Drugs and Other Illegal Substances-----

We really aren't interested if you're into these things as long as you don't do them at school or near here. What you do elsewhere is your business.

Our school is our responsibility. Please respect the things we have here, they're yours too. Any problems we have with illegalities are hassles for both our dear administrators and the rest of us. These tensions become a loss for all of us. VSS.

Thanks.

-----Teacher Hiring Committee-----

The Teacher Hiring Committee is an ad hoc group of volunteers that meets to interview prospective teachers. These can be outside teachers or regular contract teachers. The group organizes itself with the help of the administrators and then meets with the applicant(s) for the job. They discuss qualifications, salary, the position, H. B. Woodlawn, etc. Then the Committee meets and comes up with a recommendation which is taken to Town Meeting where a decision is made.

COMMUNICATION/TRANSPORTATION

-----H.B.W. Communication-----

Communication is hard because there are so many of us. Some possibilities are:

- 1) The News Board—on the main hall outside the office. You can put just about anything up here, but please write the date when it can be taken down in a corner somewhere. We would also appreciate a little consideration for the rest of us—please be kind to this board. VSS. The theory is that anything important will be posted here so you'll know about it. Mary Flynn is in charge of this board and is ecstatic if you offer to help with it.
- 2) Daily Announcements—these are in teachers' boxes every morning and theoretically posted by same. In practice we suspect no one ever sees them. If anyone has an alternative or a solution please tell people about it and try to get it started. We'll help!

If you decide to use them: the announcements are typed up about 1:00 the previous day. Anything (well, almost) can go in the announcements—just write it down and put it in the "Bulletin" box on the middle desk in the office. Entertaining items are appreciated by the 8 o'clock math class.
- 3) Personal Message Board—upstairs on the third floor between Judy's TA and the photography lab. This is a wonderful way of keeping in touch. It's also heart-warming to walk by and see a note for YOU under the initial of your last name. We always check our first names, too—you never know!
- 4) Word of Mouth—not always effective, but sometimes appropriate.
- 5) Various and Sundry Posters—effectiveness is erratic, but better if posters are BIG, beautiful and strategically placed.
- 6) If you desperately need to reach someone, try looking for his/her schedule in the big black notebooks that are in the boxes to the right of the clock in the office. There probably isn't a schedule there for the person you're looking for. And if there is, it's probably too old to be any help. But there's always a possibility. . .

-----Dittos, Dittos, Dittos-----

The world runs on the printed word. Schools use ditto machines to get information out. If you need to get some information out then use the ditto machines. There are two ditto machines in the office and lots of ditto masters around. Don't be shy, this is your school. If you have something to say, say it. Ask someone in the office how to use the ditto machines—it's an important skill.

-----Telephones-----

If you need to make a personal call, the pay phone is in the closet between the office and the front door. Ask someone how to use it. There are official phone extensions all over the building, if you need to make an "official" call. Just ask to use one, or if you happen to find one unattended, use it furtively.

-----H. B. Woodlawn Outing Club-----
President—Joe King

The HBWOC is a catch-all non-organization. There is a floating membership of anyone involved in going on outings. The trip to Mesidan was an outing, the trip to Assateague was an outing, the trip to the Capitol was an outing, the trip to the ice skating rink on the mall was an outing. You get the idea. The name is sometimes helpful in organizing things, but please don't use Joe King's name without asking his permission—he hates threatening phone calls in the middle of the night.

-----Buses—Big Yellow Ones-----

Our Big Yellow Buses can be divided into three categories: Regular home/school buses, shuttles to home schools, and shuttles to Career Center and WL.

1) Regular home/school buses

Morning routes begin about 8:30 and arrive at H.B.W. at about 9:05.
Afternoon routes leave H.B.W. at 3:30.

If you need to know which bus goes to your area ask Anne or Stella to look at the bus-route map. That will show you the routes, the stops, and the bus numbers.

2) Shuttles to home schools

from High School to H.B.W.—leaves 7:30
from H.B.W. to High School—leaves 1:30

	<u>7:30</u>	<u>1:30</u>
WL	#64	#64
Yorktown	#55	#61
Wakefield	#51	#77

3) Shuttles to Career Center and WL

<u>begins</u>	<u>route</u>	<u>finishes</u>	<u>bus#</u>
9:15	HBW-CC-WL	9:35	72
10:00	HBW-WL-CC	10:20	72
10:00	HBW-CC-WL	10:20	78
11:20	HBW-WL-CC	11:40	40
11:45	HBW-CC-WL	12:05	40
1:40	HBW-WL-CC	2:00	77

-----Metro Bus/Rail-----

This is an expensive way to travel, but usually works pretty well, especially if you're going into the city.

If you need to get somewhere and don't know how to get there, the Metro number is 637-2437. We called it twice as an experiment and waited 7 minutes one time and 5 minutes the next. We were told that most of the operators get off work at 2 and that it should be quicker before then. We doubt it, but try anyway. All you have to do is give the operator your location, where you want to go and when you want to get there. He/she will tell you the bus numbers, metro stops, etc.

The closest bus stop is on Old Lee Highway. From Lee Highway walk up Thomas Street to Old Lee Highway. There is a bus schedule on the wall in the Office of Student Affairs. (If someone's in the room, there's also a schedule in Statistics & Specifics Polling, Inc.) The bus fare is 50¢ to Rosslyn during non-Rush hours and 80¢ during Rush hours. Metro is trying to get Rush hour fares to last the whole day, but so far it's only 6:00-9:30 in the morning and 3:00-6:30 in the afternoon.

GETTING ORGANIZED

-----Pulling yourself together,-----
figuring out what the hell's going on
and standing on your own two feet

Sometimes it seems like getting organized is the most impossible thing to do. For starters, this section has some basics: TA's, schedules, graduation requirements, etc.

After that, the only answers we know of are files and amazing amounts of determination and perseverance. Sometimes not going to the cafeteria or into the office will help. Another suggestion: get out of this building. The air here is better than any depressant and works faster than a sleeping pill.

-----Teacher Advisers-----

When you first enrolled here you were assigned and hopefully introduced to a teacher who is now your teacher adviser (TA). This person is supposed to report your attendance (see "Attendance Policy") and to make sure that you are taking whatever you need to in order to graduate. They will probably also let you know if they regularly get threatening notes from your teachers saying that you are failing.

TA's are also in charge of your college applications. Be sure and be in touch with them early enough in your senior year to allow them to do a good job. (The first week of school to start with!)

If you don't hit it off with TA (politely said), you can change if you can find someone who will swap TA's with you. If you can't find another TA then just ignore yours and figure things out yourself. Next year be sure to get your TA request in early.

