

# THE NEWS



Vol. LXXIX, No. 2

GILMAN SCHOOL—BALTIMORE, MD.

October 8, 1979

## School Welcomes New Faculty

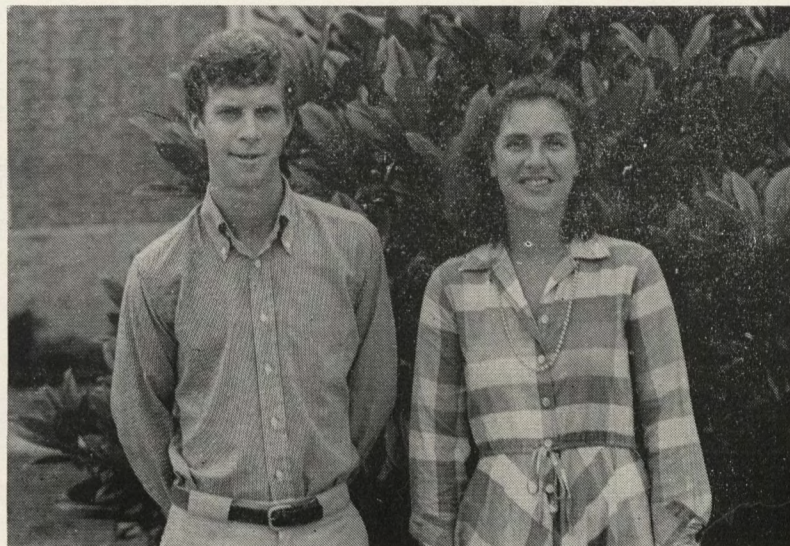


New U.S. Faculty: Thornbery, Nichols, Piersol.

Ten new teachers have joined the Gilman faculty this year from as far away as England and as nearby as Johns Hopkins. Between them, they bring to Gilman one Ph.D. and five Master's degrees.

Joining the science department is C. Laurence Piersol, Jr. Mr. Piersol earned an M.S. in Education from the University of Pennsylvania and was formerly the chairman of the science department of the Montclair Kimberly Academy in New Jersey. He will teach in both the Upper and Middle Schools.

Entering the history department is Jerry Thornbery. He has a Masters in Education from Emory and a Ph.D. in American History and Urban Studies from the University of Maryland. Also teaching in the Upper School this year is Jeromy Nichols from Eton in Eng-



New L.S. Faculty: Friddell, Wolf.

land, who is at Gilman on an exchange program this year with Mr. Woodward. Mr. Nichols is teaching English this year, and Mr. Woodward is teaching at Eton.

The Middle School has additions

to its faculty this year in all major departments. Henry Goldberg and Leo (Mickey) Fenzel are teaching in the Math department. Mr. Goldberg is a graduate of Friends and Franklin and Marshall College, and Mr. Fenzel holds an MBA from Cornell. He is also Gilman's new head varsity lacrosse coach.

Entering the Middle School Language Arts department is a Gilman graduate, Gary Smith, '75. He is also a graduate of Johns Hopkins University and was a Rhodes Scholar Semi-Finalist. Another recent college graduate, Frederick Schwanke, who graduated on the Dean's List from Towson State University, is joining the faculty; he will be teaching French and Spanish. Patricia Weiler, a graduate of the University of Maryland and member of the Baltimore Opera Company, is teaching music.

Two teachers are new to the Lower School this year. Winn Friddell is teaching fourth grade. He holds a B.A. and a Master's in Elementary Education from the University of Virginia. Also, Peggy Wolf will be teaching Language Arts and math; she graduated and holds a Master's in Teaching from George Washington University.

## Letter To The Young Vic

Brian S. Goodman  
General Manager  
Young Victorian Theatre Company  
Dear Brian,

From what I've heard, the Young Victorian Theatre Company's 1979 summer season must have been its best yet. I've received only "rave reports" concerning your productions of Gilbert and Sullivan's *Mikado* and *A Gilbert and Sullivan Potpourri*. In his debut season as stage director, Michael Downs sure came up with some fantastic results. (Isn't he the son of the head of our English department?) And Jari Villaneuva, your new Musical Director, had to have combined the talents of the Peabody musicians (a 24-piece orchestra!) with those of the stage performers perfectly to draw such record-breaking crowds—three sellout performances!

My ex-girlfriend was telling me (in detail) all about your productions. The first thing she said was that Patrick Toomey, your lead tenor, was "so cute." When I told her that a twenty-five year old guy was out of her range, she said, "Oh, didn't you know? Anyone can audition to be in Young Vic; it's no longer restricted to Gilman guys, and neither am I!! And besides, Grant Cochran, Kirk Brown, Owen Perkins, and Ian "Best Legs" Simpson all looked great in their Japanese *Mikado* costumes, and they looked really mature in their tuxedos in *Potpourri*."

"Tell me more, tell me more," I requested.

"Well, critically speaking," she began, "one could see in every performance that these productions were professionally done and that the actors themselves were having a great time doing them. This made for a hell of an evening—I mean forget about "appreciation of nineteenth century "English Art"—this stuff is funny! And the music's great. (Jari Villaneuva really put a lot of life into that band!) In the *Mikado*, John Downs (Gilman '77) was fantastic in his role, which was a satire on the "haughty and exclusive individuals" of Britain's bureaucracy. Mr. Neil Smith was hilar-

ious as the foolish political puppet, Koko,—ha!—Carol Campbell, the costume director, did a great job with his costume; she put a cushion on his behind to make it stick out. Sarah Barret, the female lead, her sidekick, Phyllis Burg, and Miss Helen Wallace, the "bad guy" were the feminine luminaries of the play. And the dancing in both productions was super!—a great job choreographing by Jerry Marcus, another Gilman grad."

So you see, Brian, your efforts—the Young Vic's efforts—have been more than successful. I'm sorry that I was not able to see

(Continued on Page 3)

## Football Skills Sharpened Over Summer

by Phil Carroll

"Summer Practice". . . Two words at which even the most industrious athlete will sigh. It's during summer practice that you *have* to get to bed early if you're going to survive the next day, and it's during summer practice that the teams really get hammered into shape—both lit-



New M.S. Faculty: (top) Fenzel, Goldberg, (bot.) Smith, Wolf, Schwanke

erally and figuratively.

For the serious football or soccer player, summer vacation ends a couple of weeks early. When the team shows at the Gym in that second half of August, the season has started. The newcomers learn fast that you don't have to have icy weather to play football, be-

cause 90 degree temperatures and 90 percent humidities do just as well. The grueling two-hour practices come twice a day weekdays and once on Saturday morning, rain or shine, hurricane or earthquake; the time you don't spend on the football field is spent in meetings and eating and sleeping.

But for all this gloom and doom outlook, the players are enthusiastic and the teams progress quickly. Summer practice is just one of those things you have to do to end up winning. Steve Plunkert, co-captain of the Varsity football team, had this to say about the workouts: "They're a necessary part of developing the team—physically and mentally. . . You can have all the talent in the world and still not win, if the team members don't have a time to practice hard together, to set up the spirit and guts of the team. Summer practices give you that time."

What it all boils down to is a commitment to the sport you play, be it soccer, football, swimming, or whatever. Prefall is painful, it has to be, to be beneficial. But when it's over, the players look back on it (most of them, anyway) with a smile. After all, double practices are the only things that make you wish for school to start again.



COACH SCHLOEDER assists in pre-season training.

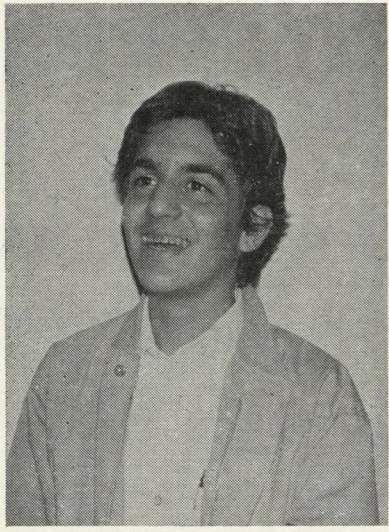
## Garry Wills To Speak At Gilman

Garry Wills, a Baltimore-based journalist, will deliver the Mountcastle Lecture on Thursday, October 18, at 8:00 p.m. He is perhaps best known for his penetrating analysis of the American political scene. Drawing upon his classical literary background, Wills has written several books, contributes regularly to national periodicals, and writes a syndicated newspaper column.

Mr. Wills graduated from a Jesuit boarding school in Wisconsin before attending St. Louis University as a Jesuit seminarian; he received a B.A. in Philosophy in 1956. Wills obtained his Master's degrees from Xavier University and from Yale. He became associate professor of classics at the Johns Hopkins University in 1962. Five years later, he gave up full-time teaching to become a contributing editor of *Esquire* magazine.

The Wills byline has appeared in periodicals including the *New* (Continued on Page 3)

# PERSPECTIVE *a forum — editorials, commentaries, analysis*



ERIC BECKER longs for Swede(n)

AFS

## Senior Reflects On Summer Abroad

by Eric Becker

The American Feld Service is a non-profit organization that promotes world understanding. It was started after World War I by a group of ambulance drivers. They thought that through exchange students, citizens of different countries could learn about countries foreign

to them. Last year I was fortunate enough to be accepted to go to Sweden. The following is an account of my summer.

On June 28, 1979, I departed from BWI airport with George Parker for New York. This was the first leg of a fantastic summer. We were heading for C. W. Post College in Long Island, New York. After arrival at JFK, a bus took us to the orientation. Everyone stayed in his own room in the dorms. The orientation was not too effective; it was a repeat of the one in Baltimore two months earlier.

Forty-eight long hours later we (all kids going to Scandinavia) went to the airport only to find out that our 1:00 flight was postponed until 10:00 that night. We were flying *Finnair* which we quickly re-titled *Thin Air*. All the Scandinavian students went to a hotel where we were served dinner, courtesy of the airline.

At 10:00 we boarded the plane and took off for Copenhagen. We were cramped in the DC-8, which had twenty seats added. Many hours and two meals later we arrived at Copenhagen Airport. The four divisions of AFS were waiting for us: AFS Norway, AFS Denmark, AFS Sweden and AFS Finland. After we all collected our luggage, the Swedish AFS leaders took us on a bus and then on a ferry to Sweden (or Sverige as the Swedes call it).

Upon arriving on Swedish soil we got back on the bus and headed into Skane—a part of Sweden that used to belong to Denmark. In Skane we stayed at a Youth Hostel called Frostavallen, where we spent two fun days learning Swedish customs and swimming in a big lake.

After the stay at the Youth Hostel, we boarded the train headed north to meet our host families for the first time. Four hours later the big moment came; we arrived at Centralen Station in Stockholm. My host-mother was there to meet me. I felt out of place and very nervous; however, my "parents" did their best to make me feel comfortable. We arrived at the house, a very large, traditional, red house with white trim and a tile roof.

The next day, my mother left for a trip while my father and I prepared for a vacation. He told me that we were going into the mountains of Sarek in the Norrlands. It was essential that all of our equipment be in top-notch condition, so we checked it all very carefully. Going on the trip with us were my brother Martin, 17, my oldest brother Ake, 28, my brother-in-law Ola, 28, and my father Rune, 64.

The next Saturday we left, all in Ake's Saab, for the 14-hour drive into the Norrlands. We stopped as we passed the Arctic Circle—marked by white stones. The most unusual thing was the midnight sun. So close to the North Pole, the sun is up for almost 24 hours a day during mid-summer. We arrived at the flying station and got our gear together. The next morning we departed on a pontoon plane to fly into the depths of the wilderness. We were virtually as far north as one can go to Sweden, and there was very little civilization. The

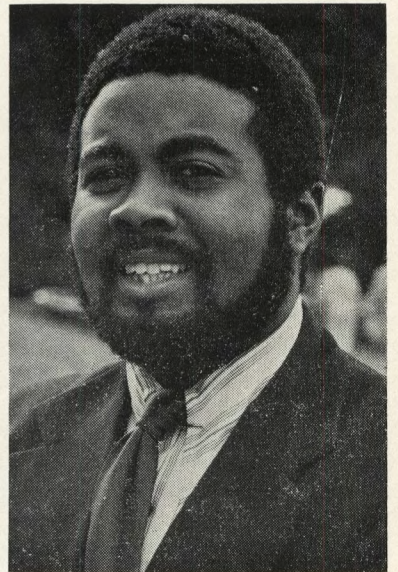
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## Viewpoint

"The New  
Status Quo"

Krishne

Singho



The natural rebellious questioning of the young took on a special significance during the 1960's and early '70's in this country. The strictures and admonitions of adults then seemed to pale beside the vital moral questions which occupied the minds of those who might be called upon to die in defense of the Domino Theory. Young people could hardly be expected to cut their hair, cross at the green, be home by 11, and refer to their elders as "sir" or "ma'am" when their peers were being slaughtered in distant rice paddies, when non-whites were being abused and neglected in urban hell-holes, when the right of women to self-determination was being squashed by sexist oppression. Adolescent rebellion in the last decade might well be viewed as a conflict between content and style; what the older generation viewed as unquestionable dues of behavior were judged by the young to be the trappings of a culture decaying from within, for a people who could cling so tenaciously to such superficials while tolerating unspeakable injustices could only be internally bankrupt; hence, adolescent rebellion had all of the force of a grand crusade.

Then, as it will, and all for the sake of reaching a younger and more free-spending audience, the mass media made the youth rebellion its own. From psychedelic bubble gum ads to "The Mod Squad," television took up the standards of tolerance and freedom and put them on a paying basis. Public service messages, those ubiquitous reminders which serve as barometers of the moral status quo, became *relevant*. "See your dentist" and "cross at the green" gave way to admonitions against pollution, racism, intoxicant abuse and occasionally, sexism. And so television, the plug-in parent, has for the past decade been shaking its finger against the real ills of society, defending, for the sake of revenue, a new status quo.

The minds of the boys I teach now, boys who were infants during the Vietnam escalation and who only slightly remember the agonies of Watergate, have been formed under this new status quo. Yet, as all adolescents have, they question and defy the status quo for the sake of their own self-definition. But they must be aware of what they are rebelling against. I observe in my students an impatience with the call for tolerance which was once so vital and has now been reduced to cliché. With racial tolerance now the lip-service status quo, the word "nigger" has become yet another swear word to be scrawled on bathroom walls and used in racially homogeneous company with illicit glee. Male students (and adults) all too often react to the alleged stridency of feminists, or "Jane Fonda types" with sneering comments which oversimplify and deindividualize women's ambitions and their sexual and political desires. How many times have you heard someone imply in gutter terminology that women who insist upon being looked upon as human beings and prefer not to be harassed lack sexual satisfaction (rather than human rights)?

One reads in the teacher training textbooks that teenagers tend to form into homogenous groups, that adolescent insecurities are alleviated by one's sticking with one's own kind, be that line drawn on a racial, sexual, or socio-economic basis. If that is true, then the student today must realize the political consequences of his or her cliquishness, that it is a retrogression this crisis-ridden culture can ill afford. "Don't be fuelish" and "fight against world hunger" are imperatives which, I fear, are greeted today by students with the same impatient sighs and shrugs as "stand up straight" and "do your homework" were a generation ago. The stakes, however, have changed. Whereas the old strictures refer mostly to style or to personal achievement, some attentiveness to the new status quo, no matter how insincere or perfunctory its basis, is vital if today's and tomorrow's youth are to reach adulthood in an atmosphere of freedom and justice.

## Editorial

Perhaps one of the most rewarding benefits of being an editor of the *News* is having a key to our office on the second floor. There we escape from the bedlam of the senior room and while away the hours inventing new ways to keep you from immediately discarding your issue of the *News*. Because we keep our door locked, we can engage undetected in all sorts of activities. For instance, when we acquired the room last May, we actually took to testing the aerodynamics of folded paper out the window. It was a lot of fun—especially when an editor beamed a freshman leaning out of a Common Room window.

The other day it struck me how our seemingly harmless *fun* was irresponsible and thoughtless. Three of us editors, returning from athletics, discovered the ground under our office window littered with dozens of paper airplanes. We decided that a math or English class in the south wing had had a little *fun* between classes, but they had made no provisions for cleaning up after their *fun*.

Thus vandalism (ranging from littering to breaking chairs) is not always a malicious act; vandalism is often the result of just having a little *fun*. As unpleasant as it sounds, we must remember that any act that may inconvenience another is due to our arrogant, inconsiderate, and irresponsible natures.

For those that are responsible for their own actions, it is important to keep in mind that we are responsible to an extent for the acts of our peers. We have a duty to restrain our classmates from committing acts of vandalism even if it means spoiling their *fun*.

... And yes, we did pick up those paper airplanes . . .

—E. A

## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

Vol. IXXIX, No. 2

October 8, 1979

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Jeff SalkinFeatures Editor  
Alan MackseySports Editor  
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'81—Fitzpatrick, Griffith

**YOUNG VIC**

(Continued from Page 1)

the shows; like so many of my classmates I was tanning my bod in Ocean City or skiing the Alpine slopes all summer long, but if you send me info about next summer's Young Vic season, I'll definitely see and enjoy your performances. (I may even try out for a part!)

Sincerely,

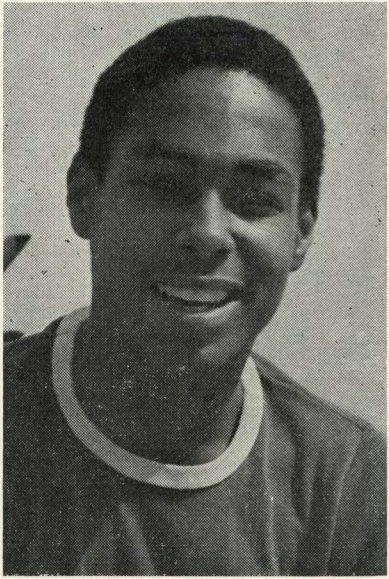
Your Average Gilman Student

**GARRY WILLS**

(Continued from Page 1)

York Times Magazine, Psychology Today, Harpers, and National Review. He has written eight books, including *Nixon Agonistes* (1970), *The Second Civil War* (1968), and *Inventing America-Jefferson's Declaration of Independence* (1978). Mr. Will's reflections on American political, economic, and social developments are expressed in his syndicated column, *Outside*, which appears thrice weekly in over fifty newspapers. Garry Wills is an adjunct professor in the Humanities Center of the Johns Hopkins University.

**State Of The School**



by Stephon Jackson

The 1979-1980 school year is one that holds promise for many students in the various areas of activities within the school. The areas of academics, extracurricular activ-

ities, and athletics will provide students with outlets for their energies.

The prospect that participation will be a word characterizing the year seems as bright as ever. It is my hope that each student will take full advantage of the opportunities allowed him, particularly in the area of extra-curricular activities where many clubs such as he GRA (Gilman Religious Association), the Military History Club, the Minority Awareness Club (formerly the Black Awareness Club), and Sailing Club will hopefully spark a large amount of student interest. In the past, participation has been a problem, but for some reason, I feel that this year will be different.

The Student Council has many plans for improvement and expansion. There are many areas of concern which the council will address throughout the year. Primarily, the problem of stealing which has plagued us in the past will be addressed and a concerted effort will be made by the council to stamp out this ugly problem. I feel that the Student Body has gotten off to a pretty good start despite a few isolated incidents.

Other issues to be addressed include extra-curricular involvements, school spirit, the problem of alcohol and drug abuse by students, and the prospect of having less expensive school rings provided for juniors and seniors. The council also looks forward to better involvement with other school-related organizations, such as the ASCBC (Associated Student Congress of Baltimore City), the NAIS, the CIS, and BCCY (Baltimore City Council of Youth), organizations which could possibly benefit the student body as a whole and on the individual level.

One subject which I feel is worth mentioning is in the area of conduct. I feel that this year students will be more respectful in their conduct, in every area of their school life, on the athletic field, in the form room, in the class room and off campus.

In conclusion, I feel that if students keep in mind the importance of honorable conduct this year cannot help but be a productive one.

**1979-80 Club Officers**

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- Brendon O'Shea ----- "
- Paul Oursler ----- "
- Ned Sacktor ----- "
- J. P. Sarbanes ----- "
- Tom Scott ----- "
- Roger Levin ----- Photography

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- Brendon O'Shea
- Stephon Jackson
- Robbie Moore
- Steve Belgrad
- Haftan Eckholdt

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- Tom Brodie ----- Vice Pres.
- Tom Schermerhorn -- Secretary
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**Sailing Club**

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- Will Griffith ----- Sec./Treas.

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**Tutoring-in-School**

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- Tom Brodie ---- Middle School

**Work Force**

- Dave Mason ----- Chief
- Bobby Blue Terry Swindell
- Ron Creamer Tom Waxter
- Jenkins Marshall

**AFS SUMMER: ERIC BECKER**

(Continued from Page 2)

sights were exciting and very beautiful.

The next thing I knew, we were landing with a big splash. As we got off the plane, the pilot said, "See you in 6 to 9 days" (in Swedish of course). The first three days were fantastic. The sky was so clear and blue, the water so clean and delightful. On the third day (after making some bets) I swam in an ice covered lake. The water was approximately 3 or 4 degrees celsius. It was so cold that it took the breath out of me.

By the end of the trip I had experienced a special phenomenon. For the first week in Sweden, I felt as if it was their trip into the wilderness. And I was treated very much as a *guest*, not family. However, the last two days brought a change. Doing 12 to 15 miles a day was hard when the weather was good, but it was tortuous in heavy fog and storms. On the last day we hiked for 12 hours without stopping—trudging along and taking many compass bearings.

As we arrived at the end of the wilderness, the sky cleared and we were standing on the top of a ridge looking down to the river valley below. The air station could be

seen. The view was superb, and we were all excited. We had survived the vigorous journey. We now looked forward to a shower, a steak, and a cold beer to celebrate. We went to a rustic hotel in Jukk Mukk, the same place where railroad engineers and northern explorers stayed in the late 1880's. The next day we drove home.

I spent the rest of the summer with my family in Stockholm. My days were filled with exploring the city, meeting new people, and making friends. One weekend my brother and I went back down to Skane in the south of Sweden. We took a ferry to Copenhagen for the day. It was a very European city. At the end of the day we took a hydrofoil back—it took one-sixth the time the ferry did.

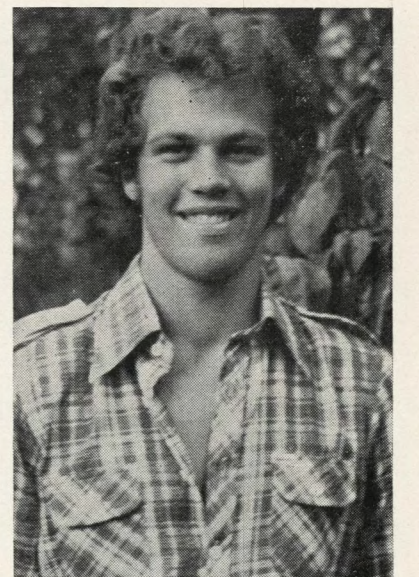
Living with a Swedish family was a unique experience. Coping with people who do things differently can be frustrating at times, but the whole summer was mostly a fun-filled learning experience. One thing is for sure. After this summer I can appreciate Sweden—the country, the girls, the countryside—the whole way of life. Part of my life is in Sweden forever.

**Soccer Team Anticipates Successful Season**

If one looks beyond the frenzied practices of Coach Sotir's soldiers of sport, you'll see a definite sleeper of a team, Varsity Soccer. Determined to win back the MSA B-Conference Championship from McDonogh after a heartbreaking divisional loss (2-1), the Greyhounds under new coach Claude Edeline, show talent and poise. Also helping with the coaching are Jeremy Nichols (from England) and Craig Swanson, both providing Gilman with some of the best coaching it has ever had.

There are nine returning Varsity lettermen this year, giving the

team a solid foundation to work from. A veteran forward line of Glenn Grandea, Henry Gallegher, and Richie Rice will be strengthened by rookies Robert Perkins and Peter Williams. A talented young midfield comprised of hustlers such as Bobby Moore, Kurt Earlbeck and Joey Seivold (Seivold, along with Heinrich Hansen, the AFS student, are both new to Gilman this year) will back up each offensive thrust. The defense of the goal will be up to fullbacks such as Billy Marshall, Tolly Merrick, Doug Donley, and Scott Berman and will be anchored by goalkeepers Eli Eisenberg, Harris Jones, and Alan Livsey.



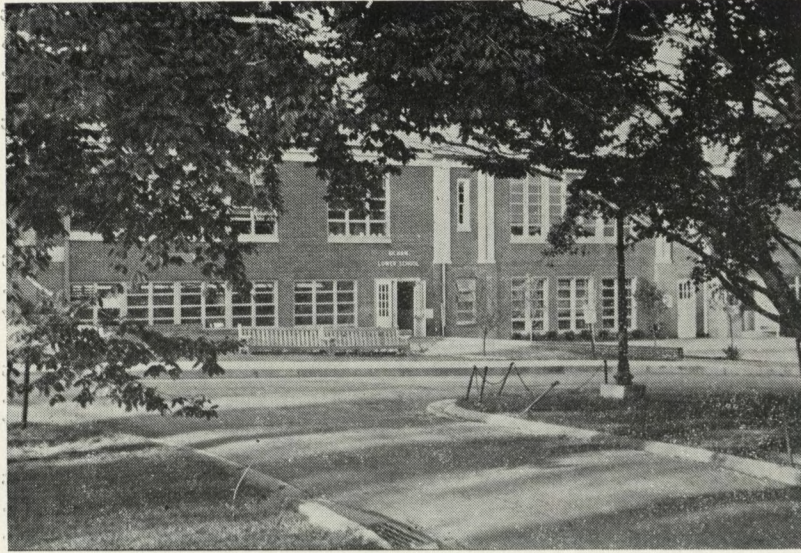
HENRIK HANSEN is this year's AFS exchange student. He is from Denmark, and he is staying with senior Paul Bierman.

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# Improvements Made To Campus



Lower School seen from entranceway.

In addition to the salaries of twenty maintenance employees and the \$60,000 budget appropriation for maintenance supplies, Gilman has spent over \$200,000 for school improvements. The largest improvement was the repairing of the inefficient Lower School heating system. The Lower School used only 5,300 gallons of heating oil last winter compared to 19,000 gallons before the improvements were made. With the price of heating oil rising

from 40 cents a gallon to an estimated 80 cents a gallon, the new heating system will save the school at least \$11,000 this year.

In the next few years, the heating systems in the Upper School, the Gym, the Science Building, and the Auditorium will also be made more efficient. The use of night clocks will lower the school building temperatures from the 65 degree maximum demanded by the government to 45 or 50 degrees at

night and on the weekend. These steps, along with the insulation of drafty windows and fireplaces, should help Gilman save energy.

Unfortunately, the work done on the heating systems cannot be done by our maintenance men, who are skilled in painting, plumbing, carpentry, and electricity. Therefore, the work on the heating systems in the Gym and Upper School must be done by a contractor for \$50,000. If something had not been done this year, the inflated cost of the 50,000 gallons of fuel burned inefficiently last year would have become prohibitive.

Another improvement to the campus was the construction of an entranceway to the Lower School with money raised at the 1977 Circus. Also, the road around the Lower School was repaved to provide a safer and more convenient pick-up area.

Work was also done around the Upper School over the summer. The broken chairs in the lecture hall were replaced; the wooden desks were sanded and refinished; the second floor classrooms were painted, and the chairs in the common room were reupholstered. Also, room 221 was divided into two rooms as a gift from the Class of '54.



## Jeff Silberman Climbs Tallest U.S. Mountain

by N. Gutman

Jeff Silberman, a graduate of the Class of 1979, spent this summer doing something most people don't even dream of doing. Jeff climbed the tallest mountain in the United States, Mount McKinley, with a group of nine others.

On June 15 Jeff went to Alaska to meet the other members of his group. They chose to bushwack and hike the seventy miles to the base camp, instead of being flown directly to the camp and thus saving nine days. Only four percent of all Mount McKinley expeditions have involved this more time-consuming ascent. Jeff and his group chose this less popular route, because they wanted to get to know each other and be able to work as a team before they began their actual "climb."

For the following two and a half weeks, the group carried supplies to successively higher points, where their things would be buried and marked. Each day they would come back down to make camp at the place where they had buried their last supplies. They continued this "leap-frogging" procedure until they reached their final camp at an

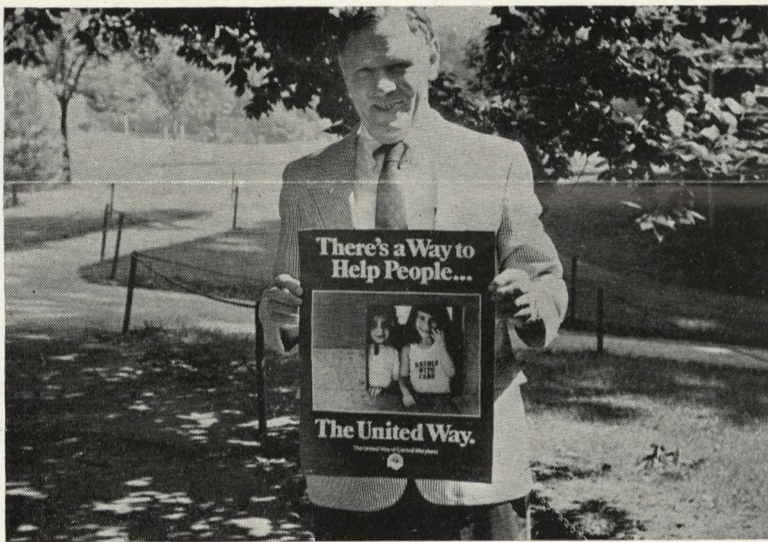
altitude of 17,000 feet. From this point, they would make their summit climb.

The group took twelve hours to reach the 20,320-foot peak, where Jeff planted a "Baltimore is Best" banner. (He had to take it down because of strong winds, though.) Upon reaching the summit, none of the climbers was feeling well physically because of the lack of oxygen at that altitude. However debilitated they may have been, they knew they had accomplished a spectacular feat.

Their descent to the original base camp took only three days. Upon returning home on August 1, Jeff received a Mayor's Award given annually to honor outstanding Baltimore citizens.

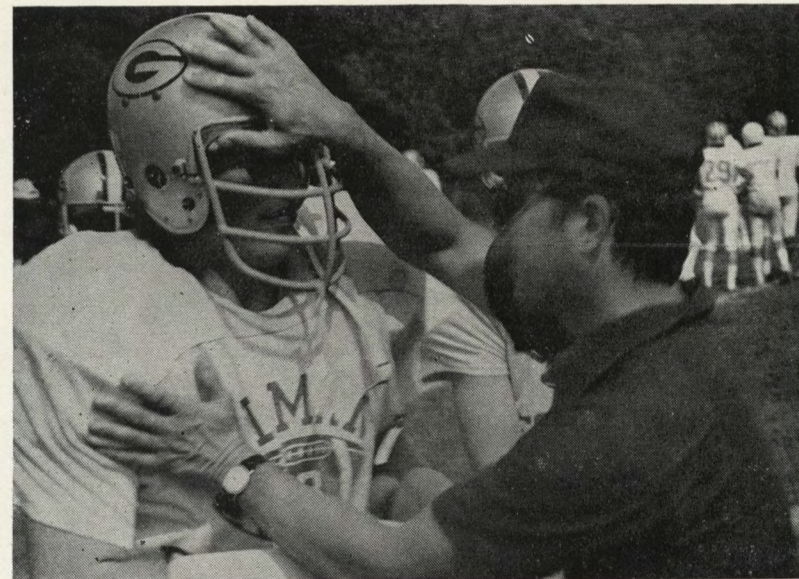
For the first five years that Jeff had been mountain climbing, reaching the top of Mount McKinley had always been a distant goal. He has also been mountain climbing in Canada, Colorado and Switzerland. While in Switzerland, he climbed the second highest mountain in Europe, Montarosa. Jeff says the challenge involved is the primary reason he does it.

### Reg Tickner Sez:



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COACH BROWN reassembles broken player.

### Seniors Honored For High Test Scores

The National Merit Scholarship Corporation has named eight Gilman seniors semi-finalists in the 1980 Merit Scholarship program. Across the nation, 15,000 students of the 1.1 million who took the 1978 qualifying test were named semi-finalists, and over 90 per cent of these students are expected to qualify as finalists next February. These finalists will then compete for the approximately 4,300 Merit Scholarships to be awarded in the spring of next year.

The Gilman semi-finalists are Paul Bierman, Phil Carroll, Tim Codd, Eddie Dunn, Geoff Gurtner, Storrs Hoen, Paul Oursler, and Peter Pozefsky. These young men may qualify as finalists by meeting further requirements — being recommended by the school, submitting records that confirm high academic standing, and substantiating their high qualifying test scores with equivalent scores on another test.

The National Merit Scholarship Corporation will also announce the names of commended students, those who scored in the top 2% nationwide. In order to increase the educational opportunities of semi-finalists and commended students, they are identified to colleges and universities.

THE GILMAN NEWS  
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Potential targets on Roland Avenue.

