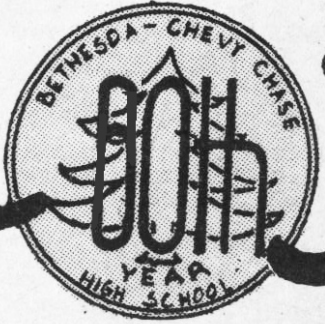


The Tattler



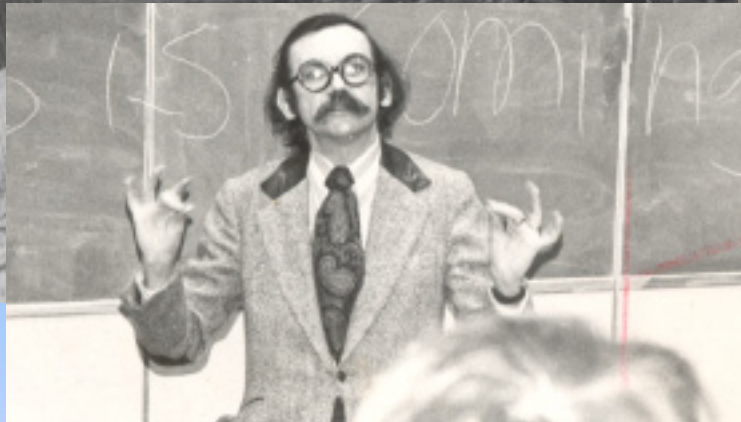
80TH ANNIVERSARY ISSUE

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Bethesda-Chevy Chase High School

Monday, May 21, 2007

Section B School



Those Who Never Leave: Students That Come Back to Teach

By Daniel Papson

Some people just can't seem to get enough of B-CC. Whether it's the community, the academics, or the school colors, some former students choose to return as teachers. And who better to proverbially "pass the torch" than The Tattler's own Jon Virden.

Mr. Virden says things have changed a great deal since his days as a student. "There were 1800 students then, as there are now. But the difference is that there were only three

community is the same. We were all suburban, and we were driven to go to college. In that respect, B-CC hasn't changed at all."

John Zehner, a teacher and coach who graduated from B-CC, agrees. "I see the same five kids in the back row—like me and my friends. There's no big difference in students."

What is it that makes these teachers want to come back to their alma mater? Neither one claims to have done it on purpose. Zehner says he came back to the county from a board-



Teacher John Zehner on take two at B-CC. This time, however, he is on the teaching end of the system. *Photo by Emily Buckley.*

grades." The biggest changes were in facilities. "The building was obviously a lot smaller, and it had no tennis courts. It's always been a school without a lot of green space. And the gym itself was outside. That's where we held Commencement, before moving it to the Kennedy Center, and eventually to Constitution Hall."

Social events moved around as well. Virden's prom was held in the historic Willard Hotel in Washington, D.C. Subsequently, the hotel fell in disrepair but it has since been restored to its original glory.

The world of sports has dramatically changed as well. Without lights, football games (and all athletic events) were held during the day time. "You looked forward to Saturday afternoon football," said Virden. But when you get down to the basics, Virden says things have largely stayed the same. "The school

ing school in Connecticut, and B-CC had an opening. Virden taught at Whitman first, then went to Minnesota, and found an opening at B-CC when he returned. For better or for worse, however, they both ended up back at B-CC.

"It was probably pretty helpful to me. Teaching at B-CC helped me get comfortable for the first few years. But it wasn't something I planned for," says Zehner. For Virden, however, "It was a little bit weird. Some of the faculty from when I went to B-CC was still here."

B-CC has made great strides since 1926. It has seen its share of construction projects, more than a dozen principals, and countless staff members. But you can be confident that for years to come, at least one thing will remain constant: Mr. Virden's iconic moustache. Some things never change.

The Day Classes Stopped: B-CC Teachers on Strike

By Lena Barkin

On February 2nd, 1968, B-CC students were let out of classes early. The school was closing for something other than a holiday. The teachers had declared a strike. During the week of February 5th, teachers throughout the county stood up for their rights. The strike came about when a deal between the Montgomery County Education Association (MCEA) and the School Superintendent, Homer O. Elseroad, was declared void. The agreement, reached on November 15, initially included a pay raise of \$220 for all first-year teachers. However, the MCEA delegate committee withdrew its ratification and stated new demands. The teachers wanted a raise of base pay from \$5,880 to \$6,400 for experienced teachers, and an across-the-board \$200 increase for all teachers. The Board of Education came back with an across the board raise of \$50 and a base pay of \$6200. That plan was rejected, but at least

crease in the cost of living, and there were proportional rises of income in other professions, that were leaving teachers' salaries far behind.

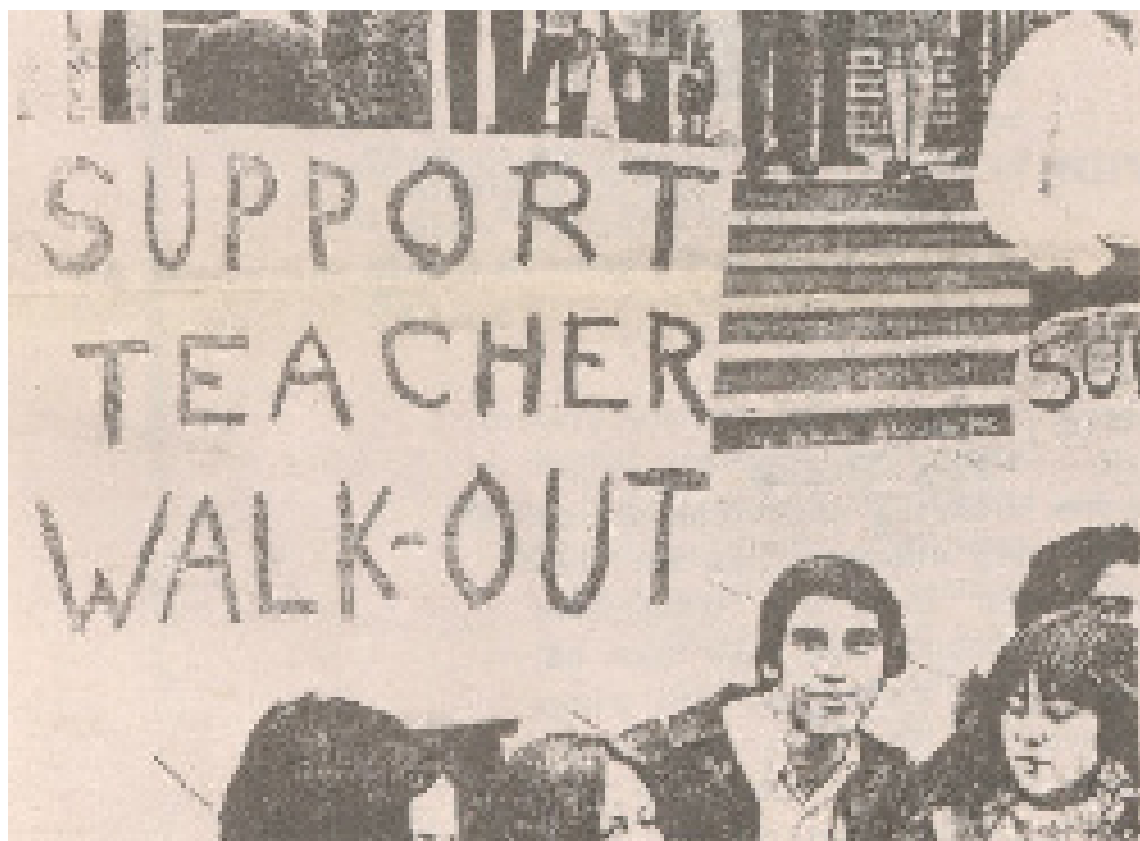
While the boards and committees worked out the problem, the B-CC hallways transformed into a deserted wasteland. Of the 85 hired staff members, 51 did not show up for class. Those who did, tried to fruitlessly keep order. Although they felt loyalty to their union, they still believed in work first. Mr. P. J. Dalla Santa, a teacher at the time of the strike, was quoted as saying that he believed the teachers had an "obligation to the students." However, there weren't many students in the classrooms to teach.

Students and teachers alike abandoned the classrooms, congregating outside to picket with posters provided by the MCEA. Attendance rates plummeted. There were as little as four students in one Physics class. Most students went home, but some decided to hold a sit-in in the

that through the strike we have become and emerged as an effective political force. We have made it clear to the Board that it will have to listen to and incorporate our recommendations in forming its educational policy."

For Principal Dr. Eugene R. Smoley, Jr., it was a tug-of-war between his membership on the MCEA and his dedication to the maintenance of his high school. Although the principal at Walter Johnson High School joined the picket lines, Dr. Moley decided that he would try and run the now unmanageable school.

After a week of protests, students were required to be back in school on February 12th. The next day, the schools returned to their normal schedules. An agreement had been reached that included the pay increase the teachers had fought for, and the deal also included several additional provisions to ensure another strike would be avoided. First, there was a "no reprisals" clause that prevented retaliation



Shown is a sign encouraging bystanders to support of the 1968 Montgomery County Public Schools' teachers strike. *Photo courtesy of The Tattler.*

negotiations had begun. Although, on the surface, the pay level appeared to be the only issue in contention, other developments contributed to the crisis. First, more and more men were becoming teachers. This meant that they needed more money to support their families. Also, there was an overall post-war in-

pavilion outside, making sandwiches and coffee for the protesters. Some teachers appreciated the efforts, while others thought that the support of the students was undermining the cause.

The teachers who were on strike felt strongly about their protest. In a 1968 issue of the Tattler, one was quoted as saying, "We feel

against teachers who had participated in the strike. This ensured that teachers could return to school without repercussions. Second, a joint committee, comprised of ten elected teachers and administrators was formed to allow for open communications between the school and the board to avoid any future disruptions.

Thomas Pyle: One of B-CC's Most Influential Principals

Pyle Not Just the Name of a Middle School

By Ben Symons

Most B-CC students know Thomas Walter Pyle as the name of the rival school of Westland, the middle school that most B-CC students attended. Despite that negative connotation, Pyle is as responsible as anyone for the growth of Bethesda-Chevy Chase High School. As B-CC's first and longest-serving principal, he guided the school from its humble origins to its current location on East-West Highway.

Pyle was principal of B-CC from its opening in 1926 until the end of the 1948-49 school year. Prior to working at B-CC, he was principal at Poolesville High School, holding that post from 1923 to 1926. When B-CC first opened, it

was known as the Bethesda School, and it educated students in grades K through 9 in its building on Wilson Lane. The school remained on Wilson Lane for ten years until 1936, when the new building at the current location on East-West Highway opened. Pyle's tenure as principal spanned two of the most influential events of the twentieth century: the Great Depression and World War II. He also presided over B-CC during the fire in March, 1941. Additionally, Pyle oversaw the rapid increase of the B-CC student body, from a graduating class of 12 students in 1926 to 253 in 1949.

In addition to being principal of the high school, Pyle was active in the B-CC community as well. He was a member of the Ameri-

can Legion, Chamber of Commerce, and a former president of the local Rotary Club. Respected by his peers, Pyle served as president of the County Teachers Association from 1923 to 1934 and State Teachers Association from 1943 to 1944.

Pyle often encouraged B-CC students to work hard and take pride in their school. He felt great affinity for B-CC during his time as principal, admitting in a letter published in the June 10, 1949 issue of *The Tattler* that his decision to retire "pulled many a heartstring." Pyle closed his letter by thanking the B-CC community, writing "You have been grand to me better than I ever deserved. I shall carry you in my memory, gratefully, always."