-----Scheduling-----

This is one of the worst parts of H.B.W. and it's discouraging that it's almost the first thing a new student is subject to. We wish there were some tricks we could offer, but we haven't found any. The only advice we can come up with is, don't give up—most people survive to tell about it. Also, remember that teachers are usually understanding and will try to help you work out alternatives if your mess looks impossible to solve.

For the future we advocate looking closely at the use of half-hour blocks of time rather than full hours. We also think that someone should become or take the initiative to find a business specialist/consultant who knows how to work with this kind of problem. It really is possible to come up with something more manageable. (We also think that the Post Office should be able to deliver a letter across town in less than a week—but then everyone has their little dreams.)

Blank schedules and lists of classes are available in the boxes in the office on the cafeteria side of the clock.

-----Graduation Requirements-----

You need at least 18 credits during grades 9-12.

Required courses:

- 4 years of English
- 1 year of Math
- 1 year of a Lab Science (biology, chemistry or physics)
- 1 year of World Geography
- 1 year of U.S. History
- 1 year of U.S. Government
- 2 years of Health & PE

-----Early Graduation-----

H. B. Woodlawn has, as do the other Arlington high schools, an early graduation program. The student is expected to complete the full 18 credits in grades 9, 10 and 11-12. This means a very heavy schedule. Talk with your TA and your parents if you want to do this.

-----College-----

If you've decided to go the formal education route you need to start working on it early. No matter how far ahead of the game you think you are, there will still be a mad rush at the last minute.

Start by talking to people: your adviser, your parents, all your teachers, friends, brothers, sisters, their friends, acquaintances, etc. Then check for the catalogs of any schools of interest in the Office of Student Affairs (see Map). Write for catalogs from schools that aren't there. Addresses and general descriptions can be found in various college handbooks. Some of these can be found in the Office of Student Affairs. Central library has a great collection of catalogs and reference books. Try to find "The Insider's Guide to Colleges"—it's written by students and gives a different view than most other sources.

Ask Ray for the "College Application Guidebook," it has some good ideas and questions. Also talk with Terri Sweet and Marisa Sherard. They are counselors from the Educational Opportunity Center who are in the Office of Student Affairs from 9:00-1:00 on Tuesdays. They have information about anything you need, and can find the answers to any question, and are wonderful reference people. They are especially helpful with finding money (we'd like some) and clarifying thoughts.

After talking to all those people we would suggest taking a trip to visit as many schools as you can. Call up the admissions office and set up interviews, tours, etc. Most schools will also set you up with a student whose floor you can crash on for the night. (Often the very best way to see a school—you get to talk with a lot of students). We really think this step is important, even if you don't visit the school you really want to go to, because you begin to see what things are important to you about a college.

The next step is to begin to fill out the applications. These are long, boring, exasperating, and exhausting, but there is no way around them. One suggestion: xerox the forms and play around with them for awhile before you do the real thing—it makes it a lot easier, as well as a lot neater. If you need recommendations from teachers give them the form and a stamped, addressed envelope. (The return address should be H. B. Woodlawn). Do this early, it's really only fair to our hard working, underpaid staff (sniff, sniff). Give your adviser the forms he/she needs to fill out along with another stamped, addressed envelope. You will also have to pay the office \$2 for each copy of your transcripts (first one free).

Most applications are due between Jan. 1 and Feb. 15. (November for early admission if you already know where you want to go.) Most have application fees of \$15-30.

Do your best to do your applications early and perhaps you can avoid the sick, bad feelings of last minutes. But most of all, don't take yourself too seriously. Have fun with it.

Good luck. We hope you find what you want.

-----Other Possibilities-----

For hanging out, use your imagination.

For jobs, talk to Marisa Sherard and Terri Sweet (Tuesdays, 9:00-1:00, in the Office of Student Affairs). The other high schools also have very good employment offices. Be creative with this too. There are lots of interesting, pertinent jobs around—also ones that pay big bucks, if only you can find them. Keep your eyes open.

AROUND H. B. WOODLAWN

-----The School Building-----

The Stratford building, which H. B. Woodlawn is now occupying, was done in the early Prison style. It's a good example of somewhere you wouldn't want to be. The place is cavernous, not terribly human, and damn ugly. A hard place to make into a close community of people.

We need to find a way to break up the space so that it's manageable and enjoyable—some place where people want to come. Companies spend hundreds of thousands of dollars to solve problems like this. We have to do it ourselves. If you have an idea, talk with some people about it and then go and do it. Ignore as much red tape as possible.

-----Nooks and Crannies—Small Spaces-----

There are lots of them around—inhabit them. Find unoccupied spaces where you can read, study, talk, think, dream, create. There are lots of places in the halls and stairwells. If you use them, it'll help make this place come alive.

-----The Downstairs Hall Echoes-----

No kidding. Go to the end of the hall near the lower entrance. Face the far end and stamp, clap, shout, or make any other outrageous noise. It's great! Is most appreciated when no one is having classes down there. Try it sometime.

-----Celebrations-----

We don't know of any specific celebrations in the works besides graduation, but we think it would be great if some people would get together and plan something for the whole school. If you have ideas for this type of thing, post a notice on a bulletin board asking for volunteers to help plan it. You should ask the permission of Town Meeting for activities that would tie up the Gym, Cafeteria, or Auditorium, or that would bring in outsiders (like a concert or play).

Advertisement: What do you want for your graduation. Start thinking about it!

-----Office of Student Affairs-----

The third small office down the hallway off the main office on the cafeteria side.

-----Size of H. B. Woodlawn-----

Big—lots of people. Where did they all come from? We don't know. Most people we've talked to say that 250 is the upper limit for an alternative school. They say that 100 is nice. What are we doing with 400? Speak with your friendly school board about that.

Some people have suggested that we split up the school. Junior high/high school; 7&8/9&10/11&12; or alternative/semi-alternative. We're still thinking on this and we're not sure, but something needs to be done.

-----CaFATeria-----

Open: 8:30-9:30 for donuts and coffee. 11:30-1:00 for lunch.

Having a cafeteria in the building is very convenient and gives people a good chance to sit down and talk. The women who work there are usually nice, but they get exasperated easily and will not dispense hot water because it's too much trouble, and brings in no revenue.

The food here is amazingly cheap (government subsidized) but only if you buy the proper things and in the correct color tray and in the right order. You'll have to ask the people who understand which foods constitute subsidization. We don't know.

The food is also amazingly greasy. The french fries and bread literally drip and some of the soups float. The pizza, ravioli, etc. are also greasy and bland. The salads are pretty good but the fruit is usually frozen.

We recommend: tomato, rice, or cream of potato soup (with crackers and/or croutons)
grilled cheese sandwiches (still dripping)
chef salads
chili
spaghetti

The salad dressings are OK—too much sugar though.

If you have some suggestions about the food, the cafeteria people can be very cooperative, depending on their mood, how you approach them, how reasonable you are, and what they believe the County powers-that-be will let them do. It certainly doesn't hurt to try.