## School Faces Auto Vandalism Problems

by Danny Rosenblatt

In recent years, incidents of property theft and vandalism to cars parked on Roland Avenue have been on the rise. This situation climaxed when teacher Martin Smith had his car stolen from the Main Building parking lot. (The car has since been recovered.)

There is growing concern among Gilman students who drive to school regularly about the safety of their vehicles. Many feel that it is the school's responsibility to protect their property. This opinion was voiced by Bill Trimble at a recent Student Council meeting in Chapel. Trimble said, "If they (Gilman) won't protect our cars, we'll have to take matters into our own hands."

As very few faculty members were present at that meeting, there was no immediate response from the administration. There were, however, a number of suggestions brought up by the students on how to deal with the situation. One idea was to have a paid

guard to watch the cars during the school hours. Another plan offered was to make the job of guarding the cars part of the Work Force Program.

In a subsequent meeting of the Board of Trustees, the need for increased general campus security as well as increased security for vehicles parked off-campus was discussed. According to Mr. Finney, two basic proposals were made which are part of an effort to beef up campus security. The first proposal is to have a paid security guard to keep an eye on the cars parked on Roland Avenue. The second is to have students use the parking lot in back of the tennis courts as well as the Gym parking lot, both of which will be watched by on-campus security guards. The school has not arrived at a solution, but it is working as quickly as possible to solve this unfortunate problem.

## RPPS Head Addresses Chapel

During a recent chapel, Mrs. Evelyn Beasley and Mr. Gary Thrift, Principal and Assistant Principal of Roland Park Public School, spoke informally before the Upper School in an effort to promote better relations between the neighboring schools.

Mrs. Beasley spoke of the many connections between the schools; for example, many Gilman students have attended Roland Park Public School, which houses kindergarten through the ninth grade. She stressed that Roland Park provides an excellent education, and she described academic programs and the student body at the school. Before receiving questions from the audience, Mrs. Beasley called for increased cooperation between the schools, and Mr. Thrift suggested that inter-school athletic events might promote better understanding between the students of each school.

by Brendan O'Shea

A new tradition was started at Gilman two years ago. The addition of the pool has permitted a new fall sport, water polo. The sport, which is played much like soccer in a pool, is a great conditioner for the swimmers. Since swimming can only be designated as an inter-scholastic sport during the winter season, Coaches Brooks Ensor and Jeff Christ were eager to develop a program in which their swimmers could get in shape in the fall. In order for a swimming team to be competitive, it must practice all year long, and that is why the coaches were so eager to have a fall swimming program.

Water polo has caught on quickly at Gilman. There are approximately 21 participants in the program this fall, most of whom will compete on the swimming teams this winter. An ordinary afternoon practice for the swimmers entails lifting weights, swimming laps, doing drills, and, finally, scrimmaging. Morning workouts are also mandatory for those swimmers who expect to compete on the var-

sity level this winter. Goals of beating both Poly and McDonogh have been set for the swimmers this year.

Water polo is certainly not a genteel sport. The six players and one goalie have to be tough and very physical in order to play the game correctly. Players are allowed to push with their hands, just as long as they do not try to drown or hurt their opponents. The six players play in two lines, and everyone plays both offense and defense. On the front line there are

two wings and a hole man. The back line consists of a center forward and both a right and left forward.

Water polo is a relatively new game to be played at Gilman, but it is catching on quickly. It is a fierce, fast, and physical game that requires many skills. The water polo program also enables the swimmers to get the crucial practice needed if they want to win their fifth and sixth swimming championship in only four years of existence.



1979 Water Polo Team: dressed to kill.

## Computer Aids United Fund Drive

by Karl Boldt

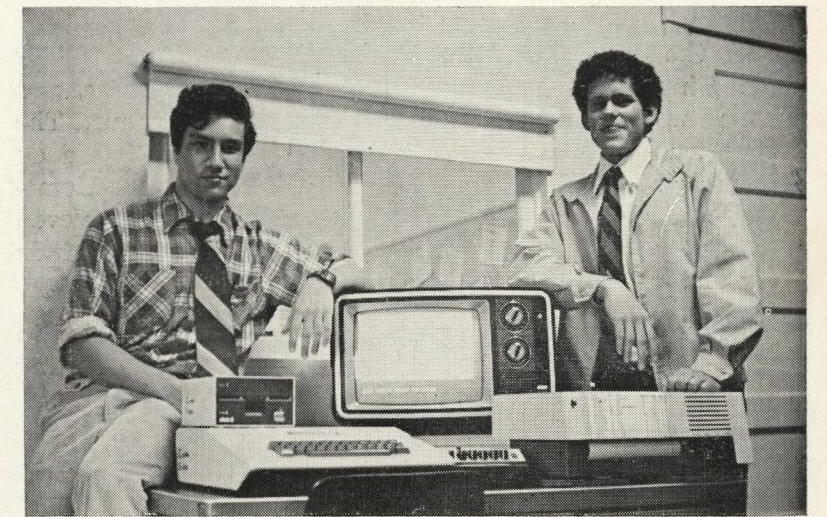
Gilman students prefer girls that are five foot five, 115-120 pounds, 16-17 years old, blondes with blue eyes or brunettes with brown eyes. Their dates like boys about 17 years of age, six feet, 165 pounds, and blond with blue eyes or with brown hair and brown eyes.

These generalizations were drawn by seniors Bill Hall and Chris Hoehn-Saric, who ran the first year of the highly successful computer dating programs for the United Fund. The program received 195 applications from Gilman students and 165 forms from girls attending Bryn Mawr, Roland Park, Garrison Forest, and St. Paul's Schools for Girls. All of the \$175.50 made from the venture was contributed to the various forms in proportion to the number of applications the respective form representatives sold.

Other criteria for the selection of an ideal date included a rating on a scale of 0-9 in terms of preference for drinking, dancing, smoking, sports, and types of music. Rock was the style of music almost unanimously favored by both sexes. Boys emphasized drinking and sports, with an average value of 7-9 points, as did the girls, who rated both activities between 4-7.

Smoking was a relatively unimportant characteristic evaluated by the Gilmanites at an average from 0-5, and their dates between 0 and 3. Dancing was the most inconsistent activity, rated by the boys anywhere on the scale, while the girls favored a steady 5.

The applications were sold by all the forms at 50 cents each, filled out by the applicant, and returned to chief programmer Chris Hoehn-Saric. Once the applicant's information was stored, the computer ran through the files of the applicants of the other sex. A score was awarded for each common charac-



Three brains behind Computer Dating: Chris Hoehn-Saric, Apple, and Bill Hall.

teristic, and the candidate with the highest grade was selected as the resulting "match." The physical characteristics, such as age, weight, and height respectively, weighed the heaviest.

The results, which included the chosen date's name and telephone number, were returned to the applicant. Unfortunately, as Bill Hall said, "Joke applications, like the one signed by John Travolta, could not be returned."

Although generally successful, the system was not totally fool-proof, and it was discovered that the computer simply could not be programmed to compare the hobbies listed on the application.

The organizers of the program, Bill Hall and Chris Hoehn-Saric, would like to thank Mr. E. E. Thompson for the use of the computer room and Mrs. Higdon for the mimeographing. The results, both in terms of money for the United Fund and in the number of happy couples, practically assures the continuation of the program for a second year.

## Films Shown In Library

by Gideon Brower

Movies are now being shown in the Edward R. Fenimore, Jr., Memorial Library. These films, whose lengths range from approximately 25 to 90 minutes, are shown on Wednesdays and some Thursdays during the eighth period. They are usually shown in the Library Classroom, but when the classroom is occupied, they are shown in the Lecture Hall. The length and location of each film is posted on the front bulletin board and on the library door.

The movies in the film series are either from books, or they are about literary figures. It is hoped that students, after seeing the films, will be interested in reading the books. Students who are free during the eighth period can now have something to do. The movies are open to anyone who is interested.

Mrs. Davidson, the school librarian, hopes to let students listen to tapes of readings of literature on Friday afternoons, starting in November.

## 'SOUND OF MUSIC' OPENS FRIDAY

The true story of the Trapp family and their flight from Austria to Switzerland after the Nazi take-over has provided one of the best known and most commercially successful Broadway plots in history. The Roland Park Country School will present Rodgers and Hammerstein's "Sound of Music" three times this weekend. Going into this production will be some of the most elaborate sets and costumes ever used at Roland Park and what producer Ann Mainolfi termed "the greatest collection of high school talent I have seen in a long time."

The part of the stern, widowed naval officer, Captain von Trapp, will be played by Claf Hall from St. Paul's School. The part of the warm, sympathetic Maria, who leaves convent life to marry the captain, will be played by Susan Phinney of Roland Park. Gilman is

(Continued on Page 3)

## Litter Tarnishes Campus

It appears that Gilman has started an excellent tradition in establishing an annual "Homecoming" event. The affair allows students, parents, faculty, friends, and most importantly, Gilman alumni, young and old, to see each other and support the school's fall sports. So far, the Varsity Football and Varsity Soccer teams have been scheduled against some of their toughest competitors on Homecoming Day. (Let us hope this tradition continues, too.)

This year's homecoming was, in many ways, the best of the three to date. The football team won for the first time, and, though the fields were still wet after several days of rain, the weather was great. The Student Business Company and the parking and stadium committees worked hard to make the day a success. Perhaps the only negative note, but one that should not be overlooked, involves the enormous amount of trash left around the football stadium, the soccer stands, the terrace, and the lawn outside the Bruce Fisher wing. There were garbage cans in all of these areas, and nowhere would one have had to walk far to get to one. The Gilman campus has never seen as much litter as it did on September 29, 1979, not on either of the two previous Homecomings nor on any Family Day during the past eleven years. Why the appropriate receptacles were shunned in favor of the healthy grass is a mystery.

The mess at Homecoming can most likely be attributed to simple thoughtlessness. If so, let us hope such a disgusting display of thoughtlessness is not repeated in future years.

## It's Just Advice

A number of students seem offended by the most recent guidelines for social conduct, which the Student Council produced for the Parents' Association. Most of the student body thought the first, and then the revised, guidelines which the Parents' Association drafted to be unacceptable.

The Student Council then attempted to make more reasonable guidelines. When these guidelines were presented in chapel, many students resented them, like the previous guidelines, because they thought they were an encroachment by the school upon their private lives.

The guidelines, however, were not meant to be seen in that manner. Remember that the guidelines are not school regulations for off-campus behavior; they are merely a page of advice, and past off-campus incidents show that advice should be available to those who need it. We should approve the effort of the Student Council to provide more reasonable advice, and we should appreciate the concern of the Parents' Association for our safety.

## Letters To The Editor

The *News* wishes to continue the practice of printing Letters to the Editor. You can submit a letter by placing it in the *News* mailbox.

### WILLS SPEAKS ON JOURNALISM

by J. B. Howard

This year's George E. P. Mountcastle lecture was given by Garry Wills, a nationally known journalist and author. Mr. Wills, a Baltimore resident, is noted for the incisive political commentary of his syndicated column (published in over fifty newspapers), as well as for his frequent contributions to various periodicals. He is the author of eight books, and his most recent, *Inventing America—The Declaration of Jefferson*, a thorough analysis of the Declaration of Independence, is among the best-sellers.

The lecture, which took place on October 18th, was preceded by a brief talk by Mr. Callard concerning the history and objectives of the Mountcastle lectureship. Bill Hall, president of the Literary Club, then introduced the speaker to the audience of students, faculty, alumni and friends. Mr. Wills spoke on journalism, focusing particularly on the power of the press, and the public's perception of that power. He discussed the role that the news media has played in the history of American politics and the effect that it has on the current political situation.

Mr. Wills commented that one of the results of the vigilance of our electronic media is that the public holds a much more personal view of public figures, referring to a "state of omnipresent intrusion" upon their private lives. This situation contrasts with that of Franklin Roosevelt, who was able to bridge the distance that existed between the public and himself, to his advantage, by the "Fireside Chats."

Wills also spoke about journalism as a profession, and he cited some of the difficulties and pitfalls that are unique to that calling. In conclusion, he noted that the American press is not just *Time* and *Newsweek*, a few newspapers, and the network newscasts; it is composed of the entirety of the local media and all periodicals as well. He commented that what is news is determined by what captures the attention of the public, saying that there is "no such thing as the self-reading word." After the lecture, Mr. Wills responded to several questions by students concerning the relationship of the press and the public and other topics in journalism.

# Archives Preserve Past

by Joel Getz

The word "archives" conjures up images of dark, dreary, dungeon-like rooms containing dull material. We, at Gilman, have an enthusiastic archivist who has managed to overcome a number of adversities in destroying the above connotation. Gilman School's Archives provide the school with an intriguing link to the school's past. Before Miss May Holmes accepted this position, she had been head secretary for the Upper School from 1916-1920, 1924-1963, and 1965-1974. The archives were started in 1974, as a result of a suggestion by Mr. Finney. The archives are located in Room 123 in the hallway leading to the library.

Upon starting her venture to create the archives, Miss Holmes contacted present students and faculty, past faculty, alumni, trustees, and other friends of the school while searching for information. She also went through all the closets, nooks, crannies, shelves, old files, and attics in the school. Upon obtaining sufficient information, she set out to organize it. This process is still going on. Her goal is to organize all materials so that anyone associated with Gilman can easily find what he wants.

In 1976, Chris Lambert, a Gilman student, assisted Miss Holmes in the task of creating the archives. Chris was Miss Holmes' first helper and did an excellent job. Now, Randy Sesson, an eleventh-grader, helps Miss Holmes in organizing. Randy worked at the archives during the summer and has continued helping during the school year as a work

### 'See How They Run' Nears Production

by Jared Braiterman

This year's ninth and tenth grade play is "See How They Run," by Philip King. It is a light, fast moving comedy which takes place in a vicar's house in England shortly after World War II. Ron Creamer will play the part of the Reverend Lionel Toop, the vicar. The vicar's wife, Penelope, a former American movie star poorly suited to be a vicar's wife, will be portrayed by Mary Anne Emerson.

As the story begins, the vicar is called away, and Penelope encounters an old friend, Clive (Gino Freedman), who is now an American soldier. Clive finds himself borrowing the vicar's clothes to pass himself off as the Reverend Arthur Humphrey (Gideon Brower) in order to get off the base where Clive is stationed. But Reverend Humphrey unexpectedly returns from a trip and produces difficulties for Clive.

The plot becomes more confusing in that there are four priests running through the Victorian mansion: Rev. Toop, Rev. Humphrey, Clive, and the Bishop of Lox (John Hillman), who is Penelope's uncle. To add to this scenario there is also a Russian spy (Van Dorsey) in a priest's attire.

This plethora of priests stymies Ida (Elizabeth Fortuin), an inquisitive maid attempting to piece together the enigma of events. Helping with the investigation are Mrs. Shillon (Lisa Davis), the town gossip and moralist, and Sgt. Towers (Wallace Simpson).

Directed by Mrs. Leighton, the cast is well rehearsed, and an elaborate set has been constructed. Mr. Bulkeley is technical director and Alex Gavis is assisting him as stage manager. "See How They Run" will be playing December 7 and 8 at 8:00 p.m. in the Gilman auditorium. Admission is \$1.00 for students and \$2.00 for adults.

job. Miss Holmes is greatly indebted to these boys, who have taken a great burden off of her back and immensely speeded up the process of getting the archives in order.

The archives are broken down into four major classifications: 1) academic pictures, 2) athletic pictures, 3) newspaper clippings, and 4) documents. The athletic and academic pictures include any picture given to the school, *Cynosure* pictures, and pictures from the *Gilman News*. The newspaper clippings are articles concerning the school in some way or another. In the files, there are clippings of news about Gilman itself, alumni, present and past faculty, parents, trustees, and boys. The documents kept in the archives are miscellaneous letters, books, old yearbooks, all the old *Gilman News* issues, of which the very old ones are bound, the literary magazine *Vantage*, and other historical materials dealing with the school.

The most important document in the school's archives is a volume called *Footprints on the Sands of Time* given to the school by Mrs. William Cabell Bruce. This book includes, among other topics, a de-



Miss May Holmes

scription of the founding of the Gilman School.

Miss Holmes asks that if anyone has any item that has any connection with Gilman, no matter how small it may seem, that you please bring it in to her, because it may be an important link. The archives are open every day from 8:30 to 3:15, and Miss Holmes welcomes any caller to stop by and take a peak at Gilman's past.

## Whiz Kids Fizz

by Hans Miller

"Amsterdam is the traditional capital of the Netherlands, but where does the parliament meet?"

If Gilman had answered this question faster than the team from Bowie, we would have won the game in "sudden death overtime."

The match, which was recorded at the studios of WBAL-TV on October 13, was one of the closest in memory. The score at the end of regulation time was Gilman 410, Bowie 410, and Sparrows Point 280. This forced host Mac MacGary to ask a one question tie-breaker.

All three of the Gilman team said they knew the answer, but they were beaten to the buzzer by a quicker and more practiced team from Bowie. Gilman team captain John Broening said, "We need buzzers to practice on." Broening's statement summarizes the feelings of his teammates Tony Lazar and

Peter Pozefsky.

When Faculty Advisor Tom Carr was asked what he felt some of the problems were, he said, "They were somewhat dumbfounded . . . They couldn't believe that it would be that easy. We (Gilman) try to make the kids reflect more." Mr. Carr, who has been coach since 1975, also felt that more administration support, in the form of practice buzzers, would be helpful. He also expressed his displeasure at students who accepted free tickets to the taping but failed to show up. However, on a positive note, Mr. Carr felt that those who did attend the taping were well-behaved and spirited. He added that this year's cheerleaders, led by Grant "Gilly" Cochran, were the best ever.

The program will be broadcast on December 1, 1979 at noon on WBAL-TV, channel 11.

## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

Vol. LXXIX, No. 3

November 16, 1979

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Jeff Salkin

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Alan Macksey

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Ned Sacktor

Contributing Editor

Alan Livsey

Photography Editor

Paul Bierman

Business Managers

Scott Berman

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Homecoming crowd enjoys fine weather and varsity soccer.

# 30th Circus Successful

by Tony Lazar

Where could one shoot a ghoulish monster with a light ray, tiptoe through a dark "haunted corridor" filled with ghastly surprises, and shoot the breeze with a genuine, honest-to-goodness Salem Witch? Even more importantly, where could one eat, in the span of a few hours, enough hot dogs, oysters, cakes, and "monster munchies" to last a full month? Finally, where could one find a truly kaleidoscopic gathering of wide-eyed kids, ranging from one to sixty? Why, all of these were found at the 30th annual Gilman Circus, of course.

This year's theme, Horror Movies, was selected by popular demand during a chapel session. Mr. Porter's "handy-dandy super-duper applause meter" gauged the response of the entire student body to several popular topics. The Middle and Lower Schoolers, being more vocal, chose Horror Movies as the Circus theme. Undoubtedly, this imaginative title drew in many visitors.

It seemed that the Circus, although it drew a lot of visitors, was not as crowded as in years past. "The crowds seemed to have been more evenly distributed over the entire afternoon and evening," commented Mr. Finney. "More visitors came at two o'clock and in the early evening, so that the tremendous rush that usually occurs at mid-afternoon was avoided."

At the Circus, an ever-present spirit of cooperation has existed for many years alongside the spirit of competition. This year's Circus was no exception. The great amount of cooperative work needed to organize such an important, hectic event was admirably performed by all three schools. The Circus chairman, Mr. William H. Porter, and the Circus' "Principal Organizer and Worrier," Mr. Redmond Finney, accomplished a monumental task in creating some semblance of order during the hectic afternoon.

For all the visitors, however, the Circus was a place to have fun, whether one was indulging in

mounds of cotton candy, or investigating the amazing "Woody Woodpecker effect" of helium gas on the vocal cords (several Juniors were observed in the act), or merely trying to dig out the one copy of Tolkein buried beneath a dozen or so pre-World War II chemistry texts in the used book sale. Later in the day, an unidentified witch was observed (from a distance) as she cast a dark spell upon unwary teachers, and Mickey Mouse himself came to shake hands with the children, including several wide-eyed seniors.

By 8 p.m., after receiving countless helium balloons, "Transylvanian Treats," and WIYY bumper stickers, the contented populace began leaving. One possible exception concerned the dejected student who had spent more than ten dollars at the tenth-grade raffle booth. By flooding the raffle with tickets at the very last moment, he duly expected to win the grand prize, a portable television set. His strategy failed, though; he won a can of motor oil instead.

## — Sound of Music —

(Continued from Page 1)

represented by Brad Man-that-kid's obnoxious Eisenberg (Max), Grant Cochran (Rolph), Alan Macksey (Herr Zeller), Peter Posefsky (Admiral von Schrieber), Bill Spencer-Strong (Baron Elberfeld), Charlie Gonzalez (Franz, the butler), and a company of waltzers.

Included in the Roland Park talent are Missy Sinwell (Elsa), Chrisoula Kakavas (the Mother Abbess), and Ann Daniels (Liesel Trapp). A Nun's Chorus, led by Francie Bennett, sings a capella, a number of four- and six-part pieces of music. According to director Biff Fink, "The Nun's Chorus music is super-challenging and is critical to the success of the show."

The Friday and Saturday performances will be at 8:00 p.m. and the Sunday show will begin at 6:00.

## Homecoming Draws Crowds

by Adam Roth

The friends, faculty, alumni, parents, and students of the Gilman community came together on September 29, for a day of excitement and school spirit.

This third annual homecoming was an athletically successful one. Although McDonogh managed a close win, 3-2, in varsity soccer, all of our other teams were victorious. The Gilman varsity and junior varsity football teams claimed victory from Loyola. During the half-time of the varsity football game, both the varsity and junior varsity cross-country teams easily outran Boys' Latin.

As usual, the Gilman stands were packed with photographers, fans, and noisemakers, all of whom provided support for the teams. This year, there seemed to be many more noisemakers than usual, bringing with them garbage cans and baseball bats, large brass bells, and electric sirens. (Mr. Finney tried furiously to keep them down to a reasonable decibel level.)

The home fans also served as customers for the food booth. The

Student Business Company put up a hamburger and hot dog booth which was extremely popular with the attendants of the homecoming.

Also, in the Middle School lunchroom, refreshments were put out for alumni. All in all, homecoming appeared to be a very successful event.



"It's so easy a child can do it."



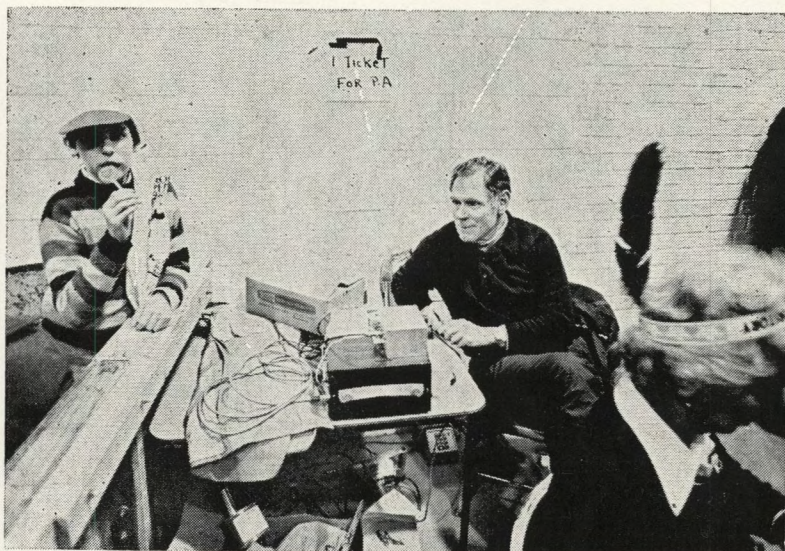
"Hey, maybe I can work for the News."



Fastest spatula in the West.



"I told you not to eat that fifth hotdog."



"Hey kid, lemme see that lollipop."



No caption needed.



"I told you the yogurt wouldn't sell."



"I'm quite athletic, really."

Photo Credits: Paul Bierman

# Football

## VARSIITY

The Gilman Varsity Football team has completed its 1979 season which included early victories over Poly and Loyola and disappointing losses to Calvert Hall and McDonogh. The team featured a fine offensive line which repeatedly made way for a strong backfield consisting of captains Steve Plunkert and Tom Scott. Sensations David Mikush and Skip Cerf also provided excellence in the backfield. The defense was led by Ed Dunn, Tom Stokes, Del Dressel, and the third captain, David DeMuth.

Gilman 12	Poly 6
Gilman 27	Loyola 6
Gilman 28	Northwestern 0
Gilman 33	Patterson 6
Gilman 42	Southwestern 6
Gilman 21	Cardinal Gibbons 0
Gilman 21	Calvert Hall 35
Gilman 0	McDonogh 21

## JR. VARSITY

This year's J.V. football team, under the direction of Messrs. Finney, Bristow, and Fenzel, was unable to capture the championship. The offense, led by quarterback John Highfield, developed a sound running game which included fullbacks Jay Dugan and Chris Alevizatos and tailbacks Gino Freeman and Jerome Hughes.

Highfield also directed an effective passing attack which centered around ends Taylor Classen and Bill Thomas. The defense, led by Billy Rush, Harry McCambridge, and Dave Ritmiller, allowed only 12 points in the first six games.

Gilman 32	Dundalk 0
Gilman 6	Poly 6
Gilman 8	Loyola 6
Gilman 21	Northwestern 0
Gilman 34	Patterson 0
Gilman 15	Southwestern 0
Gilman 0	Calvert Hall 18

# — Cross Country —

## VARSIITY

According to Mr. Thompson, the Varsity Cross-Country team is one of the strongest squads that the school has ever produced. The four returning Varsity runners, Steve Levin, Paul Bierman, J. P. Wilson, and Robbie Harrell give the team the necessary experience. In addition, promising young runners such as Ross Taylor, Chuck Wilder, Randy Sesson, and Paul Oursler, provide extra depth and speed.

The season started with a third place finish in the high powered Brooklyn Park Meet and has progressed smoothly with victories over Boys' Latin, Patterson, Poly, and Edmondson. The Poly race was especially satisfying as Steve Levin set a new course record. This victory was the first in fifteen years by a Cross-Country team against the Poly Engineers.

Brooklyn Park Meet—3rd	
Herring Run Meet—1st	
Gilman 16	Boys' Latin 46
Gilman 17	Patterson 44
Gilman 28	Poly 29
Gilman 15	Edmondson 47

## JR. VARSITY

This year's team of promising runners placed second at Brooklyn Park, the highest position at the meet in Gilman's history. They also defeated the Lakers and placed very well at the Herring Run meet. However, they lost to Poly by one point. "This is one of the strongest J.V. teams we have had in a long time," Mr. Thompson said. With the help of Coaches Jack Thompson and Joseph Duncan, this is one of the most successful Junior Varsity teams in Gilman's history.

Brooklyn Park Meet—2nd	
Herring Run Meet—3rd	
Gilman 15	Boys' Latin 46
Gilman 20	Patterson 41
Gilman 28	Poly 27

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Mikush hands off to Scott.



But where's the ball?

# Soccer

## JR. VARSITY

J.V. Soccer is having a strong season under the coaching of the Messrs. Howard Knipp and Shanti Kumar. The only loss that the team has suffered was to a strong "A" division team, Curley. Coach Kumar hopes to pick up where he left off last year with one exception. He plans to win the championship. The team is well on the road to achieving this goal. Under the leadership of Capts. Clark Mackenzie and Frank DeCosta the players boast a 6-1-2 record, with the offense scoring 32 goals and an iron clad defense allowing only three goals.

Gilman 4	Chesapeake 0
Gilman 6	St. Pauls 0
Gilman 1	McDonogh 0
Gilman 0	Curley 1
Gilman 9	Northwestern 0
Gilman 0	Calvert Hall 0
Gilman 8	Edmondson 0
Gilman 2	Loyola 2
Gilman 2	Poly 0

## VARSIITY

Youth is the key word in describing the 1979 Varsity Soccer Team. An unprecedented number of sophomores and juniors, fourteen in all, made the squad. Five of these players, Billy Marshall, Joey Seivold, Kurt Erlbeck, Robbie Moore, and Henry Galleher were consistent starters. Their enthusiasm effectively combined with the experience of seniors Tolly Merrick, Scott Berman, and co-captains Jenkins Marshall and Richie Riee.

However, the Soccer Team will not be playing in the championship this year because of early losses to McDonogh and Loyola. But the spirit of players had not been broken, as they came back to defeat Poly and Towson Catholic in end-of-the-game rallies. These two victories were especially satisfying because Poly was the first A Conference team defeated by Gilman, and Towson Catholic will be in the B Conference championship game which Gilman sought.

Gilman 2	St. Paul's 1
Gilman 2	Curley 5
Gilman 2	McDonogh 3
Gilman 10	Carver 0
Gilman 5	Northwestern 1
Gilman 5	Edmondson 0
Gilman 0	Calvert Hall 4
Gilman 1	Loyola 3
Gilman 8	Southern 4
Gilman 4	Poly 3
Gilman 7	Mervo 0
Gilman 4	Towson Cath. 3
Gilman 2	Northern 4

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# Senior Founds JSA P.M. Reese-29 Years At Gilman

by Kenny Saxon

One of Gilman's newest extracurricular activities is the Jewish Students Association. It was founded in order to give Gilman's Jewish students a means by which they could get together to discuss common problems and to help educate the student body about Jewish culture and religion.

The idea for the club came from senior Danny Rosenblatt. He felt that there was a need in the Gilman community for such an organization, because many students over the past two years have expressed to him an interest in such a club.

The schoolwide reaction to the formation of the Jewish Students Association has been varied. While many students feel that the club is worthwhile and can serve a useful function in the school, many others feel that the creation of another ethnically motivated group will only cause more divisiveness among the student body. A third group of people is basically apathetic to the idea.

The claim that the Jewish Students Association will divide the student body has been a controversial one. Other such ethnic or religious clubs are the Black Awareness Club and the Fellowship of

Christian Athletes. Some students contend that these clubs, in promoting awareness, unify the student body. They cite the success of the Black Awareness Club as an example.

After the Jewish Students Association was founded, Stephon Jackson, President of the Black Awareness Club, approached Danny Rosenblatt concerning a possible merger to be called the Minority Awareness Club. It was the consensus of the Jewish students that they were in favor of such a proposal, but members of the Black Awareness Club voted against this measure. The reason given by Stephon Jackson was that "the merger would diversify the goals of the Black Awareness Club and lessen the overall effect of the club." Another reason given was that the club, with the large increase in membership, would become unwieldy.

The Jewish Students Association has held two meetings at which the members discussed the purpose and the structure of the club and what kind of events or programs they would like to sponsor. Among the possible events discussed were inviting speakers, holding an ethnic bakesale, and having a Chanukah party.

## St. John Lectures Here: Speaks On Middle East

by David Brecher

Dr. Robert St. John, a noted broadcaster, lectured on the Middle East in an Upper School chapel on November 14. Dr. St. John is considered well-informed in Middle East affairs, since he has spent a great part of the last forty years traveling through every Arab country and has been to Israel twenty-nine times.

Dr. St. John immediately stated that his was not an objective speech. "I have reported on Al Capone and Adolf Hitler, and I was not objective," said St. John, "and I will not be objective in reporting on the Middle East." He then went on to say that he would make a clear distinction between fact and opinion. Before any idea was presented, Dr. St. John stated either "this is a fact," or "in my opinion."

First Dr. St. John gave a history lesson on the Middle East. In an

excellent demonstration, he cut a sheet of posterboard to show the land promised to the Zionists and the land they finally received. The tiny piece of land left from the original paper was what became the State of Israel.

Then Dr. St. John spoke about the situation in the Middle East today. He said, "If Israel did not exist, and Jews did not live in Palestine, most of the problems now occurring in the Middle East would still be there." He supported this statement by citing several problems common to the Arab world, such as poverty and worn out governments.

Dr. St. John seemed very concerned with problems the Soviet Union is causing in the Middle East. He described the P.L.O. as "a Russian funded organization led by a lunatic." He stated that it is time for America to define its principles. He suggested that the

## Eagles Claw Greyhounds, 21-0

Fans were still filtering into both stands as the annual Gilman-McDonogh game began.

Gilman won the toss and received the kickoff, returning the ball to the 30-yard line. Gilman drove to midfield, on the spectacular running of tailback Tommy Scott. However, the drive stalled on the McDonogh 49-yard line and Gilman was forced to punt. The Gilman defense took over, led by seniors Dave Demuth, Jim Franklin,

Steve Plunkert, and Paul Danko. The defense stopped McDonogh cold on their first possession, forcing them to punt.

The game proceeded in this fashion with neither team able to overcome the opposing team's defense. The first big break in the game fell to McDonogh as they returned an interception 80 yards to the Gilman 1-yard line. Two plays later McDonogh scored and kicked the extra point, putting Gilman be-

hind 7-0.

Mr. Percy Meredith Reese, III, died Saturday morning, November 24th, after a year and a half of prolonged illness. Mr. Reese, a native of Baltimore, attended City College and then went on to serve in the Navy during World War II. Following the war, he returned to study at Harvard, where he graduated *Cum Laude*, and after two years of teaching in Colorado, he came to Gilman.