Thomas W. Pyle, B-CC's Principal from 1926 to 1949, a remarkably 24 years, guided the school through big changes. Pyle was deeply involved in both school and community life. *Photo courtesy of The Tattler.*

BUILDING WASN'T ONLY THING RENOVATED UNDER PRINCIPAL HARVEY

By Mitchell Crispell

Most high schools have a fairly high turnover rate for principals. It's a tough job that requires managing not only the school but also its relationship with the community. An effective principal must maintain good relations with the students, faculty, administrators, and parents. It is impressive if principals can last two or three years under the immense pressure. Katy Harvey, B-CC's principal from 1999-2004, lasted five years, while guiding B-CC through one of its most hectic periods.

Katy Harvey became principal during a time when morale was down. There had been a dramatic turnover among administration officials as well as declining enrollment. Harvey felt the community "had really stopped believing in itself. It was such a phenomenal school...but it had lost its shine and confidence." By the time Harvey left in 2004, B-CC was thriving again.

B-CC's test scores were also at a low point when Harvey became principal. During her five-year

tenure, test scores improved dramatically. B-CC also increased its SAT scores the most of any high school in the county during those five years. When Harvey saw B-CC listed as number 34 on *Newsweek's* List of America's Best High Schools, she was "so proud...I think it should be in the top ten...it's one of the best schools in the nation."

Many students remember Mrs. Harvey as being outside every morning to

"There will never be another experience as great as being principal of B-CC."

greet students as they came in from the buses. One student remembers her as being very friendly, and always saying hello to students when she passed them in the hallway. It was through these common courtesies that Harvey raised the morale of the school, and made B-CC a great place again.

While B-CC was



Katy Harvey. *Photo courtesy of The Tattler.*

being renovated during the 1999-2000 school year, students and faculty relocated to Northwood, a holding school for high schools in Montgomery County. Harvey feels that Northwood was "definitely a challenge...we lost some students in the move. Overall, the community felt fairly

dismal about the move." However, Harvey was effective in keeping the students, parents, and faculty positive about the transition.

Despite the hassles of moving to a holding school whose facilities were "not fantastic," Harvey says she had a lot of fun at Northwood, saying it "was

a lot more fun than people thought it would be!" She feels like the closed campus "forced the student body to blend more. Students spent more time with one another."

Before B-CC made the move, Harvey collaborated with parents to come up with activities they could do to make it easier on the students. They organized barbecues, ice cream socials, and other events in an effort to keep the student body positive. Super Friday, a day in the spring when students get out of school early and attend fun activities, was started at Northwood.

Parents and faculty used the Northwood experience as a time to build support within the school community and Harvey kept everyone focused on the new B-CC. Although the renovation lasted longer than expected, Harvey feels that "moving to Northwood gave us a chance to create a renaissance for B-CC. The new building really changed the atmosphere when we got back."

One word used by many to describe Harvey is

See HARVEY, page 4

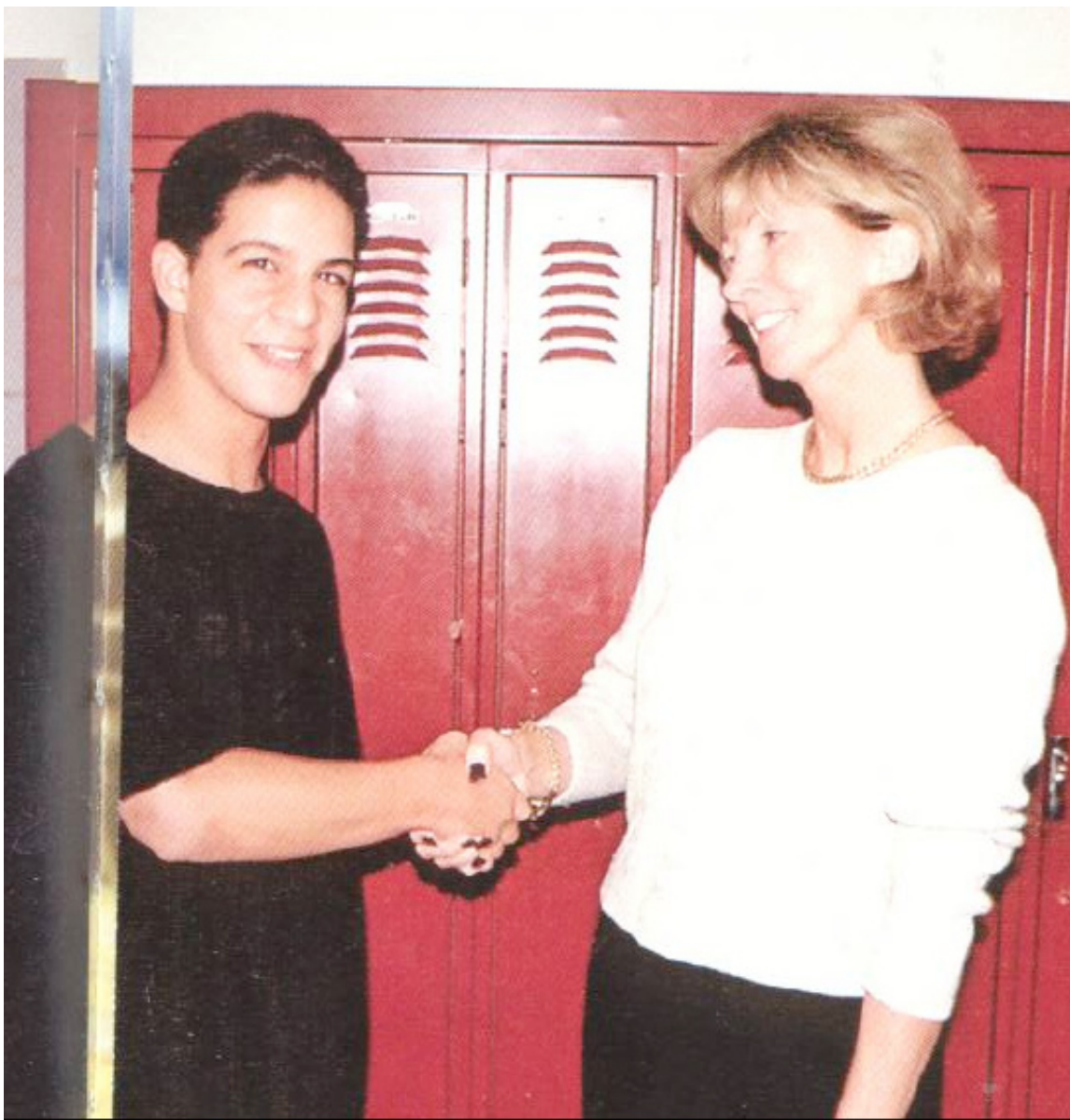
School Morale, Test Scores, and Technology Also Received A Face Lift

From HARVEY, page 3

visionary. She led the “New Century of Possibility” technology revolution at B-CC. She set up a technology task force that included faculty members, parents and community residents, and met for a year to create a plan for technology use at B-CC. Harvey’s vision has come to fruition – with a Cyber Café, Language Lab, several computer labs, and laptops for every teacher. Harvey worked closely with the B-CC Educational Foundation to raise funds to increase

Harvey remembers a typical day beginning with greeting students as they arrived. She would have meetings with staff members, businesses in the community, and parents. She remembers lunch being a challenge – “You have one lunch period, 1400 students all eating at once, pouring into Bethesda. It was a real challenge!” Throughout the day, she would work on her e-mail inbox, which filled to 120 on some days. She corresponded with parents often,

guished Educational Leadership Award for Montgomery County in 2003. The award is given to one principal in each Washington metropolitan area school district, and Harvey was recognized for “doing a remarkable job of working with parents, students, and community partners in promoting an excellent academic program and creating an exceptional educational environment.” Harvey is now employed as principal of a small public charter school in New Mexico where she works



Principal Harvey takes time to meet with a B-CC student at the Northwood facility. In the background are thin lockers designed to prevent bullies from stuffing students inside. Photo courtesy of The Tattler.

the technology budget for the newly renovated school. Current English teacher Kathryn Kirk sees Harvey as someone who had “a real belief in opening AP and IB classes to everyone and pushing them to take those classes.” Kirk thinks Harvey was “tough, but fair” and had “high standards for everyone. She was very good working with teachers, and in general, the faculty were pretty pleased with Katy.”

which she says was “a little overwhelming. I found myself working longer and longer hours because I wanted to maintain the strong connection to the community.” Harvey handled a tough time at B-CC with poise and grace, and was able to keep the student body together through it all. One student thinks that she was “the best principal we ever had.” Harvey won the Washington Post Distin-

with students talented in the arts. She describes the experience as “very different than B-CC, but lots of fun.” The school is a challenge academically, and Harvey is currently working to raise the math scores at the school. Similar to her efforts at B-CC, she is trying to recruit students from private schools. However, Harvey says, “There will never be another experience as great as being principal of B-CC.”

Classes No Longer Offered at B-CC

Life Skills Classes:

- Home Economics
- Cooking
- Fashion Merchandising
- Auto shop
- Wood shop
- Metal shop
- Driver’s Education

Cultural Classes:

- Comparative Religions
- Cultural Anthropology
- African American Studies
- Russian History
- German language



A student practices in a simulator when B-CC still offered a driver’s education course. Photo courtesy of The Tattler.

McCarthy's Peace Studies Class Celebrates a Decade of Making a Difference

By Zachary Kohn

Peace Studies came to B-CC in 1988 when former Principal Nancy Powell invited journalist Colman McCarthy to teach the class after he gave a speech to the Montgomery County Principals Association suggesting that peace education be taken seriously.

"I try to be a doer, so I came and I taught the class," says McCarthy, a former columnist for the Washington Post and founder of the Center for Teaching Peace, who has been an unpaid volunteer at B-CC since the class began, along with teaching at Georgetown Law School, American University, UMD, Wilson High School (DC), and the School Without Walls (DC). In the past 25 years, McCarthy has taught over 7,000 students and averages around 50 lectures per year, commuting 10 miles to B-CC by bicycle to prevent the effects of global warming.

Peace Studies, which is primarily a discussion based class, is unconventional in the sense that there is no required homework and no exams, and the students are allowed to determine their own grades. Nevertheless, McCarthy notes that "It is an extremely difficult course, since students are challenged to make demands on themselves rather than responding to the demands of the teacher."

The class discusses topics from the book, "Strength Through Peace: the Ideas and People of Non-violence," which McCarthy edited. It took over 7 years to get the book approved by the Montgomery County School Board because, according to McCarthy, "Governments are wary of new ideas." The book discusses the philosophy of pacifism, the death penalty, animal rights, domestic violence, a comparison of the war in Iraq versus the War in Vietnam, the philosophies of Gandhi and Tolstoy, and methods of non-violent conflict resolution. Each topic is introduced with detailed discussions, guest

speakers, field trips, as well as, optional peaceful demonstrations on Friday mornings on East-West Highway.

McCarthy asserts that "diversity of opinions is essential." In the past 19 years, 300 guest speakers have spoken in class: volunteers for the Peace Corps, members of congress, social workers, ex-death row inmates, Special Olympians, military officials and Nobel Peace Prize winners.

There was a conflict in 2006, when juniors Andrew Saraf and Avishek Panth criticized the Peace Studies class and went to the media to express their disapproval. Principal Sean Bulson responded in the February 26, 2006, edition of the Washington Post: "Peace Studies is one of the things that makes B-CC unique. It's been an institution here, and kids from all across the spectrum have taken it. It's not about indoctrination. It's about debate and dialogue."

McCarthy also responded by inviting his conservative dissenters to one of his classes, saying "I don't mind criticism, but I'd like it to be informed criticism." In fact, McCarthy was disappointed that Saraf and Panth did not enroll in this year's class.