-----The Office-----

A really busy place—lots of phones ringing, ditto machines going, crises breaking, people talking, etc. Go there in the morning to meet people and wake up. Also a good place to go if you need someone official to bitch to.

Don't be put off by the inhabitants of the office. They're great people who are just trying to get a little work done, which occasionally they do if the rest of us will shut up for a few minutes. Try not to bug them and they can be marvelously helpful.

-----Library-----

The library is on the third floor. Some people never go there, others hang out there all the time. The atmosphere is variable: sometimes pleasantly quiet, sometimes enforced quiet, sometimes noisy. Usually people are talking when you have to work, but then, there are always people around when you feel like procrastinating instead.

The books are mostly leftovers from Stratford, although there are supposed to be some new ones coming. Talk to Judy if you have suggestions for things to buy. Finding what you want is a haphazard thing, but if you can it's very convenient. No fines.

-----Strangers-----

All human visitors are welcome to H. B. Woodlawn if they are accompanied by an H. B. Woodlawn person, and if they sign the Visitor's Book in the office. Visitors who don't can expect to be asked to leave. If you see someone who looks like a visitor (usually wide-eyed and shocked expression are clues) and has no accompanying H. B. Woodlawn person, please introduce yourself and ask if you can help. If guests have not signed the Visitor's Book ask them to. If they refuse, ask them to leave. If they don't, consult the nearest head teacher for some good judo moves.

-----Other People Who Use Our Building-----

Since the Stratford Building is really too big for H.B.W. alone, the county has other programs that use small parts of it during the day and some of our part at night.

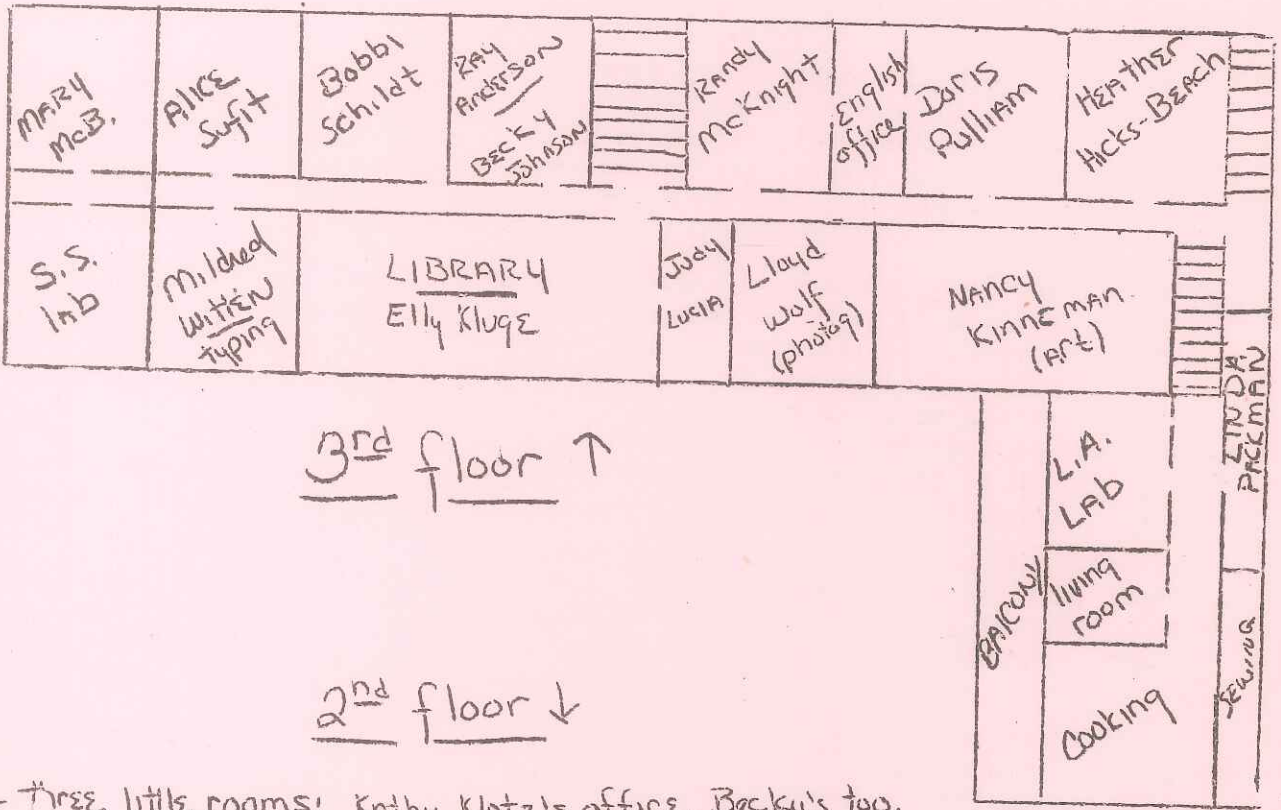
CETA—shops on the lowest hall (one flight down from the first floor). We're not supposed to be down there. Not because the CETA people bite (the one's we've met have been very nice) but because they're supposed to stay out of our area and we're supposed to stay out of theirs. (A reason is a reason is a reason.)

Credit Union—the Arlington Federal Teachers Credit Union has its office in rooms 105-106 on the first floor hall. If you're a bit short on cash maybe they'll help you out, but we doubt it.

Recreation Department—uses the gym and cafeteria areas at night.

Adult Education—often uses room 110-111 on the first floor hall and the sewing room and the kitchen up in Home Ec. on the third floor (see Map).