Mr. Reese has been a respected member of the Gilman community for 29 years. Working closely with students, faculty, and parents, he

involved himself in every aspect of school life, as a teacher, a coach, and as Director of Studies. He was admired and respected, because he gave of himself in so many ways. His courses in English, history, and religion were enriched by his attempts to communicate his own scholarly and humanistic values. He tried to impress upon students the tolerance of people and ideas, and the value of looking for the facts or truths behind the popular fiction surrounding many events. He also tried to instill in his students an appreciation for all as-

pects of art and literature. These efforts, as well as his endeavors in the public speaking program, have helped Gilman students become creative, independent, and articulate thinkers.

Over the years, Mr. Reese became known as a permanent fixture at soccer games, chapel, and study hall. The Gilman community as a whole and those individuals who came in close contact with Mr. Reese have gained a great deal from his years of devotion to the school.

# THE

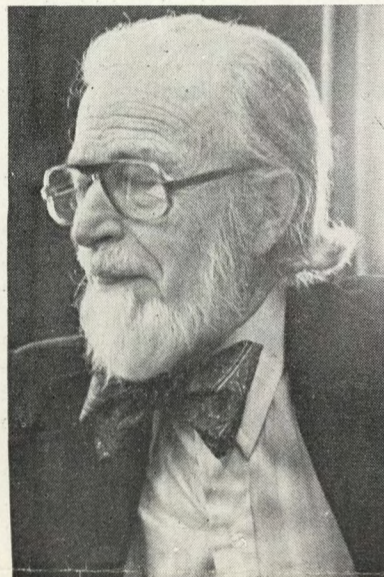


# NEWS

Vol LXXIX, No. 4

GILMAN SCHOOL—BALTIMORE, MD.

December 19, 1979



Dr. St. John

United States' role in the Middle East should be true to its commitment to democracy.

During the following question and answer period, several important points were raised. One was that the West Bank is a major problem in the peace process. Israel does not want the lands, but it cannot afford to let any hostile (P.L.O.) faction control them. One

(Continued on Page 3)

## Seniors Honored

Twenty-seven seniors, a record number, have been named Commended Students in the twenty-fifth annual National Merit Scholarship Program. Letters of Commendation from the school and National Merit Scholarship Corporation were presented to these students in recognition of outstanding performance on the October '78 PSAT test.

Of the more than one million students entering the competition, about 35,000 throughout the United States are being commended for test performance that placed them among the top five percent of participants. Although Commended students rank below the level required for Merit Program Semifinalists, each has shown exceptional academic promise. A spokesman for the Merit Program stated that "the high performance that is required to be designated a Commended Student is deserving of public recognition."

The Commended Students are:  
(Continued on Page 3)

## AIMS Meeting Held Here

by Billy Heller

While most Gilman students were enjoying a day of freedom, many teachers from all over Maryland attended a November 12 meeting of private schools at Gilman. There was one aspect that made this year's meeting important for Gilman; it was held here. There were about 1500 teachers and guests present at the meeting, many of whom had never been to Gilman.

In order to help the meeting run smoothly, and to mitigate the parking problem, some students volunteered their services to the school. The visiting guests along with the Gilman administration commended the students for their participation.

The Association of Independent Maryland Schools (AIMS) is the Maryland chapter of a national organization called the National Association of Independent Schools. AIMS has some sub-committees, but the entire organization meets only once a year. At the meeting, teachers and guest speakers presented workshops and other aspects of education. This meeting was an opportunity for a wide variety of schools to become updated on the latest teaching innovations.

The president of AIMS is Sarah Donnelly. Throughout the year information is submitted to her and communicated through a periodic newsletter to different school representatives. Gilman's present rep-

## SOTIR RESIGNS

Alex Sotir, Gilman's Athletic Director since 1971, has submitted his resignation effective June, 1980. The administration has not yet selected a replacement.

Coach Sotir said that he is leaving Gilman in order to "try something else." He called his decision to leave Gilman "tough and agonizing," and added that the move is entirely amiable and voluntary.

Sotir's resignation was announced at this early date in order to give the school ample time to select a replacement and because he wishes to begin immediately evaluating other job opportunities. Mr. Sotir says that he has not decided on any new job or employer, and he added that he might select a field other than coaching. Headmaster Redmond Finney accepted the resignation with considerable regret, saying, "the prospect of his leaving us represents a significant loss. Alex has made many important contributions to Gilman and Gilman students."

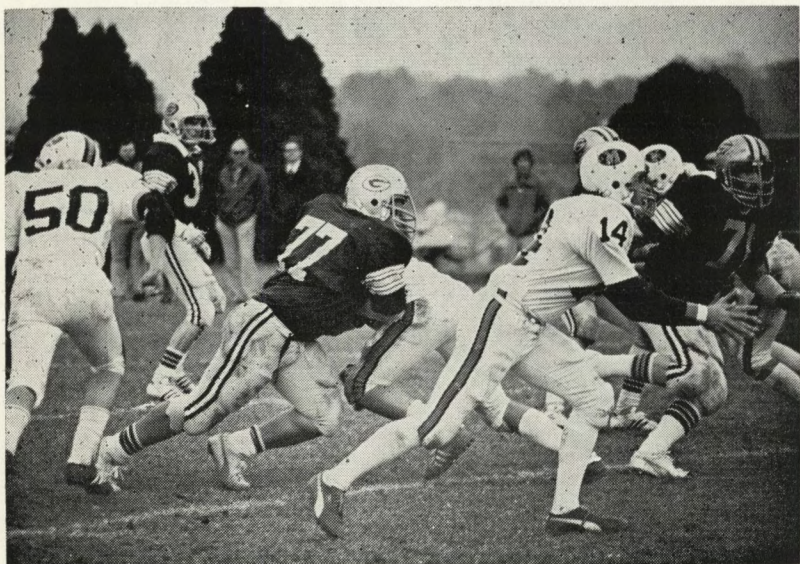
representative to AIMS is Alice Levin. From the Upper School, faculty members Tom Carr, Ronald Culbertson, JoAnn Davidson, A. J. Downs, Chris Leighton, and Ned Thompson also participated. The Middle School had three representatives. They were Don Abrams, Ned Clapp, and Robert Smith. Mrs. Frederick Brune spoke for the Lower School, and Reginald Tickner was the general coordinator of the meeting.

It is hard to say exactly what Gilman derived from the meeting, but experience will tell. Mr. Tickner says it was very worthwhile for everybody, and Gilman acquired some useful information which will improve and update our teaching.

## AFS Needs Hosts

The Gilman A.F.S. Chapter is looking for families who are interested in sharing their homes and hearts with a foreign student next year. The most important criteria for A.F.S. host families are curiosity about others, understanding about differences, and a desire to share and love.

If you are interested in finding out more information about this unique family experience, please contact Mrs. Richard Maffezzoli (Mary) at 366-1925.



GREYHOUNDS and EAGLES scramble in McDonogh match.

## Writing Skills Lacking

Most Gilman students, whether or not they realize it, have difficulty writing correctly; they have problems with style, grammar, and punctuation. The causes of these problems vary with the individual, but among some of the possible reasons are a lack of motivation on the part of the student, the influence of television, a lack of supplemental reading, and possible deficiencies in the English program.

Whatever the reasons, we must correct the problems by two means. First, there must be more initiative on the part of the students, since the ability to write English is a most important asset in college and career. With this fact in mind, the students must seriously pursue a knowledge of written English and consider reading a more profitable means of entertainment than watching television.

Also, the English department should return to more stringent methods of teaching, such as having students memorize, by number, the sixteen Gilman punctuation rules. Middle School students and Third and Fourth Formers should receive more intense education in grammar, and they, especially, should practice writing often. Perhaps some study of literature during these years should be sacrificed to permit these measures.

Students should be properly trained in English fundamentals before they take advantage of the excellent trimester English electives at Gilman and Bryn-Mawr. Each student should graduate with an impeccable knowledge of English.

## Circus 1979—An Analysis

by Randy Sesson

Originally the circus was intended to be a fund-raising bazaar; then it gradually progressed from a bridge party, to a function to keep children off the streets, until finally it developed into the Circus as we now know it. Have we lost something in the process? Has the fun been lost in favor of fund-raising?

I put these questions to Messrs. Finney, Porter, and Bartkowski and received mixed reactions. The 1979 Circus was, as always, a success, and, as with all such activities, there were positive and negative aspects.

This year the Circus had many conflicts decreasing the amount of participation by students. Therefore, the brunt of the labor was placed upon the booth chairman,

who in Mr. Bartkowski's words were "fantastic, especially with the increased work-load." All the chairmen noted that as students get older, their enthusiasm and fascination with the Circus wanes. In effect, the Circus is a "fun" gathering to the Lower and Middle Schoolers (and maybe 9th graders), while the aspect of competition is the driving force behind the upperclassmen. To increase student participation, it was suggested that future Circus days be free of all commitments.

Imagination in the circus booths has been declining. Year after year, the same games are used—only facades vary according to the year's theme. The decline was attributed to the fact that upper-classmen have many responsibilities which restrict ingenuity and imagination.

He came with the house. The day we moved in he appeared at the door, drink in hand, at 6 p.m. and offered to provide the wine if we'd provide the food. Thus it began, and, as we were also in the process of adopting a baby boy, we did not quite realize that a next-door grandfather was adopting us.

Over six years have passed. The children have been spared many a deserved spanking thanks to his protective intercession. We shared birthdays, holidays and a vacation house at Bethany. In December, his house became the "North Pole." We spent hours discussing politics, religion, and other taboo subjects. The only dinner-table topics that my wife forbade were the Gilman curriculum and the absolute faith he had in his advisees.

He organized neighborhood parties and helped repair bicycles and hang curtain rods. He loved to tinker with gadgets and even succeeded in blowing up a neighbor's air conditioner.

He loved Jamaican sun and Jamaican rum, soccer games and the football parties. He loved his three

On the other hand, there were many positive aspects to the Circus. The construction of the Circus and the clean-up afterwards were as efficient as they have ever been. The crowds were not as big as in other years, but the people were "civilized," and certainly seemed to be enjoying themselves. The fund-raising aspect was a success, and the proceeds are going towards the refurbishment of the auditorium.

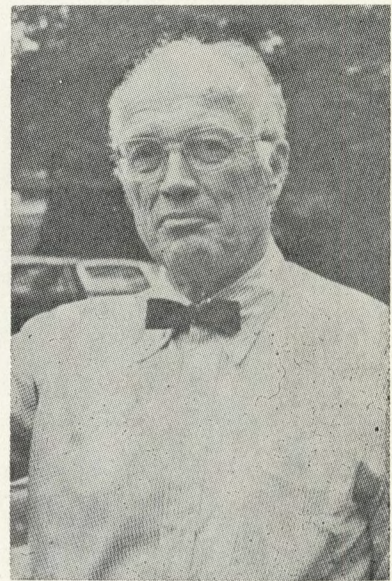
The afterthoughts of the 1979 Circus should be positive. Its problems are not new; they are merely being recognized more clearly. If something is wrong, it is our duty not to do away with the Circus, but to rethink its purpose and find solutions to its flaws. Only then can the Circus provide the joyous and fun aspects for others and, more importantly, for ourselves.

headmasters and kept them in line. He loved teasing Charley Gamper. He loved his church. He loved Chaucer, Shakespeare, and all those other highflutin' Greeks. He loved a lovely lady, and . . . he loved Gilman.

He was a fighter. Partly raised in the valley by a family he revered, he had to stay away from the horses he enjoyed because of allergies. Asthma made tennis impossible. Stroke. Lung surgery. Detached retina. And finally heart failure. Each time he fought his way back to Gilman. The last week of his life he asked to be driven to school "for his mail," just so he could be here, sitting out front in the car.

I speak, gentlemen, of the man you may know only as the bane of First Form study hall or as the martinet of 310. I speak of a man I loved as a friend, as a mentor, and, in many ways, as a father.

For all of you, I hope that someday, someone like PMR, will come knocking at your door, drink in hand, inquiring what's for dinner.



P. MEREDITH REESE

## Students Fast For Cambodian Relief

The possibility of genocide seemed remote to the American people a short time ago. It seems now to be an imminent disaster in the Far East, as Cambodia is threatened with the annihilation of its populace through starvation. Probably half the population (including three-quarters of all Cambodian males) has already died. The Upper School, led by Reverend Christopher Leighton, has considered this problem at length. As a result, part of the school joined in an organized fast for Cambodia on November 15, one week before Thanksgiving.

Although the reason for fasting were difficult to pinpoint, few students acknowledged guilt as the basis for their participation. Many considered the moral and philosophical aspects of their actions. Mr. Leighton cautioned, "One cannot assume that the moral issues can now be ignored—that it is now up to others to do their part. This rationalization will simply lead one back to the role of smug spectators, and it creates a new danger—that we may become more pretentious and self-righteous than usual."

Many of those who did not fast

felt that there was too much danger of the food falling into the hands of the Khmer Rouge, the Communist guerilla group presently fighting the Vietnamese army. Without concrete assurances that the money would reach the right people, some simply could not accept the risk of prolonging the Cambodian Civil War.

Those involved in the fast also gave money for the Cambodian cause. The money raised by participants amounted to over \$270. In the ninth grade alone, over \$140 was raised.

The money will go to OxFam, a non-profit organization based in England. This is a relatively small group which is attempting to aid those people still in Cambodia. OxFam has brought 100 tons of wheat and other grain into Asia since August, and hopes to raise \$1,000,000 by the end of the year.

OxFam volunteers claim that their organization gives no food to people with guns and that almost all the food reaches its destination. These claims cannot be verified, but junior Tony Lazar, after talking to an OxFam worker, concluded, "If anyone could help, it would be them."

## Letters To The Editor

Dear Editor,

It is the fifth period, and you have had a tough morning. It is now time to enjoy a delicious lunch at the Macke Mart. WRONG AGAIN!!! Waiting in long lines for "steaks" and "burgers" that slide from one end of the oily swimming pool they are cooking on/in to the other is depressing. I admit the French fries are fair, but just that, no more.

The saying "We will sell no food before its time," is appropriate to Macke, that is, three weeks after the expiration date on the package. The prices are not only ridiculous, but highway robbery. I suppose that the rising oil prices probably put a sizeable dent in the Macke budget, for obvious reasons, but really! If Gilman worries about the physical development of its students, then we should revamp our own little grease pit.

Indigestably yours,  
W. C. Trimble III

Dear Editor,

We are writing in protest of long, boring, degrading, and destructive pep rallies. With the change from a twenty minute to an hour format this year, these assemblies have become even more wearisome and repetitive.

We feel that the obscenities and the calls to kill are absurd. The "school spirit" is augmented by bumper stickers, buttons, dolls, and large banners. Is all this behavior fitting for mature adolescents, or is it simply childish?

It is our opinion that these pep rallies have been the cause of deteriorating relationships with rival schools and malicious acts in recent years, including the painting last year of the century-old buildings of McDonogh School. Obviously, we are not the only school which has pep rallies, for some group left their mark on our football field this fall. A few students take the calls to defeat and destroy the opponents literally.

In conclusion, we feel that future pep rallies should be shorter, less provocative, and should emphasize good sportsmanship.

Sincerely, JB., CR.

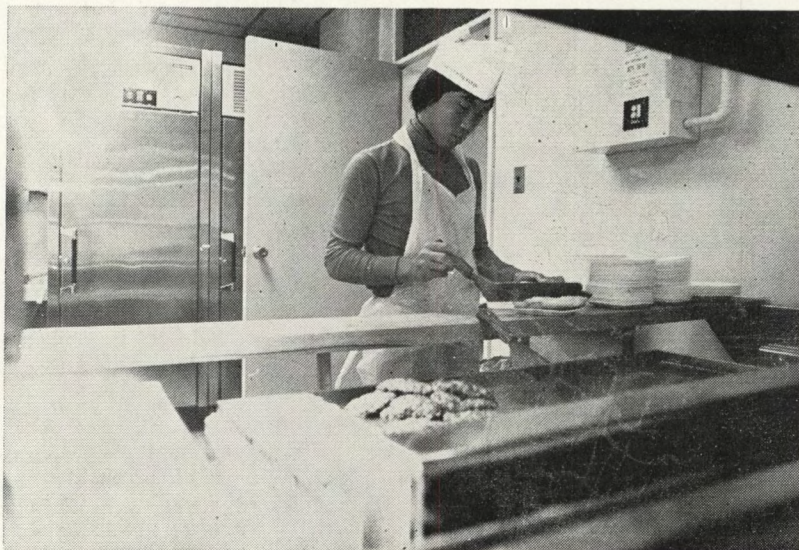
Dear Editor,

After attending a Thanksgiving

Night rally for Cambodia, my number increased about the large number of us who sat by and did nothing during the November 15 fast for Cambodia. As human beings and Americans, we have the very strongest moral obligation to help the Cambodian people.

Those of us who preferred to argue rather than fast seem to like clear, well-defined facts. Well here is a fact for you. While we are not sure that giving can save a life, we can be sure that not giving will take lives. The responsibility of saving lives is a responsibility which lies with each of us.

If we wish to be more than technically competent barbarians, our commitment to humanity cannot be shrugged off as merely inconvenient or impractical. —S.B.



## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

Vol. LXXIX, No. 4

December 19, 1979

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# RPCS Musical Received Well

by Jacques Migeon

I was privileged to attend a performance of "The Sound of Music" at Roland Park Country School on the weekend of November 16, 17, and 18. Gilman was well represented by Brad Eisenberg, Grant Cochran, Alan Macksey, Charlie Gonzales, Bill Spencer-Strong, Peter Pozefsky, and in minor roles by Ian Simpson, Ned Gutman, Paul Dibos, and Stuart Matthal. The male lead, Capt. Von Trapp, was played by St. Paul's Claf Hall, and Susan Phinney from RPCS played Maria, the female lead.

The story took place in Austria shortly before the Second World War at the time when the Nazis were in the process of incorporating Austria into their empire. Capt. Von Trapp was staunchly opposed to the Nazi takeover. The German navy attempted to impress Capt. Von Trapp into its ranks, but the Captain knew that he could never fight for the Germans.

The widowed Captain, father of seven children, married the children's governess, Maria, who was taking leave from a nearby convent to discover exactly what she wanted to do with her life. The Captain, his children, and his new wife managed to slip away from a music festival in which they were performing and escaped over a mountainous frontier into Switzerland.

Claf Hall's stage presence was

perfect for the somewhat rigid, strict, stoical, and pompous character of Captain Von Trapp. Susan Phinney's portrayal of Maria was very good, and her musical ability rose far above that of her co-star. I dare not even try to make a comparison. She handled an immense part with great sensitivity.

The children were great; they were well organized. Yet they did not lose the sense of spontaneity typical of young children. They uplifted the performance in places where it might have begun to drag. Exceptional among the children was Liesl, played by Ann Daniels, (although I question her taste in being so pleased with having kissed Grant Cochran, who played a pro-Nazi delivery boy). With the exception of a few corny dance steps that were forced into her part, her performance was quite good.

Brad Eisenberg was cast perfectly in the part of the unscrupulous opportunist Max Detweiler, who served as the manager for the family singing group. His acting was some of the best in the performance, resulting in a truly entertaining and animated character.

I was impressed by the opening procession of nuns, whose singing was most professional. The procession, along with the two large candle holders, added to the ambiance of the convent.

Bill Spencer-Strong personally choreographed a dance for himself and Julia Somerville. The dance



MACKSEY and POZEFSKY confront Claf Hall as Eisenberg watches floor.

had some mistakes, but otherwise was well done.

From the technical standpoint, the sets were excellent, despite the long scene changes. I'm sure that some of the long changes can be attributed to the many costume changes. While I am on the subject of costumes, I would like to comment on how good the costumes were. I cannot imagine the effort that went into the making or acquisition of all those costumes.

Now that I have given my evaluation of the production, I will present another opinion by repeating a comment I heard in the Common Room a couple of days ago. "The problem with doing a show like that is that everybody knows how the songs are supposed to sound."

game took the squad to McDonogh and a shut-out by the Eagles.

In all of the six games, there was a hard-hitting offense. Quarterback Rob Demuth and running backs Jonathan Kelly, Pat O'Donovan, and Andy Buerger led the Greyhounds upfield. They were aided by offensive line standouts Chris Hall, Robert Yarlott, Joel Cohn, and ends Doug Oursler, Robbie Glover, and Griff Evans. One major strength of team was that Rob Demuth could complete passes on third and long situations. Demuth comments, "Much of the time on third down, I got good protection from the line. Also, the receivers ran their patterns well, so they were open."

The Fresh-Soph defense was the team's backbone. Players on the "team defense" included linemen Charles White, Chris Hall, Haftan Eckholdt, linebackers Marty Schreiber and Pat O'Donovan, ends Yarlott and Demuth, and backs Bartlett, Price Everett, and Gatchell.

The team wishes to thank Coaches Smith, Bulkeley, and Delcher for providing it with the needed foundations for the J.V. and Varsity play.

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# Commendations

(Continued from Page 1)

Rob Abramson, Eric Alsrue, Tom Brodie, Dan Cebra, Paul Dibos, Brad Eisenberg, Charles Gonzalez, Ham Hackney, Bill Hall, Chris Hoehn-Saric, Paul Hazelhurst, Roger Levin, Tom Lietman, Alan Livsey, Alan Macksey, David Mason, Jack Migeon, Latty Naylor, Brendan O'Shea, George Parker, Dan Rosenblatt, Jeff Salkin, J. P. Sarbanes, Ken Saxon, Steve Snyder, Danny Weintraub, and Ti-Ge Woel.

The National Merit Scholarship Corp. also recognizes outstanding Black students around the country in order to increase their educational opportunities. Seniors Jerome Fryson, Stephon Jackson, Keith Keel, Brain Lyles, and Tom Scott were commended in this program, and Ti-Ge Woel was named a semifinalist.

# Varsity Runners Best Ever

by Paul Bierman

This year the Varsity cross-country team had one of its best records ever under Coach Thompson. With wins over Boys' Latin, Paterson, and much of the MSA in the novice meet, the squad began to prepare for what the coach termed "The Big One," Poly.

On a warm October afternoon, Gilman proved itself superior, as they sent the Engineers home losers by a one point margin. Spurred by their victory, the Gilman runners proceeded to trample Edmondson and arch-rival McDonogh. Now with a championship in sight the Greyhounds tracked to John Carroll. The long trip was a disappointment, for the team went down in defeat; however, a subsequent John Carroll loss to Poly put Gilman back in the race.

On November 9, the Poly, John

Carroll, and Gilman cross-country teams travelled to Herring Run to earn the privilege of opposing St. Joe in the championship. With Steve Levin in the lead, the Greyhounds ran hard, but in vain, for they lost to the Engineers by only a two-point margin. It was apparent that the loss hurt the team deeply, but as a group they made an impressive showing in the MSA's with Robby Harrell and J. P. Wilson leading the Greyhounds in 15th and 18th positions.

Following closely behind were Ross Taylor, Steve Levin (who ran with a 102 degree temperature), and Chuck Wilder. Overall Mr. Thompson expressed pleasure with the season, and J. P. Wilson sums it up as "a great but disappointing year." Although they did not win a championship, the cross-country team's record of 6-1 is certainly one they can be proud of.



GREG QUINTILIAN and Bobby Greenfeldt lead Gilman runners.

# F.S. Soccer Shows Enthusiasm

by Dirck Bartlett

Although the scoreboard sometimes did not show it, the Fresh-Soph soccer team out-hustled and out-played most of the teams it faced. The squad was very young this year, but the talents displayed on the field were very mature. Due to the expert coaching staff of Messrs. Demeule, Goldberg, and Lincoln, every soccer player improved during the season. The squad was able to defeat every M.S.A. team that it faced. However, the team had serious difficulty in scoring against a strong Dumbarton team. "We just couldn't put our shots in the goal," said one Gilman player.

Other season highlights included the extension of the Fresh-Soph's five year winning streak over arch-rival McDonogh by handing them 1-0 and 3-1 defeats.

The Fresh-Soph soccer program has offered many young players the opportunity to participate in an organized program in which one can learn basic skills and get essential game experience. Coach Demeule's program has established a reservoir of solid soccer players from which the future JV and Varsity teams will be formed. Co-captains Waxter and Dorsey should be proud of their team's accomplishments.

# DR. ST. JOHN

(Continued from Page 1)

solution he offered was to give the West Bank to Jordan, thereby satisfying everyone.

The critical issue of oil was raised, and Dr. St. John was very cynical regarding the oil companies. "The U.S. has the biggest stockpile of oil in history, and still gas prices continue to go up for no good reason." In effect, he said that the American oil companies are taking advantage of the public.

After chapel the question and answer period was continued in the Gilman Room for those interested.

# FS Football Looks To Next Year

This year's Fresh-Soph football team compiled an overall record of 2 wins and 4 losses. Under the guidance of coaches Martin Smith, Bob Bulkeley, and Tom Delcher, the young team proved to be tough, but not unbeatable.

The first game of the season took the team to Mt. St. Joe. On the first play of the game, Mt. St. Joe completed a long pass for a touchdown. It looked as though it was going to be a long, hard season for the Greyhounds. The defense now knew what it was like to be scored on in a game situation, and springing back, they held Mt. St. Joe to

just that one touchdown. However, the tough Mt. St. Joe defense held the Greyhounds to just six points. After reviewing the opening game mistakes, the team beat the Loyola Dons 20-14.

Next came Archbishop Curley. In the first home game, the Greyhounds defeated Curley 12-6. The past two games had proved that both the offense and the defense had improved 100 percent. This improvement, however, was not enough to stop the next opponents. The team lost to Calvert Hall, and a rematch with Loyola resulted in a Greyhound loss, 12-14. The final

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## V Football Finishes 6-2 Season

The Varsity football team started working in the hot sun of late August and never stopped. Coach Alex Sotir summed it up best when he said, "I think we have had a successful season . . ." Coaches Ed Brown, Nick Schloeder, and Dave Emala assisted Mr. Sotir and were instrumental in leading the Greyhounds to victory.

Tri-captains Tommy Scott, Steve Plunkert, and David Demuth provided the necessary leadership for the team. The team had one goal that reigned supreme over all others: to reach the M.S.A. championship game. The quest for the crown started with a contest against Poly, who had kept last year's team out of the championship.

The underdog Greyhounds, led by a passing attack of quarterback Dave Mikush, ends T. J. Woell and Carl Etchison, and wingbacks Hunt

Brawley and Skip Cerf, won the Poly game, 12-6. This victory was followed by a 28-6 win over Loyola at Homecoming, in which running backs Tom Scott, Del Dressel, and Steve Plunkert starred. The team followed that win with three more victories over Northwestern, Paterson, and Southwestern, all by large margins.

The Greyhounds then visited Cardinal Gibbons and promptly won the school's first night game ever, 21-0. The defense had its first shut-out of the year, after first yielding one touchdown per game. Defensive end Robby Russell, linebackers David Demuth and Todd Stokes, and tackle Boog Lohrey were the stars on that cold, blustery night.

The long awaited contest with Calvert Hall for the division championship had arrived, as morale

was sky high. The team came out fighting and roared to a 21-7 half-time lead on two touchdowns by Scott and one by Dressel; then as the sun disappeared behind some clouds the lights went out for Gilman. Calvert Hall erupted for four T.D.'s capitalizing on costly turnovers by the offense. Gilman never stopped trying; however, they came up short. Demoralized, and crippled by key injuries, the Greyhounds failed to pick their heads up in time and were soundly beaten by upset-minded McDonogh.

The offensive line consisted of John Zorbach, Phil Carroll, and Mark Hillman at tackle, guards Geoff Gurtner, Charlie O'Donovan, and Bill Slaughter, and center Lattie Naylor. The defensive line was led by nose-guard Steve Plunkert, tacklers Boog Lohrey and Cotton Swindell, and Robby Russell, Hunt Brawley, and T. J. Woel. The secondary consisted of linebackers Stokes and Demuth, and defensive backs Jim Franklin, Del Dressel, Paul Danko, and Dave Cromwell.

Many thanks to coaches Sotir, Brown, Schloeder, and Emala, who gave their best, along with the managers and statisticians.

## Championship Eludes Varsity Booters

by Jacques Migeon

The Gilman Varsity soccer team ended the 1979 season on a winning note by beating Boys' Latin 4-0. That game ended a hot and cold season.

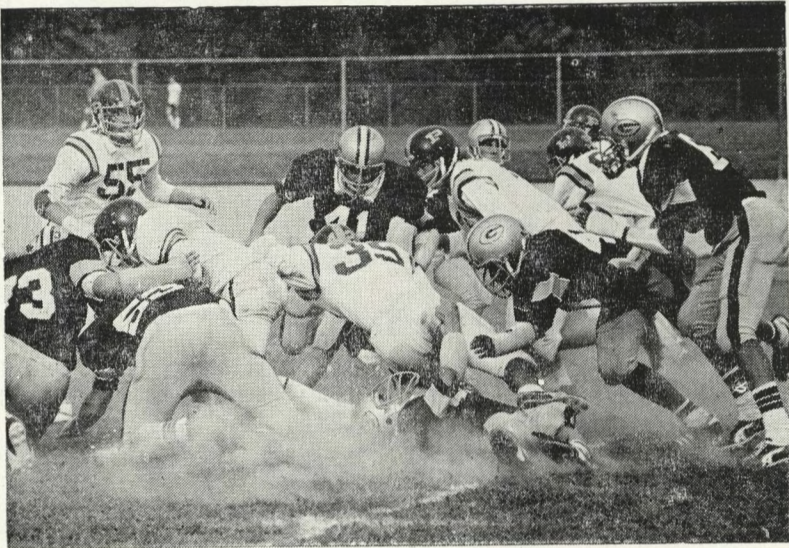
The offense was led by Seniors "Reeche" Rice, Jenkens Marshall, Henrik "Hollywood" Hansen, Roland MacKenzie, and Hansi Wittich, and by Juniors Henry Galleher and Glen Grandea, when he was healthy. The halfback line was led by Joey "Lysol" Seivold along with "Speedy" Erlbeck, and Robby Moore. The defensive work was adeptly handled by Billy Marshall, Scott Berdan, and Tolly "Where's my car" Merrick. Seniors Harris Jones, Alan Livsey, and Eli Eisenberg, the goalies, did their best to keep the ball out of the goal.

The team lost several crucial games such as the Loyola, McDonogh, and Northern games, but it regrouped to upset Towson Catholic and Poly, an "A" league contender. The coaches believed that the better the team that the Gilman Varsity played, the better the Greyhounds played. This philosophy was

exemplified by the team's performances against Calvert Hall, Archbishop Curley, and Poly. Although Gilman lost two of these games, the coaches were pleased with the effort and skill exhibited against these highly skilled "A" league competitors.

In the team's last meetings of the year, Coaches Edeline, Swanson, and Nichols expressed their feelings that the year was indeed a winning one and that it was enjoyed by all, coaches included. The whole coaching staff was impressed with the game of soccer that the team could play when their set their minds to it, and Coach Edeline seemed sure that the Gilman soccer teams would move into the "A" league in the near future.

The team members are grateful to Mr. Edeline who took time off from his busy schedule to coach them. They would also like to thank Mr. Nichols for the new ideas, innovative drills, different perspectives, and laughs he gave them. Last but not least, Mr. Swanson is to be commended for his efforts in molding the defense.



GILMAN and POLY JV teams clash.

## A Successful Season For JV Football

Gilman's Junior Varsity Football team did not attain its goal of winning the championship this year. The hopes for a championship were stifled by a disciplined Calvert Hall team that shut out the Greyhounds in all games of the year. However, neither the Calvert Hall game nor the following week's loss to arch-rival McDonogh were symbolic of the team's effort throughout the year.

The team was well balanced at all positions. It included as many Freshmen as it did Sophomores and Juniors. With an offense led by John Highfield, Jerome Hughes, and Gino Freeman, the team had no trouble putting points on the board during the first seven games. The offensive line was greatly responsible for the potent offense in the early games. Guards Alan Puckett and John Sanders led the line, which included Tackles Tim Krongard and Matt Atkinson. Center Damian Lynch was also a key ingredient on the line. Bill Thomas

and Taylor Classen, the ends, handled the receiving chores for the generally powerful offense.

Defensively, the 11 players made up a unit which was known for "bending, but not breaking." This defensive strategy was effective for most of the season. While tackles Chris Alevizatos and Wayne Anderson, along with nose-guard Billy Rush, were the mainstay of the defensive line; linebackers Harry McCambridge and Jerome Hughes were outstanding throughout the year. Chris Sarnecki also did a fine job at linebacker when Hughes was playing offense. In the secondary, safeties Dave Ritmiller and Larry Seidman, along with halfbacks Calvin Lauf and Brian Goldman, did a commendable job throughout the year. Finally, many thanks must be given to Messrs. Bristow, Fenzel, and Finney, who coached and guided the team through the season and helped it earn the 6-2-1 record of which it can be proud.

## JV Soccer Wins Championship

by Jeff Hettleman

The J.V. soccer season began with rampant doubts of success, but it ended with a "B" conference championship. Friends School kept the team from championships in each of the past two seasons. This year, however, was an exception as the squad, led by co-captains Frank Decosta and Clark Mackenzie, proved that they were the best. On November 23, the Greyhounds traveled to John Carroll to vie for the championship. Outstanding teamwork, hustle, and effort along with goals by Min Cho and Jay Brennan paved the way for the 2-0 victory.