In response to his unconventional teaching methods, McCarthy believes that there are two ways to learn, either by fear or by desire. He believes that learning based on fear creates cheating on tests, copying homework and he doubts that "any of the students are actually learning," saying that they are just merely "performing" as the school "processes students as if they are slabs of cheese going to Velveeta High on the way to Cheddar U and Mozzarella Grad School."

McCarthy states that neither Maria Montessori nor Socrates ever gave tests or homework. He sides with them rather than the "education bureaucrats, papercrats, and the testocrats," who he says teach students how to "make all A's and go and flunk out of life." He allows his students to decide

topics of discussion, so that the curriculum is shaped by the desires of the students, therefore allowing intrinsic learning to take place. Simply studying theoretical ideas is not enough; students must apply their knowledge learned from the class in real life situations. The discussions in McCarthy's classes have prompted students to take initiatives and to complete community service projects, not for distinction or merit, but for the sake of completing good deeds to benefit humanity. Students often decide to help out at homeless shelters, visit retirement homes, teach illiterates, clean up waste at our school, help serve food in soup kitchens, and even protest varying forms of violence.

Protests and acts of civil disobedience appear to be the most controversial actions inspired by McCarthy at B-CC. Among all the protests McCarthy endorses, it appears that he addresses no issue with more fervor than objecting to the war in Iraq. Upon declaration of the war in 2003, McCarthy led a protest of over 150 B-CC students who shivered in the winter rain chanting "We want peace!" which led to coverage in the March 21, 2003 edition

of the Washington Post, after many students were denied excused absences and access to the auditorium.

Neither McCarthy nor the B-CC students have stopped raising their voices against the injustices of the war in Iraq and other forms of violence which exist in today's society. In the January 5, 2005 edition of The Gazette, 2005 B-CC graduates Ebie Bialek, Alex Meade, Milton Koch and Rachel Henry were all interviewed after protesting the war during morning rush hour on East-West Highway. The students noted that they were often met with honks of encouragement while other drivers flipped them off in fury.

Another 2005 B-CC graduate, Amanda Hunt, wrote a letter to the editor in the February 14, 2006 edition of the Tattler in response to the negative opinions some people hold about the Peace Studies class and the protests, saying that she was "truly sorry for teachers like Mrs. Kirk," who found the protests to be a "distraction," whereas to her, "they meant much more. They were the one constant reminder of the tragic deaths overseas." She also noted that "if students could be reminded, maybe just for

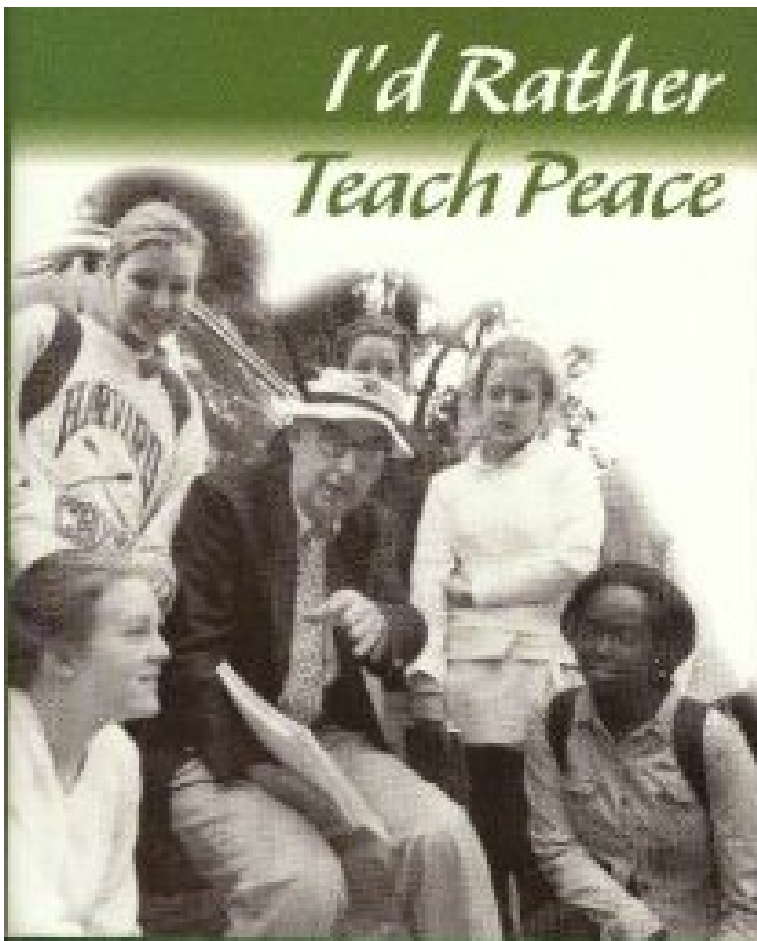
20 minutes once a week, of what is going on, it would be a positive contribution to the B-CC community."

McCarthy who is a pacifist, advocates that "the entire high school should be given the option of protesting the war every Friday morning." He believes that it is the major issue of our day, costing an average family \$6,000 a year in federal tax dollars, costing the federal government well over \$400 billion dollars since the declaration of war and causing thousands of unnecessary deaths.

According to McCarthy, violence can only produce "short term benefits and long term negatives" and the best way to correct society's flaws is through teaching alternatives to our youth. He firmly believes that "it's easier to build a peaceful child than repair a violent adult."

For the most part, B-CC students appear to be listening to McCarthy's message. The popularity of his class has increased steadily. Currently, forty students are enrolled in his first and second period classes. This year, every student who completed his 1st semester course, no matter which side of the political spectrum they find themselves, wrote a detailed description about how much their life has changed because of the class. One student noted that she learned "more in his class in one semester than [she] learned in all four years of high school." Many students felt challenged by McCarthy's course and believed that they had been enlightened by McCarthy's unique ideas and teaching methods.

McCarthy believes that his time at B-CC has been conducive to a future world of peace. He has "loved every day at this high school," and he "cherishes all of [his] students." Additionally, McCarthy said that "the B-CC faculty is filled with creative and energetic teachers and I am grateful to be associated with them."



Colman McCarthy working with students to learn the tenets of peace. Photo courtesy of epinions.com.

ORIGIN OF THE BARON

By Kevin Semerjian

Through out the years the Baron has become associated with B-CC. It is the school mascot and represents the school in various sporting events and other competitions. However the Baron has not always represented B-CC. In 1937 the chosen name for the school was "the highwaymen". At the time B-CC was one of the only schools located on a highway, so this name seemed suitable. However, eventually the students of B-CC decided that a change was needed. Also MCPS ruled that the "highwaymen" was inappropriate because robbers were associated with the name, and that a change was needed. The new selected name for the school was "The B-CC Pine Trees". The numerous pine trees surrounding the school sparked this idea. Areas in which there were a lot of

pine trees were very popular to hang out at especially for students who smoked, and became known as "the grove". Later another name change felt needed. So the Tattler held a contest in which the students submitted possible nicknames for the school. A committee of tattler students narrowed the field of about 50 to six possibilities. The en-

tire student body voted on these six possibilities. Other possible names included the Buccaneers, Bulldogs, Blue Devils, and Blue Satan's. However the students eventually selected Carolyn Martin's proposal of the Baron. Her idea received 266 votes to win the contest. Carolyn received a prize of one dollar for her winning nickname.



The Barons emblem of B-CC High School. *Graphic courtesy of B-CC.*

THE PRINCIPALS OF BETHESDA-CHEVY CHASE HIGH SCHOOL

Thomas Walter Pyle: 1926-1949
 William Griffith Pyles: 1949-1959
 Joseph J. Tarallo: 1959-1962
 James B. Williams: 1962- 967
 Dr. Eugene R. Smoley, Jr.: 1967-1970
 Jerome Marco: 1970-1975
 Dr. F. Thornton Lauriat: 1975-1980
 Dr. Carl W. Smith: 1980-1984
 Ann Meyer: 1984-1987
 Nancy H. Powell: 1987-1992
 Wayne E. Whigham: 1992-1995
 Janice Mostow: 1995-1999
 Katy Harvey: 1999-2004
 Sean Bulson: 2004-Present

COLD WAR ERA EMERGENCY PLAN FOR B-CC HIGH SCHOOL UNEARTHED

By Naya Misa

"For some years to come, this community, as a part of the larger Washington area, will face the possibility that it may be attacked with atomic weapons. This threat will not be markedly reduced by any political developments, since any agreement that we may reach with the Soviet Union will be subject to their honoring the agreement. There is no evidence to suggest that we can expect to be justified in lowering our guard for many years."

In the March of 1954, B-CC high school in collaboration with the Federal Civil Defense Administration took safety measures against a possible Soviet Union attack in the Washington D.C area. B-CC, along with the rest of the community, feared a possible hydrogen bomb attack. Information of such an attack was provided by the FCDA and by numerous public documents or releases on the effects of atomic explosions. The FCDA proposed an Emergency plan

that dictated the procedures the school should follow in the event of such an attack.

"In Bethesda, we live for the first time in 140 years in mortal danger from a foreign enemy. That enemy is the Soviet Union. The Soviet Union has developed and manufactured the hydrogen bombs needed to destroy Washington and its suburbs," says Ellis Johnson, the Director of the Operations Research Office at Johns Hopkins University.

The Operations Research Office serves the United States Army. Its research program, although guided by the Army, is designed by its own Johns Hopkins staff. This study was made possible because of Army support.

The most essential cooperation was provided by Mr. William Pyles, the principal of the school at the time. Pyles served the Navy with distinction during World War II and supposedly knew from experience the need for such "forethought." The B-CC Parent-Teacher Association with the help of the stu-

dents contributed their time to supplying the basic data used in developing the plan.

The plan was prepared as a practice strategy which would be eventually be used by other schools in target areas. The school sought support from parents, students and faculty in order to be able to fully execute the plan.

Ellis continues, "I do not know exactly when the Soviet may attempt an attack. Perhaps not for a year, perhaps not for a decade. But come it can and may. Let us prepare a sober disaster plan we can sustain, if need by, for more than a decade."

B-CC recognized and accepted that despite these precautions, there was bound to be a few casualties

from heat exposure and broken glass particles from the explosion impact. The plan calculated for 400 casualties during the day of the planned attack. It also predicted 800 casualties during lunch time and about 450 during afternoon casualties.

In case of the attack, the FCDA proposed the bell-light warning system at a cost of \$75.00 for installation and an additional \$6 per month for maintenance. It indicated the different degrees of emergency by sounding bells and displaying corresponding colored lights.

A Yellow alert was a warning that the enemy planes were headed toward the continent. The yellow alert would precede the attack at any time; from sev-

eral minutes before to several hours before. Because the yellow alert contained more precious preparation time, students would have been allowed to go home.

A Red alert was a warning that enemy planes were in the vicinity and could attack within 15 minutes. In addition to the bell and red color light warnings, it also alerted radio and outdoor sirens to warn people. In the event of a red alert, the 15 minutes would be used to evacuate students from the cafeteria and classrooms. All students were to report to the gym or the corridors for shelter.

A white alert would be a signal that all was clear either after the attack or after a false alarm.



A symbol of the Cold War, the mushroom cloud is formed when the blast of an atomic bomb sucks dirt and debris into the atmosphere. *Photo courtesy of Google Images.*

Influential Teachers in B-CC

High School's Past and Present

By Mitchell Crispell

Among the many teachers B-CC has employed over its eighty years, several stand out in alumni's mind as influential. Following is a look at three of these giants from the last thirty years: Ed Mullaney, James Biedron, and Evanthis Lambrakopoulos, known affectionately as Ms. Lamb. Though the specif-

not your average teacher. He had a passion for the school and feels he was sincere in his work, saying that "genuinely caring about what you do makes all the difference." The trifecta of Mr. Mullaney, Mr. Ollinger, and Mr. Biedron made B-CC's Social Studies department the best in Maryland for many years.