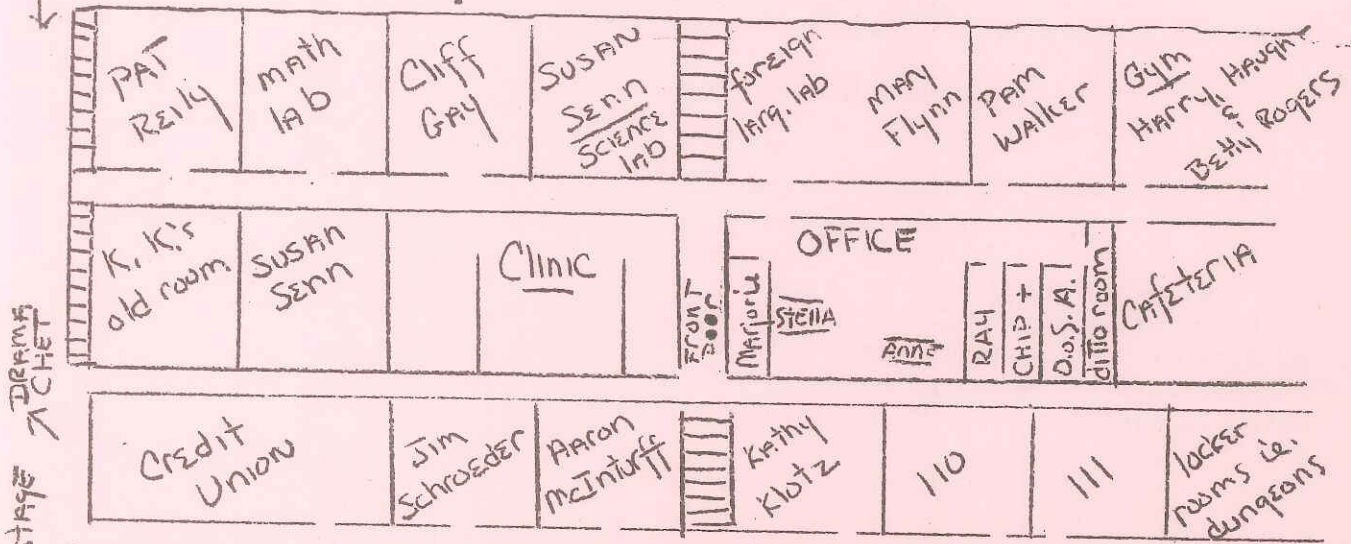
Map



3rd floor ↑

2nd floor ↓

Three little rooms: Kathy Klotz's office, Becky's too.
Coke machines



STAGE
↑
DRESSING
↑
BOBBY

↓
basement

TEACHERS AND OTHER ANIMALS

-----Ray Anderson-----

A Pittsburgh, Pa. native, I was born in McKeesport in 1941, lived in Pleasant Hills till 1950, moved to Mt. Lebanon for its schools, and finally came to Washington area in 1963 after graduating from college (and getting married in the college chapel on graduation day). Sara and I came here for a year or two until we move to New England or the upper Mid-West or the Pacific Northwest.

My high school was an excellent suburban high school that was as boring as it could be. I'm sure they would have sent me to an alternative school if we had had one back then. In fact, maybe the original New School proposal was just a delayed reaction to Mt. Lebanon High School (circa 1959). I enjoyed Penn State very much, and go back often to visit or attend football games. I met my wife during an argument about campus politics in the line for the cafeteria (she was optimistic about the "reform" party being created; I was cynical about its chances for change).

After four years in the CIA and a year finishing a MA in History at American University, I began teaching U.S. History at Wakefield High School in 1969. Once the School Board approved Woodlawn on May 27, 1971 and chose me for Head Teacher, I devoted the next eight years to keeping them from finding out what we are really doing here.

My outside-of-school interests are: my family—Sara, Peter (4) and Lynne (2); building things (additions to my house, a cabin on a mountain river in W. Va.); working on old cars (1929 Ford, 1938 Ford); politics; community affairs in my neighborhood adjacent to the Clarendon Metro station; outdoor activities of various sorts; basketball with some fellow lawyers once a week (J.D., G.W.U., 1976); needlepoint and rug weaving; travel (almost anywhere); duplicate bridge (which I haven't played for ten years); and movies.

Editor's note: Would you buy a used car from this man?

-----Jutta Bauman-----

avid viewer of Battlestar Galactica

I was born in 1944 in lovely Plau on Lake Plau in Mechlenburg—now the Schwerin section of the German Democratic Republic. (Location is required knowledge for all German I students.) In the course of growing up in various countries (Germany, U.S., Japan, Malawi) I met Fred in Limbe, Malawi. We got married in 1965 and I have lived in Arlington since 1967 as a mother of three and teacher of German.

-----Chet Boyd-----

I was raised in Kansas City, Missouri. In higher education I've gone to Kansas U. and Syracuse U. for a B.S. in Speech. I went to American U. and George Washington for an MA in Education. Currently I'm working on a MFA (Master of Fine Arts) from the University of Connecticut.

During my life I've worked as a professional actor, as a narrator actor in TV and films, as a radio announcer and disc jockey. I have produced and directed 49 full-length plays. For future productions I'd like to do musicals, perhaps Chorus Line. Maybe an adventure with the Rocky Horror Picture Show.

I am very active in the Arlington Education Association. When I retire I intend to live and travel throughout the world. Particularly in the warm places (Polynesia, Australia, the Caribbean, Mexico, Egypt, and Red China).

Editor's note: We'll come too.

-----Margery Edson-----

Margery Swan Huff Edson was born in Grinnell, Iowa on June 20, 1915. Both parents were members of the Grinnell College Class of '09 and Harry J. Huff had been a member of the 1908 Olympic team running the 220 and 440. So it is not too surprising to learn that Margery became nationally known in 1929 for her performance in the 50 yard dash and as anchor person on a 440 relay team. In 1932 Margery graduated from The University High School, a 7-12 laboratory school on the Missouri University campus. Entering the University the fall of '32 Margery majored in outside activities, Health and Physical Education and minored in Dramatics. During this time Margery was also spending her summers at the American Youth Foundation Camp in Shelby, Michigan. The camp was run by the Danforth Foundation, a familiar name in the world of scholarships and financial aid.

Margery was married to Arthur L. Edson on December 1, 1936 and four daughters were born to this union. The couple lived in Oklahoma City for the first six years where Arthur worked for the Oklahoman and Times papers. In 1942 the family moved to Kansas City and in 1945 on to the Washington, DC area where Arthur became a political reporter for the Associated Press covering all of the presidential campaigns from 1948-1968. He died of cancer in January 1969. Margery started teaching at Wakefield High School in 1958. In 1975 she became principal of the Hoffman-Boston Junior High School program and in 1978 when the program merged with Woodlawn she was appointed to the principal's (or Head Teacher's) job. On July 1, 1980 Margery will retire and move to her 83 acre farm in Fluvanna County, Virginia where she will raise Paso Fino's (Spanish trail horses).

-----Mary Flynn-----

I am a "California Girl." Not LA, but Monterey and San Francisco. I have bunches of brothers and sisters who are now all over the world. I am the oldest. I eventually made it through various schools and received my Masters in French Teaching in 1962. Since then I have taught in San Malto, California; Downers Grove, Illinois; and here in Arlington at Fairlington Elementary, Thomas Jefferson, Gunston, and Hoffman-Boston. I absolutely positively love teaching and I will never do anything else.

The thing I could spend all my time FOREVER doing for the rest of my life is going backpacking and playing tennis. I hate cold weather and when I retire I will go to California and do it*!

"Contentement Passe Richesse"

*Editor's note: The pronoun "it" is ambiguous. The reader is free to make any wild conjectures as to what Mary means here.

-----Cliff Gay-----

I was born in Oklahoma and raised in central California. I went to Pomona College in Fairmont, California. In 1966 I went to Ethiopia with the Peace Corps where I taught Math and Science. It was good to have the experience of being involved in another culture where expectations and ways of reasoning are very different.