The team compiled a 9-1-2 overall record, and a 7-0-1 record in its division. The only loss was to Curley, an "A" conference team. Also, the team tied Loyola and Calvert Hall, 2-2 and 0-0 respectively.

The game with Calvert Hall, an "A" conference powerhouse, proved to be a turning point in the season. The success in this game, achieving a tie and dominating the play in the game, proved to the players and coaches that this year's team had the potential to capture the division championship. The most satisfying victory was a two-goal shut-out of "A" conference Poly.

The Greyhounds, with Min Cho leading the attack, outscored their opponents by 54-3, an 18-1 ratio.

Coaches Shanthi Kumar and Howard Knipp emphasized a unique style of play. Contrary to the standard system of play in which half-

backs play offense and assist on the defense, the coaches insisted on their halfbacks playing defense and assisting on offense. The team's style of play was characterized as "chip and chase." It was the duty of the halfbacks to chip the

ball over the heads of the offensive defenders, and from there, it was the front line's job to score the goals. Coach Kumar must only reveal his team's records over the past three years to justify this unique style of play.



JV Soccer team jubilant after goal.

## Future Promising For JV Cross Country Team

by Steve Levin

The Junior Varsity cross-country had a very good year. In the beginning of the season they spent hours preparing to attack the still unscorched cross-country field. They were a group of runners, eager to learn and anxious to meet their competition.

Through the entire season the team was given a healthy diet of training by coaches Duncan and Thornbery. They defeated every team they ran against with the exception of Poly. Yet, after this minor setback, "They were still on the road to victory," as Coach Duncan so assuringly remarked. They

overtook Edmondson, John Carroll, McDonogh, and Carver with little difficulty.

Then the team was faced with its final test, the MSA finals. Greg Quintilian, as he had so many times before, led his team with a first place finish. He was followed by Tal Pinkney, John Thaler, Bobby Greenfield, and Don Wiley. With these runners the Greyhounds finished second in the MSA group competition. According to one runner on the J.V. squad, It wasn't because Gilman had more potential than any other team, but because they had coaches who brought out that potential and will to succeed."

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## McGregor Aids Middle Schoolers

by Alan Macksey

"I had heard of the school, but I had never been here before . . ." Until last fall, Oriole pitcher Scott McGregor knew very little about Gilman. It was only after mentioning to his lawyer, Ron Shapiro, a Middle-School parent, his eagerness to do something during the off-season that he became acquainted with the Gilman Middle School

and more recently, the Lower School.

Though he has always enjoyed working and playing with children, he explains that working in a school has "really enlightened me." He is particularly fond of a new Middle School program called Talk II, which deals with self-concept and human relations questions. Mr. McGregor explains that most of his

time has been spent observing Middle School classes, though he has also had frequent opportunity to talk about the Bible with students in Middle School religion classes.

In January, Mr. McGregor began helping with Middle School basketball, and student involvement in this intramural program showed a dramatic increase. Middle School Head Paul Killebrew explains that Mr. McGregor's early appearances in the Middle School were greeted with such interest that he had difficulty moving from room to room. While Mr. Killebrew explains that nobody is going to forget that Mr. McGregor is a celebrity, he hopes that students will accept their new instructor and coach as a person. Mr. Killebrew feels that McGregor is invaluable as an instructor in the Talk-II program, but adds, "I'm sure I'll get his autograph too, at some point."

Mr. McGregor plans to continue working at Gilman part-time and to take courses at Towson State University, as long as his free time will allow. He explains that his interest in Gilman is sincere, though he is not necessarily seeking to establish a permanent relationship with the school. He talks of other volunteer activities including social work and work with handicapped children. Mr. McGregor has enjoyed talking to Gilman students, but, while he seems willing to answer questions on any subject, he does not encourage sports-oriented questions. Yet, at an informal question-and-answer session with the third graders during a recent Lower appearance, the majority of questions dealt with sports. At the end of the 45-minute period, showing the trace of a smile, he suggested, "Now you all ought to have enough to write fifteen pages."



Mechanical Maintenance Staff: (l. to r.) J. Pula, J. James, G. Olivero, J. Hewlett, B. Olivero.

## Mechanical Maintenance Crew Improves School

by Danny Weintraub

The Mechanical Maintenance Staff may be the most unnoticed department at Gilman, but this is not because of a lack of achievement. This group is responsible for the upkeep of the school's facilities while also making the necessary structural improvements on campus. Extra responsibility is being given to the staff because of its fine work since last year.

George Olivero is the leader of the five-man crew. While this may seem like a small number of men, much is accomplished because they work hard and function well as a team. Although students have a long summer vacation, the Mechanical Maintenance Staff gets off only two weeks. The men work forty hours per week in the summer as well as during the school year.

Under Mr. Olivero are Robert Olivero, his younger brother and

electrical engineer; Joe Pula, the plumber; Joe James, the carpenter; and Jim Hewlett, the painter. Mr. James is the senior member, having worked here three years, while Mr. Pula has only been here since last March. Even though each of the men has a specialty, all of the bigger jobs are team efforts, and this versatility saves valuable time.

The staff is particularly proud of its accomplishments. When asked about recent projects, George Olivero immediately recalled remodeling Room 221, modifying the Computer Room, dividing the Business Office, and building the Middle School Computer Room. After a little pondering, he also remembered these completed projects: installing the pipe line across the fields, erecting the chains around the Science building, and putting the lights on the football scoreboard.

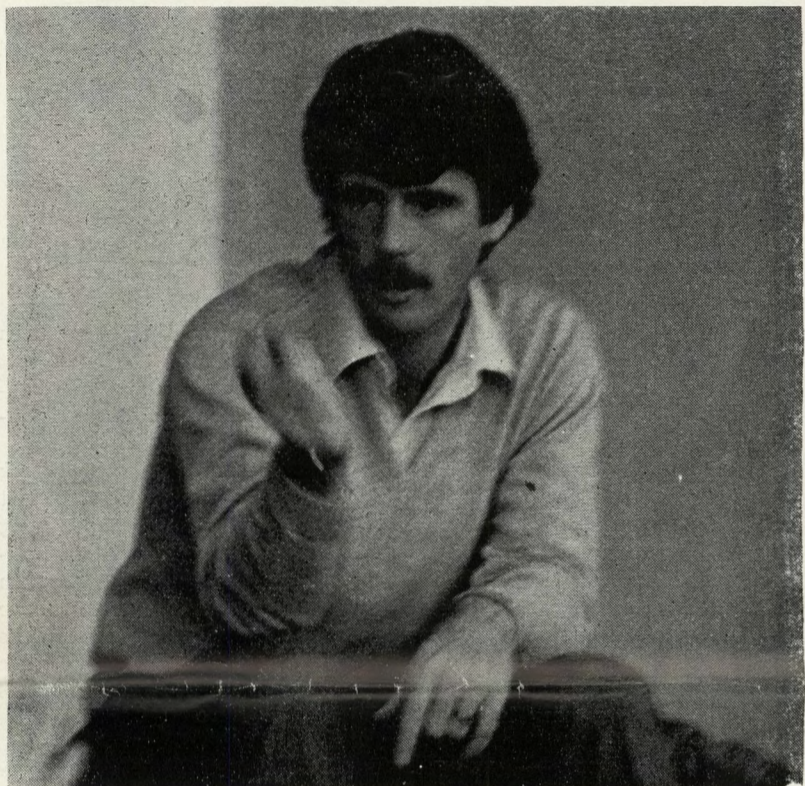
With Mr. Porter no longer in charge of erecting the Circus, the job has been given to the Mechanical Maintenance Staff. While it took three days for the men to take down the booths, Mr. Olivero stated that if the school allows him to use a new plan, he could assemble them in only one day.

In addition to the more noticeable changes the staff has made, it also maintains the existing facilities at Gilman. If there is ever any problem with plumbing, heating, or electricity, this group will fix it. Any broken articles of furniture are taken to them. Their shop, located where the junior room used to be, looks very much like the Industrial Arts room. With the excellent supplies and tools they have, nearly any job or situation can be handled.

Because of its excellent work, the group has been given added responsibility (the Circus, for example). Mr. Olivero stated that it "makes the men feel good that the school has shown confidence in our work by giving us the new assignments."

While the men work hard and long, they are still a happy group. They respect Mr. Olivero, and are able to work alongside him. The fact that they are hard-working and good-natured makes their jobs more pleasurable. All of them were quick to point out that the stu-

(Continued on Page 2)



Scott McGregor

## Trustees Oversee School Operation

by Tony Lazar

As the one governing body ultimately responsible for this school, the Gilman Trustees generally receive very little attention from the students. Yet the Trustees have a great personal interest in Gilman and its students, and they are intimately involved in the Gilman community.

The Gilman Trustees decide upon the fundamental philosophies of the school. They discuss questions regarding the school's purpose, as well as the education it provides and the role it plays in the community. In these discussions, the wishes and the requirements of the school's founders are carefully taken into consideration. In a sense, the Trustees maintain the traditions of the school and provide a certain continuity in school policy.

The most important task for the Gilman Trustees is the management of the school's finances. Currently, Gilman does not receive any government aid, a fact of which Mr. Finney is proud. "Gilman's financial independence is extremely important if the school is to remain free of government control," observes Mr. Finney. "Such government intervention could have a drastic and unfavorable effect on the school and the community."

Although the Administration makes up a preliminary budget, the full financial responsibility rests with the Trustees. Their decisions on spending, such as for improvements to the school and for financial aid to students, determine the effectiveness of the Gilman School as an independent cor-

poration. The Trustees also approve changes in faculty salaries and student tuitions, after carefully considering the impact such changes could have on the school.

The school's management is generally left to the Administration, which selects the curriculum of the specific departments and makes changes in the faculty. However, the Trustees periodically review the actions of the Administration and make recommendations to the Headmaster.

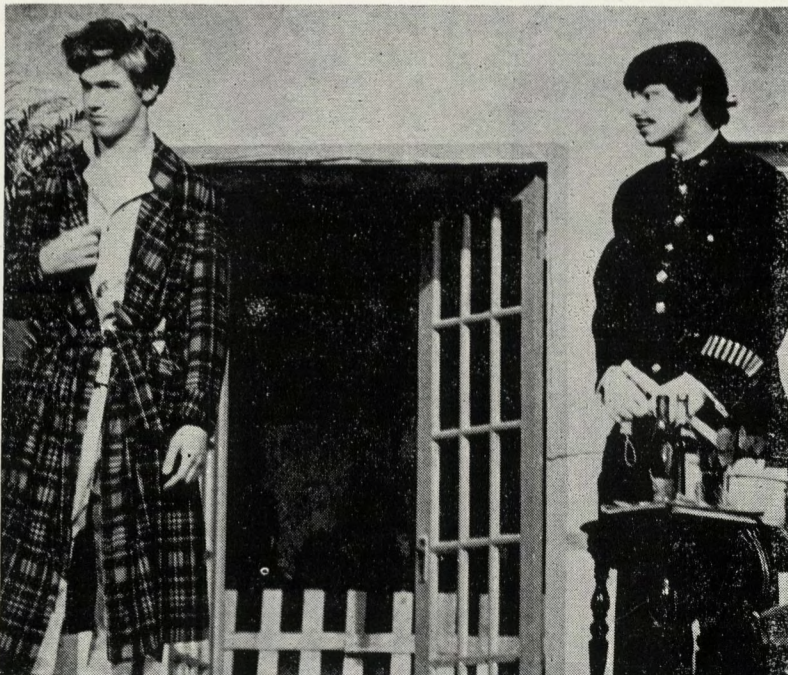
In addition, various Trustee committees and sub-committees oversee virtually every aspect of the school's operation. For example, the Athletics Committee reviews the school athletic programs and suggests changes and improvements to the full board.

The House and Grounds Committee periodically inspects maintenance procedures and requests funds from the Board for school upkeep, and the Financial Development Committee oversees all fund-raising, such as the Annual Giving campaign.

The full Board of Trustees meets only in October, January, April, and June. It is composed of thirty-one members, of which seven are representatives of the Alumni Association. The remaining twenty-four are divided into four classes, with one class being replaced each January.

In their respective occupations, the Trustees are among the influential people in Baltimore. Since their busy schedules leave little spare time, the Gilman community appreciates their valuable service.

## 'See How They Run' A Hit



The British comedy, *See How They Run*, written by Philip King, was presented on December 7 and 8 in the Alumni Auditorium as the Gilman-Bryn Mawr ninth and tenth grade play. The play's director, Betsy Leighton, is to be congratulated. The timing involved in the play's difficult slapstick humor was carried out with great success, and the result was an evening of fast-moving comedy. Harvey Peterson's interpretation of the scenery as well as Bob Bulkeley's work on the lighting added to the affect. *See How They Run* starred Gilman's Ron Creamer, Gino Freeman, John Hillman, Van Dorsey, and Wallace Simpson. Bryn Mawr's Lisa Davis, Liz Fortuin, and Mary-Ann Emerson played the female leads.

# PERSPECTIVE *a forum — editorials, commentaries, analysis*

## Mandatory Athletics

Few will disagree that Gilman has an excellent interscholastic sports program; however, many students have various complaints about having to participate in mandatory athletics. This editorial shall review some justifiable reasons for the opposition, and it will suggest some changes to the present system.

One reason people complain is that daily mandatory athletics takes up too much time. Athletics makes the school day last until 5:00 (just for intramurals), and by the time a student arrives home, there is little time left in the evening. Although athletics adds to the roundness of an education, it restricts the time a serious student can spend on academics, and it limits time in which a student can pursue Gilman extra-curricular activities or other interests.

Another complaint comes from people who generally dislike sports. Why should students not interested in athletics be forced to participate in them everyday? Certainly they need exercise and the aforementioned roundness of education, but since athletics, like extracurricular activities, are merely supplements to academics, students should not be forced to play daily sports any more than they should be forced to participate in daily dramatics or stamp collecting.

Another problem is a lack of morale in some of the intramural programs. This problem is faced mostly by students with the above problems, but more enthusiasm could be fostered by more attention and better equipment from the administration. It is difficult for the average intramural tennis player, who receives two balls per season, to feel as enthusiastic about sports as his better-equipped friend in Varsity Tennis.

Changes in the mandatory athletics system can be made so that they do not affect students who are satisfied with the present programs. Interscholastics should, of course, remain unchanged for those who desire daily, serious, and rigorous athletics. The change should come at the intramural level. Some sort of daily intramural sports should be offered for students who wish daily, but less competitive sports. For those students who do not wish to devote a great amount of time to athletics, some intramural programs could be offered three days per cycle, or perhaps an exercise program could be instituted a few days a week either during the athletics period or during periods worked into the students' schedules. This system, which seems to work at Bryn Mawr, should not be difficult to develop at Gilman.

## Ranking System

The end of the first semester brings for Seniors the last grades that colleges use in the admissions process. These are important numbers, but more important is another number . . . the class rank, which is determined by a computer program after the grades are in. The program is far from fair; the ranking system is far from perfect, yet *the number* is assumed to be the precise standing of a student among his peers.

Hundredths of percentage points can determine the "better student." This is absurd in light of the major inconsistencies of the grading and ranking processes. It is not possible to account for the differences among teacher's grading severity or the varying degrees of difficulty of courses. The ranking system does attempt to adjust a student's Quality-Point Index (*the number*) for the number of courses being taken, and in most cases for honors courses, but this has been mis-used. For example, all lab sciences are classified "honors" because the course meets six times a week. The real honors science course (the sequential program) are treated the same way by the ranking computer even though they are tougher courses. In our fiercely competitive environment, few complete the three-year sequential program because the sacrifice of grades and class rank is too great.

Many students have found that the way to a strong class rank is to take a lot of easy courses, or worse yet, courses below their level. In these cases, the school is failing to educate. The student who takes Sequential Biology must be smart, but he also must be either unusually dedicated or a bit foolish. The student who gets high grades in a lot of easy courses should not be ranked on the same basis as the student who gets good grades in challenging courses. No arbitrary computer program can fairly compare these students, and the school should not pretend that it can. A class rank is at best a ballpark figure; it should be supplied as such.

## Rock Bounces Back

by Jamey Hebb

As summer drew to a close, the record world was a dismal scene indeed. Sales had been so low that another price hike was needed for many companies to keep their heads above water. Along with the record prices, concert tickets became more expensive.

An explosion in music—a revitalizing of sorts—was needed and everybody knew it. Ironically "The Who" came out with a hit single aptly entitled *Rock Is Dead*. The giants began to rumble over the stark reality of the song and, slowly, things began to happen.

The spark needed to be ignited by a giant, and "Led Zeppelin" fit the role perfectly. No one had heard from Zeppelin since the release of their *Presence*, almost four years ago. Where was the band that defined rock and roll for a generation? They were creating their newest gem, *In Through the Out Door*, and it sparkles brilliantly. *I.T.T.O.D.* is not only an album filled with great music; it also represents a new creative stage for "Led Zeppelin."

The band has aged, and with age, become a more slow, mellow group. The electrifying symbolic guitar riffs of Jimmy Page have all but disappeared, surfacing only once—during the album's first cut, *In The Evening*. Page still has the ability, no doubt, but the riffs don't fit *I.T.T.O.D.*'s style. Robert Plant no longer strains his voice to a near glass-shattering decibel; he merely flows smoothly along with everything else.

Zeppelin's two other members emerge on this album with new heights of extraordinary talent. Drummer John Bonham has significantly improved in interpreting the songs and molding his style around them, creating a sublime and truly effective performance. Bonham's best work is on the soft, melodious *All My Love*. Bassist John Paul Jones shows power and prowess on the keyboards, especially on *Fool in the Rain*, the longest cut on the album. This critic's favorite song on the album is *Hot Dog*, a fast and catchy tune that highlights the band as a cohesive and skillful rock outfit—the basic idea behind any song.

The album's most beautiful aspect is that it proved to everybody, most importantly to the band, that a dormant giant can always come back and knock everyone out. Nine days after release, *I.T.T.O.D.* became number one on the charts.

When Warner Brothers Records announced plans for a 3.5 million dollar promotion campaign for the new "Fleetwood Mac" album, *Tusk*, many fans (including myself) eagerly anticipated its release. I was still listening to their 1976 *Rumours* album and had awaited *Tusk* for a long time. Warner Brothers has blown a lot of money on what could have been a blockbuster. The title song is unusual, but I've grown into it and honestly can appreciate it. The rest of this two-disc set is truly pathetic. I view the mistake as that of "Fleetwood Mac's" producer who should have taken all of *Tusk's* strong material and put it on one disc. A mint would have been made.

Not that *Tusk* is not a "success," debuting at number three on the charts is no joke, but I feel a quick number-one would have been effected with a one-record package. The band is still strong, and they appeal to millions. If you love "Fleetwood Mac," buy *Tusk*. If



you're merely an interested fan, do as I do—keep listening to *Rumours* . . . and waiting.

In 1976 the "Eagles" came out with a hit album of soft rock called *Hotel California*. The album depicted various aspects of life on the west coast, and it sold millions. The "Eagles" have wisely made the choice not to tamper with a winning formula, and have created a classic album, *The Long Run*. The group shows that the route to success may be a long run, but by being tight-knit and working hard you can be successful.

*The Long Run* features the "Eagles" not as high-strung individuals, but as a loose and deadly efficient unit that will blow anybody off the stage if it wants to. The album is one with which all members are completely satisfied—a real rarity today in music. The Eagles are composed of vocalist-drummer Don Henley, keyboardist Glenn Frey, bassist Tim Schmit, and superstar guitarists Joe Walsh and Don Felder.

*The Long Run's* title song opens the album with a feeling of triumph and the song "Sad Cafe"

closes it with a feeling of guilt. In between is some of the finest soft rock music ever recorded, portraying all emotions, defining the adjective "classic."

In my opening, I mentioned *Rock Is Dead* by "The Who." The last three words of this song are "Long Live Rock," a small note of optimism. We are fortunate that in these recent months, artists have come up with good works. Be grateful to them for keeping alive such an important part of today's culture.

## Maintenance

(Continued from Page 1)

dents and teachers have been very cooperative and are willing to lend a hand if needed. Mr. Olivero said this is the best job he has ever had because of the people here.

The Mechanical Maintenance Staff does a good job of keeping the facilities at Gilman running smoothly while also making the needed improvements. The next time you see a change on campus, don't just comment that you've never noticed it before, think about how it came about.

## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

Vol. LXXIX, No. 5

February 19, 1980

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## Athletic Budget Revealed

by Steve Belgrad

Each afternoon Middle and Upper School students go over to the gym for an hour or more of athletics. They receive clean socks, jocks, and towels daily. In addition, they get practice and game uniforms. Braces, tape, and other equipment are also supplied. When teams travel away, as they do an average of once a week, transportation is also provided.

These services seem like little ones when taken separately, but they all add up to an operating cost of \$57,275 for the athletic department not including salaries, heating expenses or pool maintenance. About 70 to 75 percent of the money is spent on Upper School athletics. Even such things as the awards will cost up to \$2,400 before the year is out, and the tape, needed to support vulnerable areas on the athletes takes as much as \$3,000 from the budget.

The money which supports the athletic program comes from two sources. Approximately \$26,000 comes from general school funds. This money is spent on travel expenses, tape, awards, supplies and other miscellaneous items. The administration feels that it is unfair to charge these general services to the athletes directly.

The remaining \$31,000 is collected in rental fees apportioned according to the sport. These fees pay for washing clothes and for buying new equipment and clothing. The rental is loosely determined by Mr. Sotir based on both longevity and cost of equipment and a general estimation of what services are rendered to those taking the sport in question.

For instance, if a football helmet costs \$50 and can be used for eight seasons, the rental fee would be about six dollars per season for that helmet. When all the football equipment is considered, the rental fee for football comes to \$33 a season. Varsity soccer costs \$26 and intramurals cost \$14. Although Mr. Sotir acknowledges that students taking intramurals rather than football do not get half the equipment and services for the price, he says that he tries to break up the costs as fairly as possible, but that interscholastic teams "should not have to bear the brunt of the whole program."

According to Mr. Sotir, the alternative to the present system of billing would be for each student to pay an additional blanket fee added into the tuition with no consideration given to the sport the student takes.



Each year, several outstanding players are chosen by area newspapers from the city-wide Varsity football teams. This year, Gilman was honored to have seven players from a team of thirty-nine made All-Metro. First team All-Metro included Steve Plunkert, Todd Stokes, and Del Dressel. Plunkert was chosen to start both ways, and both he and Mark Licht were nominated for All-American high-school athletes. All-Metro second teamers were Mark Licht, Tom Scott, and Latty Naylor; Phil Carroll was given honorable mention. Pictured above are the players who were present in Chapel on the sixth of February: Stokes, Licht, and Plunkert.

## Students Institute New Clubs

### Ski

Twenty-five members in the Upper School are currently members of the Ski Club, which is now in its first year. Among the activities planned by President Will Griffith are a free trip to Oregon Ridge when there is a sufficient amount of snow, and an excursion to Killington, Vermont.

With twenty-five members in only its first year, all indications are that the Ski Club has a promising future at Gilman.

### Radio Control

Gilman's newest club, the Radio Controller's Club, is beginning its activities this spring. The club is open to anyone who is interested in radio-control, and who owns a radio-controlled plane, car, or boat. Meetings are scheduled for the eighth period, and the Gilman fields will be used to operate the radio-controlled planes. A trip to Oregon Ridge for glider flying is planned for later in the spring.

Interested students should contact freshman Neil Mcaslan or Mr. Dean Weller, the clubs faculty adviser.

### Sailing

by Ron Creamer

Have you noticed a peculiar emptiness in life lately? Many students had expressed an acute feeling of boredom, beginning, coincidentally, with the start of the school year. They needed to experience something daring, pitting man against nature in an exhilarating struggle for grace and speed. Seniors Mark Hillman, Bill Trimble, and Will Griffith decided to spearhead an effort to fill the gnawing void. Their answer—a promising new activity called the Sailing Club.

The emphasis of this club is on the instruction of its members, be they beginners or experts, in the art of staying afloat. Winter presents an obvious hindrance to the sport; nevertheless, planning sessions are being held regularly. A film is scheduled for chapel some time during the winter, followed by several day trips in the spring. All this will culminate in a spring cruise.

Students with their own sailboats are encouraged to come out and improve their skills, but boats are not a requirement. In addition

## Viewpoint: Jeremy Nichols

*Mr. Jeremy Nichols is at Gilman this year as part of a teacher-exchange with the Eton School in England. Mr. Cary Woodward is teaching at Eton this year as the other half of the exchange.*

I am flattered to be given space in such a revered forum and indeed to think that some people in the U.S. should be interested in the cobwebbed and crumbling institution of an academy in a tiny far-away corner of the globe—a nation who for the last few decades has been like an aging Eddie Murray in his last 21 times at bat. (But then, everyone is always kind to, and indulges a toothless and flea-ridden, sleeping old pet in the house.)

Unfortunately, I wasn't at J. P. Sarbanes' illuminating and swinging indictment of England and St. Edward's (all of us rowdy drunkards living in claustrophobic flea-pits with not a thought for any active exertion either physical or mental?), but I, of course, immediately cast around frantically for what he'd missed what had obscured the truth, how to account for his pejorative of my country; after much fruitless soul-searching and cheap grumbles (what can you absorb or understand in six short weeks?)—answer: if you're the shrewd and perspicacious (though puritanical?) J.P., actually quite a lot, it would seem!), I came up with some futile and probably spurious notions like "age and tradition," "it's worked for so long," "Magna Carta 'n all that"; but it wouldn't do.

Age is all very well, but it can't be an end in itself. How does the school measure up in a modern world which is certainly no respecter of anachronisms, nor of mere age in buildings nor persons? I have also to say that, though I respect and admire St. Edward's hugely in many ways, Eton is obviously more demanding, efficient, and, paradoxically in view of its age, more modern.

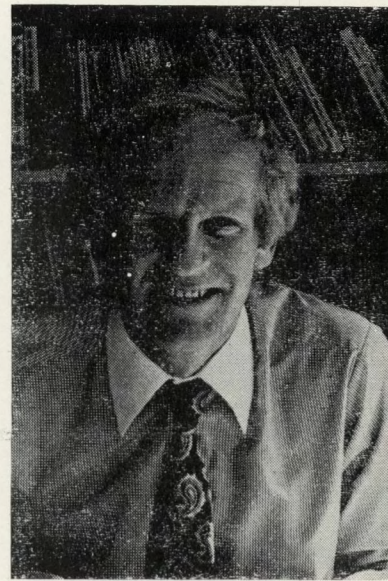
J.P. is certainly right in his perception of the main difference between Gilman and St. Edward's as being the difference between a day school and a boarding one; this exactly mirrors my initial and subsequent impression. In many ways, the strengths and weaknesses of both schools stem exactly from this

marked difference in character. For instance: Eton is large for a boarding school, 1304 boys aged 13 to 18 who are divided into 25 houses, one of which is College where the Scholars board and which constitutes the link with the original foundation of 1440 (King Henry VI). So there have to be many more actual buildings to accommodate them, playing fields to exercise them, and classrooms to teach them in; the campus is, therefore, a great deal bigger. The size of the school also makes it a little impersonal and difficult to identify with the whole, so the emphasis naturally falls on the smaller unit of the House. This, then, becomes the working unit and the channel for all the fervour and pride that is quite rightly directed here to the school.

Each house will put on a play besides the school productions; each house will have its team in the various internal sporting competitions (which are probably as keenly contested as any McDonogh game!); each house will have a Tutor who, for many, figures far more largely in the students' lives than the rather remote Head Master; each has its matron, called a 'Dame,' who supervises the medical care, the diet, the cleaning, and, often contributes enormously to the spirit and atmosphere of the individual houses. Every boy has his own bed/sitting room which is his own domain decorated in the way he wishes (subject to local rules, parental pressures, etc. which means that, often, the outcome is a pretty anemic shadow of his original conception!). This very much throws a student into a self-awareness and dependency; he has, for instance, to organise his own time in fulfilling work-assignments and choosing how to spend his time within the week. It also means for extremely strong and enduring friendships within the close unity of the house.

The whole house is run on a hierarchical basis, with the senior boys taking large responsibility for order and discipline and the younger boys performing the tasks that would be done here by the 'work force. With increased seniority and responsibility, there comes concomitant privileges and trust. It all sounds quite odd and wierd, when set down in black and white, but all one can say is that it works and WMCW's comment in a recent letter was:

"I am very impressed with the house system, and it seems to me that the Head Master makes no more crucial decision than who will be House Masters. It seems to me that the combination of House Master and Tutor looking after each boy is wonderful." Certainly, it was for a number of distinguished Old Boys (alumni): the Duke of Wellington, 19 other Prime Ministers including Walpole, Pitt the Elder, and down through the ages to Sir Harold Macmillan and Douglas-Home. There have been writers, too: Gray, Shelley (who was pretty unhappy!), Fielding, Aldous Huxley, and George Orwell (Eric Blair). Keynes, the economist, Sir Humphrey Gilbert, who founded the colony of Newfoundland, and Captain Oates of Scott's fateful South Pole expedition were also educated at Eton, as was Robert



Boyle, the great scientist. A signatory of the Declaration of Independence, Thomas Lynch of South Carolina, was there, and, to show the breadth of education offered, Sir Frances Verney, a Barbary pirate, and Greenhall, who was hanged as a highwayman, also had their schooling at Eton.

The Tutor is a member of the faculty who has been chosen by the student as his academic and cultural (and in some cases moral) mentor and adviser. The system and relationship is a lot like the adviser/advisee one but in fact—and this, obviously, on my limited grounds for judgment—foregoes a very much closer union, and, ideally, friendship. There are from 2 to 3 sessions per week between a Tutor and his pupils formally set aside (they meet in the Tutor's own house in groups of about five) when anything from quite formal teaching to slide-shows, record-playing, looking at pictures, quizzes, and sometimes just chat on a general or gossip level is done. It is in this small comfortable and less formal but intense forum that I feel the best 'teaching' is done, and this, along with the very wide facilities offered in such a large school, together with the students having their own rooms is what I think, most valuable about the school.

So, yes, obviously I do believe in what the school sets out to do and that it goes some way to accomplishing its goals in a modern world. But, equally, my family and I are most excited to be here in the New World, in a beautiful state like Maryland, in a resurgent city like Baltimore, and in Gilman, especially, with its fine blend of spirit and heart, fervour and friendliness, energy and euphoria, razzmatazz and rigour, David and Goliath, and if I have missed the society meetings and the cultural activities, the school expeditions to museums and theatres, which are feasible in a boarding establishment, I do look forward to the plays and Mr. Merrill's concerts in the weeks to come.

As a postscript, Eton has its student club and bar, but it is reserved for the senior boys who guard its pleasures and privileges most jealously; it, therefore, seems to work in the best way possible: through a sensible and mature peer awareness.

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# MSSEC Evaluates School

by Bobby Blue

The 1979-80 school year marks Gilman's participation in a self-evaluation process directed by the Middle States Self-Evaluation Committee (MSSEC), which is under the auspices of the National Study of School Evaluation. By means of a thorough examination of all aspects of Gilman by committees from the school community and visiting committees from MSSEC, the evaluation will reveal weaknesses that can be corrected by the school.

Gilman has participated in the accrediting process since 1936, but no other evaluation has ever been as detailed and as extensive as the 79-80 evaluation. In previous years, the Self-Evaluation Committee was only concerned that the secondary schools met their minimum standards. Now, however, a more detailed process is requested so that schools can fulfill their potential. Gilman's last self-evaluation in 1969 (Gilman is accredited every ten years) was not as refined as is the 79-80, and it is evident that it was not done carefully. Because of the death of Mr. Reese, records of the '69 evaluation are not available. It is known, however, that the MSSEC did have some relevant criticism and that most suggested questions were rightly accepted.

It is made clear in the *Evaluative Criteria* instructions (sent by MSSEC) that the 79-80 evaluation should be "based on the principle that a school should be judged in terms of what it is striving to achieve (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students enrolled and the community it serves." Thus, the "School and Community" and "Philosophy and Objectives" are the two basic sections upon which the evaluation rests. Upper School Headmaster Timothy Callard states that these two committees act as "reference points."

The other aspects of the school which are being evaluated by respective committees are the Educational Program, Student Activities Program, Media Services, Student Service, School Facilities, Emerging and Unique Programs, and School Staff and Administration. The Individual Committees, who consist of faculty, students, and parents were selected by Messrs. Callard and Finney in conjunction with the individual's interests.

The general function of all committees is to: 1) examine the guiding principles critically and make any modifications that seem desirable, 2) collect all data, exhibits, and explanations required for the area, 3) mark each checklist item, 4) rate each evaluation with a

number that is judged to be correct, and 5) report the results to the entire faculty for modification or approval." Committees are now in the process of completing steps 1-3. Step 4 involves discretionary action that needs to be further examined. Each aspect of the respective fields to be evaluated is to be rated by the following number system:

- 5=Excellent—best possible
- 4=Good—but not the best
- 3=Fair—barely sufficient
- 2=Poor—improvement needed
- 1=Missing but needed
- na=Not applicable

Each evaluator is asked to make a judgment based on his previous professional experience as to the extent to which provisions exist and the adequacy with which they are functioning. After the ratings have been made, the committees will present their findings to the entire faculty for modification or approval. This last step should be completed by the end of the school year. On October 15, 16, and 17, a Visiting Committee from the MSSEC will evaluate Gilman from its own perspective. It is hoped that the Visiting Committee will expose weaknesses that might otherwise be overlooked by the com-

mittee. The visiting committee will then "prepare a final written report which when approved by the entire committee, will be included in the final written report to the school."

