

Unique System Unifies School

by Baron Bond

Senior leadership will take on a new form this year thanks to the creative and diligent work that senior class President Andy Cohen has done since May of last year. In response to Mr. Finney's desire for the senior class to take on a more active role in school activities, Cohen has designed a system of committees, each being responsible for a certain event or aspect of the Gilman community.

"The purpose of these committees," says Cohen, "is to involve each member of the senior class in a position of leadership and a role in the decision making process." There will be ten different committees, each consisting of about eight or nine seniors.



Andrew Cohen initiated the new committee system.

The Prefect Committee, made up of the class officers and elected prefects will be responsible for maintaining appropriate school behavior in the library, the Common Room, and other such areas.

The Informal Gatherings Committee will plan events such as cookouts and other activities that will integrate the students from Gilman, Bryn Mawr and Roland Park.

The Human Relations Committee will develop the ideas of the

school-wide H.R. Committee for the Upper School Human Relations Day. The committee will continue to work after the H.R. Day to plan future activities.

It will be the Social Committee's responsibility to organize and run the Fall Dance, Homecoming, Prom, and The Talent Show. The goal of the committee is to bring the students in the Upper School closer together through these events.

The Environment and Conser-

vation Committee's goal will be to raise the school's awareness about environmental problems and to motivate action of some kind.

The purpose of the Advisor/Advisee Committee will be to develop the relationships between the seniors and their freshmen advisees. The friendships that will be created will help ease the tensions that ninth graders feel their first year in the Upper School.

The Chapel Committee will meet with Mr. Neale to discuss

ideas for future chapel activities. This should increase student enthusiasm for what many consider to be monotonous chapel periods.

The Senior Room Committee will be in charge of keeping the senior room in presentable condition and making changes or improvements when necessary.

The Spirit Committee will be responsible for stimulating student enthusiasm for athletic events. This committee will be in charge of the organizing and running of pep-rallies, and the infamous Gilman Raiders will be made up of its members.

It was going to be the task of the Circus Committee to run this year's Gilman Circus. However, as construction of the new gymnasium is behind schedule, there will be no Circus. The responsibility of the Circus Committee has since been changed to the organization of a fund raising effort for the new gymnasium.

It will be the task of the 1990 senior class to create a strong foundation for this novel idea of student leadership. In the future this system of committee responsibilities will expand, and it will become a permanent and beneficial part of the Gilman Community.

Committee Leaders

- Informal Social: Joey Yoon
- Circus: Jack Shaw
- Chapel: Kevin Moore
- Prefect: Andrew Cohen
- Human Relations: Albert Smith
- Environment: Peter Johnston
- Senior Room: Nick Romagnoli
- Dance/Prom: Tim Tadder
- Advisor-Advisee: Ryan Rippin
- Spirit: Gordon Griffith

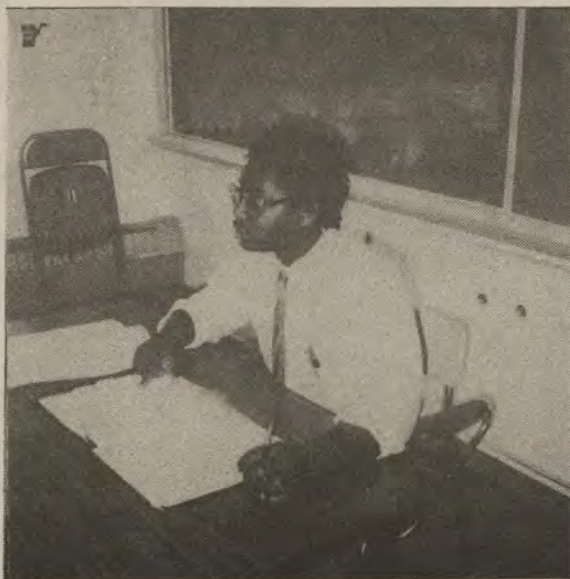
Gilman Adds Five Teachers

by Chris Andersen

As the school year begins, the Upper School is blessed with five new teachers to help us with our curriculum. Joining our faculty this year will be Ms. Julie Checkoway, Mrs. Melissa Marks, Mr. Samuel Matthews, Ms. Lucy Williams, and Mr. David Rody, as the Cooper Fellow. Mr. Rody, who was in Michael Cooper's class, graduated from Gilman in 1985, and earned his B.A. at Brown this past year. He will be teaching History, as well as coaching football, wrestling, and baseball.