I taught in the DC public schools for four years—my last year in DC I taught in a model school that was very much like H-B. I've been at H-B from the very beginning.

In my free time I do photography, hiking and backpacking. While I was in Africa I climbed Kilimanjaro, the highest mountain on that continent. One thing I'd really like to do is to become a cooper and do the dying craft of making barrels and buckets. Over the years the greatest mystery of teaching to me has been, "Have I changed, or have the students changed?"

-----Harry Haught-----

Born in 1943 in Uniontown, Pennsylvania. I am not from the Washington area. My dad was a huckster and my mother was a coalminer.. I went to South Union High, Uniontown, where I played football and received a football scholarship to George Washington University. Before teaching at H-B I taught in several high schools in DC where I was also a football coach.

Outside of school, my interests are anthropology, archeology, and ancient history. I also like most art, ballet, music, and dances of all types. I do a lot of weight lifting. I would like to retire a wealthy man and travel to warm places—the French Riviera and Greece, Mesopotamia, the Near East, and places where there are archeological ruins.

I have many strong political views and I'll discuss them with you anytime.

Editor's note: We have—it's an experience.

-----Heather Hicks-Beach-----

I was born in Brooklyn, NY and traveled much of my childhood (14 schools before I graduated, including one year in France.) I went to U.C.L.A. I was a foreign service wife for a while and lived in Sweden, Morocco, Tunisia, Algeria, Spain, and London. Love languages and cultures. Love people (usually); teaching; my garden; music; life in general. Have two kids in college. I live in Arlington with a fat black snuggly cat. Used to be into acting but haven't time for it now.

-----Becky Johnson-----

I spent my 1st 18 years in smalltown Indiana—first above a laundromat, then near some railroad tracks, and finally across the street from a cornfield. I graduated in 1969 from Mississinewa High School ("Mississinewa" is said to be Indian for "place of the onion smell") in Gas City, Indiana (the Queen of the Gas Belt).

And then to the big city!--Indianapolis, Indiana. I attended Butler University there for two years, first as a dramatics major and later as a psychology major. While there I became involved in such big political action events as a candlelight sit-in on the university president's lawn to change the rule that boys and girls were not allowed to visit each others' dormitory rooms.

I had had enough of that by 1971, and I transferred at that time to Northwestern University in Evanston, Illinois. I found Northwestern to be a congenial place for me and I flourished there, becoming involved in both the stimulating academic environment and in various political activities. I "cut my political teeth" working for the 1972 McGovern campaign.

I spent a year after graduation from Northwestern considering the question of psychology graduate school. I spent most of that year working in a bank (psychology jobs being scarce and psychology majors being plentiful). A few months before coming to graduate school, I quit the bank and went to work as a nurse aide in a shelter care home. Lower pay, but better vibes.

I came to Washington, DC in 1974 to attend graduate school in clinical psychology. I am currently working on my PhD dissertation for that program. In addition to dissertating and teaching at HBW, I work part-time for a psychologist in Maryland, seeing individual clients and doing social skills training.

When not earning money and/or degrees, I spend my time socializing, reading, running, being outside, going to movies, working in campaigns. . .

-----Kathy Klotz-----
The Divine Miss K

Born and raised in Annandale!

I was an Annandale Atom!!

College—William and Mary, Biology degree; George Mason, Music Degree

Teaching concerns—Great to have 9th graders in Bio I, 10th graders in Bio II
love to make up new courses (Bio-Psych, New Issues in Biology, cancer)
want to have chemistry at H. B. Woodlawn

Hobbies—Dreamy, music groups, piano, flute, cello, guitar, eating, liverworts,
neurotransmitters, eating, square-dancing, different kinds of movies,
eating, pesticides and food additive research, sewing clothes, eating,
building dulcimer

Pet Peeves—piles of late papers at end of quarter, smokers in public places
(or anyplace!), not eating

Favorite color—dreamy colors

used to be a radio DJ

used to work in laboratory investigating effect of overcrowding on mice

last summer worked at Environmental Protection Agency in Toxic Substances and
Pesticides

sometimes waitress at Chesapeake Bay Seafood House

Editor's note: We used to eat liverworts, but had to give it up because of
inflation.

-----Elly Kluge-----

Being a woman of few words, I will make this short and to the point. I was born, raised and educated in New Jersey (no, not by the turnpike). One can say it was a perfectly normal childhood and I was a perfectly normal kid. Since college, I've taught school and travelled extensively. I've been married since 1969 and have two boys, one dog and lots of plants. And do you know what? I really enjoy working at H. B. Woodlawn. And I'm only 29 too.

-----Ellen Kurcis-----

On April 4, 1945 in Newton, Massachusetts I was born Ellen Margaret Roche, the second of four girls.

Being a French Canadian by birth, my mother sent us to a bilingual school where we started out rigorously in an all-day kindergarten taught by a nun who couldn't speak English. Consequently, I learned to read French before English. The school was small, but there all similarity between l'Ecole Saint-Jean l'Evangeliste and H. B. Woodlawn ends. It was a typically strict and rigorous parochial school education of the fifties.

After high school at a slightly larger parochial school, I majored in English at Regis College in Weston, Massachusetts.

I taught two years in a Walpole, Mass. junior high school before deciding that it was time for me to see if the rest of the world knew what "tonic" and "frappe" means. I had been living at home all this time (as was the custom in those bygone days) and so after a trip to Europe, I moved south. I lived in Georgetown with friends from Boston and taught at Yorktown.

I became very involved in the peace movement at this time (1969-70) and did a lot of marching, protesting, demonstrating, and button wearing.

At Yorktown I met Steve Kurcis, who was then an assistant principal, and we were married in February, 1971. I finished that year at Yorktown, but I knew I'd have to transfer by September. My stars were favorable, and the gods on Mt. Olympus smiled on me, and I landed an English position at the about-to-be-opened New School, later known officially as Woodlawn. That year was the most demanding, fulfilling, and enjoyable full-time teaching experience I've ever had.

After that first year I left teaching to become a full-time mother to Brian who was born in October, 1972, and soon after to Stephanie, born in February, 1974. At about the same time I started teaching adult ed. one night a week.

Last year I came back to Woodlawn to teach one period of English Skills.

During the years since college, I've taken courses at Boston College, Boston University, American University, Georgetown, University of Virginia, and George Mason. All these credits don't add up to a master's degree, however, since they're scattered all over the East Coast.

When I'm not mothering or teaching, I try to find a few spare minutes to read, cook, attend plays and movies and force myself to do some physical exercise.

-----Judy Lucia-----

I was born and raised in Salem, Ohio 29 years ago, and grew up an only child. I spent most of my spare time in high school doing something connected with music—dancing, playing piano and clarinet, and being a majorette.