Following the reception of the final written report, the faculty and administration will divide the recommendations into those that require immediate action and those that can be postponed. The Board of Trustees will attend to the recommendations that require immediate action so that the weak areas can be improved.

Gilman can only benefit from its participation in this type of self-evaluation. The most important aspects of the school are surveyed, and improvements in these areas will be most beneficial. Mr. Callard feels strongly about such an evaluation, for he states, "Every institution should have one." When asked about the value of self-evaluation, Mr. Callard responded, "The self-evaluation process provides a tremendous opportunity for the entire school community to stop and get a clear sense of the priorities and the needs of Gilman, and to act on them." With the work done in the 79-80 evaluation, it is hoped that a decade from now Gilman will be a better school.

## 'Dark Of The Moon' Opens March 7

by Ned Gutman

Among the activities coming before the only too distant spring vacation is the annual senior play. The Dramatics Associations from Bryn Mawr and Gilman are presenting *Dark of the Moon*, a 1945 Broadway hit written by Howard Richardson and William Berney. Experienced director Josh Shoemaker from our sister school has the task of directing twenty-three rowdy teenagers in this year's production.

The setting for the play is the Smoky Mountains in the early 20th century. Jeff Hettleman plays the witch boy John, who has fallen in love with a mortal, Barbara Allen, played by Paula Fleisher. He arranges to be made into a human in order to marry her. However, John must make sure that Barbara stays faithful for one year. If she is unloyal during this interval, John will become a witch once again.

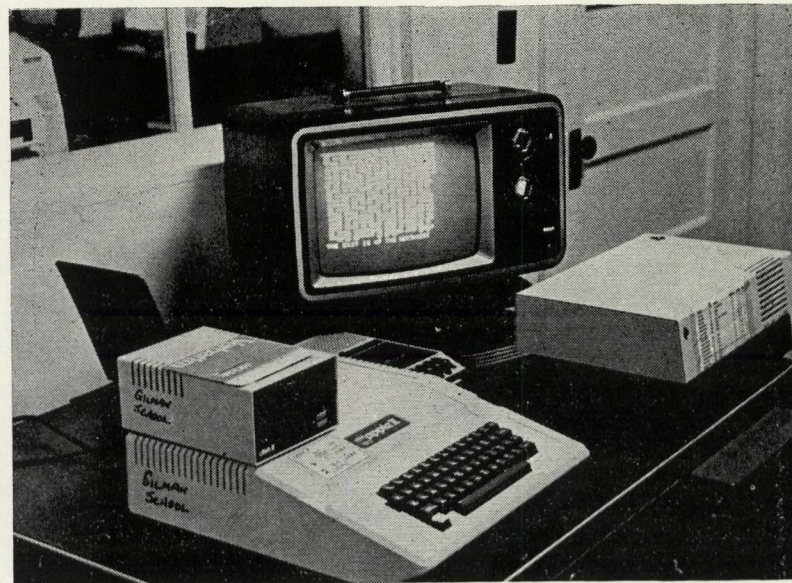
Once human, John does not have an easy time. His attitudes, conduct, and lack of religious background cause concern among all the towns people. But he manages to use his magical talents to his benefit as he marries Barbara. Problems ensue, as Barbara bears a monster-child, and John's identity becomes evident. All of these fac-

tors lead to the tragedy of the final scene.

Although the play needs nothing more than this exciting plot, there are many funny moments. Hillbilly dialect and frequent singing should add to the audience's enjoyment.

Rounding out the cast from Bryn Mawr are Elisabeth Long, Harper Alexander, and Elizabeth Fortuin, all of whom play witches. Pat McMillan is the town gossip and Mary Ann Emerson, who was stupendous in *See How They Run*, performed earlier this year, plays an obnoxious girl whose mother is played by Karin Molliver. Maija Burns, Joanna Cowie, Mimi Gatchel, and Ida Wagman also represent Bryn Mawr in this year's play.

Gilman's own Alan Macksey will play Barbara's father, and Grant Cochran will surely have a lot of



The Apple II Computer.

## Computer Facilities Branch Out With Apple

by Danny Rosenblatt

Computer facilities at Gilman have come a long way in the past year. The room that once housed only Huey, the old mainstay of the computer program, now has five independent minicomputers instead. But how and why did this transformation take place?

According to Mr. E. Thompson,

head of computer development, the old Hewlett Packard unit was rapidly becoming outmoded and too costly to operate. Smaller, more efficient OSI mini-computers were chosen to replace it. These machines are faster and more reliable than Huey was. With five machines, the computer center can handle five people at a time, compared to Huey's single operator capability.

Besides expanding the computer facilities, Mr. Thompson has embarked on a program to expand computer usage as well. This program began over the summer with a computer institute for school teachers from grades 3 to 12. The idea of the institute was to educate teachers in the use of microcomputers in classroom situations. They used the new computers for the first time, and by the end of the four week session, everyone had written at least one program geared for use in his particular field of education.

In August, carrels designed especially for the new computers were constructed in the computer room by the Gilman maintenance staff. By the time school opened, the new system was set up and ready for use. All that was needed were the students to operate the computers.

Mr. Thompson decided that the best way to increase the number of computer devotees in the school was through the Computer Club. The Club is set up so that those who are already proficient in computer programming can teach less knowledgeable students who are interested in learning. At present there are about 20 active members in the club, and Mr. Thompson stresses that anyone interested in learning more about computers should talk to Chris Hoen-Saric for information. Mr. Thompson is looking for a nucleus of trained students large enough to help educate the student body in computer programming, and responsible enough to take proper care of the computer room.

In addition to the facilities in the computer room, the school is experimenting with the idea of sending computers into individual classrooms. This is done periodically, but the transportation of machines to and from classrooms makes more frequent class use of computers difficult.

In a world where computers are playing a greater role in day to day life, it is essential that everyone has some knowledge of them. Mr. Thompson takes the challenge of educating students in computer programming very seriously. He would like nothing better than to find computer facilities overloaded by increased student use, and, he hastens to add, "The time and support to cope with the problem."

### Coming Next Issue:

Winter Sports Wrap-Up  
RPCS Coordination  
Draft Registration  
Human Relations Program  
Drug Program Evaluation

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# THE NEWS

Vol. LXXIX, No. 6

GILMAN SCHOOL—BALTIMORE, MD.

March 13, 1980

## Few Students Register To Vote: Many Eligible For Md. Primary

by Hans Miller

If you were born on or before November 4, 1962, you are eligible to vote in both the Maryland Primary on May 13 and the General Election on Tuesday, November 4. Over 94% of this year's senior class (87 students) are eligible; however, only 3% were registered by press time.

In a recent random poll of 20% of the eligible seniors, over 85% said they planned to register in time for the primary. When asked probable party affiliation, a resounding 68% classified themselves as Republicans. Those preferring the Democratic party numbered only 27% while Independents trailed with 5%.

An interesting note on party affiliations is that 57% of those polled picked the same party as their parents, while 28% chose the opposite party. The final 14% fell into the category of having either a parent in each party or parents that were unregistered. When asked why they wanted to belong to their respective parties, everyone cited either historic or economic reasons.

Of the Democrats polled, half wanted incumbent President Jimmy Carter while the other half was undecided. No one expressed a preference for either Massachusetts Senator Edward M. Kennedy or California Governor Edmund G. Brown, Jr. 100% of Democrats said that, regardless of whom they supported, they felt President Carter would emerge victorious in the Maryland Primary.

On the Republican side, 44% supported former political utility man George Bush of Houston. Over 30% were undecided, with the remaining 20% of the vote being split between Illinois Congressman John B. Anderson, Senator Howard H. Baker, Jr. of Tennessee, and former Texas Governor John B. Connally. Surprisingly, of those Gilman students polled, none said that they supported former California Governor Ronald Reagan. Less surprising were the gooseeggs that Senator Robert Dole of Kansas and Illinois Representative Philip Crane received. When these same Republicans were asked who they thought would win, over 90% predicted Bush, with the rest uncertain as to the outcome of the election. It is important to note that this poll was taken the Friday before Reagan's landslide victory in the New Hampshire Primary.

The 15% of the eligible students who do not plan on voting gave a variety of reasons, ranging from interesting to absurd, for not registering. The more common reasons cited were laziness and not wanting to waste time. The more absurd reasons given included the totally erroneous idea that "I don't want to get drafted." Voter registration has absolutely nothing to do with President Carter's proposed draft registration.

Many people who are eligible do not realize it. One need not wait until turning 18 to register. In fact, the statewide deadline for registering is rapidly approaching.

Residents of Baltimore City can register simply by mailing in a postage-paid card available at any branch of the Enoch Pratt Free

Library. This card, which contains simple information such as name, address, date and place of birth, must be postmarked by April 14. One can also register in person at the People's Court Building at Fayette and Gay Streets.

Baltimore County residents can also register by mail, but in order to receive the proper forms one must call the Baltimore County Board of Election Supervisors at 665-6418. The Board will send a registration form similar to the city's to anyone who requests it. These completed forms must also be returned to the Board by April 14.

With registration as easy as it is, it is especially sad that so few students have registered. Gilman History teacher Nick Schloeder, who has been active in Maryland politics for many years, said of the low level of registration, "That's disappointing, sad, and very discouraging. I hope it's just that they have overlooked it." When asked to analyze the high percentage of those preferring the Republican

Party, he said, "That's surprisingly low for Gilman. A few years ago there was a poll where over 95% of the students were Republicans."

When asked what influence he felt youth had on the political system, he said, "The major influence is that they are election workers. They will do a lot of tough footwork, but they are not as much a special voting block as one would think." In analyzing the rest of the poll results, he felt that Brown should have at least been mentioned, but he was not surprised by Reagan's apparent lack of popularity. He added, "Bush is the establishment candidate, and after all, Gilman is an establishment school."

Historically, the 18 to 21 age group has had the lowest voter turn-out. It would seem more than a shame if this trend were to continue. The youth should not give this apathetic impression, especially during times of increased national problems that directly effect the lives of many of these people.

## Gilman Gets New Neighbor RPCS To Move In Fall

by Karl Boldt

For some time now, Roland Park Country School has been preparing to move to a new location just opposite Gilman. Despite some rumors to the contrary, RPCS is on schedule in its plans to transfer the Lower, Middle, and Upper schools to their new address at 5204 Roland Avenue by September. Roland Park's teams expect to use some of the new playing fields this spring.

The basic incentive for the move is a need for newer facilities and greater space, and it was decided that a change in location would be an economical solution, since the old buildings did not lend themselves to renovation. A new gymnasium, now half-built, and an academic building, three-quarters completed, are being constructed on the 22 acre lot. In order to help allay the cost of purchasing the new property and of building the new facilities, Roland Park's Capital Campaign has raised about 2.5 million dollars. The old campus is to become the site of a highrise and a care center for the elderly.



RPCS under construction.

At this time, neither Gilman nor Roland Park Country have any definite plans for coordinated courses or activities. However, both schools are receptive to the idea, and Gilman already has a precedent of admitting RPCS students for special courses, such as our advanced science classes, on a fee basis.

Gilman is showing its enthusiasm for the anticipated move in other ways than the administration's open-mindedness. A small informal poll revealed that most Gilman students were looking forward to having Roland Park Country School students for neighbors.

Most of the dissenting votes from the Gilman student body are caused by a concern that the change in location will magnify the already serious problems of parking space and traffic tie-ups. Mrs. Virginia Atkinson, RPCS's Director of Development, says that RPCS is aware of these problems and is working to prevent them. Adequate parking facilities for the entire school are planned to be constructed

## Bristow Replaces Sotir

by Randy Brown

After nine years as Athletic Director, Alex Sotir will soon be leaving Gilman School to join the business world with the William T. Burnett Company. As announced on February 14, he will be replaced by Sherman A. Bristow.

Mr. Bristow has been a member of the faculty since 1971. He teaches Upper School English, and is the Varsity Basketball coach. In addition, he has coached at various levels in baseball and football.

The void left by Mr. Sotir's departure is immense. The school is losing its Varsity Football coach, and with Mr. Bristow's new responsibilities, replacements must be found for the vacancies he is leaving in the football and baseball staffs, as well as in the English elective courses. The job of Athletic Director is described by Mr. Bristow as "incredible." His duties include coordinating the intramural and interscholastic programs for the Upper, Middle, and Lower Schools, and working with the Long-Range Planning Committee on such things as grounds and



Mr. Bristow

equipment. In addition, he will still teach 9th grade English and coach Varsity Basketball.

Mr. Bristow is very optimistic about the future. He plans to be a "student oriented Athletic Director." His objective is to "maintain the current combined strength in academics and athletics at Gilman." He plans to get feedback from the seniors and the Athletic Association on the intramural and interscholastic programs. By teaching in the morning and leaving his afternoons open to his athletic duties, he should be very accessible, and thus able to get things done. Presently, his first priority is to find a new head Football coach.

Mr. Finney, in his release to the faculty announcing Mr. Bristow's appointment, said, "Gilman is most fortunate to be able to appoint a person with Sherm's enthusiasm, leadership qualities, and background in athletics." The school would also like to thank Mr. Sotir for his nine years of dedication and achievement, and wish him the best of luck in the future.

on the campus itself, and the traffic problem will be addressed by a joint meeting of the various schools in the area. It is expected that any security problem, should one arise, will be dealt with by the administrators of the schools.

The girls themselves are evidently very anxious to move to their new location across from Gilman. As Mrs. Atkinson said, "We are counting the minutes to go."

## Human Relations Forum Offers Many Options

by Marc Edelson

In a recent chapel meeting, representatives of Gilman's Human Relations Committee announced their plans for a day-long forum concerning the role of the spectator in our society. Tentatively scheduled for March 28, this program will employ a format similar to that of last year's Holocaust program. The day's activities, beginning with a guest speaker, will include a final assembly at the day's end, in which the student body will express its thoughts and will ask questions.

The Human Relations Committee hopes to engage Dr. Hiltgunt Zassenhaus as guest speaker. Dr. Zassenhaus, who now practices internal medicine here in Baltimore, lived in Europe during World War II. Her book, entitled *Walls*, is the poignant account of a woman's resistance to Hitler's Third Reich. Autobiographical in nature, this work has received international acclaim and earned the author a 1974 Nobel Peace Prize nomination.

In addressing the group, the speaker will be accompanied by a panel whose duties will be primarily supervisory. Her address will

be followed immediately by a question and answer session, which in turn will be followed by the discussion groups previously mentioned. It is these discussion groups which are the center of this year's program. The committee has taken measures to organize the groups better and has encouraged students to assist in the fundamental planning of the discussion topics. Through such student input and advanced planning, the Human Relations Committee hopes to make the program a constructive and enjoyable experience for all people involved.

Time allotted for discussion has been divided into two periods, separated by a break at midday. Groups will be led by parents, as they were last year, and each student will attend two different discussions. The greatest variation from last year's procedure lies in the students' ability to choose what topics they wish to discuss. Based on suggestions made by the student body, the Human Relations Committee has prepared a series of subjects. From this group, the individual student will select his

(Continued on Page 3)

## Another Side

In a recent chapel, Mr. Finney commented that there were many talented boys at Gilman. He said that because of a lack of both self-discipline and a "push" from the school, some students were not realizing their talents.

To a certain extent these statements are true. It is essential that Gilman students develop a valuable sense of self-discipline, and some students unfortunately must rely on school pressure for their motivation to achieve.

But for a serious student, a "push" from the school may become pressure (in the form of homework, competition, college acceptance, and urgings from teachers) that overwhelms him. This pressure forces him to spend an over-burdening amount of time on academics, and because of the "push," the student is prevented from pursuing other interests and realizing his talents. Thus restrained, a student is left unsatisfied, and likewise if he actively pursues his interests, he is unsatisfied at having to sacrifice academics.

One often hears that one of the reasons for the large amount of homework at Gilman is to dissuade the student from watching television. It is unfortunate that the serious student who would use his time wisely suffers from this theory.

## Draft Analysis

It seems that everywhere I go these days a subject of heated debate is President Carter's latest defense proposal, that is, draft registration. There are those who see this as a precautionary move necessary to retard the sudden military surge of the Soviets in southwest Asia and others to whom it serves as another example of the President's willingness to sacrifice national interests for political ones. There is no doubt that Carter's popularity has increased tremendously since he adopted his new tough militant image. Only time will tell how beneficial this policy will be.

But, for the time being, let us examine what exactly President Carter's new proposal is. It is not a "draft" as we have come to know it, namely, the actual induction of eligible candidates into the armed forces, but rather the initial step in that direction. Mr. Carter has called for draft registration, a step that requires those 18 and 19 years of age to register with the Selective Service Board. Such a registration does not entail any physical commitment on the part of the registrant, and, therefore, by itself, is essentially harmless. Where the danger lies, however, is in the fact that, in the present explosive atmosphere, draft registration could lead this country to the brink of war. Certainly, during a wartime crisis, the chief-of-state should be granted certain powers, such as the capability to mobilize troops quickly. But, in peacetime, many feel it is not wise to place the president in a position where he could easily plunge the country into a major confrontation.

However, as I mentioned earlier, there are many who feel, in light of recent developments overseas, that the Soviet Union poses a serious threat to America's world interests as well as its national security. They would agree with Mr. Carter, who claims that draft registration will indicate to the Russians America's refusal to sit back and let Communism spread unchallenged. Yet, if you ask the same people who are so keen on draft registration, if they are eager to go to war with the Soviets, most of them would be forced to admit they are not ready to engage in such a confrontation, one that could quite possibly end humanity. Thus, we find that many of the pro-draft people seem to subscribe to the theory that one should talk loudly and carry a little stick. Unfortunately, in today's society, this type of policy might well lead to a major military clash. Regrettably, President Carter's call for draft registration has introduced a mood reminiscent of Cold War days. What the Soviets have done in southwest Asia is certainly reprehensible and a legitimate cause for alarm; however, their actions should be countered on a long-term basis, not with a hasty overreaction.

These opinions are merely that, opinions, and are presented primarily to inspire thought on the whole idea of draft registration. The *News* is eager to hear other views concerning this issue and would greatly appreciate any response.

—J. P. Sarbanes

## News Poll — The Draft

(Conducted by written questionnaire on February 21 and 22). One hundred Upper School students were randomly sampled; Fifty-one responded.

Do you support draft registration?	yes 65%	no 35%
If required to do so, would you register?	yes 82%	no 18%
Would you support a draft?	yes 48%	no 52%
If drafted, would you want to serve?	yes 44%	no 56%
Do you think women should be registered?	yes 80%	no 20%

## Bryn Mawr Offers Lectures

by Ned Gutman

A Continuing Education program at Bryn Mawr School has been in operation over the past six years. In the past, the courses offered were varied, but a majority were in the field of arts and crafts. However, this year, in addition to courses in calligraphy and stained glass, there will be a lecture series entitled: "Images of the Greek Way."

Bryn Mawr's first headmistress, (1896-1922), Edith Hamilton, was world-renowned for her scholarly translations of the foremost Greek playwrights. In addition, she was the author of two famous books, *The Greek Way* and *The Echo of Greece*. It is with Ms. Hamilton in mind that Bryn Mawr is presenting the aforementioned lecture series.

There will be five lectures, held at Bryn Mawr on Monday evenings

from 7:30 to 9:30, starting April 7. Giving the first lecture is Eleanor Bennett Clark, an alumna of B.M.S. She is presently an instructor of art and history at the Community College of Baltimore. She will discuss Greek art through the archaic, classical, late classical, and Hellenistic periods.

The following three lectures will be given by Ludlow Baldwin. Mr. Baldwin preceded Mr. Finney as headmaster, and he is a former instructor of ancient history and archaeology at both Gilman and the Community College of Baltimore. In his first speech, Mr. Baldwin will discuss the history and geography of Greece during the second millennium B.C.E. The following week's lecture is focused on the tragic fifth century of Athens. Mr. Baldwin's third lecture is entitled: "Greece as Phoenix, Circa 400-146 B.C.E."

The final lecture will be delivered by the present headmistress at Bryn Mawr, Mrs. Blair Stambaugh. She will present a talk on Greek literature from the Trojan War era to the Hellenistic period.

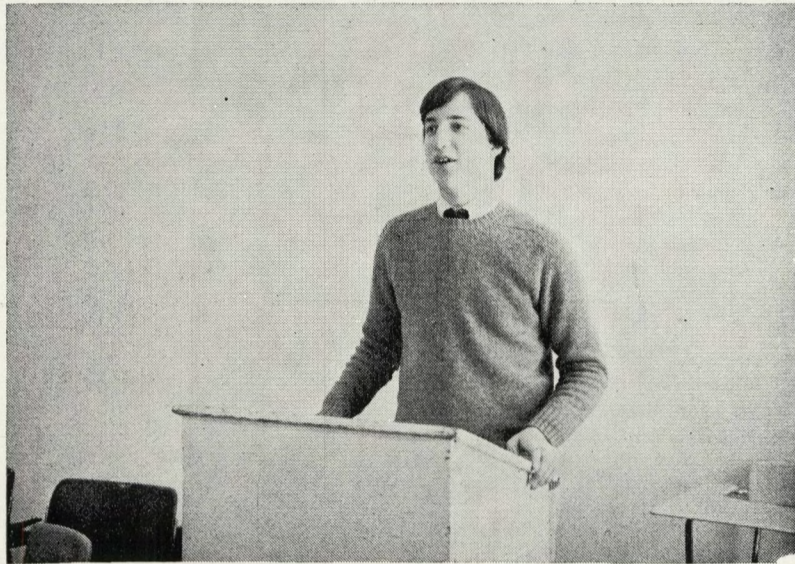
Following this series of lectures, another series in the same subject matter will be held at the Walters Art Gallery during the spring. The central topic to be discussed in this series is archaeological discoveries in Ancient Greece.

The Bryn Mawr series should prove to be very educational as well as entertaining. The five presentations are geared to those people who have some familiarity with ancient Greek culture, specifically an appreciation for the art, history, and literature of that period.

Even if ancient culture does not strike you as interesting, there are many other programs in this year's continuing education forum at Bryn Mawr. For example, a lecture series called, "Adolescence," will be delivered by Dr. Annie Bestebreurtje, B.M.S.'s physician, and should interest many people. She will comment on the stages of adolescence and the pressures accompanying them, in addition to adolescents' attitudes towards alcohol and drugs. Furthermore, there will be a C.P.R. course and a C.P.R. brush-up course.

The program is open to anyone interested, but registration is required. Most courses have fees. Whether your interest be classics or calligraphy, there is certainly a course worth your while.

## DEBATING CLUBS GO INTERSCHOLASTIC



Ken Saxon: Best Speaker, RPCS Debate.

by Tony Lazar

Over 100 girls from Roland Park Country School cheered at the top of their lungs. Several dozen Gilmanites cheered right back. On February 11, at RCPS, a most unusual debate was about to take place. The unusual topic was "Resolved: That A Woman's Place Is In The Home."

Gilman argued the affirmative. Team members Phil (MCP) Carroll, Ken Saxon, and Brad (YSL) Eisenberg faced a trio of RPCS debaters: Tiana Diaz, Debbie Wheeler and Jane Lee, Phyx president Jeff Salkin presided over the debate.

It was apparent right away that this debate, with its off-beat topic, would present a lively and humorous confrontation between the two teams. The audience responded with great enthusiasm to the subtle humor of the speeches.

Phil Carroll, renowned for his taste in ties and sports cars, argued with phenomenal sincerity that the woman's role as homemaker is "a fine tradition as old as the human race." Through the ages, argued Phil, the human race has found this to be most efficient. Ken Saxon then proceeded to show that a working mother may have a negative effect on her child by not devoting enough time to maternal care. Brad Eisenberg, of the theatrical school of debating, explored the social duties of women versus their personal interests.

The arguments from the RPCS team were also impressive. Tiana Diaz argued that with an abundance of free time, the modern woman must seek fulfillment outside the home. Debbie Wheeler stated that a woman must have a means of self-support in these uncertain times, and Jane Lee explored the maternal instincts of males and showed that the traditional gender roles may not be valid.

Gilman was declared the winner, both by a poll of the house and by the judges' unanimous decision. The judges voted Ken Saxon the best speaker, and Tiana Diaz was named second best. It was only appropriate that the Gilman team should present a bright red rose to each of the lovely RPCS debaters. Then again, Gilman has always carried on its debating with style.

The second interscholastic debate, held on February 21 with Friends School, had a markedly different tone. The more traditional

topic, "Resolved: That Technology Has Gone Too Far," as well as the more restrained audience, resulted in a serious and intense debate between two well-drilled teams. Gilman was represented by David Heller, Eric Alsrue, and Dan Cebra, while Friends was represented by Dave Stills, Rachael Carnell, and Dirk Stipple. Gilman was arguing the negative. Aeropagus president Paul Oursler presided, and Brad Eisenberg served as timekeeper.

The main argument of the Friends team was that man's scientific and technological knowledge has advanced at a much faster rate than his moral judiciousness; therefore, man finds himself increasingly unable to control his own inventions. The main argument from the Gilman side was that technological advances have greatly benefited mankind, and that our future lies in technological progress.

Friends won by a clear majority in the audience and by a unanimous decision by the judges. Best speaker was Dirk Stipple of Friends; second best was Eric Alsrue.

## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

Vol. LXXIX, No. 6

March 13, 1980

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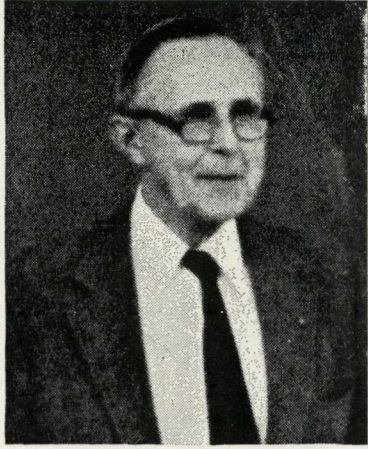
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Dr. Woodward

### Late Championship Results:

Varsity Basketball vs. Lutheran (best 2 out of 3)  
 Gilman 65 — Lutheran 40  
 Gilman 63 — Lutheran 38  
 J.V. Basketball vs. St. Paul's  
 Gilman 57 — St. Paul's 48

## Fresh-Soph Basketball

by Bobby Greenfeld

On Friday, Feb. 22, the Fresh-Soph Basketball team finished their 1980 season against Park. Although they won 69-37, this game did not seem to reflect the rest of the season, as the team ended with a 5-9 record.

The schedule included two games with each of the following teams: Loyola, John Carroll, Calvert Hall, Archbishop Curley, Mt. St. Joseph, Park School, and the Surveyor's Athletic Club. The team lost both Loyola games, 39-37 (the 1st game of the season) and 37-27. The Fresh-Soph beat John Carroll 36-31, but they lost 22-21 in the game played at Gilman. Archbishop Curley and Park were two weak teams, and the Greyhounds beat them in all four games by large margins. The games with the Surveyor's were a different story. In the first game, Gilman lost 31-30, and in the second contest, they lost by five points. Calvert Hall and Mt. St. Joe were even stronger teams. The first games with these teams were not played well by Gilman. However, the team had better performances during the second meetings with these teams, losing by only eight points in each case.

The players on the team were

### Human Relations

(Continued from Page 1)

preferred topics of discussion. Among these topics will be welfare, sexual responsibility of the unwed father, ERA, Cambodia, the Bakke case, peer pressure, and the Moscow Olympics.

Unlike last year's Holocaust program, this forum has been introduced to the student body and approved well in advance of its enactment. It is not meant to shock or astound, but to increase the student's awareness of his role as a spectator in this society.

guards: Kevin Holy, Jerome Hughes, Willie McDonald and Brian Doud; forwards: captain Alan Puckett, Bobby Greenfeld, and John Hendrickson; centers: Robbie deMuth, Charles White, and David Zura. Unfortunately, John Linehan and Eddie Villamater were injured early in the season, but Linehan stayed with the team as scorekeeper. The managers, who did an excellent job, were Kenny Brotman and Richard Gatchell.

The team played well throughout the season with Hughes leading the offensive, Holy shooting well from the outside, White and deMuth grabbing rebounds under the basket, and Doud playing excellent defense. One of the team's strengths was their depth with Puckett, Greenfeld, and Hendrickson pulling rebounds down, McDonald backing up at guard, and Zura playing well at center.

Even with all this ability, the team could not beat Calvert Hall, Loyola, or John Carroll, teams that the coach, Cliff Taggart, thought they might have beaten if they had had more experience.

Several accomplishments were made during the season. The team showed more aggressiveness toward the end of the season, and their performance improved. Also, they gained valuable competitive experience which will help them when they lead the Junior Varsity and Varsity teams in the next five years.

# Energy Conservation Appears Effective

by J. B. Howard

The alarming increases in the price of heating oil in recent years have hit Gilman hard and have forced the school to adopt a new sense of awareness concerning its use of energy. Next year, \$200,000 will be allotted for the school's energy needs, according to Mrs. Rosemarie Gambo, Gilman's business manager. The price per gallon of heating oil has gone from 45¢ last year to 85¢ this year, and it is projected that the school will be paying \$1.50 for a gallon of oil next year, even at the bulk rate at which Gilman purchases oil. Oil, however, is not the only expense of the fuel budget; this sum also includes gas and electric costs. Gas, which is less expensive than oil, is used to heat the Middle School and part of the gym.

There have been several efforts made this year to cut back energy costs, and most of these have been successful. One notable example is the installation of a new Lower School heating system, which is 75 percent more efficient than its outdated predecessor. New burners have been installed in some of the Upper School buildings. These burners, which are expensive capital investments, will eventually save

the school a great deal of money. Another idea was the installation of plexiglass casings over windows on the second and third floors of the main building. If this proves effective, Mrs. Gambo plans to use these windows in other parts of the school. Initial response to the windows has been promising; maintenance men recently turned down the radiators on the second and third floors because some students reported that they were too hot. Oil useage so far this winter has been down, but the mild weather has no doubt helped. Mrs. Gambo stresses the fact that energy conservation is an ongoing process and that improvements are made with an eye to the future.

In a recent chapel, Mrs. Gambo charged students to come up with suggestions for energy conservation. So far, few boys have contributed ideas, but those ideas have been helpful. Mrs. Gambo hoped to form a committee of students to deal with energy conservation, but there has been no response yet concerning such a committee. She emphasized the need for student input in this matter, saying that no suggestion is insignificant and that the suggestions so far have been "really impressive."

## Medical Lectures Given Here

by David Brecher

Dr. Theodore E. Woodward delivered medical lectures here on February 5 and 12. Dr. Woodward is the head of the Department of Medicine at the University of Maryland Hospital. Although some of the students seemed to have been freshmen who might have wanted to get out of the 8th period study hall, those who attended found it well worth their while.

Dr. Woodward's first lecture was "The Influence of Medical Illness on History." This lecture dealt with the history of typhus and how the disease has influenced history. Dr. Woodward presented many well supported examples. Typhus has wiped out Indian tribes, destroyed French armies, and killed at least 4000 American soldiers in the Revolutionary War.

The second presentation was on "Yellow Jacket: From Colonial America, Fells Point, to 1980." Here Dr. Woodward showed the process by which Yellow Fever was discovered, diagnosed, and prevented. He told of the epidemics that literally wiped out a third of Philadelphia in 1793 and a good many people at Fells Point in 1797. Dr. Woodward told of the slow process by which doctors learned to prevent Yellow Fever. Today there are no known cases of the disease.

In these two lectures, Dr. Woodward used graphic slide demonstration and followed a published booklet he had written on the two subjects. Both presentations were intriguing, and all who came learned a great deal.

# Glee Club Students To Participate In Concert

by Brian Lyles

Sixteen Gilman students are participating in a choral festival this spring. Following rehearsals on the 28th and 29th, students from Gilman, Park, Bryn Mawr, St. Paul's, Boys' Latin and Roland Park Country Schools will perform on Sunday, March 30, at the Park School auditorium.

Gilman's long list of experienced singers includes seniors Eric Alsrue, Owen Callard, Grant Cochran, Geoffrey Carey, Brad Eisenberg, Rob Haley, Bill Hall, Brian Lyles, Alan Macksey, and Paul Oursler; juniors Karl Boldt, Min Cho, and Randy Sesson; and sophomores John Hillman and Wallace Simpson.

Music teachers from the seven private schools are helping to formulate the event and will assist the students in preparation. Gilman Glee Club director John Merrill describes the festival as an opportunity for interested students to gain experience and enjoyment from working together, as in the dramatic productions and athletic events. Mrs. Jan Bishop from Park School is organizing this year's

event with the aid of Mr. Biff Fink from Roland Park and Mrs. Elizabeth Fink from Bryn Mawr.

This year's festival is an attempt to revive a similar arrangement tried several years ago, which ended because of organizational problems. It is hoped that this year's festival will start a tradition.