Ms. Julie Checkoway graduated A.B. from Harvard/Radcliffe, and was a teaching assistant at Johns Hopkins. Ms. Checkoway will teach English, and help with Vantage, the school's literary magazine.

Mrs. Melissa Marks will also teach in the English Department. Mrs. Marks graduated B.A. from Princeton University and has taught English as a substitute in a



Mr. Matthews and Ms. Checkoway are two of the Upper School's new teachers.

number of independent schools throughout the area. She will also help with the News.

Mr. Sam Matthews graduated B.M. from New England Conservatory. He will be teaching Algebra II and Geometry. Mr.

Matthews taught Math at the Boston Latin School, as well as, the Phillips Academy.

Finally, Ms. Lucy Williams will be teaching Spanish and will help coach field hockey at Bryn Mawr. Ms. Williams graduated B.A.

from Kenyon College and M.A. from Middlebury. She recently taught in Spain.

We would like to give our new teachers a warm welcome, and wish them a very successful school year.

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The Quayle Invasion



A few days ago, Gilman played host to Vice-President Dan Quayle and his entourage when he came to Baltimore to watch a lacrosse game. Mr. Quayle needed space to land his helicopter, and the Gilman soccer field was deemed acceptable. This entire incident was truly an example of government waste and budgetary mismanagement.

The whole event started days before the landing, as Secret Service agents, police officers, and firemen came to Gilman to check out the scene and plan the security details. Then, hours before Mr. Quayle was to arrive a team of Secret Service agents arrived in a rented truck to set up their equipment. This included about 20 portable phones (for what purpose I am not sure). Shortly thereafter, the security detail began to arrive.

By the time Mr. Quayle was to arrive, there were at least 15 squad cars, two fire trucks, and a police helicopter. Every inch of the athletic fields was checked out, and policemen were stationed all over the campus. Before the Vice-President touched down a Marine helicopter landed with 15 or 20 people aboard. Soon, Mr. Quayle

arrived in a different helicopter. As he quickly jumped into a limousine, the spectators thought that they had seen the end of the heavy equipment. Incredibly, another large helicopter soon landed.

All of this was for a visit that lasted perhaps an hour and a half. When President Bush goes to an Oriole game, the bill is \$250,000, so wouldn't the tab for this visit be close to \$100,000? Is this really money well spent? It seems to me that a limo drive with 5 or 6 Secret Service agents would suffice.

Over the course of a year, trips like this add up. The millions of dollars that are being spent on unnecessary details could be used for many other more important things like education or the war on drugs.

In addition, I am scared by the fact that so many police officers were being used for this landing, thus pulling them away from other duties.

Instead of talking about "revenue enhancements", George Bush should be trimming the fat from his own operation and learning to spend money a little more wisely. If he takes the lead, the whole country will surely follow.

By Eric David



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Dear Editor,

I have been appalled that with all the money that was spent to renovate the Common Room last year, none of it was spent on buying a clock. The Common Room is used as a study area, a waiting room, and as a meeting hall, and I believe that all of these necessitate a good clock. If every student in the Upper School donated a quarter, we would raise enough money to buy a fine clock, one that would fit in with the new decor. A clock would truly add to the "new" Common Room.

Sincerely,
Concerned Clockwatcher

Editor's Note:

In the June 9th, 1989 issue of the News, Scott Deutschman's name was inadvertently omitted for the Alex Randall, Jr., Memorial Prize. The News sincerely regrets the omission.

Do You Have An Opinion? Well, It Had To Happen Sometime. Here's What To Do.

Submit letters-to-the-editor to the Gilman News. The newspaper would really like to hear your opinions and concerns about current issues in the school and in the world. The best way to resolve a problem which you have become aware of is to let everyone know about it and your solutions to the problem. Furthermore, the News welcomes your responses to its editorials and articles. We ask that all letters be signed; however, you may choose to have your name withheld if your letter is printed.