Besides teaching history and government,

support the Barons. These bus trips were a "pretty significant part of school life," according to Mullaney. He also was instrumental in getting concession stands at school events.

Mullaney took students on all sorts of trips – ski trips, trips to Florida, Annapolis, St. Augustine, Daytona Beach, Sea World, and many more. The Rec Club was very popular during his time. He even took students on a trip to Gettysburg, where they reenacted a battle!

Mullaney also led the effort to beautify B-CC. A new mural was created every year, and one of these murals - featuring a singer with a microphone – has been recreated and is currently hanging outside the auditorium. At any school event or game, Mr. Mullaney could be seen taking pictures, which ended up on the walls of the school. The pictures and murals were on the walls until the school was renovated in 2001, and they are still available on a website created by one of his former students (<http://www.jdland.com/bccslides/>).

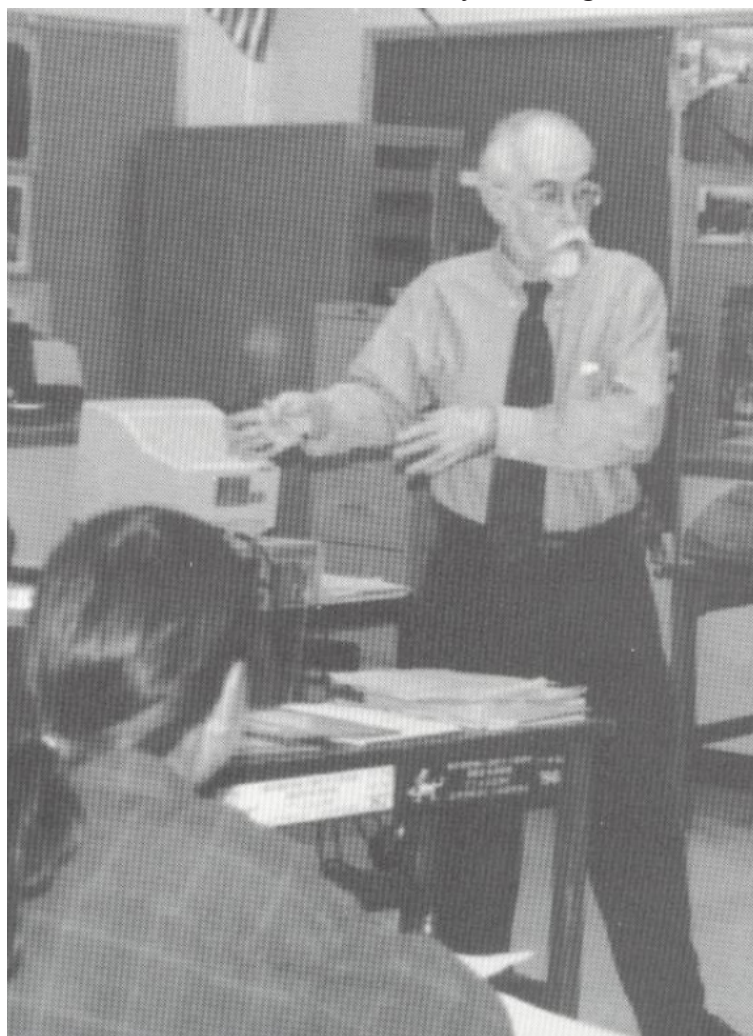
The students that Mullaney taught are doing many exciting things today: one is a trauma surgeon in Texas, and another played

an important role in the creation of amazon.com. "I am hearing from students all over the U.S.A." about their successes after high school. Mullaney says he "feels blessed that he has a memo-

things I knew it could."

The Czar

James Biedron's Russian History class wasn't a normal sit-and-



James Biedron made Russian History a hands-on learning experience. *Photo courtesy of The Pine Tree.*

ics of each teacher's experiences are varied, a common theme is present – they teach because they love it.

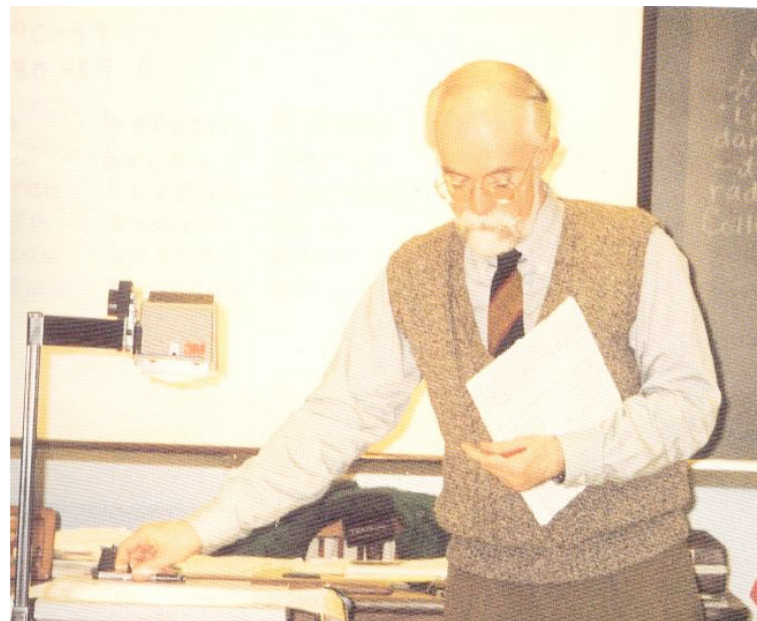
The Quintessential Mr. B-CC

If one had attended B-CC in the early 1980's, you would have seen pictures of yourself hanging on many of the walls of the building as you made your way to Mullaney's class. Scattered along the hallways were 20x30 framed prints of school activities. There were some 350 of these pictures, as well as many murals, giving B-CC a "good pictorial look." The man behind these displays was one of B-CC's most influential teachers: Ed Mullaney.

Mullaney, a history teacher at B-CC in the 1970's and 1980's, was

Mullaney was the yearbook sponsor, the Recreation Club sponsor, the SGA sponsor, and an organizer of all things fun at B-CC. He was "honored to be involved with the first group of kids to get the yearbook on the computer." Mullaney was known to give students a lot of leeway in terms of how much they were allowed to do. He says that a key part of being an influential teacher is "inclusiveness... everyone plays a good part in the success of the school."

The Rec Club used to put on 15 to 20 dances every year. The gym hopped with 1980's hit music as girls shook their pony tails and guys stomped their feet to the rhythm. Mullaney was also responsible for organizing buses to take students to away games to



Biedron teaching the class with the help of an overhead projector. *Photo courtesy of The Pine Tree.*

ry of every single student."

It was through his passion and devotion that Mr. Mullaney inspired students. He genuinely cared about his work, saying that teaching was more than a "nine-to-three job." Mrs. Lamb, one of Mullaney's fellow teachers, comments that he "brought the school to life."

Still to this day, Mullaney cares about B-CC, saying, "It's a great feeling to see the school alive and well and doing all the good

take-notes experience.

When you walked into his room, you stopped being a student and became a serf or a noble. If you were a serf, you had to sit in your assigned seat or one of the nobles would take issue with you. Nobles had later deadlines for homework assignments. If serfs came in late, they had to bow to the czar.

Biedron taught at B-CC for 36 years, from 1969 to his retirement in 2002. During the Cold War, Russian History was wildly popular among students. During the Reagan era in the 1980's, enrollment in the Russian Language and History program at B-CC soared. Biedron started out teaching all levels of the language in one room all at once – what he referred to as his "little red schoolhouse." In his Russian History class, the students were part of a role-playing experience which lasted the entire course.

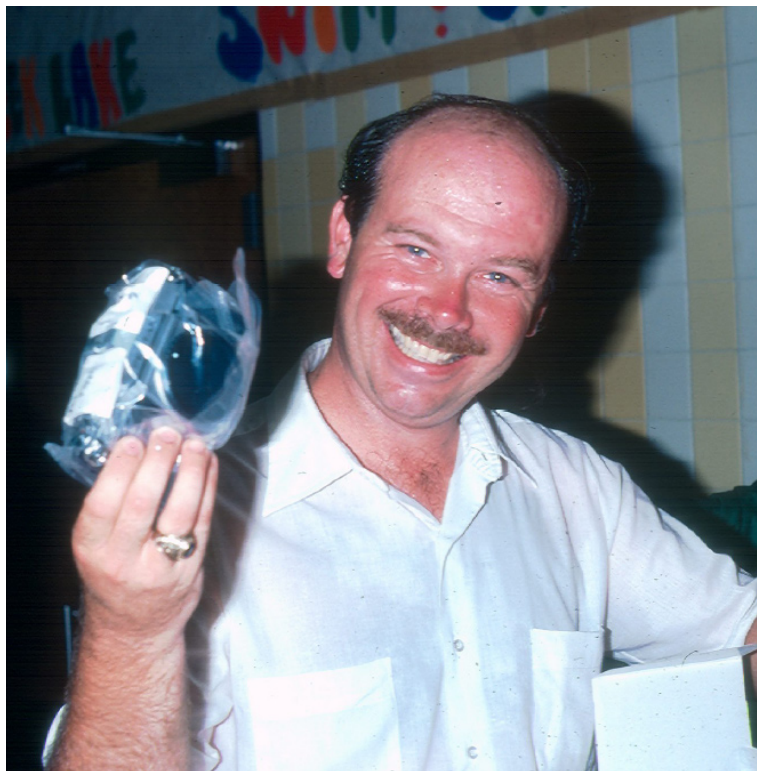
Towards the end of the Russian History class, Biedron would change the entire room around – replacing the back wall with red paper and posters of Lenin, Khrushchev, Gorbachev, and a Soviet flag with a hammer and sickle. He became their commu-



Mullaney is caught taking a picture in the snow. *Photo courtesy of Ed Mullaney and Jacqueline Dupree.*

See TEACHERS, page 8

Teachers Leave Mark on B-CC



Mullaney holds a camera while being caught on film. Photo courtesy of Ed Mullaney and Jacqueline Dupree.

From TEACHERS, page 7

learn how to be an effective teacher, and the nobles underwent a re-education by the serfs. Biedron made the Russian Revolution come to life for the students by having their positions in the class dramatically changed in the same way as real serfs and nobles.

Biedron started the Russian exchange program which lasted from 1989 to 2002. According to Biedron, "lots of staff members from many different departments joined the students. The trip was very inclusive in that way...and then Russian students from the same school would come to B-CC."

The most important contribution Biedron made to help his students enjoy learning was to enjoy teaching, saying "the idea that I thought it was important... the kids bought into that. You can't be fake, you gotta do it honestly, you gotta enjoy it."

Biedron was most popular for his Russian Language and Russian History classes, but, according to current B-CC History teacher, Warren Richard, he taught "just about every class at some point."

Biedron was a mentor to Richard, who inherited Biedron's position as coach of the "It's Academic" team. "Mr. Biedron was dedicated to the team's success, and practiced with them a lot. He was the best history teacher in the department.

If a teacher had a question about history, he would ask Mr. Biedron." Biedron also taught IB European History, and helped Richard

learn how to be an effective teacher at the IB level.

John Zehner, another current B-CC Social Studies teacher, was in Biedron's class when he was a student at B-CC. Zehner commented that Biedron's class made him want to become a teacher, saying "I've stolen a lot of stuff from him." Zehner wears a different tie every day, something Biedron was famous for, as well.

Biedron has fond memories of his time teaching at B-CC. Although times have changed, and Russian History and Russian Language programs are no longer offered, the many students who Biedron taught surely benefited from his courses.