## NAIMUN Attends Conference

The Shoreham Americana Hotel in Washington recently hosted 15 Gilman and 20 Bryn Mawr students, along with thousands of others from across the nation for a four-day model United Nations program. This program, known as NAIMUN, is an effort on the part of Georgetown University to simulate the actual U.N. processes for high school students.

NAIMUN allows students from various schools to represent member nations of the U.N. Gilman sent delegations from Iraq and the Netherlands. Bryn Mawr's delegations represented Algeria, Indonesia, and Zambia. All of the delegations were split into four divisions: EcoSoc (the Economic and Social Council), the General Assembly, the Security Council, and

the International Court of Justice. The Gilman and Bryn Mawr students worked primarily as part of Eco-Soc; Zambia, the exception, was on the Security Council.

Each of the students belonged to one committee, either Natural Resources, Transnational Corporations, or human rights. These committees proposed resolutions which reached the main voting body on Sunday. The resolutions included such things as a condemnation of violations of national sovereignty and a recommendation for technological assistance to the underdeveloped nations.

All of the students involved learned a great deal about parliamentary procedure and the internal workings of the U.N. It was a most constructive experience, and it is to be hoped that Gilman will be invited back next year.

## JV Basketball Wins Title

For the second straight year, Gilman's Junior Varsity Basketball team captured its divisional championship. The team had a record of 15-3 with a league record of 13-1. These figures reflect its talent and determination.

The team consisted of Matt Atkinson, Scott Bortz, Jim Cook, Glen Grandea, Robby Glover, Eduardo Hernandez, Charley Price, Gary Rabb, Dave Reahl, Randy Sesson, Michael Sarbanes, and Chuck Wil-

der. Dave Raehl led the team in scoring followed closely by Gary Raab and Chuck Wilder. Rash, Atkinson, Bortz, and Sesson controlled the boards while Cook, Grandea and Sarbanes ran the offense.

With a hustling full-court press and a zone defense, the team often overcame bigger opponents. Defensive standouts were Chuck Wilder, Glen Grandea, and Jim Cook.

One of the team's strengths was their conditioning. The hot Green Room and Coach Smith's suicides whipped the team into shape. As a result, they rarely were outlasted during a game.

The J.V.'s 19-point victory over McDonogh was a fitting climax to the regular season. This season was highlighted by a win over John Carroll, a close loss to A Conference Poly and victories over Friends, Martin Spalding, and Boys' Latin. The team's goal, set at the beginning of the season, was to "go all the way." The players surprised everyone, including themselves, by reaching this goal. The J.V. has won its Division, with a victory in the championship game with St. Paul's and will be the B Conference Champions. See box on this page for championship results.

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## Individual Efforts Highlight Wrestling

The Gilman Varsity Wrestling Team finished this season with a moderately successful record of six wins and six losses. Suffering from injury and diminished participation, the team was left weak in several weight divisions.

After a tough quadrangular meet

at Germantown, Pa., the Greyhounds faced the top two area teams, Mt. St. Joe and St. Paul's with valiant yet losing efforts. Coach Ed Brown's grapplers easily handled Dunbar, Poly, and Walbrook before a one point loss to county powerhouse Bel Air. Victory returned as the Greyhounds

overpowered Loyola, yet was elusive in the meet against McDonogh. The Gilman wrestlers lost by three points. Overall, the Greyhounds finished third in the M.S.A. behind Mt. St. Joe and St. Pauls.

Gilman's strong performance in the MSA's should be accredited to outstanding individual efforts. Billy Marshall remained undefeated in dual meet competition and was a semi-finalist in the M.S.A. Individual Championships at 114 pounds. Other standouts include Dave Mason and Brian Hirsch in the 121-pound class, David Ritmiller in the 128-pound class, Charlie Eck, Dick Caspari, and M.S.A. finalist Steve Snyder.

A lack of wrestlers in the upper weight divisions resulted in various line-up changes. Eddie Dunn recovered from injury to win the 158-pound class in the M.S.A.'s while Sandy Brown, Hunt Brawley, and David Demuth competed effectively in the heavier weight divisions. Steve Plunkert is to be commended also for the spirit he displayed in wrestling in the unlimited class in his first year wrestling.

The J.V. Wrestling team, under the direction of Howard Knipp, finished well in M.S.A. competition, with only two losses to Mt. St. Joe and St. Pauls. Outstanding wrestlers, including Tom Fusting, Jeb Saunders, and Grif Evans gained invaluable experience which is certain to contribute to the varsity team of the future.

## JV Swimming Captures Fourth Straight Title

by Karl Boldt

The Junior Varsity swim team swept to its fourth consecutive conference championship. Now in its fourth year of existence, the J.V. defeated Poly and McDonogh to win the newly-created BB Conference title.

The team started off with a serious deficiency in experience, with a nucleus of 12 returning swimmers, of whom two would eventually be advanced to the Varsity. The balance of the team was fortunately supplied by a group of inexperienced freshmen, all of whom would end the season by exceeding everyone's estimations, including their own. Coach Brooks Ensor summed up the secret of the team's strength in saying, "We didn't have any superstars, but we filled out with a lot of depth." It was this depth that would enable the Greyhounds to out-swim both Poly and McDonogh.

Although many members of the squad had been helped in their conditioning by the Fall Water Polo swimming and weight program, the team had to train a lot harder during the season to accomplish its goal of winning the championship. Workouts, long distance sets, stroke work, sprints, and hypoxic training, would mold the J.V. team into eventual winners. Training equipment, like hand-paddles and kickboards, were used to develop a maximum of the swimmer's potential stamina and style. The workouts were then stepped up to twice a day, including weight training over the Christmas break. As one tri-captain said, "There was less fooling around in practice and more dedication which resulted in faster times."

Although the Junior Varsity swim team lost its first meet to A Conference Calvert Hall, this first display of the J.V.'s talent was encouraging. Nearly every swimmer on the squad who had previously raced a particular event set a new



Doug Hoffman passes off during Friends game.

## V. Basketball Wins MSA 'B' Championship

by Danny Weintraub

The Gilman and McDonogh basketball players are becoming accustomed to close games and division playoffs. As a result of McDonogh's three point win over Gilman in the final regular season game, a playoff was scheduled to determine who would play in the championship series. The Greyhounds won this playoff 56-54. They will play Lutheran in a best of three series to determine the winner of the B Conference Championship. For the first time in over a decade, Gilman could reign as bas-

ketball champs. With a 17-14 record, they have a good chance of being ranked in the area polls.

After a 2-2 start, the Greyhounds won nine straight games. The winning streak began when the team captured the Gilman Christmas Tournament over Towson, a perennial county power. This victory proved costly, however, for captain Tom Schermerhorn injured his shoulder and was unable to play for one month.

Following the Tournament, Gilman won six straight league games, defeating Boys' Latin, last year's B Conference Champions, and McDonogh. Doug Hoffman contributed to the McDonogh victory by sinking six free throws in the final quarter.

After the McDonogh game, Gilman lost a one point decision to A Conference Poly before winning five more league encounters. Finally the team went into the last of its regular season contests, playing against McDonogh, whom they led by one game in league standing. At half-time the Eagles had a four point lead. In the second half, the Greyhounds began to assert themselves and had a five point lead with two minutes left to play. However, McDonogh capitalized on several Gilman turnovers to capture the game.

Tom Schermerhorn has started at forward this season, along with Mark Carroll, who has improved his defense and rebounding. Ben McCoy, an intimidating force at center, is considered to be the best at his position in the B Conference. Stephon Jackson, the shooting guard, is the team's leading scorer, while Doug Hoffman, the point guard, leads in assists and minutes played. Jenkins Marshall has been a valuable and versatile sixth man, while Latty Naylor and Carl Etchison also have had considerable playing time.

Coaches Bristow and Schloeder have done an excellent job molding into victors a team that was not expected to do well at the beginning of the season. The squad has a great deal of depth, and this helped to offset several injuries. The team plays an exciting brand of basketball and has had a lot of support from its boisterous fans. Regardless of the outcome of the championship series, this has been a memorable season for Gilman basketball.

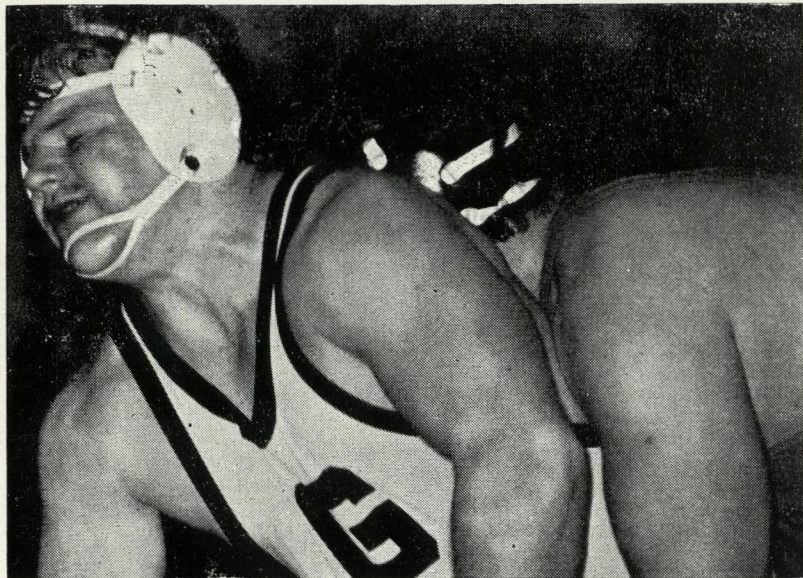
(See box on page 3 for championship results.)

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## V. Swimming Has Close Season

by Brendon O'Shea

Swimming has come a long way at Gilman in just four years, and this year's team is indicative of the kind of progress that has been made in this very short time. The time was in the new BB Conference, along with A Conference drop-out McDonogh, and an always tough Poly team.

The initial meeting of the BB Conference teams was at the first annual Gilman Invitational Relay Meet. The Gilman Varsity team won five of the six events and thus dominated the entire competition. The teams did not meet again until after Christmas vacation, during which time the Gilman team practiced twice a day, almost every day.

Gilman met Poly first after vacation and handled them with ease. Gilman met Poly again during the season, and the Greyhounds responded with another impressive win at home. A showdown between Gilman and arch-rival McDonogh was set for January 23, right in the heart of exam week for the Gilman swimmers. Gilman had a good chance to win this meet at home because the Gilman pool is six lanes, whereas McDonogh has a four lane pool. In a six lane pool, the depth of a team is more apparent. Everything went as planned for the Gilman swimmers until the backstroke event and a questionable call from the official. One of the officials claimed that a Gilman swimmer did an illegal flip turn, and eventually Gilman lost the meet.

All was not lost, however, because the Gilman team would get another shot at the tough McDonogh squad. On Feb. 13, the swimmers traveled to McDonogh for a meet that would not soon be forgotten. The two teams switched leads, time after

time, with neither team ever opening more than a two point lead. The noise level at the McDonogh pool was very high, and it kept rising throughout the meet. In the end, McDonogh edged out a 42-41 victory, much to the chagrin of all the Gilman swimmers who had worked so hard for a championship only to see it slip from their hands in the last two events.

The team was led by three outstanding swimmers, Christian Darby, Ransone Price, and Phil Gorman. Coach Jeff Christ relied on captains Brendan O'Shea and Storrs Hoen, as well as Mike Yeganeh, Ian Simpson, Tom Lietman, Alex White, Tom Randall, and Hal Burnett, for depth and for gathering the crucial second and third places.

At the MSA championship meet, Gilman finally triumphed over McDonogh, but by the virtue of the Eagles' two regular season victories, they were awarded the championship. The 324-322 Gilman victory proved meaningless. But it did give the swimmers a feeling of satisfaction. Even though Gilman won only two of the eleven events, the Gilman depth again showed through, as all but two swimmers made the finals. Individual winners were Junior Christian Darby in the 200 freestyle and Ransone Price in the 500 freestyle.

Coach Christ was extremely pleased with his team's performance throughout the year, especially at the second McDonogh meet. He said that the team's performance was superb, and he was even more pleased with the team's composure when they were handed a one-point loss. One can be sure that next year, with Gilman's top three—Darby, Price, and Gorman—returning, a championship is an excellent possibility.

THE GILMAN NEWS

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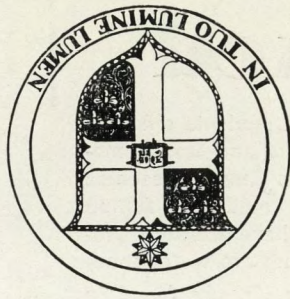
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## Prepscam Hits Gilman

by J. Edgar Hoover

Qesterday, FBI agents raided Gilman School and arrested several administrators, faculty members, and parents for participating in corrupt activities. In return for the bribes offered by several parents, the recipients were expected to pressure teachers to pass struggling students. Arrested were Upper School Head Timothy C. Callard, faculty members Nicholas Schloeder and Anton Vishio, and several parents.

The Prepscam investigation commenced two years ago as a result of the suspicions of Charles H. Pletcher, a former U.S. ambassador. Pletcher had been receiving "pressure from the top" to help one William C. Trimble III through Gilman and into Princeton. It is no coincidence that Trimble has been enrolled in six history courses taught by Mr. Pletcher over the past three years, including three this year alone.

After several years of declining influence over the Gilman administration, the conspirators arranged to import one of the most devious minds ever to plague the earth, that of Timothy C. Callard.

The Callard arrival at Gilman confirmed Pletcher's suspicions and forced him to call in Bill Boyd, a former FBI covert projectionist. Boyd, posing as a history teacher, embarked on a nine-month investigation into the so-called Prepscam case.

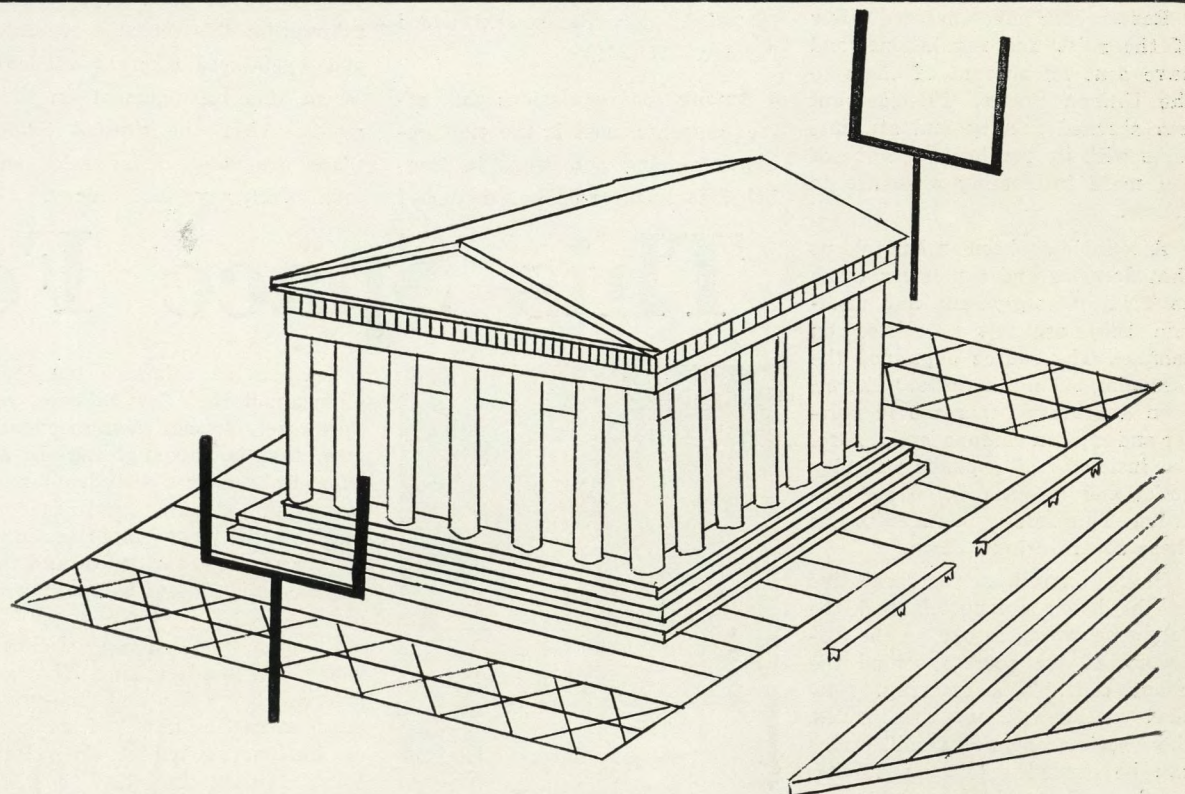
After several months of work, Boyd and Pletcher had amassed substantial evidence against the suspects. The system operated in the following way. A parent would get in touch with go between Peggy Bracken, who would contact Callard, who would then contact Schloeder or Vishio, the muscle of the organization, who would then

put pressure on the faculty to help a stumbling student's "good will quotient."

Last fall, the FBI was sure of Miss Bracken's guilt, so they called in interrogation specialist C. Lawrence Piersol, who posed as a mild-mannered biology teacher. After four days of Piersol's interrogation Miss Bracken cracked and told the FBI everything about the operation. In return for her help, Miss Bracken was allowed to escape to Massachusetts with her fiancée three days before the arrests were made.

The date of the FBI raid was set for March 31. Nick Schloeder and Anton Vishio stumbled unsuspectingly into Schloeder's office yesterday morning only to be met by Bill Bod. Realizing that he couldn't overcome these two goons, Bod was forced to the techniques of verbal warfare made popular by Jack "Killer" Thompson. Boyd gave Schloeder and Vishio a lecture while showing films of South Africa. They reacted violently at first, but soon were overcome by boredom and fell asleep.

The devious Callard nearly got away, but thanks to our patriotic librarian, he was put behind bars. Callard, arriving early at his office, became suspicious when told that Bracken had left Gilman for good. He escaped down the back stairway into the basement. With Pletcher close behind, Callard ran up a side stairway, into the library, and locked the door. Thinking he had reached safety, he shouted for joy. Responding to this disturbance, librarian Joanne Davison emerged from her office and knocked out Callard with one punch. Her explanation for the attack was that, "That's the only way to keep those boys quiet in the library."



## New Classics Facility Planned

Pictured above is an artist's conception of the Publia Cloaca Maxima Memorial Classics Building, which will be located on the site of the Varsity Football field. The building, which will house all the Greek and Latin classrooms, a classical library, and an Ancient History museum, was designed by the architectural firm of Dewey, Cheatum & Howe. New Athletics Director Sherman Bristow announced a cost-saving construction plan: the spring intramural teams will dig the foundation.

Mr. Anton J. Vishio, Chairman of the Classics Department, is responsible for the new addition to the campus. Mr. Vishio lobbied hard for the new building, and an administration topsider is reported to have said that Mr.

Vishio got the final approval when he permitted children of trustees to bypass the Latin requirement. As to why the building is to be built in the football field, Mr. Vishio merely said, "This'll show them." Headmaster Redmond C. S. Finney had mixed feelings about the new building: "Naturally, I'm pleased that the building will add new dimensions to our academics, but I'm concerned about our football program, which has . . . uh . . . traditionally been more popular than the Classics." When asked his views on the building, Mr. Timothy C. Callard, Head of the Upper School, said, "Naturally, we're pleased that the building will add new dimensions to our academics, but we're concerned about our football program, which has . . . uh . . . traditionally been more popular than the Classics."

## Team Has Season

by (name)

This year's (Fresh-Soph/Junior Varsity/Varsity) (name of sport) team had (championship/building/successful) season. Team captains (name) and (name) led the squad to a (number) win and (number)

lost record. According to the players, (adjective) practice, (adjective) sportsmanship, and (adjective) fan support were all major factors in the team's season.

Perhaps Coach (name) best expressed the team's feelings as a

whole when he said, "this has been a (rebuilding/successful) year for the team. It's been an (adjective) experience working with the players, and I'm looking forward to next year's season."

Next year's squad should prove to be very tough although we'll be losing (list of seniors on the team with one or two conspicuously absent). Underclassmen (name), (name), and (name) should provide the leadership while members of this year's (J.V./F.S./Middle School) will bring up the necessary depth.

The squad is to be commended for giving 110% throughout the season. Co-Captain (name) summed up the team's feelings when he said, "the whole squad showed a lot of character out there, especially (name), who played with an injured (part of body). Coach (name)'s practices were tough, but the team benefited from them."

The (Varsity/Junior Varsity/Fresh-Soph) (name of sport) team was made up of: (list of entire team with cute nicknames). It is hoped that next year's team will be able to improve on this year's record.



(Name of Sport) team member walks to Gym

## THE SNEWS

Published by  
GILMAN SCHOOL PUBLICATIONS  
Roland Park, Baltimore, 21210

Editors: Eric Alsrue, Jeff Salkin  
Writers: Phil Carroll, Tom Lietman, Brian Lyles, Ken Saxon  
Photography: Paul Bierman, Jeff Salkin  
The *Snews* is published on April Fools' Day by the staff of the Gilman *News*. It is published for the entertainment of students and faculty, with no malicious intent.

## Coming Next Issue:

Weller Named Dean  
'Oh Calcutta' Try-Outs in April  
Chico Escuela named Athletic Director  
Finney Accepts GOP Nomination  
'Miss Snews' Centerfold  
Fashion Advice: R. Bruce Daniels  
Lower School Cattle Breeding  
PTA Schedules Bull Roast  
New BMS Uniform: Iranian Chador

# Honor Code Cracked

For 83 years, Washington cryptologists have been attempting to decipher the Gilman Honor Code. This enigmatic cipher, also known as G.H.C. No. 427, has puzzled scientists since 1897, when a secret folder containing strange information and an odd set of rules was discovered in the Library of Congress. This folder was entitled, strangely enough, "Handbook."

Researchers have analyzed a few of the rules and regulations, and have sent an account of them to the Gilman Snews. This account has shocked faculty and students alike with its revelations. Some of the more interesting ones are to follow.

A reliable spokesman has told us that firearms and explosives (such as TNT, nitro-glycerin, and uranium 235) are not permitted on campus. The source explained the reasoning behind this rule: "There's been a dramatic increase in murder and rape on campus lately. Also, the incidence of exploding faculty desks and lecterns is on the upswing. This rule is intended to cut these severe crimes down."

Philip Carroll, a representative on the honor committee, had the following words to say on the discovery of the secrets behind the honor code. "It's amazing. Now that we know about these rules, the socio-economic ramifications can be extended to even further heights, which, almost indubitably, will reach a finer societal balance."

Mr. Carroll went on to describe some of the recent cases involving the honor code. He said that, of the most recent cases, 90% had included explosives and firearms. These, he said, were mostly incidents of student attempts to destroy faculty records before the grades went in.

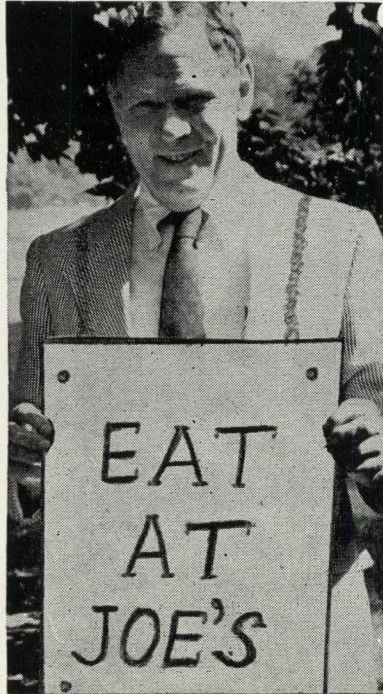
Another rule which students might be interested in is one prohibiting development of nuclear reactors on campus. Since these are considered explosive by many in Pennsylvania, the Gilman administration has clamped the lid on the Science Department's already extensive investigation in this area. Mr. Porter was contacted for comment, but he would only reply, "E=Mc<sup>2</sup>." Mr. Bartkowski added further, "H-O-H."

Among the regulations that affect students most is the one prohibiting doing homework in English class. This rule has disturbed

both faculty and students alike, as teachers find less and less homework being done. English teachers worried about students falling asleep in class have installed No-Doz dispensers next to water fountains, like those already found in the auditorium lobby.

A fascinating rule is the one banning facial hair. Cryptologists assert that this includes eyebrows and eyelashes, whereas students resent this infringement on their rights. After the present Senior Class graduates, these rules will take effect, says Mr. Finney.

# This Space For Rent



REG TICKNER

Teachers at Gilman often complain about their low salaries, yet they rarely discuss their secondary jobs, that is, moonlighting. In an effort to broaden the students' narrow view of their multi-faceted teachers, the Snews reporters have hit the streets in order to find the other occupations of Gilman teachers.

Pictured is Mr. Reg Tickner, who works in advertising. His placard, barker's voice, and lime-green pants attract hundreds of shoppers on Baltimore's quaint Corn Beef Row. "It pays the bills," says Mr. Tickner, "and I get all the free chile I want."

Many of the faculty members work in entertainment fields. If you go to the cocktail lounge of the Cafe Americana on Friday nights, you may hear the mellow strains of Life Is In C# Minor Without You and I Met You In The Perfect Interval on Mr. John Merrill's piano. Next time you're at the movies, look over your shoulder,

and you may see Mr. "Beep" Boyd working in the projection room. Or, if you like comedy, check out some of the nightclubs where Mr. Charlie Gamper works as a stand-up comic (don't miss this one—Messrs. Ned Clapp and Anton Vishio are his joke writers). But for a really lively night, go to some of the local Irish pubs where our headmaster—known in entertainment circles as Reddy McFinney—dances soft-shoe and sings his melodious Irish tenor.

As for other teachers, Messrs. Porter and Bartkowski pool their talents in arts and crafts to make arms for local guerrilla groups, Mr. Bendann works as a hair stylist, Mr. Callard mows lawns, Mr. Downs works in radio (on a local rock station's party hotline), and special recognition should be given to Mr. E. E. Thompson, who utilizes his boundless patience and his love of kids as an inner-city playground supervisor.

# Snewsbriefs

Ever since last year's reprehensible spray-painting of the McDonogh campus by the Raiders, Gilman has been on the lookout for any McDonogh students who might seek revenge on our campus. Unfortunately, they managed to retaliate on the eve of the Gilman-McDonogh basketball game.

Late in the evening, several McDonogh students jumped Upper School Head Tim Callard and spray painted him with various anti-Gilman slogans and obscenities.

Both schools condemned the action and expressed the hope that this would be the last episode of spray-painting to tarnish the Gil-

man-McDonogh rivalry. The guilty McDonogh students later confessed and agreed to pay the cost of sand-blasting.

by Brian Lyles

State Department officials have disclosed to the Snews that Gilman's Model United Nations delegation was involved in a recent attempt to negotiate the release of the 50 American hostages in Iran. The mission was termed an "absolute last resort," by State Department spokesman Hodding Carter, III.

Led by former Savak "adviser" Charles Pletcher, the group was asked to investigate the crimes of the deposed Shah. However, they quickly joined the lot of unsuccessful negotiators. During their initial visit with the Ayatollah Khomeini, the group tempted him with expensive French bread and pretzels. Later, Philip Carroll provided some typical American entertainment. After becoming stewed on vodka, Carroll paraded around the streets of Teheran, dressed only in a smoldering American flag. This did not work, but Phil did get to spend several hours caucusing with a toilet.

Finally, just before being expelled, the group was allowed to visit the Americans held hostage. The latest issues of the Gilman News and Vantage were given to the hostages who were desperate (very desperate) for reading material.

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## Announcing:

## CASH BACK... FROM PRINCETON

Last year, all of the eight Gilman seniors we accepted went to other schools. This year, we will accept 15 of the 21 Gilman applicants, and we're giving \$1,000 rebates to those who matriculate.

Matriculate . . . get a check  
Attend 1 semester . . . get a check  
Play football . . . get a check  
Graduate . . . get a job at Gilman

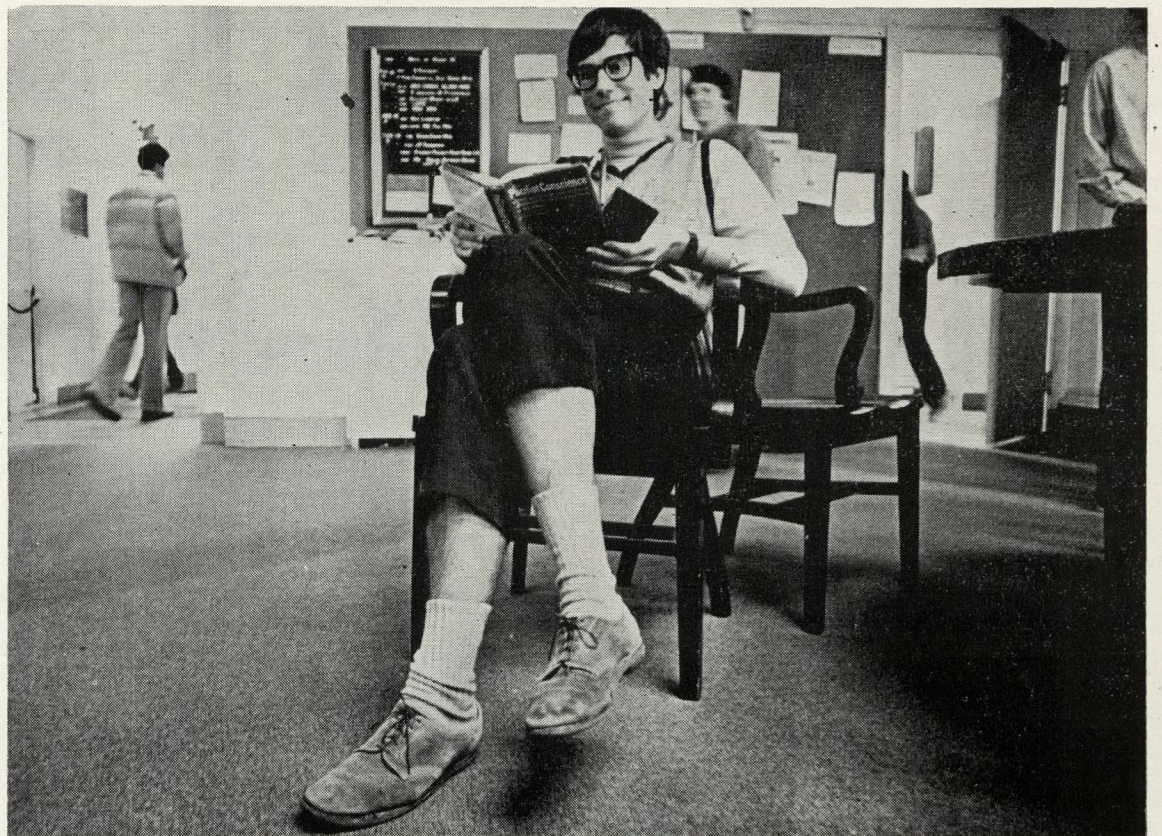
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## What Sort Of Man Reads The NEWS?



He's the kind of guy who gets winded trying to make it from the lunchroom to 310 during a four minute break. He's the nerd in the front row of class who has the bells timed to the second and tries to lead a ten-second countdown before the end of the period. He's permanently excused from athletics because of frailty, and yes, he submits to *Vantage*.

Our *News* reader belongs to seven clubs; he can't name them, but he has them written down at home for college applications. For quick calculations at any hour of the day or night his forty-three function calcu-

lator is never more than two feet away, and he always carries spare batteries.

His favorite TV show is *The Joy of Bach*, but he spends most of his free time reading. Today the book is *The Pacifist Conscience*, by Peter Mayer. But when the *News* is published, he drops everything and sprints to his mailbox, lest his copy of the *News* be "borrowed." Our reader finds everything he needs to know in the *News*: fascinating features, incisive editorials, in-depth news, and even sports, which he pretends to read whenever other students might be looking.

The *News* has it all! Pick up a copy today; it's available in any trashcan.

# THE NEWS

Vol. LXXIX, No. 8

GILMAN SCHOOL—BALTIMORE, MD.

May, 1980

## Thefts continue to plague gym

by Jeff Hettleman

Because athletics are as important as they are in the Gilman education, the gym facilities play a key role in a student's day at Gilman. One would expect that, as isolated as the gym is from outside influences, students could feel secure in leaving their possessions in the locker rooms. There is a growing concern, however, about the number of thefts that have occurred in the locker rooms this year. The primary object of the thefts is money.

Mr. Bristow, the newly appointed Athletic Director, is concerned. He and Gilman's administration are acutely aware of the problem and are giving the situation top priority, yet they do not have any sure-fire solutions.

Mr. Bristow emphasizes that he feels that "the gym staff is beyond reproach." He also believes that although the gym is understaffed by one-third of its regular force, the thefts are not a result of this problem (which he is trying to rectify as quickly as possible). Theft of personal property existed even before the gym was understaffed. He is convinced that if someone wanted to steal, he could easily accomplish this objective whether the gym was fully staffed or not. The gym has been short-handed since the dismissal of Mike Hoffman, who had run the facility since 1978. According to Mr. Bristow, the dismissal resulted from a "breach of faith."

After investigating the stealing situation, Mr. Bristow believes that there is one student who is committing the thefts. He believes that this student is aware of the traffic patterns in the gym, and as a result knows when the locker rooms will be empty.