I graduated from Slippergy Rock State College (in Pennsylvania, not Arkansas) in 1971 with a major in Library Science. Again, I spent a lot of time involved in music and working on the college newspaper. I did my student teaching in the Penn Hills area of Pittsburgh, and then stayed to teach there for a year.

I then moved to Arlington where I was lucky enough to get a job at H-B. I came into the program the first year, so I was around during all the growing pains. At this point I plan to stay with the H. B. Woodlawn program.

My greatest obsession at this point is collecting rainbows. (Also, red M&M's!!) I'm learning and practicing calligraphy. And, I'm also learning to play the alto and sopranino recorders.

-----Mary McBride-----

Born in 1898 in Milwaukee, Wisconsin. Attended Trinity College and the University of Santa Clara. I received my Master's from Georgetown University in Alternative Education and my PhD from the University of Maryland in Secondary Education, with my dissertation on Alternative Education.

I like to swim, play tennis, cook, and read the Bible. I won the gymnastics floor competition at the Olympics in 1936 (I was only 38 at the time). I am a great basketball center because of my long legs. My favorite movie is "The Last Picture Show." I love homemade chocolate chip cookies and pass any student who gives them to me. I love Washington for its pollution and slums, its cultural diversity, and because sometimes it seems like a zoo.

Editor's note: Mary exercises, eats right, and take Geritol. She also dyes her hair and washes her dishes with Palmolive so that she can look as fresh and young as she feels.

-----Aaron McInturff-----

Born at a very early age in Chattanooga, Tennessee, I was the first of two siblings, with a brother following three years later. I survived the usual childhood diseases—chicken pox, measles, sibling rivalry—and 12 years of public education during which I suppose I could best be typified as semi-studious but tending strongly toward service-oriented involvement. In high school, although I took part in a number of activities, I became particularly involved in the Student Council, not only locally, but also statewide and nationally. Between my junior and senior years I participated in a National Association of Student Council's European Exchange Program which included staying in homes, meeting several national and world leaders of the time (as Dean Rusk, then U.S. Secretary of State, and Conrad Adenauer, Chancellor of West Germany), and visiting the Soviet Union.

Finally it came time to go off into the big world, and I chose to spend 4 years at MIT learning aeronautics and astronautics. My experiences in obtaining an undergraduate education can best be likened to trying to sip water from a fire hydrant: I had never before experienced such vast quantities of knowledge as had to be crammed into my head in 4 seemingly short years. But life had its bright side, too. I thoroughly enjoyed Boston and the Northeast, and during my "spare" time took part in fraternity activities (Kappa Sigma)—parties, ski trips, etc.—and also rowed on MIT's intercollegiate crew.

I only worked in aeronautics for a year at Lockheed-Georgia, near Atlanta, before returning to school (the University of Massachusetts) intent upon becoming a doctor. However, as I was married following this year of premed graduate work and could not resolve the conflicts created by trying to settle down with a family and squeezing 6 more years in of school, I decided to opt for a few education courses and give that a try. It seemed to satisfy my needs for a more "people-oriented" occupation than engineering—and, well, I've been at it ever since.

Since coming to Arlington County in 1971, I have obtained my Master of Arts in Mathematics Education at Georgetown University. For the past three years I have also taught various mathematics courses at NVCC during the evening hours, and for the past two summers I have been employed by NASA as a mathematician/data analyst, basically setting up mathematical models of electro-mechanical control systems in the Landsat program. My church takes up a lot of my non-teaching time; I hold the position of Lay Leader for the 1979 year, which basically means I have a lot to fill my time on any given night of the week.

Oh yes, family: I am the very proud papa of a 3 year old son, Robbie, and a daughter, Patricia, born last Thanksgiving. No, I don't push math too much at home—contrary to popular belief!—my wife (also a teacher—elementary) and I feel either of them will be doing fine if they just get their PhD's before their 20th birthdays!!

-----Randy McKnight-----

Being eternal, I cannot succinctly write an autobiography. However, one of my most powerful memories in my most recent lifetime occurred when I was 14 and I almost drowned in the Mississippi River.

-----Anne McWhirt-----

I, Anne P. McWhirt, am a native of Virginia. Born in Culpeper County and attended the Virginia Public Schools and Mary Washington College.

Married to Frank in April 1943. Have a son, Walter, born in 1947 and is a principal in Spotsylvania, Va. Also a daughter, Mary, born in 1957, who is a senior at Mary Washington College.

Was employed by the Arlington County School System in June 1952 and worked as a secretary at John Marshall and Cherrydale Elementary schools. Was principal aide at Walter Reed School for 8 years and due to declining enrollment was transferred to Woodlawn Program in 1977, then to H. B. Woodlawn Program in 1978.

If you need the Registrar, Attendance Secretary, band-aid, mother or what have you check in the front office, you will find Anne, trying to keep the place organized.

-----Linda Packman-----

I am a native Washingtonian. I graduated from Walt Whitman High School in Bethesda, Maryland in 1973. I then attended Duke University where I received a Bachelor's Degree in English and Secondary Education. One week later, I started working on my Master's Degree in Remedial Reading at the American University. I completed this degree in July of 1978, and two weeks later, I got married. After honeymooning in London for two weeks, I began my teaching career at H. B. Woodlawn, and here I am!

-----Doris Pulliam-----

I was born in Cleveland, Ohio, and moved to Youngstown, Ohio when I was fifteen. Graduated from high school there and attended Youngstown University for 2½ years. I transferred to Kent State University and graduated from there with a B.S. in Education. I majored in English and minored in History.

My first job after graduating from college was at Chony High School, Youngstown, where I taught English and history. I taught there for 6 years and then moved to Washington to work on my Masters Degree at Howard University and to get married to Jeff. (We lived around the corner from each other in Youngstown, but he moved to Washington a year before I did.)

I found a job in Washington, teaching at Eastern High School. I taught English there for 2½ years. When I was at Eastern I worked with some of the students outside of school on weekends. While there I also was selected to participate in a nine-week linguistics program at Georgetown University.

The Linguistics course at Georgetown was my reason for leaving the District and coming to Arlington. I was hired at Wakefield because of my potential for working with the ESOL Program. However, one month after I was hired I found out I would have to resign my position that June because I was pregnant.

I had a daughter, Wendy, in August of 1968, and went back to work at Gunston Junior High in January of 1969. I taught at Gunston until June, and went back to Wakefield in September of 1969. At Wakefield I worked in two innovative programs, The Humanities and the Workshop Program. I also helped set up and sponsor a club, Insights Into Black Culture.

In September of 1970 I transferred from Wakefield to The New School (Woodlawn). I graduated from Howard University in 1972 with a Masters Degree in Education. I specialized in Curriculum Development.

Some of my other interests are collecting articles on South Africa, Maryland politics, reading books and articles on how to stay physically fit (can't seem to put that into practice), playing backgammon with Wendy, second careers for women, and collecting dessert recipes (this contradicts something else in this paragraph).