The Encyclopedia

In interviews with students and teachers about Evanthia Lambrakopoulos, the most repeated phrase was by far, "She knows everything!" In class, Lambrakopoulos, or Ms. Lamb for short, refers to ancient philosophers in the same breath as famous operas. She is able to help students with essays on any topic, and has experience in many academic areas. More than this – she has a warm, giving heart, and never hesitates to give anything she can to help her students.

Lambrakopoulos has been an English teacher at B-CC for almost thirty years, beginning in 1978, and is currently the English resource teacher. She

has taught English across all grades and all levels, and she brings the same respect and passion to each class and every student she teaches. One of her fellow teachers commented that she "gives everything she has to the students," and junior Bianca Davies, who is currently in her IB Extended Essay class, says that Lamb is "helpful to everyone – not just her own students. She really cares."

Lambrakopoulos was the sponsor for B-CC's literary magazine, Chips, for ten years, where she "had the opportunity to be involved with very creative minds." She tried to immerse her students in the arts, and especially short stories and literature, saying, "if I'm immersed and the students are immersed, what we work on together is lasting."

Another of her current students, junior Ginna Roach, feels like Lambrakopoulos' "enthusiasm for the subject she teaches is contagious, and the relaxed atmosphere of her class allows students to motivate themselves and get excited about the work they produce." Roach sees Lambrakopoulos as the "single most knowledgeable person I have ever met in my life. She knows everything from perfume history to Arthurian Literature. She's brilliant!"

Even though Lambrakopoulos is knowledgeable about a vast spectrum of topics, she still has the utmost respect for her students and their ideas, saying, "I offer a stimulus and they respond...it's a dialogue." One of the things that she feels makes a teacher influential is "being willing to learn from my students and try new things."

According to junior Sam Roochnik, Lambrakopoulos' focus is not on

grades – instead, "she genuinely wants students to learn and become more knowledgeable people. She's not trying to fail anyone – she just wants us to improve." Biedron commented that Lambrakopoulos "knows her subjects so well and demands so much from the students," while Mullaney felt that she has been a "real positive force in the school." Another of her co-teachers felt like she "addresses the brightest of students and the neediest in the same way – with the utmost respect."

Lambrakopoulos has taught several students who have graduated from B-CC and put into practice what they learned in her class. Tracy Chevalier, author of *Girl With A Pearl Earring*, graduated from B-CC in 1980. She was the senior editor of Chips, and she worked with Lambrakopoulos to create the literary magazine. Lambrakopoulos still keeps in touch with Chevalier through emails, and knows that "the relationship that begins in high school goes on into life." She is always receiving emails from former students, and maintains a dialogue with many of them.

Lambrakopoulos values field trips to art galleries, theaters, and operas very highly, saying that they give students "an opportunity to connect to the world." Among other things, she loves art, philosophy, languages, and psychology – all of which she studied at the University of Athens, Greece. According to one of her students, junior J'Nae White, Lambrakopoulos' diverse education gives her a "broad mind...she is able to consider multiple perspectives on any issue. She's really an icon to me."



Evanthia Lambrakopoulos. Photo courtesy of The Tattler.

Other Influential Teachers

Mrs. Heard (English, 1954 – 1987)

Mrs. Heard spent over 30 years teaching at B-CC. Students remember her for her insistence on correct grammar and her understanding and compassionate nature. Heard was a mentor to Ms. Lamb, who thinks she was a "phenomenal teacher." Faculty and students were shocked when she died at age 56 from pneumonia. An award in her honor has been created and is given every year to a student who has made a difference in the community.

Mrs. Kitzes (French, late 1960's – late 1980's)

Mrs. Kitzes was a very demanding teacher, and many alumni remember her class as a place where they were challenged for the first time. Students had to write, speak, and put on skits all in French. One memorable assignment from her class included making an "encyclopedia" for a specific letter of the alphabet. Students had to include at least one place, person, and concept – all in French – in their project. One alumnus remembers that, "in any students' sad or happy moments, Mrs. Kitzes always supported them. She was the most influential teacher I had in my high school years and after."

Mr. Olinger (Social Studies, 1960 – Mid-1990s)

Mr. Olinger has been described as a "legend," and one alumnus remembers him as the "absolute best." He taught students how to be organized and how to use critical thinking and memory. He had a big sign up in his room that read "SUFFER," and encouraged students to take rigorous courses. He gave students a lot of support and was known to walk through the halls with a stack of books under each arm. He was very interested in new ideas, and was involved in the start of the International Baccalaureate Program at B-CC. An award is given each year in his honor to someone who has demonstrated overall achievement in Social Studies.

Mr. Motovich (Art, 1955-1985)

Mr. Motovich is remembered for his demanding standards and his students' unique art projects, which included a Toulouse Lautrec sculpture, a Trojan Horse replica that was able to fit several students, and, most notably, a large Superman that "flew" from the top of the then-E building into the football stadium. Motovich worked with his students to rig the ropes and apparatus necessary to make the large Superman appear to fly over the stadium. His room was always filled with students' art projects, and many murals were created and hung around the school during his time as art director of Chips.

Brown v. Board Decision Brings Integration and Eventually Diversity to B-CC

By Sam Alienikoff

The year was 1954, and for the first time in the history of Bethesda-Chevy Chase High School, African-American students would attend classes at their “community school” rather than taking buses for as much as four hours each day to attend an all-black high school in Rockville.

During the first 28 years of B-CC’s existence, only white students were allowed to attend. However, following the May 17, 1954 Supreme Court decision that “separate educational facilities are inherently unequal,” B-CC and the rest of the United States were forced to integrate the public school systems.

Across the country, violent racism halted the integration efforts in the years following the decision in *Brown v. Board of Education of Topeka, Kansas*. Three years later, in Arkansas, infamous mobs supported by Governor Orval Faubus would surround Central High School in an effort to keep the Little Rock public schools segregated. In Boston, it would take twenty years before public schools began busing efforts to end segregation. However, just one year following the Supreme Court decision to integrate public schools, our small suburb of Washington, DC went through a much more quiet integration, one that is often referred to as “invisible.”

When the first African-American students walked the hallways of Bethesda-Chevy Chase High School, they were outnumbered by the white students at a ratio of nearly 200 to 1. Although the few black students who came to B-CC for the 1954-1955 school year were not met with the same violence as the Little Rock Nine nor the same jeering racist mobs at the bused black students of Boston in the 1970’s, these brave pioneers faced unmistakable animosity in their first high school years.

As the U.S. Supreme Court took a bold step towards school integra-



Students gather on the bleachers adjacent to the football field. This scene demonstrates the historical diversity at B-CC that began after *Brown v. Board of Education*. Photo courtesy of *The Tattler*.

tion, the overtly progressive Bethesda community did not. In class, black students were often relegated to the back of the room out of fear and ostracized by other students. They were frequently the target of name calling and spit balls. When African-American students were not under siege by other students, they were largely disregarded. One of the first black graduates of Bethesda-Chevy Chase High School, Nancy

“People could just ignore you because you didn’t exist.”

Browne, recalls, “People could just ignore you because you didn’t exist.” In the classroom, teachers often presented black students with problems. The teachers at the time have been described as “resentful” and “not helpful at all” towards the African-American stu-

dents during the 1954 school year. Browne felt as if she was “set up to fail.”

At lunch, the first African-American students experienced similar treatment. Another black student who attended B-CC in its first years after integration, Betty Holston Smith, remembers the cafeteria as “a very scary place.” She vividly recalls sitting down at an empty seat to eat and watching the other students around her scatter from the table.

At the time of B-CC’s integration, open lunch was an alternative to eating in the cafeteria. Although black students often took advantage of this opportunity, it posed additional problems. Several popular restaurants in nearby areas of Bethesda refused to serve blacks. While white students were able to enjoy lunch together comfortably inside, African-American students were forced to order their lunches at the back door and were not allowed to eat inside.

Because of the way they were treated at B-CC soon after the integration, African-American students such as Smith preferred attending their ill-equipped, under-funded, all-black school in Rockville.

Fifty-two years post-integration, B-CC is a very different place. Today, white students still outnumber

black students, but at the much smaller ratio of 4 to 1. B-CC also is comprised of 14% Hispanic students and 6% Asian students. In all, fifty-five countries are represented at B-CC. However, despite the growth in diversity, multiple racially ignorant acts have been committed on school grounds and by B-CC students in the past year alone. Following a football game against rival Whitman HS, the football field became a target of racist and anti-Semitic graffiti. Over the winter, during a basketball game, the B-CC student section broke out chanting “Oreo! Oreo! Oreo!” (a racially disparaging comment towards an African-American player on the opposing team). Even in the B-CC cafeteria and at school dances, de facto segregation is often an ever present factor.

Although the current demographics of B-CC are roughly representative of Montgomery County and even the United States as a whole, it appears that integration is not complete. As defined in Merriam-Webster Online, integration is the “incorporation as equals into society.” Until all members of the B-CC community, regardless of race, are regarded by all as equals, some may wonder if this process is complete.

Coach Wright Continues Tradition of Athletic Excellence

By Michael Montross

Whether as a coach or as a physical education teacher, Bill Wright has been a fixture in the B-CC community for the past 20 years.

In 1981, Wright’s first year at B-CC, he taught five periods of physical education and served as the boys basketball coach during the winter sports season. “It was a nice change from what I had been doing before,” commented Wright regarding his first year at B-CC. Before coming to B-CC Wright gained a wealth of experience locally. Wright spent his first year (1969-1970) teaching physical education at nearby Bethesda Elementary School. After only one year, he moved on to The George Washington University, where he taught for another year. However, Wright quickly returned to the public school system and began teaching at Redland Junior High School. After six years, Wright took

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Coach Wright Powers Onward as Leader and Source of Inspiration

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an opportunity that he felt he "could not pass up."

A teacher exchange program at the Kuala Lumpur International School presented itself as an opportunity for Wright. "It was a once in a lifetime chance that I wanted to experience." The teacher exchange program lasted two years. Wright believed that the experience "was a great experience that I will never forget. But I was glad to be back to what I was used to."