The News Welcomes Your Letters-To-The-Editor!

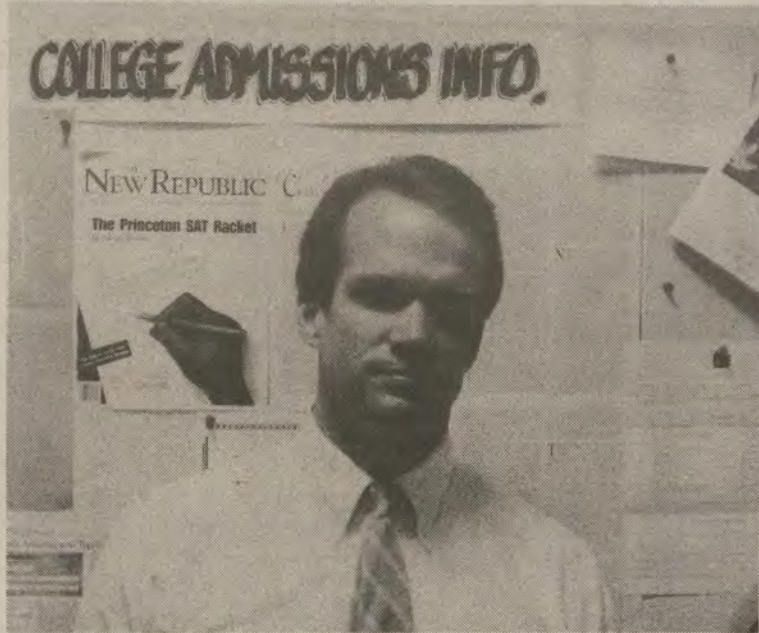
Christ Visits Turbulent China

by Alex Wright

This past summer Gilman's English department head and college counselor Jeff Christ had the rare opportunity to spend a month in Xiamen, China as an exchange teacher with the Baltimore-Xiamen Teacher Training Program.

While most of us were off either making scant amounts of money or sitting at home doing nothing, Mr. Christ taught a class of 10 Chinese English teachers 5 days a week for one month. He advised his pupils about better ways to teach foreign students the English language. These Chinese teachers were learning the newest and best techniques for comprehending English as a foreign language.

In his second year with the program, Mr. Christ was one of 10



Mr. Christ has spent two summers in China.

teachers chosen from every public, private, and even University school system in the state of Maryland. What is even more remarkable is that, as he put it, "Both summers I was invigorated,

psyched if you will, about the whole program."

Mr. Christ has even more reason to remember this summer's program since he and his fellow teachers from Maryland came close to not leaving the United States because of the protests and subsequent massacre in Tiananmen Square. Protests also took place in Xiamen. On June 4, the exchange was put on hold in order to see what developments occurred and whether or not it would be safe for the group to travel. "At first, I did not wish to go because I was bothered that the American stance was not stronger (in supporting the protesters)." However, as time went on, Mr. Christ began to think that it was more important to go and keep the person to person contact open and not to let the stance of the government interfere. "I felt it was more important to keep the ave-

nues open. So (all the teachers) got together, talked, and decided to go.

As for his time in China, Mr. Christ said, "The hospitality was overwhelming." He said that despite the recent unrest, he had an enjoyable time. The only difference he noticed was that he had to be a little more cautious of his actions and that the Chinese were tentative about doing anything that might be considered "dangerous." However, Mr. Christ said this tentativeness was not a major factor in day to day life, and the trip was just as enjoyable the second time around.

In the future, Mr. Christ hopes for better and more fruitful exchanges and would like to see some student exchanges take place. "We have the same basic desire. And needs," said Mr. Christ. Maybe Mr. Christ's trip has helped promote peace in troubled times.

Dress Code is Revised

by Adam Cohen

With the arrival of the 1989-1990 school year there will be many changes at Gilman, but none as fundamental as the revised dress code for the Upper School. The following changes must be followed by the Upper School students: no turtle neck shirts may be worn in place of button down shirts and tie; boots may be worn only in inclement weather; a sport jacket must be worn to chapel daily; and no longer will rugby shirts, sweat-shirts, or army-type jackets be tolerated. However, the fall and spring relaxed dress codes will remain as they have been in recent years (which allows polo type sports shirts to be worn and no sport jackets required).