-----Pat Reiley-----

Age 29; Height 6' 0"; Weight 207 lbs.

I am a very sports-oriented, attractive bachelor. I graduated from Bishop Ireton High School in 1968, where I played football, baseball, basketball and wrestled. I went to St. Joseph's College in Philadelphia, Pa. and graduated in 1972 with a degree in economics.

I was an officer in the Air Force for 3 months from October to December, 1972. Then I was a substitute teacher for 5 months in 1973. After that I taught math in a junior high school in Baltimore City. I drove trucks for two years (1975-76), but I abandoned that profession in order to get rich quick as a teacher. I worked with emotionally disturbed children in Fairfax during the 1976-77 school year and then started teaching in Arlington last year.

I enjoy Basketball (champion 1 or 1 player), motorcycling, and Irish Pubs.

-----Nancy Rinnermann-----

Born: in--Washington, D.C. (a native)
at--Garfield Hospital (no longer standing)
on--a hot, humid July day
I am a Leo (for those "into" Astrology)

Early Education: Alumni of Barrett and Maury Elementary (presently known as
Arlington Arts Center on Wilson Blvd.), Thomas Jefferson (The o-o-old TJ),
Wakefield High

College: My first 2 yrs. at an undisclosed Junior College in N.C.
Transferred to Richmond Professional Institute (now V.C.U.)
My student teaching was at Yorktown High and Barrett Elem.
Graduated BFA--(in Art Education)

Teaching Experience: Elementary Art for Summer School, 3 yrs. at Thomas
Jefferson, part-time at TJ from Sept. 77 to present

1974-1977: Moved to California and back. Memory--Blur!

Things I'm "Into": My Job, Expressing Creativity, My cat, Kids, Music,
Bloomingdale's, Fitness, debt!

Things I'm not "Into" and/or Pet Peeves: Non-caring people (people who don't
give a damn)

P.S. It's always exciting to begin a New Year with a new experience.
I'm happy to be a part of H. B. Woodlawn.

-----Bobbi Schildt-----

I'm 29 years old, married and I live in Falls Church with my husband
Rick, and our two monstrous German Sheps--Souflakey and Sahara. (The pets
are really not my idea--I think a good pet is a hermit crab or perhaps a
goldfish.)

My hobbies include reading, making stained glass ornaments and sewing.
I love to travel and plan to take a cruise or go to Hawaii soon. Several
summers ago we camped cross-country, both in our van and on our 750 Honda.
It was a challenge and the best part was meeting so many neat people.

I received my B.S. in Secondary Education--Secondary Social Studies at
Bloomsburg State College in the mountains in Pennsylvania. I recently
completed course work for my MED in Reading which certifies me as a Reading
Specialist.

My teaching experience includes: 1 year in Readington School in NJ,
a few weeks at TJ, almost a year at Swanson, and about 5 years at H-B and
H. B. Woodlawn.

-----Jim Schroeder-----

I was born in Jersey City, New Jersey. I attended St. Patrick's grammar school for grades 1-8. I went to Marist High School in Bayonne, New Jersey.

After High School I joined a religious order, the Marist Brothers. I was in the Marist Brothers for seven years during which time I went to college at Marist College in Poughkeepsie, New York. After college, while still in the Brothers, I taught for 2½ years. My first teaching assignment was in St. Joseph's Academy in Brownsville, Texas. I taught Mathematics there for ½ year and then I went to Scotch Plains, New Jersey, where I taught at Union Catholic High School.

After teaching for two years at Union Cateolic, I left the Marist Brothers and taught for two more years in New Jersey. Then I went out to Colorado for 6 months. I did not teach in Colorado but I did sit in on a course at the University of Colorado.

After 6 months in Colorado I came back east to New Jersey and I eventually found my way to Maryland. While looking for a teaching job in the Washington area I stumbled across Arlington where they had just opened an alternative junior high, Hoffman-Boston. They needed a half time Math teacher and a half time aide to the principal. I took the job and spent two years at Hoffman-Boston.

My next 4 years were spent teaching at Woodlawn. This year I am presently teaching at H. B. Woodlawn.

My interests include: Mathematics, history, politics, sports (golf!, basketball, tennis, etc.), playing guitar, plays, movies, interesting discussions, etc.

-----Susan Senn-----

Born: Richmond, Va.—Sept. 1, 1947 (Labor Day)

Grew up: Chattanooga, Tenn.

Education: BS in Natural Science, University of Tennessee

Grew up very straight and narrow, then spent two years in Peace Corps in Barbados, and boy, were my eyes opened. I taught elementary students and teachers, science. I met my husband, Jim, there. He teaches French and Spanish at O'Connell, and is also fluent in Protuguese. My teaching concerns seem to lead more to the humanity of education which surrounds any subject, in my case, science. I am also very interested in medicine and hope to pursue something along those lines in the future.

I love animals (we have a dog, cat, two birds, 5 fish, 2 frogs, and six rabbits), old things (houses, clothes, pocketbooks, books, furniture) and I am trying to collect children's books for posterity. (My posterity is due on April 17.)

My pet peeve is people talking at concerts, movies, etc.

Teaching in the H-B environment has been one of the most positive experiences of my life.

Editor's note: We love animals too, but enough's enough.

-----Alice Sufit-----

1978-79 is my fourth year at Woodlawn. Before that I taught several years in Social Studies at Wakefield. Have also taught at NVCC and the University of Pittsburgh. Majored in Political Science. Have graduate degrees in education and in Political Science.

Personal data—married, 4 grown children. Lived in Arlington for 30 years. Active in community and volunteer groups. Used to fly, now have more sedate activities like trying to learn golf. Want to travel.

Teaching concerns—I really believe that knowledge of the political and governmental processes and appreciation of the responsibilities of citizenship are fundamental characteristics of an educated person.

-----Paul Trudinger-----

Born some years back in the Sudan, Africa. Went to Australia for my education, but all I got was my schooling. Taught Music and Latin from 1949-58 at high-school and college levels in Australia. Undertook doctoral studies (and actually got the degree, what's more!) in USA (Boston) from 1958-1963. Two sons born to Kathie (my wife) and myself while previously ('58-'63) in USA. Returned to Australia to be dean of a small seminary. Back again to USA (in 1969) with two additional children (both girls—both born in Aussieland). Lived in Arlington since then.

Holds degrees and diplomas in music, speech and drama, philosophy, classical languages, education, Biblical studies. . . from schools like London U., Boston, Harvard, Johns Hopkins, Melbourne, Adelaide (God's own city!), Catholic U., GWU, etc.

Hobbies: coins, stamps, gemstones, art-prints, old magazines
Favourite colour is green.

Responsibilities: am held responsible for everything that goes wrong in our household!