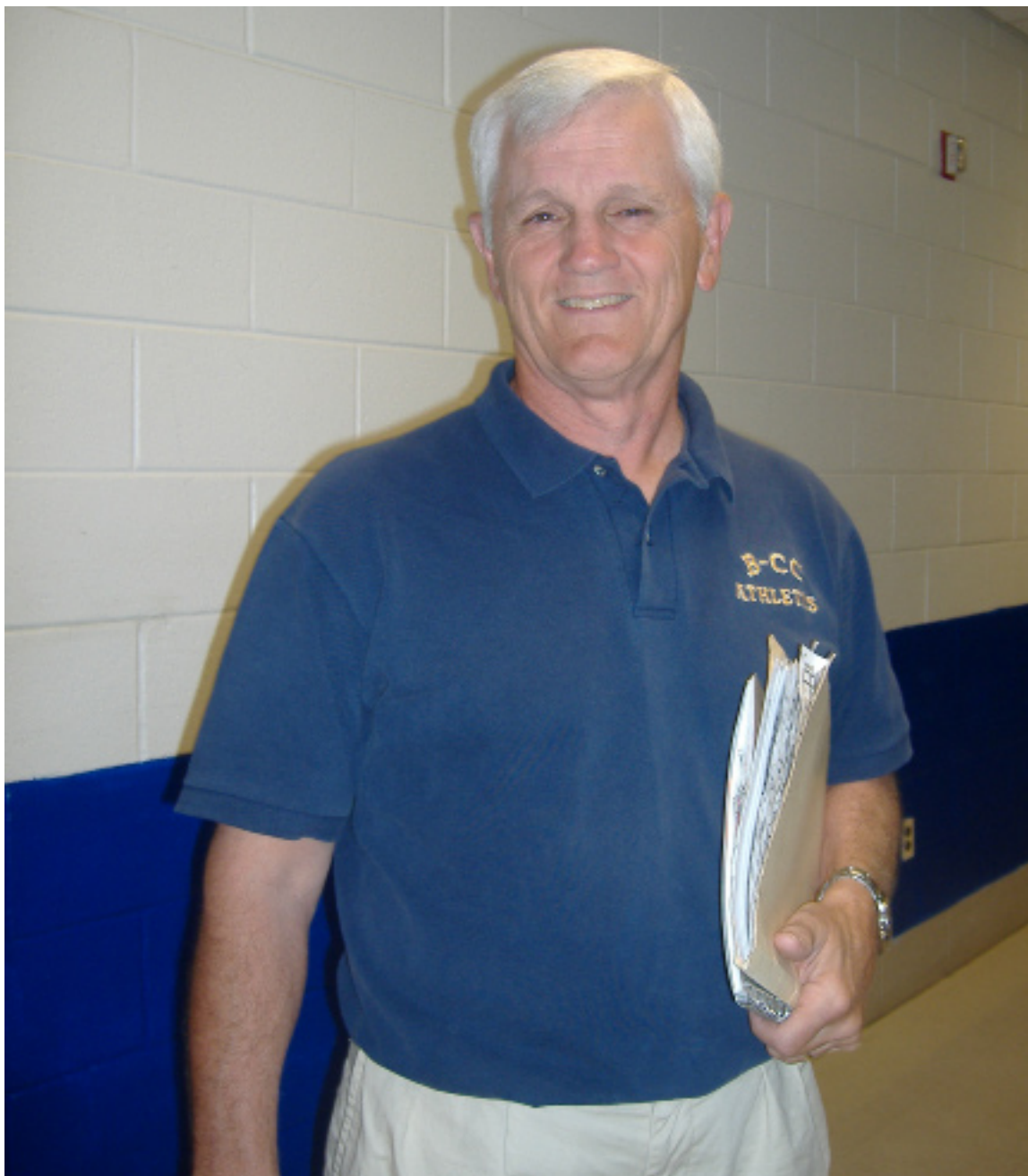
Upon returning, Wright quickly got back into the public school system and taught at both Brookmont Elementary School and Radnor Elementary School. Then, a physical education teaching position opened at B-CC. Since B-CC was only a few miles away from Wright's home in Bethesda, Wright submitted his application and got the job. Twenty six years later, Wright still has the job and "loves waking up in the morning and coming to work."

Since his first year at B-CC, Wright has guided multiple sports teams. For many seasons, Wright was a fixture on the basketball court, where he guided the men's basketball team to a state championship in 1984. Wright said, "The state championship has to be one of the highlights of my career. Seeing the looks on those kids' faces is something I will never forget."

In all, 1984 was a very busy year for Wright because he coached one team every season. In the fall, Wright could be seen on the gridiron as he coached football. Also, 1984 was the year that Wright became the baseball coach, a position he holds to this day. "Even though '84 was an enjoyable year, I'll be the first to admit how difficult it was coaching a sports team every season.

The fact that I had young kids at home was also difficult. Wright's three children all attended B-CC and two of them went on to play collegiate athletics. His youngest daughter played field hockey at B-CC under Coach Amy Wood, where she was named to the Washington Post All-Met team. She then went on to play at Duke University. Wright's son played baseball under his father at B-CC and then went on to play at the University of Kentucky.

The mark that Wright has left on the B-CC community is much greater than the successes of the sports teams that he has coached. "The best thing about Mr. Wright," said senior baseball player and class president Tommy Kramer, "is that he cares about the kids beyond high school. On the field and in his classes, he is there to help kids succeed in the future and not just in the present." Graduated senior Will Hanlon also has high praise for Wright. "It's difficult to



Coach Bill Wright in the B-CC athletics corridor. Photo courtesy of The Tattler

understand how important all the things that [Wright] does are. On the baseball field, he would make us run for miles, even though baseball doesn't involve that much running. However, he was worried about making strong young men, not just strong baseball players."

Another sign of how much Wright has affected the B-CC students over the

years is that when students return to the school, Wright is one of the first teachers they want to talk to. "Every time I come to B-CC I always have to check in with Wright to see how he is and if he has any advice for me," said Cliff Mullholland, a 2004 graduate. The effect that he has had on students and community members alike for the

past 20 years is evident.

It is a mystery how much longer Mr. Wright will stay at B-CC, but if the first 26 years are any indication, Mr. Wright sees no reason to leave. "If I still love what I'm doing and am capable of doing it, then I see no reason why I shouldn't keep teaching and coaching."

From Blair to Whitman: B-CC Rivalries Through the Ages

By Michael Montross

Since B-CC opened its doors in 1926, it has had high quality, competitive sports teams. These teams have, and always will have rivalries. However, these rivalries have changed over the past 80 years.

At first, B-CC's main rival was Blair High School, located in Silver Spring. In those days, Montgomery county had only four high schools, so Blair and B-CC were the most bitter of rivals. Though the exact year is not known, it is believed

that this rivalry lasted over fifty years. During this time the Blair versus B-CC football game was the most anticipated sports event every year. "B-CC's football season was declared a success if B-CC beat Blair in the last match-up of the year," said B-CC English teacher Jon Virden. "If B-CC hadn't won a game all year, but beat Blair, the season was a success. And if B-CC was undefeated, and lost to Blair, the season was a disaster," he went on to say.

As the years went by, and Montgomery County

opened more high schools, B-CC's main rivals began to change. After Blair, Walter Johnson High School became B-CC's main rival, mostly because of its proximity to B-CC's campus. The basketball, football, and soccer games were the most hotly contested. Numerous fans, and parents looked forward to these games against Walter Johnson. Walter Johnson remained B-CC's main rival up until the late 1980's. Even though games in all sports against Walter Johnson are still some of the most highly anticipated,

Whitman eventually surpassed Walter Johnson as B-CC's primary rival. This rivalry against Whitman is one of the most bitter between any two schools in all of Montgomery County. Games against Whitman in every sport, whether it be ice hockey or field hockey pack the stands. When students come to school on the day of a game against Whitman, one can see the focus on the athletes' faces. One of the main reasons this rivalry has lasted so long is because the schools are so evenly matched in so many differ-

ent sports. Nearly every year, games against Whitman are very close, and are usually hard fought until the end. Like Walter Johnson, Whitman is only about three miles from B-CC, which only adds to the intensity.

Over the past 80 years, B-CC has had bitter rivalries with a number of different schools. Over the next 80 years, these rivalries will likely continue, and remain as profound as they are today.

The Man Behind the Music: Marshall White

By Zachary Kohn

The magical wand flickers and all of a sudden an inexplicable force of sound is released. The orchestra has begun the dark and dramatic first movement of Beethoven's infamous fifth symphony. The attack is well planned as each note is stressed with miraculous care and every member is unified strengthening the group is unified as a complete and harmonious whole.

Where is the origination of the source of this auditory pleasure?

Well, look no further, for the source of the everlasting flame of music was rekindled by the remarkable Marshall White a decade ago.

Prior to Mr. White's arrival in September of 1996, the music department had been dwindling in size with fewer than 50 participants. Now the music department has become a major force, both within the school and in the community; there are three full-time music teachers, two bands, two orchestras, a jazz band, chorus, madrigals, three

guitar classes, three piano classes and an after-school IB Music program. The music department always participates in the annual festivals and consistently receives superior ratings. The music department was burning with delight when they received the prestigious Grammy Signature School Award in 2004, as well as, receiving recognition by the local chapter of the Grammy Foundation in Washington, D.C.

B-CC music has been able to turn into a powerhouse because of its ability to raise additional revenue through fundraising events. Mr. White's favorite fundraiser has always been the Cabaret, as he answers with a smile: "The Cabaret is always the most gratifying event because you also have the parents involved." The Cabaret has been the most successful fundraiser with over \$50,000 in proceeds over the last ten years. As a direct result, these fundraisers have provided the wood for the music department's fire, as they were able to pur-

chase additional instruments and receive vital repairs.

"The arts are the soul of life," says White philosophically in his response for the importance of music in lives of people. He goes off on a tangent, "I mean, life would be pretty boring without the arts. Don't get me wrong, I love baseball and tennis, but that's not everything."

White believes that music is important for students to help them become well rounded and to give them new experiences.

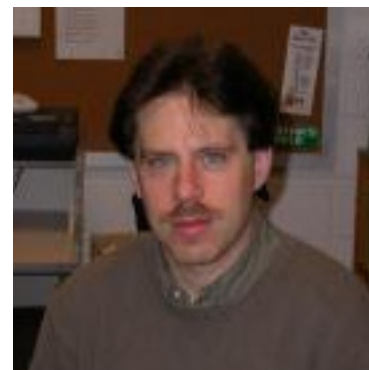
White has always had a remarkable ability to perform music. He received a Bachelor's Degree in Music Performance from UMBC and a master's degree from Catholic University. He continues to play with several bands performing at a variety of events, including weddings, Bar and Bat Mitzvahs, Christmas and Easter events, and even a convention of Sikhs. White was even honored with the opportunity to play for the former Pope John Paul II multiple

times, as well as, former governor Glenn Denning.

Mr. White believes that, "In today's society, you have to be versatile and you have to be able to play any type of music." He insists that "you have to be able to adapt and learn new styles of music."

Two events, nay prophecies, have convinced him to be involved in music education. The first event occurred in a Summer Camp Erie where he taught a small music class. The second, was when he took a long term substitute position at his former High School, Randallstown (He would like for it to be noted that he was a member of the newspaper staff). After these experiences Mr. White saw it has destiny to return to school at Towson and pursue his second Bachelors in Music Education.

Since Mr. White's arrival at BCC, the school has undergone drastic changes. The school has become larger, the SAT scores have been raised significantly, and the level of music has



Marshall White. Photo courtesy of B-CC.

been increasingly difficult.

On a serious note, Mr. White has answered the question that has remained a mystery to all after much laborious debate and deep thought. Although he deliberately said that he doesn't know many types of trees, he believes that if he could be any type of tree, he would be a "Cherry blossom tree because they come out every April and that's when I was born. Also, I enjoy the springtime because it is a period of rebirth and renewal."

Mr. White would like for it to be known that it his goal to be mentioned in the hundredth anniversary addition of the Tattler along with current adviser Jon Virden.

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Major Renovation Ushers B-CC High School into Twenty-First Century

By Jake Sandler and Jake Kriegsfeld

At face value, the renovation of Bethesda-Chevy Chase High School was a great opportunity for the Bethesda community to upgrade its facilities and increase the number of students attending the school. What was really remarkable about the 1999 renovation was not what the renovation changed, but how it came about. It resulted from a massive effort by parents, teachers, administrators, local businessmen, and supporters of B-CC who, in the summer of 1994, formed the Community Coalition for Bethesda Chevy Chase High School. The Coalition's goal was to brainstorm and eventually create programs that would assist B-CC and Montgomery Country Public Schools enter the twenty-first century with up to date facilities and teaching standards. The Community Coalition played a major role in advancing the renovation, which was also helped immeasurably by a Montgomery Country Council resolution announced in 1998 that provided funding for over 43 major school improvements, 15 new schools, and 28 school modernizations, and forever changed the B-CC community. The renovation allowed B-CC to accomplish and continue the standard of excellence that it had established, while also allowing it to become an integral part of the surrounding community.

During the renovation, students were sent to Northwood High School. Northwood was a holding school at the time and is now a regular high school. While it was surely aggravating to most students to make the trek out to Northwood instead of to B-CC, some saw advantages to the holding school. Athletic Director Tim Gilmore feels that "from an athletic standpoint, the school might have been nicer because there were more fields...and there was still easy access to a trail [for cross country]."

After enjoying the spacious outdoor athletic facilities at Northwood, students returned to the cramped fields of B-CC. Media Specialist Brian Filano speculates that the reason for B-CC's sub-par outdoor athletic facilities, for instance the lack of outdoor basketball hoops, is simply "a matter of space."