Mr. Bristow senses that many people accidentally leave their lockers unlocked when they leave, either to go to practice or to go home. He has himself often found valuable items in the locker rooms after the rooms were left empty.

There are no clear cut remedies for the problem. There are several suggestions, however, that Mr. Bristow has recommended as preventive measures. Students should take an extra second or two before they leave their respective locker rooms to make sure that their lockers are locked. It is easy to claim after a theft that your locker was locked, but if everyone takes an extra moment of time, the claim will never have to be made. Mr. Bristow also asks the coaches to be more "sensitive" about allowing their players to return to the locker rooms to go to the

bathroom or get a drink of water during practice. Also, Mr. Bristow has ordered that the locker rooms be locked as soon as each team leaves them in a direct effort to stop the thefts.

Mr. Bristow welcomes any suggestions that any members of the student body or faculty might have. The thefts in the gym are a prime example of a lack of respect for someone else's possessions. Before the problem will disappear, those people who use the gym will need to be more cautious. It would also help if students were more sensitive to what was going on in the locker rooms. Mr. Bristow describes the thefts of money in the gym as a "sad solution," and the task of relieving it is up to those people here at Gilman who use the gym and wish it to become a secure place with a comfortable atmosphere.

## Prom is this Saturday

by Alan Livsey

Spring has arrived... a time when boys' thoughts turn to lacrosse, baseball, and who in the world they can take to their prom.

The Junior-Senior Prom promises to be a good one. The date to remember is Saturday, May 24. Of course, there will be parties both before and after the dance, which is scheduled to last from 9:00pm to 1:00am. The dance is to be held at the new downtown Baltimore Convention Center.

The name of the band to play at the prom is *Springfield*. One should expect "a little of everything from this group," according to Steve Snyder, a member of the prom committee.

The immediate thought that springs to mind is "This is great, but what about the cost?" The Seniors will be

paying \$15 per couple, as a result of a surplus from last year, and the Juniors will be paying \$20 per couple. But the fifth form need not feel cheated, for some sort of rebate has been planned or at least rumored- by the Junior prom committee.

Now that a few questions have been answered, go find yourself a date- if you are going to the prom- and get ready for a classic prom. But be warned. No destruction, such as that at last year's prom, will be tolerated. Have fun, forget yourself, but keep it within the limits of good sense.

## Students enjoy trip to Spain

by Les Goldsborough

Is it possible to have a great vacation which involves some studying? As can be seen from the experience of last summer's Gilman Abroad trip to Spain, the answer is unquestionably yes. The five week program, July 22 through August 26, was a lasting and maturing experience which all sixteen members of Gilman Abroad will never forget. The traveling group consisted of ninth through eleventh graders from Bryn Mawr, Roland Park Country School, Friends School, and Gilman. Gilman Abroad included Chavis Patterson, Griff and John Morrel, Bill Mathews, George Calvert, Ian Miller, Alberto Zapata, Charlie Harper, John Danko, David Wood, Tom Converse, Les Goldsborough, and faculty member Cliff Taggart.

The group spent the first three weeks at the Colegio Santo Tomas de Aquino, a part of the Madrid University complex, and then travelled throughout southern Spain during the next two weeks. The students received up to one full credit for their learning experience.

During the three weeks spent in Madrid, the group learned much about Spain and its culture. In the mornings, Mr. Taggart held informal classes in Spanish on the veranda of the college, on the lawn, or at a nearby pool. These classes were followed by lectures on Spanish History. In the afternoons, one could go swimming, play tennis or basketball, sightsee in the city of Madrid, or sit in the college lounge and speak Spanish with friends. The group also visited histori-

## British 'Hardie' scholar enjoys stay here

Since 1969 Mr. Thomas G. Hardie has sponsored the Harry Hardie Anglo-American Scholarship in memory of his father. Through this annual exchange, an English student from St. Edward's School in Oxford, England, comes to Gilman and studies here for six weeks. During that time he stays at the home of his American counterpart, the Gilman Hardie Scholar, and participates just as any other Gilman student in our academic and athletic curricula and in any social events. After those six weeks the English student returns to St. Edward's, and the Gilman Hardie Scholar follows as soon as our school year ends. At St. Edward's the Gilman student studies in the summer academic session for six weeks while living in an on-campus house with other students. This year's Gilman Hardie Scholar is Peter Cho, and Steve Belgrad is his alternate.

On March 31, James Peyton-Jones arrived at Gilman for his first day of school. The son of a retired British naval commander, James was chosen by the faculty at St. Edward's from about fifteen candidates by virtue of an essay and an interview. James immediately plunged into Gilman academics: he chose to shoulder a full schedule including several honors courses and an English course offered at Bryn Mawr (to experience an environment of the gentler sex). In addition to standard courses, James took up technical drawing and track. He managed to tag along on field trips



James Peyton-Jones

to inner Baltimore city and Washington, D.C.

An amiable fellow, James became acquainted with many students and members of the faculty, and settled smoothly into the life of a Gilman student. James returned home May 13.

The Hardie Scholarship is a wonderful opportunity to travel to England and to experience studying in a boarding-school atmosphere. In addition, the opportunity to be in close contact with a foreign student is an excellent way to develop good human relations.

Any juniors are eligible for the scholarship, and further information can be obtained from Msrs. Callard and Bartkowski.

## Seniors aid classmate

by Danny Rosenblatt

The members of the senior class have rallied together to help their fellow classmate Tho Tan Tran. Tho is a refugee who left Vietnam in February, 1978. He went to England with his parents, but because of refugee laws, was unable to go to school there. Tho's brother, who is a graduate student at Johns Hopkins University, arranged for him to come to Gilman where he has attended school since the middle of last year.

Tho is in the U.S. on a student visa and travel document. Though he has tried for some time to have his status changed from that of a student to that of a refugee or U.S. citizen, he has not been able to do so. He has been awarded a special foreign student tuition scholarship to Georgetown University, but he cannot get the federal aid he needs for living expenses because of his status in the U.S. If Tho cannot go to school here in the coming year, he will not be able to renew his student visa and will have to return to England.

Letters have been written to government officials as high up as President Carter in an effort to have Tho's status changed, but to no avail. Therefore, the senior class has undertaken the responsibility of raising the money Tho will need to live at college. Plans are already in the works for several fund-raising events. The first of these is the production of a one act play, written by senior Brian Lyles, which will be held on May 31.

A plan has also been suggested whereby juniors and seniors will buy paper corsages made by the Gilman art department for their dates at the prom. The money they would normally spend on corsages will go to help Tho.

Not only is this cause a worthwhile one in itself, but it gives us an opportunity to stop playing the role of the "spectator" and actively help a fellow human being. Though the senior class has assumed the leadership role in the fund-raising activities, the rest of the student body as well as the faculty and alumni are encouraged to participate in any way possible.



Dr. Hiltgunt Zassenhaus, a Baltimore physician, was the main speaker at this year's Human Relations program held on April 18. She was responsible for saving the lives of over one thousand Scandinavian prisoners in Nazi Germany in World War II. Dr. Zassenhaus spoke on the role of the spectator in society and the importance of acting on one's principles. After her speech, students were split up into discussion groups in which they related the problem of the spectator to modern day issues. In most people's opinions, the day was a success.

## EDITORIAL

This edition of The NEWS is a transition issue both from letter-press printing to photo-offset printing and from this year's staff to next year's. Tony Lazar is the new editor, and he and his staff are busily preparing the graduation issue. The graduating NEWS editors wish Tony the best of luck and hope that the reporting staff will continue its support of The NEWS.

## AFS Exchange

The Gilman A.F.S. Chapter recently participated in a short-term exchange program with Rye Senior High School of Rye, New York. A group of five students arrived in Baltimore on Friday, March 28 to spend five days with Gilman and Bryn Mawr students. Host families planned activities on the weekend, and then the visitors attended school on Monday through Wednesday. The program was organized by Paul Dibos, who was assisted by Robbie Moore and Chris Darby.

At present Gilman's chapter is looking for a host family for next year's A.F.S. student. One option for our Gilman A.F.S. chapter to consider would be for two families to share a student for the school year. The student could join one family

from July to December and then move to another family from January to June. If you feel that this arrangement would appeal to you and your family please call Mary Mafezoli, 366-1925 or Sonia Obstler, 653-2381 for more details.

This summer three Gilman juniors will participate in the Americans Abroad Program. Robbie Moore will spend his time in Spain, and Robby Harrell has been placed in France. Sandy Brown has not yet received his placement.

On May 29 there will be a farewell party in honor of our A.F.S. student, Henrik Hansen, who will be ending his stay in Baltimore late in June. Gilman's A.A. students will also share in the farewell, but, of course, they will be returning to Gilman as seniors in the fall.

## Spanish Trips

(continued from page 1)

This tour of Andalusia helped the students acquire a better knowledge of Spain and the world. In Cordoba, the group saw the great Mosque built by the Moors and an ancient Roman bridge still in use. Travelling southwest to Seville, the group visited the third largest cathedral in the world; and in Tangier, they had an unique opportunity to witness the customs and culture of northwest Africa.

This summer, a group of students under the direction of Mr. Joseph N. Duncan will travel to Spain, with hopes of having the same educational experience. Anyone interested in this unique program should contact the Gilman Spanish Department.

### "IN GARDENVILLE"

a play

by Brian Lyles

A WORLD PREMIERE!

Saturday, May 31, 8:00 p.m.

Gilman Auditorium

## THE NEWS

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THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

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Eric Alsrue

### Managing Editor

Jeff Salkin

### Features Editor

Alan Macksey

### Contributing Editors

Alan Livsey

Phil Carroll

### Sports Editor

Ned Sacktor

### Assistant Editors

Tony Lazar, Karl Boldt,

Ian Simpson

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Paul Bierman

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Tom Lietman

### Business Managers

Scott Berman

Steve Belgrad

### Faculty Advisor

Charles H. Pletcher

### Writers

Peter Cho, Jeff Hettleman,

Peter Pozefsky,

Danny Rosenblatt, Ken Saxon,

Danny Weintraub

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## 'Sweeney Todd' thrilled RPCS

by Peter Pozefsky

*Sweeney Todd* is the story of a barber's return from prison, and his attempts to revenge the men who put him there. The R.P.C.S.-Gilman production of this thriller, adapted from the script of Victorian playwright George Diodin, was very successful.

There were several very fine performances. Perhaps the best of which was Debby Wheeler's interpretation of Mrs. Loretta, Sweeney Todd's landlady, who aided his revenge by turning his victims' bodies into meat pies. Miss Wheeler adopted a cockney accent as well as the gait and posture of an elderly woman in a convincing manner for the entire performance. Brad Eisenberg did quite a job at capturing the pathos of the mad barber, who slit the throat of the judge who sent him to prison and her clientele, with his razor. The rest of the cast was also very good, for they had few problems with lines and carried themselves in character at all times. Other Gilman students in the play were Alan Macksey as the judge, Ian Simpson as his assistant, Paul Oursler as the director of an insane asylum, Billy Spencer-



DEBBIE WHEELER cringes in the clutches of evil Brad Eisenberg.

Strong as a hairless wrestler, and Grant Cochran as a young sailor. Director Ann Mainolfi is to be commended for an overall enthusiastic and enjoyable performance.

The special effects were outstanding for a high school performance. The set included an English apartment, com-

plete with an upstairs barber shop equipped with a slide that led to a basement furnace for the murder victims. Realistic effects such as that of a boat cruising through the foggy Thames were designed by Ferdinand Mainolfi and added greatly to the effectiveness of the thriller.

## V. Baseball & Orioles compared

by Ned Sacktor

There are several similarities between the Orioles and the Gilman Varsity baseball team besides the fact that they each practiced on the same baseball diamond. Both teams started their seasons with two wins in the first five games. Both teams set pre-season goals of making the playoffs. In order to attain these goals, both teams had to overcome difficult opposition within their own division; in Gilman's case, it was division 1 of the A Conference.

Pitching is the strength not only of the Orioles, but also of the Gilman Varsity team. Coach Martin Smith said, "Pitching will be the main forte." The Varsity pitching staff has both talent and experience. This strength has already been instrumental in some of their games. Steve Plunkert struck out seven batters in a 4-2 victory over John Carroll. Also, despite losing to Northern by a score of 1-0, Mike

Jeddry had one of the best performances of the season, pitching a four hitter.

One of the major areas of concentration during the practices was the mental aspect of the game. It is Coach Smith's philosophy that working on game situations in practice enables the players to concentrate on the basis of defensive play. By constant repetition of their skills, the players should be able to execute them almost by instinct during actual games. Among these skills are throwing to the right base, backing up throws, hitting cut-off men, and knowing who covers a certain base.

The team has several defensive standouts who have been able to master these skills. They are; Carl

Etchison, the catcher, Latty Naylor at first base, and Skip Cerf in center field.

The Varsity baseball team has the talent to be competition in the difficult A Conference. If they are able to take advantage of some 1979 Oriole trademarks, such as excellent pitching, a strong defense, timely hitting, and a little bit of luck, the Greyhounds could attain most of their goals.

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**1980 YVT Season**

The summer of 1980 will herald the tenth anniversary of summer theater at Gilman. The Young Victorian Theatre, which superseded the Gilman Summer Theatre in 1978, presents Gilbert and Sullivan operettas each summer. This year the "Young Vic" will present "The Pirates of Penzance" and "The Gondoliers" which will be presented later in the season. Recognition by the Sunpapers and the Maryland Arts Council, in the form of a grant, both inspired the participants and increased ticket sales. Earl Arnett of the Sunpapers, claimed of Y.V.T. last year, "The Young Vic is only in its second year, but the young company has already set high standards for the Savoyard comic operas...you won't want to miss this sparkling attraction..."

Auditions for the 1980 season will be held June 1, 2, and 3 from 7:30 to 10:30 in the Gilman Auditorium.





## —AWARDS—

- The William A. Fisher Medallion**  
STEPHON ANTHONY JACKSON
- The Six Form Speaking Prizes**  
JOHN PETER SARBANES, First  
DAVID McEVOY CROMWELL, Second
- The Cameron Debating Medallion**  
IRVING KENNETH SAXON
- The Edward T. Russell Latin Prizes**  
PHILIP DELAFIELD CARROLL  
JOHN PETER SARBANES
- The Spanish Prize**  
JEROME LEROY FRYSON
- The Prize for Proficiency in French**  
STORRS TOWNSEND HOEN
- The D.K. Este Fisher Nature Study Award**  
CLARK FOWNES MacKENZIE, JR.  
SAMUEL MADDOX RILEY
- The Janvier Science Prize**  
DAVID PAUL OURSLER
- The Cleveland Essay Prize**  
ROBERT WILLIAM ABRAMSON
- The Herbert E. Pickett Prize for General Proficiency in History**  
DAVID JOSEPH HELLER

## Jackson, Finney Review Year

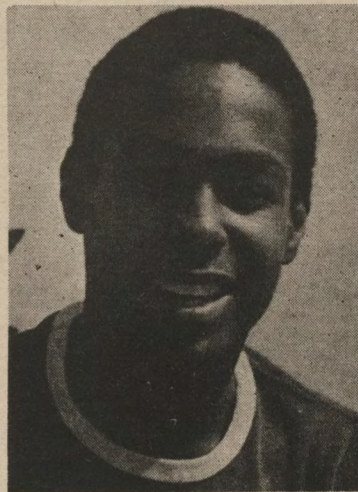
by Joel Getz

As another school year draws to a close, it is time to reflect upon the last nine months. Headmaster Redmond Finney and Student Council President Stephon Jackson both characterized this past year as relatively quiet and possessing much merit.

Stephon Jackson felt that this year's biggest success was the establishment of guidelines on drinking, as suggested by the Parent's Association and the Student Council. He stated that the guidelines relayed good advice and showed the concern of the parents, without being too restrictive. On the other hand, Stephon felt that the biggest dilemma is the present inactivity of certain clubs.

An extra-curricular advisory council was set up to try to monitor the actions of various clubs, but accomplished less and less as the year went on. Hopefully, next year's student council will readdress this problem and will keep the advisory council more active.

This past year, Mr. Finney has devoted much of his time to raising endowments, but unfortunately the high rate of inflation has limited his



Stephon Jackson.



Mr. Redmond Finney.

goals and achievements. He would like to raise money in order to increase the financial aid funds and faculty salaries, but finds that he must gather a large sum merely to maintain the existing number of scholarships.

Another accomplishment which Mr. Finney sees as a great achievement is the formation of the Long Range Planning Committee. The committee's goals are to figure out

the present and future needs of the school, and to set up plans to fulfill these necessities.

One issue that both Stephon and Mr. Finney felt remained a problem concerns human relations, honor, and school consciousness. In their opinion, the respect students have for each other, and for the school's image, could be improved. However, they both believed that positive steps were being made to address these issues. Both considered the April 18 Human Relations Program a tremendous success, and felt that the topic "The Role Of The Spectator" was well chosen and that the planning was excellent. Stephon Jackson and Mr. Finney agreed that Dr. Zassenhaus was a very effective speaker and was able to involve both students and teachers. *Contd on p 3*

## William H. Porter To Retire After 32 Years of Service

by Karl Boldt

At the conclusion of this year, one of Gilman's most respected teachers, Mr. William H. Porter, will retire. Mr. Porter, who presently teaches physics and general science, and who is currently Chairman of the Science Department, will be leaving Gilman after thirty-two years of service.

Mr. Porter explained the reasons for his retirement:

The time has finally arrived for my wife and me, with our kids grown, through college, married, and gainfully employed, when we can strike out together on a new life that we have dreamed about for a long time.

After 32 years of teaching, I feel that I have run the course and am not as effective as I feel I was some years ago. I feel it is time for me to move over and let a younger man run the show.

After retirement, Mr. Porter plans to live in Cape Cod, where he already has a summer residence. There he intends to paint and work on passive solar heating. He has also been offered a teaching position by the local college at Cape Cod but is undecided as to whether or not to accept. However, since his family remains in Baltimore, Mr. Porter may visit at any time except, as he jokingly stipulated, during the Circus.

Mr. Porter has acquired an impressive record throughout his long tenure at Gilman. He first joined the Gilman faculty as a math teacher in 1947, two years after his graduation from the Naval Academy in Annapolis. In 1949 Mr. Porter switched over to the Science Department. It was also in 1949 when Mr. Porter began his thirty years of dedicated service as Chairman of the Circus. From 1952 to 1956 he served as director of the Glee Club. In 1963 he was honored by special recognition from the American Association of Physics

Teachers. In 1974 Mr. Porter became the Chairman of the Science Department, and recently, he has contributed to a booklet on A P Physics courses for the Advanced Placement Program.

Besides these already considerable achievements, Mr. Porter has contributed to the school in other ways. His design and installment of the lighting and audio apparatus in the Auditorium saved Gilman a substantial amount of money. He has instituted a detailed series of laboratory experiments using equipment which he either personally manufactured or scrounged from the surplus equipment depot of an aircraft manufacturing company. (He refers the inexpensive Physics program as "a shoestring operation, and proudly so.") His penchants for classical music and puns are famous, and his affability and eagerness to help have endeared him to students, as evidenced by their special presentations to him in 1963 and 1979, and by his nomination as Best Teacher in the 1975 Cynosure.

During his long term as a faculty member, Mr. Porter has seen (and implemented) many changes in the Science Department. In 1949 the science courses were pursuing a traditional course of study; the same material was taught, Mr. Porter said, "when I was a student." In 1956 some laboratory exercises were added to the Physics course, and further changes were made in accordance with the new enthusiasm in physics sparked by the launching of Sputnik. But in 1959 the physics program was greatly altered as a result of new concepts which Mr. Porter had worked with in a conference at Bowdoin College. A similar effect resulted from another conference at Franklin and Marshall College in 1968. In 1963,

the Physics classes were moved from the basement of the Main building to their present location in the Science building.

Mr. Porter's responsibilities as Chairman of the Science Department and Secretary of the Gilman Chapter of *Cum Laude* will be assumed by Mr. Bartkowski, and his physics and Science A courses will be continued by a new faculty member, Mr. Edwin A.S. Lewis. Mr. Lewis, a Gilman Alumnus of the Class of 1957, graduated from Princeton University with a major in physics. Mr. Lewis taught in East Africa on an East African Teacher Training Fellowship, and later returned to the U.S. to earn his Ph.D. from the University of Illinois. He has taught at Trinity and Union Colleges and at Key School in Annapolis. When asked whether he expected Mr. Lewis to teach a physics course similar to his

own, Mr. Porter laughed, "Well, I taught him; so maybe, but maybe not."

Mr. Porter had these thoughts on his retirement:

I will miss many things about the job.

I will miss the camaraderie with many students that has always been a source of pleasure and satisfaction.

I will miss friends and relationships built up over these many years.

But I look forward with tremendous eagerness to the years just coming up and hope that if I am successful in my new enterprises, I will be able to benefit Gilman in substantial new ways. I will always be grateful for the opportunities I have been afforded here over the years.

Surely Gilman too will miss a very good friend, when Mr. William Porter retires this year.

A plaque bearing the following inscription will be placed in the Science Building upon Mr. Porter's retirement:

### WILLIAM HAMILTON PORTER

Member of the Faculty	1947-1980
Teacher of Physics	1949-1980
Chairman, Science Department	1974-1980

### IN RECOGNITION OF HIS BOUNDLESS DEVOTION TO GILMAN

A brilliant teacher, he gained national honors for his students and his courses.

In addition, he contributed through the years in the areas of music, drama, and campus buildings.

Annually he gave unstinting leadership and dedication to the circus.

For his many gifts to Gilman, we thank him.

PRESENTED UPON HIS RETIREMENT—JUNE 9, 1980

## Two Plays Benefit TRAN Fund May 31

Two one-act plays were performed in the Gilman Auditorium Saturday evening, May 31, in order to raise funds for the Tran Fund. The first, presented by several young actresses from Bryn Mawr, was "Aria Da Capo," written by Edna St. Vincent Millay, a playwright from the early twentieth century. It takes place in a fantasy setting, and features Pierrot, a harlequin played by Maija Burns, and Columbine, a doll played by MaryAnne Emerson. The fine cast was made complete by Annina Luck, Pat McMillan, and Jenny Price. Directed by Bryn Mawr senior Paula Fleisher, the play contains a "profound message on life and death."

Following a brief intermission, Gilman senior Brian Lyles' play "In Gardenville" was performed. Written for Mr. Barker's Advanced Composition Course, the fast-moving comedy spoofs life in the suburbs. Greg Roberts, a teenager disillusioned with middle-class life, was superbly portrayed by Ian Simpson. His father was portrayed by Eric Alsrue, his mother by Annina Luck, and his sister Granola by Mimi Gatchell. The well-rehearsed cast was directed by Mr. Downs and his assistant, Brian "Action Comedy" Lyles, the author himself.

The performance by both casts provided an evening of enjoyable entertainment for the large audience which attended.

## A Traumatic Ordeal

The arrest of Kirk Brown (see accompanying article) raises two important questions. How is it possible that a citizen can be arrested for no substantial reason? And why must an individual bargain to avoid a criminal record based upon an obviously unjustified arrest?

An arrest is perhaps one of the most traumatic ordeals that a law-abiding citizen can undergo. It is humiliating and degrading, especially for someone who has never committed a crime.

Furthermore, an arrest record is a heavy burden for anyone to carry. In the case of Kirk, who is just entering college, such a record could have been very damaging; in fact, his entire career could have been altered. "Whenever an employer asks me, 'Do you have an arrest record?' I would have had to say 'Yes' and then he would have seen me in a totally different way," said Kirk.

Kirk's frustration was multiplied by the fact that he was forced to compromise his beliefs and sign a paper which rendered him powerless to act. Although the police department cannot be faced with legal charges every time one of its officers makes an honest and understandable mistake, from a moral viewpoint such action violates the rights of the citizens it tries to protect.

## How Effective Is Education If Students View It As A Chore?

I watched as the sophomores filed out of the library, having just taken the last of their final exams. One of them approached me, and slumped heavily into a chair. "Oh, well, there goes another year down the drain," he said, flinging a history textbook onto the Common Room table. I smiled uneasily, not quite sure how to respond; it was obvious that the boy was serious. That little incident prompted the following thoughts.

It is interesting to note that the attitudes of most students towards school have changed very little since those ancient times when Egyptian tutors kept their daydreaming students in line with reed paddles. Although the scene has changed since then, the same attitudes prevail. School is still considered by most students a painful chore to be finished as soon as possible. One lives from weekend to weekend, and counts the days in between. I am sure there are exceptions to this generalization, though I have yet to see one.

And yet, what makes school so unbearable for many students is precisely the fact that they approach the learning process in a wrong state of mind. When a student wakes up in the morning and reminds himself of all the dreadful chores ahead of him (the "Oh, heck, gotta go to school again" Syndrome) then that student cannot possibly achieve his potential for the rest of the day. He expects to fare poorly, and he does.

Obviously, the parents and teachers should make an extra effort to instill a positive attitude towards learning in such students, for an education at Gilman means not only learning about Keynesian economics and the Theory of Relativity, but also learning how to learn.

T.L.

## THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS

Roland Park, Baltimore, Maryland 21210

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## A CASE OF FALSE ARREST?

by Tony Lazar

Kirk Brown, an eighteen-year-old Gilman senior, was arrested on March 25th and released the same day.

The arrest occurred at 1:00 pm on Charles Street and St. Albans Way. Kirk was charged with being a "rogue and vagabond" and for "suspicion of burglary."

According to Kirk, he had just finished tennis practice at Gilman and was walking home east on Northern Parkway. As he reached the Grace United Methodist Church on Charles and Northern Parkway, he decided that going south on Charles Street would be a quicker route. He made an abrupt about-face and retraced his steps to the Charles Street intersection. This move ap-

## Seniors Experience Close Encounters

The halls of Gilman have been quiet lately; in case you haven't noticed, the seniors have been away on Encounter projects since May 12.

The Encounter Program, which was originated in 1969, is designed to immerse Gilman's graduating class into the adult world. The seniors become involved in specific occupations chosen from a long list of prospective "Encounters." Among these are working for the Carter campaign in Washington, D.C., or in the offices of Senator Sarbanes, or perhaps working for the Orioles or Colts. Many seniors have worked in the offices of various doctors, lawyers, and judges. Yet an Encounter Project need not be "white collar"; some participants have trekked across the country or have repaired yachts in Annapolis. The only real restriction is that the seniors must not be paid for their Encounter work.

An Encounter Committee approves each occupational choice, and determines that all seniors participating in the program have fulfilled all academic requirements. At the end of the 3½-week Encounter, each senior is required to submit a detailed journal relating his experiences in his occupation. Thus, the graduating class is able to acquire an education which no regular school can provide: the development of the responsibility and initiative which is so important in the adult world.

## Letters to the Editor

*A group of eleven students spent this past spring vacation in Santo Domingo in the Dominican Republic. Each student lived with a family and had a "brother" or "sister" of the same age. The trip was so successful that we felt we wanted to thank the Dominicans openly. Below is a translation of the letter of gratitude which appeared in a major daily newspaper recently in Santo Domingo. Its contents tell our story.*

### Dear Dominican friends,

This open letter is to salute you and to thank you for everything. We stayed with our Dominican families for ten days during the month of March. It was a wonderful experience. Each member of our group had a brother or sister with whom we shared their house, their school, and their lives. They cared for us with a love that is difficult to understand for those who have not had the fortune to live in a Dominican manner.

You are a friendly and caring people, and we invite you to visit us in Baltimore. You have your house and your school here.

With respect and love,  
The students of  
Gilman School

parently attracted the attention of a police officer in an unmarked car which was parked in the church driveway.

As Kirk walked south on Charles Street, he was stopped by a uniformed police officer. Kirk was asked for identification, which he promptly produced. Then the officer began asking an array of questions, such as, "Where are you going?" "Why did you make that suspicious move on Northern Parkway?" and "Why were you trespassing?" Kirk answered that he had always kept to the sidewalk, and managed to ask, a bit sarcastically, "May I please ask what this is all about?" The tone of the question apparently angered the officer.

At this point, the unmarked police car arrived with a "paddy wagon." A crowd was beginning to form.

Abruptly the officer said, "Let's go down to the station," and put the handcuffs on Kirk. Kirk claims that at the time he was not told the charges for his arrest, or that he was officially being arrested at all. Nor does Kirk remember being read his Miranda rights. At the Northern District police station on Keswick Road, Kirk was kept in a cell for four hours, and was told that the Central Records Office computer had to "check" his background for previous encounters with the law. At 4:30 p.m. he was allowed to make a phone

call. At 5:00 p.m. he was led out of the cell and was fingerprinted and photographed.

At one point the officer told Kirk, "I believe you are telling the truth because you go to Gilman."

Kirk was released after 7:30 p.m. after all the charges against him were dropped. The charge of "rogue and vagabond," which was defined as "carrying the tools of burglary" (such as hacksaws, hammers, etc.) had to be dropped because Kirk was not carrying such tools. The charge of "suspicion of burglary" was, according to Kirk, "even more absurd. At no time," stated Kirk, "did I even come near the house that I was supposed to have been burglarizing or trespassing on."

Yet Kirk's police record could not be removed even though he was innocent. He was told by a lieutenant at the station that such records are "standard" and could only be expunged if Kirk signed a document releasing the Baltimore City Police Department from all legal liability.

In regard to this document, Kirk stated, "I do not have the money, the time, or the patience to pursue the matter through the courts. I had no choice but to sign it."

That evening, Kirk had to take a train to New York for an audition at New York University for an arts scholarship.

## Brothers & Sisters in the City

We believe that the trip to Santo Domingo that was enjoyed by several of our students during spring vacation was a worthy experience. In fact, the idea of sharing families and learning of cultural differences is one of the best forms of education.

Why, though, must our students go to a foreign country to have these experiences, when it is possible to learn valuable lessons right here in Baltimore?

We suggest that our student government institute an exchange program with a local ghetto high school, with "brothers" and "sisters" like those of Santo Domingo. Our students could spend a whole week living with their adoptive "families," and then could return the hospitality.

Think of the possibilities for new understanding of what it means to be an American, clearly spelled out in black and white.

Our student council could probably be convinced to give this idea a try; but would our parents, who will let us go to faraway lands to live with strangers, allow us to live in an unfamiliar neighborhood in our own city?

## MacKenzie's Post-Prom Review

Dear sir:

I must say that the drive to the Convention Center was indeed a memorable experience, but the Prom itself met my expectations. Adequate parking and spacious accommodations at the Convention Center made a hectic night easier. The band, named "Springfield," played an interesting variety of rock music (whether it was worth \$1100 or not, I'll let you decide); wavering somewhere between Bob Marley's *Reggae* and Eric Clapton's *Cocaine*, a definite balance of different musical styles was maintained. The presence of several faculty members failed to inhibit the dancing exhibitions of our students. Rev. Leighton's eye made the guys think twice and Mr. Nichols' dancing style served as an excellent example of how we Americans are perceived. David Demuth and Robby Russell best exemplified modern dance; however, any observer would wonder who their dance partners really were.

The fears of the school regarding student conduct were dispelled by the excellent display of maturity regarding parking procedures. Several juniors picked up the slack left behind by "Senior Slump" by picking up incidental trash in the lot. Overall, the dance itself was fun.

The preprom and postprom parties served their functions well enough to ignite the attitudes of the students. A midnight owl was in seventh heaven as the parties lasted well into the morning. For those womanizing types on the hunt for a new girlfriend, prom dates served as an excellent selection. The eventing was most definitely worth noting; next year's prom has the potential to be even better as many members of the prom committee are now seasoned veterans. In regards to the 1980 prom, the general consensus of the student body was that it was a success. Next year will be even better!

Clark MacKenzie  
V Form Prom Committee

## Lower & Middle Schools Teach Human Relations

by H. Eckholt

Although many Upper School students are familiar with the Upper School Human Relations program, they are unfamiliar, if even aware of, the Human Relations programs in the Middle and Lower Schools.

### Lower School

The Lower School Human Relations program is called the Gilman Experience. It consists of three different twelve week programs for the first, second, and third grades respectively.

The first grade program, called "Creative Conflicts," deals with understanding the responsibilities of school, family, rules and schedules, and how to become "tease-proof." A similar program, called "Purpose in Life," is offered in the second grade. It deals with self-esteem and vocational choices. The third grade program, appropriately named "Developing Skills for Responsible Behavior," deals with friendship skills, sportsmanship, empathy, and social concerns.

These programs have been given for the past three years and were created for the Lower School by Mr. Herman Williams and the Character Research Project at Union College. The program is designed to be integrated into the regular school curriculum. The regular class teachers, who double as program instructors, reinforce the concepts of the program.

Although parents are the real teachers of human relations and moral values, they are the weakest link of the Gilman Experience. The parents are given a Family Guide, which includes topics and worksheets for the classes; theoretically, when a student has a class, he brings home a Personal Learning Activity Sheet which parents can use along with their Family Guide to discuss the pro-

jects and activities of that day's class. Although not all parents choose to do so, the few who have commented on the program were impressed with their son's vocabulary and human relations terms, as well as his ability to incorporate his observations in his own actions.