Teaching Concerns: to survive each class period as it comes along.

-----Pam Walker-----

Although I'm not a true southerner, having been born in Chicago, I was raised and educated in Arlington. My experiences in Arlington schools (including attendance at Woodlawn during its first two years) contributed to my enthusiasm for learning and to my decision to enter the teaching profession. My personal philosophy of education is by no means "carved in stone." My personal flexibility has been put to the test during college at William and Mary and a junior year spent in Universite de Paris III. Both were enjoyable stretching experiences!

I have lived "out of town" (Alexandria) for about a year now, in the company of my very clever cat, Chessie. I add some spice to my life by keeping my mind busy in 3.01 languages (.01 German), writing, singing, reading, and needlework. Church and family activities take up any remaining time. After over two decades as an only child, my mother's remarriage gave me two new brothers and a schoolteacher father. At the rate things are going, I wonder if I'll ever settle down!

Editor's note: Please don't. We like you unsettled.

-----Stella Weatherholtz-----

I was born in 1945 in Franklin, West Virginia. Graduated from Franklin High in 1962. Attended Beauty School in Harrisonburg, Va. I came to Washington, DC in the fall of '62 and in 1963 I got a job with two other girl friends at the Chamber of Commerce, on 16th and H Streets. I have four older brothers. I am the youngest and the only girl. I got married in 1964 and have two sons. I worked for the Library Processing Center from 1966-1969. I started working for Hoffman-Boston in 1975.

-----Chip White-----

I'm a native Arlingtonian, as are my parents. I attended H-B and Woodlawn and graduated from Woodlawn. I've managed a food store, a GSA-type gift store for the V.A., and used to own half of a VW repair shop. I'm interested in homeopathy, natureopathy, and reflexology and study all of these.

My current primary sideline is music—I play guitar and banjo, and am building a four-channel recording facility and musician's service company in partnership with one of HBW's students. I've been variously described as an agitator, radical, 60's person, crazy plus certain blue words. I like working at HBW, and believe that alternative education is the only way to learn.

-----Mildred Witten-----

Undergraduate work completed at Madison College (James Madison University). Graduate study for Master's degree at VPI. Additional graduate study at University of Virginia, American University and VPI—Reston.

Native of Tazewell, Virginia. Prior teaching experience in Virginia: Pulaski, Tazewell and Charlottesville. Served as State Supervisor for Business Education in the Georgia State Department of Education prior to coming to Arlington as local supervisor for Business Education. Present assignment (half-time teaching and half-time supervision).

Interests: Active membership in Arlington Outdoor Education Association and Quota Club of Arlington (Professional women's service organization). Enjoy gardening and refinishing furniture as well as reading. Pet: Cat—Siamese, named Blue Belle.

-----Lloyd Wolf-----

BIO—Born: Winter of 1952 in small city in the American Midwest. Early metamorphic stages occurred in New England, the Netherlands, and New Jersey. I used to want to be a forest ranger. Moved to Virginia in winter of 1965, shortly after my orthodox bar Mitzvah. Attended JEB Stuart High School in Fairfax County, where I discovered pain and boredom, puberty, became a Star Boy Scout, edited a successful underground paper, was active in the antiwar movement and the Poor People's Campaign, and lived at the Frozen Dairy Bar. Graduated in 1970, and went to Trinity College in Hartford, Connecticut, where I majored in Political Science. I met Karen Karafin in 1972, and have continued to share body, soul, and space with her. . . A friend taught me photography, and I decided not to be an economic analyst for emerging socialist nations. I opted for freedom and happiness—topped with light and silver images for newspapers, photo studios, and myself. Click, click, Blue Collar Blues. Hated advertising and working to make other people rich. Went to the Corcoran at this time, which strengthened my commitment to art. Started teaching at Woodlawn in Jan. 1976. Quit full-time commercial photography in June 1976. Got my M.A. in photography from Goddard College in 1977. . .

TEACHING CONCERNS—Teaching you about photography. Photography has to do with understanding light. Light enables you to see. . . I want to help you to see yourself and your world more clearly and with a deeper joy and appreciation.

HOBBIES--Driving Cross Country, backpacking, the wilderness in general, all forms of magic and science, music, photography, sleazy diners, watching trains, the Sun and Moon, Living, The Dance, randomness, physics, staying out of trouble, smiling, gris-gris, communism, the Cargo Cult, COYOTE, bodies, Cooking, goofing off, a little jolt of Mexico, love. love to and from All.

-----Some People You May Not Know-----

Donna Giuffira is our school psychologist. She is here every Wednesday in the clinic. If you want to make an appointment, do it through your adviser or put a note in her box in the office.

Dodee Brown is our resource officer and policewoman, although we haven't ever seen her in a uniform. She's a good person and easy to talk to.

Michele Bajak is the Arlington County Expository Writing Person (flashy title). She's here 9:30-10:30 Tuesday and Thursday, teaching a class. You can catch her slightly before or after this time. She can be very helpful.

Janet Cox is our instructional secretary. She is used by the teachers to type and ditto worksheets and papers. However, if you have a legitimate purpose (or look like you do) and if she has time and if you get approval in the office (speak with Anne) you can use her too. She tends to hide out in the little room all the way down the left in the office.

Mildred Caulfield is our nurse. She's here on Mondays and Fridays, all day. If you get sick or break a leg on one of those days she'll be glad to help. If you want to talk with her go and see her, or make an appointment. There's also a nurse's aid here on Wednesdays. Her name is Jackie Long.

Teri Sweet and Marisa Sherard are from the Educational Opportunity Center. They are here on Tuesdays between 9:00 and 1:00, in the Office of Student Affairs. They're really nice and will help you on jobs, colleges, and your future after high school. Ask them to play with the "college machine"—it's lots of fun, although it doesn't help much.

CLOSING

-----Is There Life After H. B. Woodlawn?-----

Quite truthfully, we don't know, but we're hoping. We've sent out explorers and most come back speaking coherently. The people we've talked to were pleased with their experience here and seemed to have made a successful transition to the outside.

We feel that this transition is eased by open campus and senior slump. By the time most people graduate they've hardly been going to school for the last 6 months anyway. We recommend this method. People get impatient for change and are ready to move beyond high school. We think this is good and means that the school has been successful by producing people who are restless and anxious to grow.

We hope there's life after H. B. Woodlawn. After awhile we'll be moving on too. It was good knowing you.

-----Neat Stuff-----

This is the conclusion for this handbook. We called this section "Neat Stuff" because there's lots of neat stuff around. The world is an exciting place to be and something's wrong with the schools if they aren't.

We hope that this handbook has inspired you. It made us inspired. If you're not doing what you want to do, then START. There's never a better time than right now. If you work at it, you can really do just about anything you want at H. B. Woodlawn. That's what this place is all about.

Good luck!

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