According to the Department of Reporting and Regulator Accountability, the "site size in acres" of B-CC is the smallest of any Montgomery County Public High School, at only 16.4 acres. B-CC is the only Montgomery County Public School to have a campus that is smaller than twenty acres.

Another unique feature about B-CC is that it still uses the school's original building at the East-West Highway location, which was constructed in 1935 and is now known as the "A" building.

The 2002 renovation

was the ninth renovation of the current B-CC building, which now covers 308,215 square-feet.

The physical school building underwent substantial changes during the multi-million-dollar renovation project that lasted two-

"B-CC is the only Montgomery County Public School to have a campus that is smaller than twenty acres."

and-a-half years. One of the most significant changes to the school was the connecting of the two main buildings, A and B, which were built in 1934 and 1936 respectively, following a move from Wilson Lane to

East-West Highway. The rest of the building was demolished to provide space for the new facility, and the Bethesda-Chevy Chase High School of today arose from the dust. After attending a holding school, Northwood, for four full semesters, students were able to return to their original location on East-West Highway. The Class of 2002 had the honor of being the first class to graduate from the new and improved facilities. In total, the renovation led to the present B-CC building where administrators can proudly claim to possess 70 classrooms, a media center that contains 30 computer workstations, a TV studio with media production facilities, a greenhouse, a music laboratory, a choral room, 2 gymnasiums, a weight training facility, an auditorium that seats 900 people, and a cafeteria that serves the first two meals of the day.

Since the renovation,

B-CC has added the first Cyber Café in Montgomery County, which consists of over a dozen computers, coffee and soda machines, and ample space to work, which was installed in March of 2003. B-CC also claims the first language lab in Montgomery County installed in the summer of 2004. It contains specialized equipment that allows for students to communicate and interact in a very modern and unique manner. These latest additions to B-CC result from the work of the Bethesda-Chevy Chase High School Education Foundation, which was founded in 1996 by parents, teachers, and leaders in the B-CC community with the goal to "raise funds for projects that further the tradition of excellence for students at B-CC, now and in the future." With the support of the community and students, B-CC looks to continue its present tradition of excellence into the future.



The foundation of the new music building is being laid in the foreground. B-CC has undergone many extensive renovations and expansions since its first years. The most recent one began in 1999, and integrated a traditional facade with a modern interior. *Photo courtesy of The Tattler.*

B-CC's Campus Undergoes Major Changes Even Before 1999 Renovation

By Andrew Finkelstein
and Dayton O'Connor

Bethesda-Chevy Chase High School has a rich history of additions and modernizations, the latest of these renovations being completed in 2005 and the earliest in 1935. B-CC has been through a large number of upgrades in order to become the building it is today.

B-CC began as a two story brick school house on the outskirts of the small, sleepy suburb of Bethesda, Maryland. A wooded area dominated economically by farms and the coal industry, Bethesda was a small town by any standard. However, it was determined that a school would be needed, and B-CC was built facing Wilson Lane in 1925, the current site of Pyle Middle School. Initially, the school had 388 students in fourteen class rooms. There were no high school grades at B-CC at the time, only first through eighth grade.

In 1926, Thomas Pyle became the principal of B-CC, and began a notable career as an educator. His name would later be given to Pyle Middle School, in the same location where B-CC once stood. A freshman class was added the next year, and the Tattler was created. By 1928, grades 7th through 10th moved into a new school building in Chevy Chase on 44th Street.

By 1935, despite the adverse economic effects of the Great Depression, another new school building was built on the former grounds of a nearby farm. That building, on East-West Highway, was the first structure on B-CC's current site.

The 1940's marked an tumultuous period for B-CC, as for the rest of America. With the onset of World War II, life shifted at B-CC to help with the war effort. The most noticeable changes included the altering of the school year to allow students to get jobs faster, and the additional construction at B-CC. Army barracks were actually on campus for many years during and after the war. (In



An aerial view of the B-CC campus. Notice the lack of high-rises, except for one, across the street from the school. Also note the lack of a bus loop and grass field where the current student parking lot is located. *Photo courtesy of The Tattler.*

1947, the school converted the barracks into classroom space. The auditorium and gym now occupy the same space). Another major development at B-CC and in Montgomery County history was the creation of Montgomery College in 1946. Beginning as Montgomery Junior College in the basement of the Language Arts building, it had no facilities of its own at the time. It would eventually move to Takoma Park and the space the college occupied was converted into more classrooms.

By the 1950's and 1960's, the buildings were already alphabetically ordered. The Language Arts building, the original building on campus, was named "A" building. The Arts building, built adjacent to "A" building in 1937, was named "B" building. The Army barracks comprised the "C" building. This was not to last, as the Army barracks were replaced by a Music building in 1958.

Growth at B-CC always paralleled growth in Bethesda and the surrounding area. The original graduating class of B-CC had 14 students. By the 1960's four buildings had been added to the original B-CC lot with more construction and renovations on the way. By 1966, the Evans Science building had been constructed to supplement the general lack of

classroom space and to add more scientific facilities.

Renovations to the original facilities began in the 1970's. The Language Arts building was renovated and redesigned and the school cafeteria was moved from the top floor of the Language Arts building. By 1950, a cafeteria building had been added with seating for 600 students. A year later, three more stories were added onto the school for more classes and administrative space. The top floor of the Language Arts building was finally altered with this ren-

ovation and was modernized, with air conditioning installed on the top floor.

Further construction at B-CC ceased during the late 1970's. A final building was added in 1976, bringing the number of buildings which comprising the B-CC campus to nine, and encompassing a total area of 253,242 square feet. Bethesda had also grown steadily from an almost rural suburb to a bustling suburb of a major city by the 1970's and 1980's. Growth really exploded however in 1984, when

the Washington Metro was expanded out to Grosvenor and Bethesda became a stop on a major rapid-transit system. Streets lined with small shops soon became

avenues with multi-story buildings and high rises. By the 1990's, growth climaxed in Bethesda. Many parents and local individuals, looking to modernize B-CC and help the school adjust to a more urban and larger student body, created the Community Coalition for Bethesda-Chevy Chase

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The side of B-CC. *Photo courtesy of The Tattler.*

1941 Fire Damages B-CC Building, Kills Graduate

By Srimathi Sridhar

In February of 1941, a fire broke out at Bethesda-Chevy Chase High School that damaged the building and killed one of the school's very own graduates. The exact time of the fire's start could not be determined, as according to one fireman, "the clocks stopped at three minutes past twelve." The fire started in the eaves (the "overhanging lower edge of a roof") and worked its way throughout the cafeteria. The lower floors were damaged because of water leakage from the roof. In the basement, small puddles of water covered the floor.

To prevent any more damage to the lower floors by way of water seepage, "firemen bored holes in the floor of the cafeteria to let the water out." This measure also "prevented excessive moisture from penetrating into the classrooms." Six fire companies from Bethesda, Silver Spring, Kensington, Chevy Chase, and D.C, which provided two companies (No.9 and No.20) rushed over to help put out the blaze with three thousand spectators looking on. After the Bethesda Fire Department arrived, Fire Chief Bargagni ordered "sawdust placed at the doors to absorb the water." Fortunately, the library, which was located under the main blaze, was not damaged.

John Adair, a member of the Chevy Chase Fire Department, was struck and killed by a car as he was rolling a hose line. The driver, Dr. Mark O. Davis, a prominent Washington dentist, was charged with manslaughter and released on a \$2,500 bond after spending the night at the Bethesda Police Station. Flares had been placed over the bridge to warn oncoming vehicles, and onlookers said Davis' car had run through the warning flares, causing several onlookers and policeman to "jump for their lives from the path of the oncoming car." Adair, who was the first editor of The

Tattler and the "first person to receive a diploma from B-CC high school" was part of the graduating class of 1929 that had 19 students. Adair left behind a wife and two-year-old daughter.

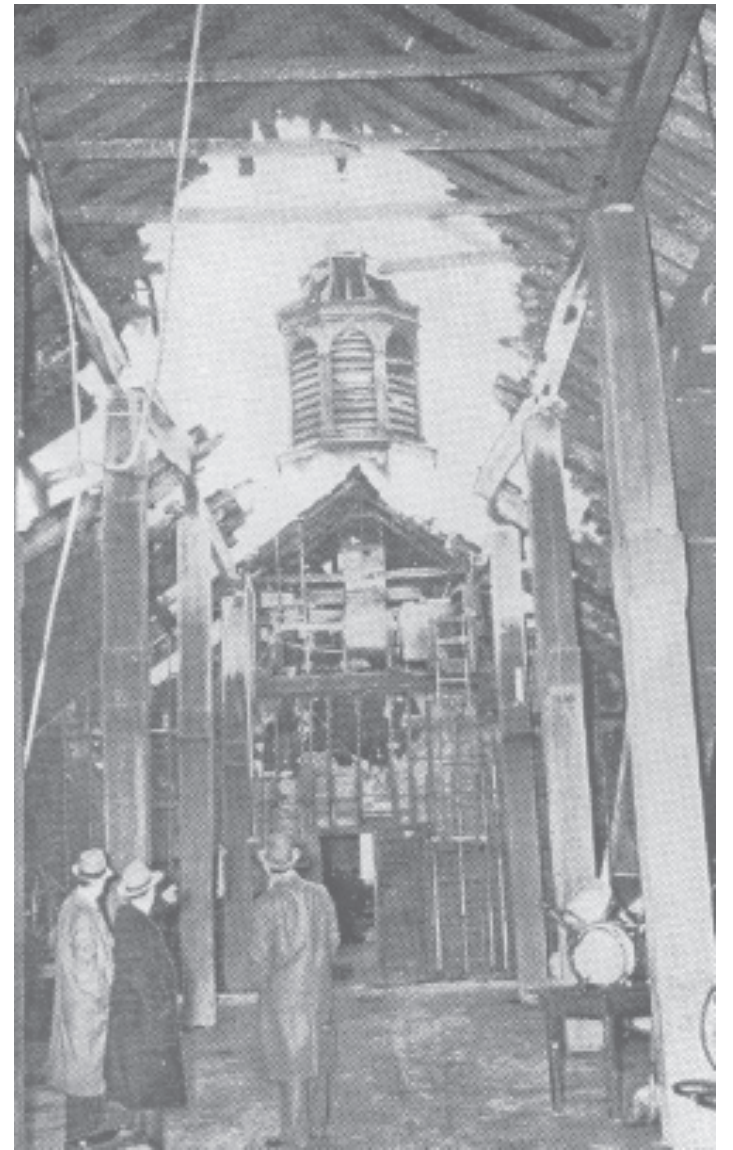
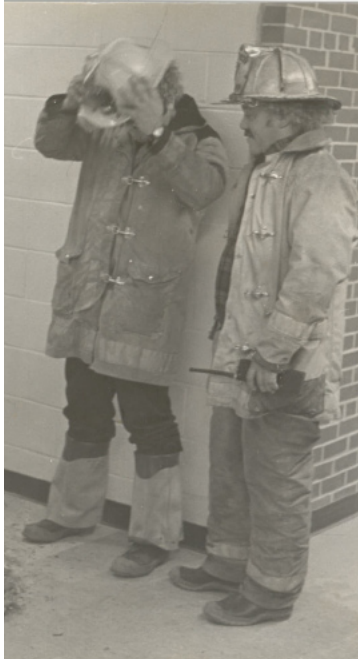
Teacher Leland Williams was injured in the fire after he slipped on a wet floor and fractured his right knee as he tried to save Tattler files in his room on the second floor. The files were later saved by another member of the B-CC staff, Mr. Raymond Dugan. Williams was then taken to Georgetown Hospital by the Bethesda Rescue Squad.