A questionnaire was sent to the Lower School parents whose sons were participating in the Gilman Experience. Seventy-five percent responded and of those, ninety-one percent agreed that there should be some kind of human relations program at Gilman. Nevertheless, there is no effective way to see the immediate results of the program. The administrators hope, however, that the ongoing courses will be more effective than the one-day program offered in the Upper School, by exposing the students to an issue for a long period of time.

In the future, the Lower School plans to modify these courses and work towards the creation of a fourth grade program.

### Middle School

The Middle School program is called Talk II. This year-long course meets with the seventh grade twice per cycle in groups of approximately

eight students and one or two instructors.

Its general purpose is improving one's self concept through communication with others. The individual topics include decision making, getting along with peers, and honor. The apex of the program is a discussion of prejudice.

The program was originally created by Mr. Paul Killebrew, Mr. Chip Tompkins, and Mr. James Garret, and has since evolved to meet the needs of the course. The course is highly motivational, but remains informal and flexible enough to keep the students interested.

The Middle School Talk II Program does not depend on parent participation for reinforcement, although such participation is encouraged. Parents are pleased with the course and the fact that it is available.

The Lower and Middle Schools' Human Relations Programs are separate, but they do have unintentional parallels, due to the fact that they both deal with problems of human relations. The programs are ongoing parts of the curriculum and they encourage the development of values which are so hard to acquire, yet so important to have.



Areopagus and Pnyx battle for Cooper Debating Cup.

## Pnyx Wins Final Debate

by Randy Sesson

A mainstay of the end of the school year has always been the lively and spirited Senior Debate, which was held on May 9 in the auditorium. The topic was, "Resolved: That the United States of America is in a state of decline." Because of this very pertinent issue, the Pnyx and the Areopagus had no trouble in waging a heating debate.

The Pnyx argued the affirmative. The team was made up of Eric Becker, Jeff Salkin, Ken Saxon, and alternate Paul Bierman. The first speaker was Eric Becker, who linked America's decline to the fall of the Roman Empire. Jeff Salkin then

spoke on the decline in efficiency of the American industrial system, and Ken Saxon finished the affirmative opening speeches when he spoke on the decline of American international prestige and military power.

The opening speech for the Areopagus was made by Brad Eisenberg, who spoke on the progress of American technology and the many benefits it has had on our society. Eric Alsrue followed with a speech on the political freedom in this country and the progress of American morality. The last speaker was Paul Oursler, who spoke on the many improvements in education, communication, and social equality.

After a series of sharp rebuttals, the judges convened to tally their scores. The Pnyx were declared the winners, and Ken Saxon took the Best Speaker honors.

The presiding officer of the debate was Bill Trimble, and the time-keeper was Scott Berman. The panel of judges was made up of Mssrs. Timothy Callard, Jeremy Nichols, Charles Pletcher, Nick Schloeder, and Mrs. Christine Sarbanes.

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## Jackson-Finney

Continued

The honor problem also does not appear insurmountable. Both Mr. Finney and Stephon agreed that a minicourse on honor offered at the start of next year could have a great impact and could show the students that the school is genuinely concerned about honor.

Stephon felt that the student-teacher relationships at Gilman were "fantastic" and well above those of many other schools. Mr. Finney would like to see a greater opportunity for student-teacher relationships at Gilman to grow outside of the formal academic environment.

Finally, Mr. Finney and Stephon Jackson discussed the merits of the graduating class. Both men believe that the class of 1980 was extremely strong in academics, unity, and enthusiasm.

## SENIOR HONOR ROLL

Robert William Abramson  
Eric John Alsrue  
Jeffrey Alan Bayless  
Paul Robert Bierman  
Thomas Loren Brodie  
Randolph Brill Brown  
Owen Winston Callard  
Philip Delafield Carroll  
Daniel Alan Cebra  
Grant Robert Paul Cochran  
Timothy Peter Codd  
David McEvoy Cromwell  
Edward K. Dunn III  
Brad R. Eisenberg  
Eli Eisenberg  
Geoffrey Cash Gurtner  
David Joseph Heller  
Rudolf Christopher Hoehn-Saric  
Storrs Townsend Hoen

Stephon Anthony Jackson  
Keith Anthony Keel  
Roger James Levin  
Thomas Mark Lietman  
Alan C. Livsey  
Paul Christopher Lohrey  
Richard Alan Macksey, Jr.  
Jenkins Cromwell Marshall  
Jacques Claude Migeon  
Latimer Stewart Naylor  
David Paul Oursler  
Peter Chuck Pozefsky  
Daniel E. Rosenblatt  
Ned Charlton Sacktor  
Irving Kenneth Saxon  
Thomas Janse Schermerhorn  
Steven Bruce Snyder  
Daniel Weintraub

## AWARDS, Continued

- The Peter Parrott Blanchard Award  
STORRS TOWNSEND HOEN  
BRENDAN JOSEPH O'SHEA
- The Edward Fenimore Award  
RICHARD ALAN MACKSEY, JR.
- The Daniel Baker, Jr., Memorial Award  
ERIC JOHN ALSRUHE
- The Culver Memorial Football Cup  
STEVEN LEONARD PLUNKERT
- The C.B. Alexander, Jr., Wrestling Cup  
DAVID LEVERING deMUTH
- The Class of '39 Basketball Trophy  
BENJAMIN HARRISON McCOY
- The Tyler Campbell Lacrosse Cup  
PAUL JOSEPH DANKO
- The Alumni Baseball Cup  
JAMES McSHERRY SHRIVER FRANKLIN
- The C. David Harris, Jr., Tennis Award  
SCOTT DAVID BERMAN
- The Donald Hoffman Memorial Cross Country Cup  
STEVEN MICHAEL LEVIN
- The Frank W. Andrews, Jr., Golf Trophy  
THOMAS LOREN BRODIE
- The Dr. Philip Whittlesey Soccer Trophy  
RICHARD CAREW RICE
- The Alfred H. Weems, Jr., Memorial Track Award  
STEVEN BRUCE SNYDER
- The Margaret V. Perin Swimming Award  
BRENDAN JOSEPH O'SHEA
- The William Cabell Bruce, Junior, Athletic Prize  
DAVID LEVERING deMUTH
- The Armstrong Prizes for Poetry and Prose  
Poetry: ELI EISENBERG  
Prose: BRIAN DAVIS LYLES
- The Elizabeth Woolsey Gilman Prize  
KARL SANGONE BOLDT
- The Dorothy Benjamin Caruso Music Award  
GRANT ROBERT PAUL COCHRAN
- The Harold Holmes Wrenn Art Prize  
DOUGLAS DUTTON DONLEY
- The Class of 1952 Drama Prize  
ERIC JOHN ALSRUHE
- The Alex Randall, Jr., Memorial Prize  
ERIC JOHN ALSRUHE
- The Mrs. J. Crossan Cooper Debating Cup  
PNYX: ERIC DAVID BECKER  
JEFFREY ERIC SALKIN  
IRVING KENNETH SAXON  
PAUL ROBERT BIERMAN, Alternate
- The Dr. John M. T. Finney, Sr., Debating Prizes  
IRVING KENNETH SAXON, First  
ERIC DAVID BECKER, Second
- The Lewis Omer Woodward Award  
GINO FREEMAN
- The Thomas G. Hardie III Award  
STUART N. (JEB) SAUNDERS
- The Brown University Alumni Book Award  
KARL BOLDT
- The Rensselaer Polytechnic Institute Award  
EDWARD WM. L. HOEHN-SARIC
- The Princeton Math/Science Award  
THOMAS MARK LEITMAN
- The Yale Book Award  
CLARK F. MacKENZIE, JR.
- The Harvard Book Award  
PETER CHO
- The Harry Hardie Anglo-American Award  
PETER CHO
- Work Force Service Citations  
ANTON DAHBURA  
ROGER C. HAWES  
IAN. P. LISKA  
CLARKE F. MacKENZIE, JR.  
CHRISTOPHER J. SARNECKI  
THOMAS J.S. WAXTER III

## Lower & Middle Schools Are Evolving to Meet New Problems and Challenges

### Lower School

"Any problems?"  
 "Problems?... We don't have problems..."

Although Mr. Snyder, head of the Lower School, reports no immediate crises, he is concerned about the growing population of the Lower School. Mr. Snyder points out that if the school is to keep its present teacher-student ration and still remain in harmony with the Upper and Middle Schools, it must keep the number of students at the present level of 247.

"If there is a problem, it's the number of applicants that must be turned down each year," said Mr. Snyder.

The Long Range Planning Committee is considering the possibility of a preschool program and plans to increase the capacity of the Lower School by making better use of available space.

The interaction between the Lower and Middle Schools was continued as teachers discussed troubling issues common to both schools. An example of this interaction is the program allowing the fifth graders to spend a day in the Middle School. This day provides easier transition to the Middle School.

Concerning the Upper School, Mr. Snyder only commented, "To improve public relations, the Upper Schoolers must stop throwing snowballs at the Lower Schoolers!"

### Middle School

Describing a typical year or experience in the Middle School is like describing a typical sunset; you cannot because there is none. Each year

If one were to stroll casually about the Middle School, he would immediately notice the somewhat giddy atmosphere of certain sixth and seventh graders. If he were to search for the cause of this behavior, he would discover that World History has replaced Ancient History as an eighth grade requirement. The social studies faculty feel that such a change would make the transition from the Middle School to the Upper School easier. And if he continued dawdling, he would discover dancing in the hallways and great jubilation among the rest of the students. Their reason: Earth science will be replaced by Introductory Physical Science, which prepares the students for the science courses of the Upper School.

*"Describing a typical year or experience in the Middle School is like describing a typical sunset; you cannot because there is none."*

A day in the Middle School begins promptly at 8:20 am with the morning assembly, which has become an addition to the curriculum. This assembly provides a daily opportunity to discuss important topics and makes the school announcements more efficient.

As the day progresses, one immediately notices the absence of many familiar faculty members and the presence of new teachers. These



The Gilman Travelling Men brought the entire crowd to their feet when they sang the national anthem at Memorial Stadium on May 22. Along with the RPCS Semi-Quavers, our men put on a great show. From left to right are David Cromwell, Paul Oursler, Brendan O'Shea, Alan Maxie, Peter Cho, Herbie May, Brad Eisenberg, Kevin London, and Grant Cochran.

new faculty members are Mr. Harry Goldbery, Mr. Gare Smith, Mr. Larry Piersol, Mrs. Pat Weiler, Mr. Fred Schwanke, and Mr. Mike Fenzel. Faculty members who are leaving this year are Mr. Jeffrey Duke, Mr. Krishna Singho, and Mr. Gare Smith.

Mr. Killebrew again expresses a desire for further student interaction between the Upper and Middle Schools. He reports an improvement in the tutorial program, though he is disappointed to say that there has been virtually no interaction between the two Student Councils.

## Cum Laude Celebrates 28th Year Here

by Eliot Wagonheim

This year, the Cum Laude Society celebrates its twenty-eighth year at Gilman. The society, which was modeled on Phi Beta Kappa, was founded in 1906 by Dr. Abram W. Harris, Director of the Tume School in Port Deposit, Maryland. The goal of Cum Laude was to recognize and

encourage scholarship in high school seniors. Fourteen years after its founding, the Cum Laude Society was opened to girls and juniors, and now elects twenty percent of the senior class and ten percent of the junior class to membership.

The history of the society includes a change of name. Upon formation in 1906, the society, consisting of seven charter members, adopted the name of Alpha Delta Tau Fraternity. The Fraternity took the Greek words *Arete*, *Dike*, and *Time*, meaning excellence, justice, and honor, to be their motto. In 1918, however, when Greek letter fraternities were becoming increasingly social in nature, the fraternity changed its name to the Cum Laude Society. Today, the Cum Laude Society has two hundred eighty-one schools as members all around the country, including a large number on the West Coast, where the triennial meeting was held in 1978.

Mr. Frederick R. Williams, who has served as president of the Gilman Chapter of the Cum Laude Society, will step down in favor of Mr. Woodward, who is returning from England. With the retirement of Mr. Porter at the end of the year, Mr. John Bartowski will assume the position of secretary. In addition, Msrs. Tom Carr and Anton Vishio will join the society next year.

### MEMBERS OF THE CLASS OF 1980

- Eric John Alsrue
- Paul Robert Bierman
- \* Philip Delafield Carroll
- Daniel Alan Cebra
- Timothy Peter Codd
- David McEvoy Cromwell
- \* Brad R. Eisenberg
- Geoffrey Cash Gurtner
- \* Storrs Townsend Hoen
- Latimer Stewart Naylor
- \* David Paul Oursler
- \* Peter Chuck Pozefsky
- \* Daniel Eli Rosenblatt
- \* Ned Charlton Sacktor
- John Peter Sarbanes
- \* I. Kenneth Saxon
- \* Daniel Weintraub
- Gerard Marie Woel

### MEMBERS OF THE CLASS OF 1981

- Karl Sangone Boldt
- Peter Wonjin Cho
- Sung Min Cho
- Robert Lloyd Greenfeld
- Jeffrey Kalman Hettleman
- Edward William L. Hoehn-Saric
- Robert Hood Moore
- Steven Joseph Obstler
- Donald Stuart Wiley
- Edward Laucks Xanders
- \* Elected in 1979

## Summer School's High Enrollment Continues

by Jamie Hebb

Even though it is now commencement, Gilman classrooms will not be closed for long. The large enrollment in this year's summer school will keep the Gilman facilities quite active from June 23 to August 1.

Mr. Tickner, a key administrator of this program, said that the summer school is one of five programs offered this summer at Gilman: the summer sports program, the lower school learning camp, the Upward Bound program, and the Young Victorian Theater Company.

The summer school is the oldest of these programs, having been formal-

ly founded in the mid '60's. Mr. Tickner said that if the trend of high enrollment continues as it has in the last few years, this could well be the busiest summer yet. He estimates a co-ed enrollment of 200 students from 50 private and public schools, and says that of any single school, Gilman continues to have the most students normally enrolled here during the school year attending the summer school.

The Math and English Departments form the backbone of the summer school, with many students coming not only to make up failures but also to enrich their skills in these areas. Typing continues to be a

popular course and enrollment could be as high as 50 this summer. Of particular interest is the rapidly increasing enrollment in the automobile mechanics course. Mr. Tickner reasons that this rising interest may be attributed to people becoming more consumer-minded and wanting to be able to do the work themselves.

Mr. Tickner also said that this will be the first year that many non-Gilman teachers will be teaching at the summer school. He also pointed out what seems to be a very worthwhile program called the Lower School Learning Camp, which is in its second year. This program enables 30 to 35 young children from the inner-city to come to Gilman for enrichment in basic English and math skills. The Learning Camp is very functional in that it helps to point out minority students as promising candidates for many independent schools in Maryland, including Gilman.

Though school in the summer may sound worse than just about anything else to many of us, it is necessary for providing this educational alternative for those who either need or want it. Mr. Edward L. Clapp, the summer school director, should be contacted for further information.

## Seniors' College Choices

University of Maryland . . . . . 9	University of Chicago . . . . . 1
University of Richmond . . . . . 8	University of Colorado . . . . . 1
Princeton University . . . . . 6	Cornell University . . . . . 1
Dartmouth College . . . . . 5	Denison University . . . . . 1
University of Virginia . . . . . 5	Drew University . . . . . 1
Yale University . . . . . 5	Franklin and Marshall . . . . . 1
University of Pennsylvania . . . . . 4	Hobart College . . . . . 1
University of North Carolina . . . . . 4	Lafayette College . . . . . 1
Duke University . . . . . 3	Lynchburg College . . . . . 1
Georgetown University . . . . . 2	Marietta College . . . . . 1
Harvard University . . . . . 2	University of Miami . . . . . 1
Johns Hopkins University . . . . . 2	Middlebury College . . . . . 1
Loyola College . . . . . 2	Oberlin College . . . . . 1
St. Lawrence University . . . . . 2	Pomona College . . . . . 1
Trinity College . . . . . 2	Randolph-Macon . . . . . 1
Vanderbilt University . . . . . 2	Tufts University . . . . . 1
Washington and Lee University . . . . . 2	Tulane University . . . . . 1
Williams College . . . . . 2	U.S.A.F. Academy . . . . . 1
Amherst College . . . . . 1	University of Vermont . . . . . 1
Boston University . . . . . 1	Washington University . . . . . 1
Brown University . . . . . 1	

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# Coach Mike Fenzel Pushes Lacrosse Team to the Limits

by J.B. Howard

Despite the 6-5 loss to Loyola which concluded the season, the Gilman Varsity Lacrosse team can rightfully be proud of what was in fact a very successful year. The three best teams in the MSA "A" Conference—Loyola, Gilman, and St. Paul's—were placed in the same division and forced to battle each other for the division's championship berth, because of a shortcoming in the divisional arrangement of competition in the MSA. It is a tribute to the team's excellence and hard work that it managed to stay in contention

## Varsity Golf Ties In MSA 2nd Spot

The Varsity Golf team finished its season tied for second place in the MSA A Conference. Coach Harvey Peterson had realized early in the season that with the loss of three of last year's starters, the 1980 team would have to maximize its potential in order to defend its championship title of the previous year. They did not succeed, and although the 12-4 record was impressive, the team members knew their capabilities were greater than their achievements.

This year the golf team consisted of nine players, six of whom played in the matches. In the matches, the team puts up its six best players against an opposing team's six. Then, to determine a victory, the four lowest scores are tallied, and naturally the lower score wins.

The golf team's championship hopes were diminished by two devastating losses to a powerful Mt. St. Joe squad. Although in both matches a few Gilman golfers performed well, the team as a whole never was able to submit four low scores. The team also suffered a surprising loss to Loyola, and a forfeited match to John Carroll, due to a rainout.

Highlights of the season included two gratifying victories over Calvert Hall and a revenging triumph over Loyola. After the first round of the MSA Individual competitions, Tom Brodie was in a tie for first place, and Bob Blue and John Worthington were four and six strokes respectively off the lead.

for the championship until the closing minute of the final game.

The team emerged from the grueling pre-season practices a well-conditioned and able unit. It recorded early victories over Friends, Severn and Annapolis, but was upset by a surprisingly strong team from Farmingdale, New York. The first test of the young Gilman team in the MSA was St. Paul's, then the overwhelming favorite to capture the MSA championship. The Greyhounds handed the Crusaders a 10-4 defeat, with goalie Tige Woel turning in a 17-save performance. From here, Gilman cruised through several more victories before dropping a 9-8 decision in double overtime to the eventual champions, Loyola. Undaunted, Gilman proceeded to overcome such formidable opponents as Calvert Hall and Boys' Latin with decisive victories prior to meeting St. Paul's for the second time. In this game, Gilman suffered a frustrating 16-13 loss. The following week, the Greyhounds encountered Loyola in an attempt to force a divisional playoff, but faltered, 6-5, in the year's most hard-fought game.

Under the direction of new coach Mickey Fenzel, the starting offense consisted of attackmen Jenkins "Moondog" Marshall, Paul "Keep the intensity" Danko, and Mac Ford, who led the team statistically in almost every department. Also in the lineup were midfielders Del Dressell, Hansi Wittich, Robby "Gimp" Russell, and second middies Kevin London, Hunt Brawley, and "Bingo" Joe Sievold. The defense was perhaps the best in the MSA, with Taylor Classen, David "Moose" Demuth, Paul Hazelhurst, and goalie Tige "Woel Strut" Woel, as well as the defensive midfield of Tolly "T-Bird" Merrich, Harris Jones, and Mike Mardiney.

Along with assistant coaches Will Hazelhurst and Bruce Matthai, Coach Fenzel drove the players to their limits and made the team realize and even exceed its potential. It was largely through their dedication that the team was able to compete with, and often defeat, teams that had more talent. He, as well as the whole team, can take a great deal of pride in the 1980 lacrosse season.

## 'Ultimate Frisbee' Gains Status and Respect; Team Becomes Indispensable

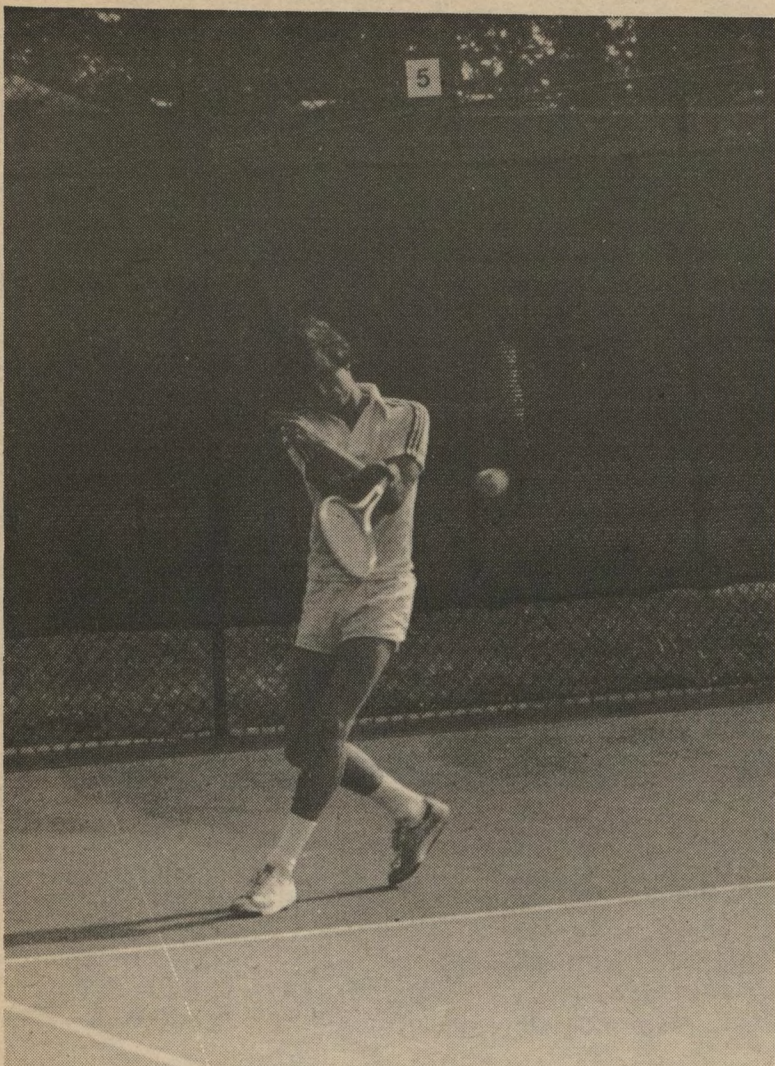
The 1980 spring season marked the second year of a Gilman phenomenon known as the Varsity Ultimate Frisbee Team. Coach Christopher Leighton explained the reasons for the squad's crushing victories over Friends School in three highly publicized matches, which resulted in the "A" Conference championship. He asserted, "This year's squad is the most impressive I've seen in years. It is full of talent and has a lot of spirit."

Another reason for the team's success was a rigorous spring training schedule instituted by Coach Leighton this year. It was apparent even in practice that the team was of championship caliber. From the very start of the season, the members of the team regarded personal safety as a secondary concern when compared with the importance of catching that spinning disk. Who can forget the shouts of "Dive for it! Dive!" as the frisbee sailed over a cliff? And who

can forget Teddy (Captain Positron) Hoehn-Saric's selfless acts of heroism in the name of God, Country, and Frisbee? No, certainly none of the members of the team or the hundreds of enthusiastic fans could forget the many stirring sights packed into every frisbee match.

Due to the glory and honor the Varsity Frisbee Team has brought to Gilman School, there is even talk of giving the team equal time in the Athletic Assembly, awarding the team members Varsity letters, or perhaps even getting a team bus. Surely next year will be an even greater success.

Through means of this article and word of mouth, ultimate frisbee matches will be attended by an even greater number of people, and Gilman will come to realize the indispensability of a team which has the spirit of Varsity Chess, the talent of Varsity Water Polo, and the charm of Sumo Wrestling.



Dirk Bartlett shows his winning form.

## Varsity Tennis Was Tough But Team Had Another Good Year

by Harry Nudelman

The Varsity Tennis Team enjoyed a fine season, compiling an 8-2 record, which earned the Greyhounds a respectable third in the MSA "A" Conference. The team began workouts immediately following Spring Vacation. Although extremely monotonous, the practice sessions provided the players the opportunity to concentrate their efforts on the basic fundamentals of the game, particularly serving. Unfortunately, one member of the team disregarded the rigors of practice and created a serving disease known as "Creamer Syndrome." This disease truly aided Ron Creamer in the quest to become the undisputed team leader in double faults.

The season began with a difficult match against McDonogh, the reigning MSA champs. Unfortunately, the

team lost a 5-2 decision. The players quickly regrouped, and proceeded to dismantle Mount St. Joe, Cardinal Gibbons, St. Paul's, and Boys' Latin. Since the next opponent, Friends, was recognized as a weaker team, Coach Daniels rested some members of his top five, and Kenny Saxon participated in his singles debut. Although rattled at first, the lanky senior scored an impressive 6-3, 6-0 victory. Now the team faced the biggest match of the season against a tough Calvert Hall squad. Even with the vocal support of some able-bodied spectators, including Mr. Finney, the team was defeated 5-2.

The team feels grateful to Coach Daniels for his efforts and patience. The team would also like to pay tribute to the two graduating members; Scott Berman, who was a four-year man, and Ken Saxon.

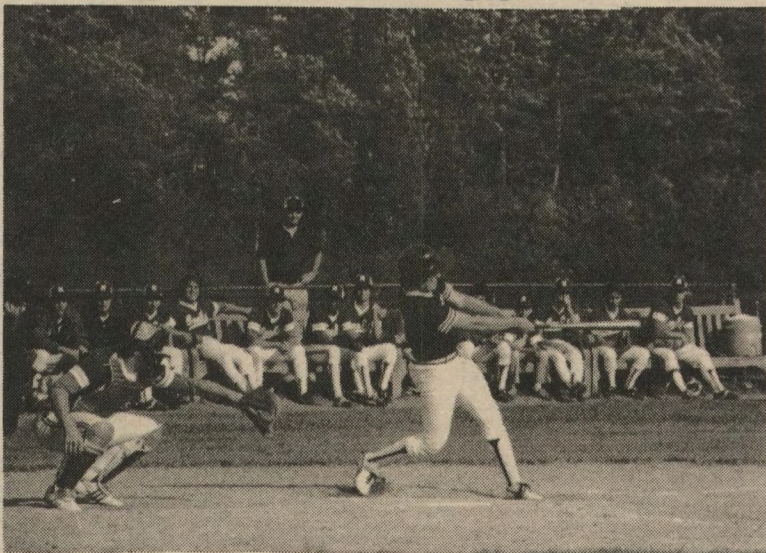
## Jimmy Franklin Leads Sluggers

by Skip Cerf

This year's Varsity Baseball Team had a tough but respectable season. Under the direction of Coaches Smith and Xanders, the team compiled a 6-11 overall record, 4-8 in the MSA A Conference. At times, Gilman seemed invincible, with impressive wins over McDonogh and MSA powerhouse Mt. St. Joe. However, the lack of effective pitching and hitting proved to be the Greyhounds' most predominant shortcoming.

The Greyhounds had many fine players this year. For example, the double-play combination of short-stop David Mikush and second baseman Doug Hoffman accounted for six of the team's ten twin killings. Captain Latty Naylor performed admirably at first base, providing solid defense and power hitting. Carl Etchison, the catcher, proved to be one of the Greyhounds' surprise players. He batted at a .309 mark and directed the pitching staff.

The Greyhounds' biggest and most pleasant surprise of the year was left fielder Jimmy Franklin. He led the



John Zorbach takes a swing in a game against Mt. St. Joe.

third best in the MSA, and showed a lot of hustle in the outfield.

The three remaining outfielders were Skip Cerf, who played in center, Andy Rich, and John Zentz, who alternated starts in right field.

Other players on the team included pitchers Mike Jeddy and Steve Plunkert, and J.P. Sarbanes, and Grant Cochran.

Next year, the Greyhounds should be an A Conference contender, since they will lose only two of the team's nine starters. With the correct attitude and depth, which will be provided by the J.V. squad, the Varsity Baseball Team should be a strong team in the future.

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# Fun & Sun Make Family Day A Shining Success

by Robbie Moore

The annual Gilman Family Day, which was held on May 10, was once again a great success. Clear blue skies and temperatures in the 80's no doubt inspired the festive atmosphere. For most of the several thousand students, parents, alumni, faculty, and friends who were present, the highlight of the day was the Varsity Lacrosse game between Gilman and McDonogh. The many Gilman fans were not to be disappointed, as the Greyhounds trounced the Eagles 13-2.

Of several other sports events on the program, the Varsity Baseball Team was to face Patterson. The close and exciting game left the Gilman team one run behind; they lost to Patterson 6-5. There also was a father-son tennis tournament, a Middle School track meet, and several softball games.

Although the sports events seemed to attract the most attention, they comprised only a small portion of the activities of the day. The Primary School presented a play and hosted both a kite-flying contest and a reception for the parents of the students. The Primary School also participated in the Art Show, which was held in the Middle School

Cafeteria. It featured work from the Upper, Middle, and Primary Schools art and industrial art programs. Both the works themselves and the overall display were carefully and skillfully created. Several particularly notable projects were a large acrylic painting by Doug Donnelly, a captivating sketch of Mr. Finney by Gino Freeman, and a beautiful chest of drawers made by David DeMuth. The imaginative works of many others also contributed to the impressive show.

To round out the day's cultural activities there was a concert by the Glee Club and the Band, under the direction of Mr. John Merrill and pianist Mrs. Baldwin. In the words of senior Alan Macksey, "I was speechless!"

Meanwhile, there was a buffet luncheon in the Upper School cafeteria that offered many families an opportunity to take a break from the busy schedule. Free drinks were provided by the Student Business Company and the seniors sold hotdogs and hamburgers to benefit the Tran tuition fund.

Overall, the day was an enjoyable success, and it is certain that those who attended will be looking forward to more sun and fun next year.

## Green J.V. Lax Team Gains Experience

by Jeb Saunders

At the start of the 1980 lacrosse season, Junior Varsity head coach Robert Smith expressed his hopes that the young, inexperienced J.V. team would mature and duplicate the championship season of last year's team. Unfortunately, Coach Smith's wish was not fulfilled, for the J.V. team managed to win only seven games against four losses.

One factor which prevented the team from gaining the championship was injuries to starters, including goalie Tim Krongard and captain Charlie Eck. These injuries

prevented the team from establishing the type of cohesive unit necessary to defeat the tough teams in the MSA "A" Conference. Another factor was the performance of the defense and defensive midfielders, which caused numerous penalties and enabled more goals to be scored by the opposition's extra-man offenses.

Nevertheless, the Junior Varsity lacrosse season was not without its highlights. The team narrowly won its fourth game against a fine St. Paul's ten by a score of 3-2. Perhaps the finest performance was the 12-4 trouncing of a respectable Mt. St. Joe team. Other victories were

achieved against Severn, Annapolis, Boys' Latin, McDonogh, and Cardinal Gibbons.

The season was also successful in terms of the valuable experience gained by the team members. The fine play of captains DeCosta, Dugan, and Eck, as well as that of midfielders Larry Seidman, Terry Swindell, and Marc EHUDIN is noteworthy. Freshman starters Robby Demuth, Harry McCambridge, and Eddie Russell also performed well. The defense was led by goalie Tim Krongard, flanked by defensemen Rush, Wilgis, T. Finney, Gomer, and reserve goalie T.R. Levin.

## Varsity Runners Show Their Powers In The MSA Finals; Levin Leads Team in Mile

For most of the Varsity Track members, the 1980 season ended on May 13, but a handful of runners were fortunate to qualify for the MSA finals, which were held at Poly on May 23. Although the team ended its season with a mediocre 5-5 record in dual-meet competition, there were still several runners who were outstanding in their particular events.

The team standouts included captain Steve Snyder, who led the team in pole-vaulting and finished third in the MSA. With a jump of 12 feet 6 inches, Steve also set a Gilman record. Junior Steven Levin went undefeated the entire season in the mile. He came in second in the MSA finals and set another Gilman record in the process, 4 minutes, 23 seconds.

Gilman's two-mile relay team, consisting of Captain Rob Harrel,

Chuck Wilder, Keith Keel, and Steve Levin also qualified for the MSA finals and finished in fourth place.

For next year, coach J.R. Thompson expects to acquire three outstanding members of the J.V. team: Greg Quintilian, Aaron Bryant, and Cris Cebra. Greg won the two mile run and established an MSA and Gilman record, while Cris Cebra took second place in the half mile, and Aaron

Bryant floated to a second-place finish in the high hurdles.

With most of the Varsity members returning next year, Steve Levin is confident of his team's potential. "We'll miss the graduating seniors, though, and especially J.P. Wilson," Steve said. "Although he didn't qualify for the MSA's in the two-mile, he never gave up."

## Young Vics Take Over School for Summer



Steven Shabeck, Rhonda Jarrel, and Michael Downs in a previous production from the Young Victorian Theater Company. The YVT, which specializes in Gilbert and Sullivan, will present "The Prates of Penzance" on June 27 and 28, and again on July 2, 5, 9, 11, and 12. The company will also present "The Gondoliers" on August 1, 2, 6, 8, and 9. NB: "To prate" means "to chatter," while "penzance" is indefinitely obscure.

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Rob Harrel battles for the lead.

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