The fire became the talk of the school, leading students to ponder about fire drills and their importance in school. As one student asked in the 1941 issue, we may not appreciate "being yanked, coatless, out into the chilly winter air" but after experiencing a real fire, are B-CC students more appreciative of the safety measures installed in the school or just happy with an "extra, much-needed holiday?"

The then-principal Thomas Pyle had words of his own in a letter to the students published in the March 4, 1941 issue of *The Tattler*, where he mentioned the death of Adair, the man who died protecting the school he himself had graduated from. Of Adair's death, Pyle said, "A building may be restored, but not a life," and Adair was one of those men who "died in the line of duty." Pyle also praises the fire companies, calling them "efficient" in bringing the fire under control and said, "before daybreak they, with the help of the county road force, had cleared the building of nearly all of the water and debris." Pyle also took this time to thank B-CC's own students: "Many of our own boys did a fine job helping with this work." Pyle lastly offered words of comfort to his students, telling them to stay strong in the wake of this tragic incident, but to also keep strong the faith of B-CC



John Adair. Photo courtesy of The Tattler.



Above: Onlookers examine the damage to the school. Left: Firefighters after a blaze. Photos courtesy of The Tattler.

high school, a faith that Pyle said "will not fail us now." Even though it has

been 66 years since this tragic event, the B-CC fire of 1941 remains a significant part of the school's history. John Adair's legacy lives on with today's student body.



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The Place to Be at B-CC: The Grove

By Patrick Piazze-McMahon

The Grove was a group of trees and hedges on school property where students could legally smoke, hide when skipping, and just relax during lunch and after school.

The Grove, which was planted in 1936, was set aside as a special area for students to smoke on campus by Principal Thomas W. Pyle, who also made the Pine Tree a school symbol. The Grove was patrolled by teachers and “was B-CC’s most popular meeting place” until it was torn down in order to make space for an administrative building in 1950 (Thomas W. Pyle had retired the previous school year).

The Grove was also a common place for students to go when they cut class, due to its tall hedges and the fact that it had a substantial amount of shade. In essence, B-CC’s Grove was almost like today’s McDonald’s; a place where one can skip, smoke, and hang out during lunch. The grove also was a place where students could learn about up-coming social events.

When asked for their thoughts concerning the Grove, most students came up with the same response: “Nice,” said sophomore Gabe Peal. “I didn’t know how the administration could allow that, but it is very cool,” said sophomore Nick Schaufellberger. “But I doubt something like that



Above: Students gather under the comforting shade of the Grove. Photo courtesy of The Tattler.

Left: Students sit on the stump of one of the trees that used to compose the Grove. Photo courtesy of The Tattler.

could happen today. Everyone is so uptight about everything.” One freshman, who asked not be named, feels differently on the issue. “Why would the administration allow anything like that? All it was doing was bringing negative attention to the school and encouraging more students to smoke.”

“The smoking culture was very different back then,” said B-CC principal Sean Bulson. “It wasn’t uncommon for schools to have designated areas where students could smoke on campus. The school I graduated from in the 1980’s even had a special area for smokers to use on campus.” Bulson also stated that he had no intention of re-designating an area for students to smoke on campus. “First off, no way; and secondly, even if I wanted to, it would be

against the law.”

Not all schools removed smoking entirely from their grounds as early as B-CC. Until recently, in the Fort Mill School District, located in South Carolina, parents and teachers could smoke in certain areas on school property. “Parents have mixed reactions to the ban. Some feel there should be an area where parents can smoke during football games and still be able to see the field,” wrote local news reporter Maria Kotula. Fort Mill is not the only district not to ban smoking on school grounds until recently. It was not until September 12, 2005, that the Newark School banned all on-campus smoking.

Maryland law currently states that not only must all schools be drug free zones, but also that all areas within 1000 feet of

the school must be drug free as well. Bulson also stated that he has been in contact with security forces at A1, “working” with them in order to reduce the amount of smoking that takes place there. “The last time I skipped and went to A1, the security guards at A1 made me tell them what my name was,” said one anonymous sophomore student. The student continued, saying “that if [security] caught me skipping there again they would report me directly to our principal.”

While the Grove is no longer at B-CC, the tradition of rebellion that it represents lives on. It remains an ironic legacy of the Grove that it was removed to make way for an administrative building. Thus, one of the most anti-establishment aspects of the school was torn down to make room for a

building that would house the establishment itself. Nonetheless, smoking has not disappeared with the trees of the Grove as an issue of concern for students, teachers, parents, and administrators.

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School Store Caters to the Masses

By Erica Mink

The school store is very helpful for the students attending B-CC. At the school store, you can find an assortment of items such as school spirited clothing, school supplies, and even snacks and drinks. Many students find it very useful during lunch. “If I have to meet with a teacher during lunch or study for a test, the school store is a quick and easy way to grab a snack and get going,” said junior Sydney Sears. Many students agree, “I go there every day. It’s nice to have a place within the school be-

sides the cafeteria that sells snacks at lunch” explains sophomore Alicia Gorina.

The school store first opened in 1998 when B-CC was under renovation and students and staff were moved over to Northwood. Mr. Bulson described it as being, “an on and off thing because it wasn’t really making any money.” At the time, former athletic director Brady Blade and the athletics department were managing it. It sold school supplies, snacks, and school spirited clothing, just as the school store does now. But, of course, over time the prices of certain items

changed. The school store was not much of a success. However, about two and a half years ago, sports boosters took over. All the revenue made from all of the products sold goes to sports boosters. “The money made from the store supports groups of deserving students that support their school,” stated Mr. Bulson.

While the school store is a useful place for students to get snacks and other supplies, at the simple click of a mouse anyone can access the B-CC online school store. The idea of an online store was brought to Mr. Bulson’s attention by a

parent of a former B-CC student a few years ago. When he became the principal of the school he began working with Color Works to create the site for the online store. Several items are sold online such as Letterman jackets, B-CC mugs, key chains, and tickets to sports events and dances. New and improved products are always being added. There is a link to the online school store on the B-CC website. On the website you can engage in all kinds of activities, such as buying B-CC products and even making donations to the PTSA, class gifts, boosters, and ad-

ditional dues and donations.

The school store in school and online have given students the opportunity to purchase items that allow them to show school spirit. Several students no longer carry cash, and the online school store is a fast and easy way to buy products that can be shipped to the school or sent directly to the buyer. “A lot of people don’t notice, but if they become more familiar with the online school store then hopefully it will be used more,” said Mr. Bulson, “The school stores give students different options and are a good source of revenue.”

Famous Alumni of B-CC

By Ben Symons

Since Bethesda-Chevy Chase High School opened its doors to its first students in 1925, thousands have attended and graduated from it. While many former Barons have gone on to have successful post-high school careers, these few alumni stand out.



Tracy Chevalier. Photo courtesy of The British Council.

Tracy Chevalier

Tracy Chevalier graduated from B-CC in 1980, and has gone on to have a thriving career as a historical fiction author. After graduating from B-CC and Oberlin College, she moved to England and still lives there today. IB diploma seniors read her most famous book, *Girl with a Pearl Earring*, in Theory of Knowledge class. *Girl with a Pearl Earring*, a fictitious look at the events behind the creation of the famous Johannes Vermeer painting of the same name, was adapted into a film in 2004, and received three Academy Award nominations. Chevalier's other works, *The Virgin Blue*, *Falling Angels*, and *The Lady and the Unicorn* all involve fictional characters interacting with historical figures, settings, and events. Chevalier's fifth novel, *Burning Bright*, just released in March, centers on two fictional child neighbors of the poet William Blake in late 18th century London and their interactions with the famous writer. Currently, she is beginning research for a work on 19th century fossil collector Mary Anning.



Left: The girl with the pearl earring. Right: Cover of *Seabiscuit*. Photos courtesy of Borders.

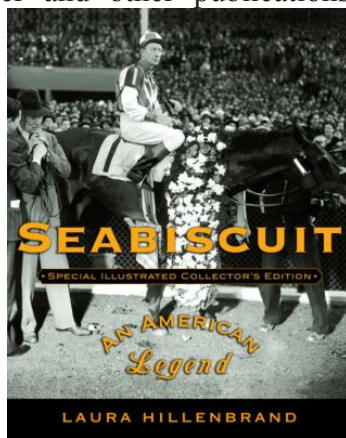


Laura Hillenbrand. Photo courtesy of Borders.com.

Laura Hillenbrand

Chet Culver graduated from B-CC in 1984, and is now the governor of Iowa after having served as that state's Secretary of State for eight years. At B-CC, Culver was a legendary three-sport star, playing defensive line in football, power forward in basketball, and first base in baseball. After playing on B-CC's last state championship basketball team in his senior year, Culver went on to play football at Virginia Tech. After his athletic career ended, Culver moved back to his home state of Iowa and taught history and government at Hoover High School in Des Moines. In 1998, Culver followed his father, a former Congressman and Senator from Iowa, into politics when he ran for and was elected Iowa Secretary of State. In November 2006, Culver was elected governor of Iowa, replacing former presidential hopeful Tom Vilsack. Culver will surely be in the news as the 2008 presidential campaign season approaches, as his state hosts one of the most important early caucuses of the campaign.

Laura Hillenbrand graduated from B-CC in 1985 and embarked on a career as an author after her graduation. Her most famous work, *Seabiscuit: An American Legend*, tells the story of the famous racehorse that captivated the public with a series of victories over heavily-favored opponents in the late 1930's. Hillenbrand's book won the 2001 William Hill Sports Book of the Year award and was adapted into a movie in 2003. After graduating from B-CC, Hillenbrand attended Kenyon College, but was forced to leave school after being diagnosed with chronic fatigue syndrome. Despite her debilitating illness, Hillenbrand persevered and became the acclaimed writer she is today. In addition to writing *Seabiscuit*, Hillenbrand has published essays and articles in *The New Yorker* and other publications.



Daniel Stern. Photo courtesy of The Internet Movie Database.

Daniel Stern

Daniel Stern graduated from B-CC in 1974 and became a successful actor with roles in many well-known and critically-acclaimed films. Stern's first film role came in the 1979 coming-of-age film *Breaking Away*, which was followed by a role in the 1982 cult classic *Diner*. Stern is noted for playing comedic characters, as his two most famous roles were Marv, one of the two burglars from the first two *Home Alone* movies, and Phil, Billy Crystal's character's best friend in the two *City Slickers* movies. In addition to starring in multiple films, Stern provided the narration for the hit television show *The Wonder Years* as the adult version of the main character. He also directed the baseball comedy *Rookie of the Year*. Stern remained in touch with the B-CC community after his graduation, even speaking at the graduation ceremony of the class of 1984, a member of which was future Iowa governor Chet Culver.



Chet Culver. Photo courtesy of Chetculver.com.

B-CC Facilities See Long-Term Changes

From BUILDING, page 13

High School. After a few years of fund raising, intensive planning and the eventual two and a half year long renovation of B-CC (during which time students were sent to Northwood High School), the high school reopened its doors. The school's original historic buildings, what we know today as the "A" and "C" buildings were combined together and other buildings with modern amenities were added, the facility now totals 308,215 square feet in area. Once a one room school house on Wilson Lane, B-CC now boasts 2 gymnasiums, 70 classrooms, a media center, a 900-seat auditorium, and a Cyber Café and Language Lab. Both the Cyber Café and the Language Lab, completed in 2003 and 2004 respectively, are the first such facilities of their kind in all of Montgomery County. The cyber café contains 16 Dell Pentium IV computers which students can use before, during, and after school. The foreign language lab is available to foreign language teachers to carry out special activities, individual or with partners, to help students practice the language taught in that specific class. B-CC Principal Sean Bulson is proud to enter the twenty-first century with both of these modern learning environments located in the building.