According to both Mr. Neale and Mr. Schmick, there are two major reasons for the changes. First, the old dress code had become increasingly hard to administer. Mr. Schmick, who



Mr. Schmick proposed the dress code changes.

proposed the changes, commented, "There were too many gray areas; it is hoped that the new guidelines will make it easier for students to understand what is in and out of dress code."

The second reason for change was that unexpected trends were not covered by the existing dress code. One of these trends which was a particular problem was the three-quarter collar t-shirt, a t-

shirt with an extended collar which some consider high enough to be a turtle neck.

Mr. Schmick's dress code proposal was reviewed and revised by faculty and senior officers. Many compromises were reached, one

"[It is] the best of both worlds."

—Upper School Head
Mercer Neale

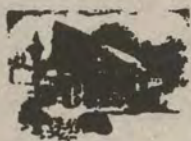
of which was that a sport jacket must be worn only during chapel. Originally it was to be worn all day, but Andrew Cohen, president of the student body, and other senior officers led the way to the compromise. Referring to the new dress code, Andrew Cohen stated, "The compromises that were reached with Mr. Schmick will be mutually beneficial and amenable both to students as well as faculty."

Mr. Neale believes that the revised dress code has reached its goal of establishing a community spirit while still encouraging individuality. He cited that it has "the best of both worlds".

Opinions of the new dress code among the students and faculty are contradictory. Most of the faculty interviewed thought that the dress code's changes were an improvement, but they were cautious, believing some students will always find a way to bend the rules.

Students who were interviewed recognized that there was some abuse of the old dress code; on the other hand, they find the new dress code too restrictive.

Although these dress code changes may seem sudden, the faculty feels it is important to understand some revisions have been discussed for years. The code is a constantly evolving process which must be reviewed as current trends arise. Mr. Schmick and Mr. Neale said that they hope the new dress code will not cause any inconveniences.



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Gilman Gets Face Lift

by Don Hooker

The summer of 1989 has been a memorable one for all those involved with Gilman. Extensive construction and renovation will directly affect every student and faculty member in the community. The auditorium has been redone, and the cottage has been expanded. The stairway in front of the Upper School that had decayed and separated from the building was fixed. Along with its reconstruction, the Gilman room is being refurbished.

All this change is due to a culmination of problems and ambitions. The renovation of the Auditorium was well worth the wait. It was totally gutted and entirely redone. The walls, ceiling, and seating are completely different from last school year. The faculty and students are overjoyed with the new construction. The cushion seats were put in to make the long chapels more bearable,



The Auditorium has a new look.

and the ceiling and walls were adjusted for acoustical reasons. Mr. Neale summed up the construction with one word, "Wonderful. It will be visually better, and much more comfortable."

Although he pointed out that the backstage will not be completed by the start of school, he guarantees it will be "usable."

On the other side of the campus, the cottage is being prepared

for an all new pre-first school. The inside of the cottage has for the most part been cleared out for

"There has been more renovation than ever before."

—Associate Headmaster
Sherm Bristow

renovation, but the administration has been careful not to interfere with the health center and the country store. The faculty promises that those areas "will not be affected." So Upper and Middle-school students will not be hindered by the new construction. However, the Lower School as Mr. Finney said, "will have to do some improvising."

The Lower School math and science departments now housed in the cottage will have to work

around the construction.

The hope is that by the fall of 1991, Gilman will have its first pre-school program. The changes necessary for this program will last through most of the school year.

With all the new construction comes a responsibility to the students as well as the faculty to "take care of it and not impede the progress" of any new construction says Mr. Neale. Mr. Finney adds that it has been a "tremendous burden on the maintenance staff," and he wants to thank Mr. Levin and all those involved in these renovations. He was worried that maybe we had "bitten off more than we can chew," but, through hard work and dedication to the School, it should be successfully completed.

Mr. Bristow concluded that, "I think that there has been more renovation this summer than ever before, and for the most part, it will be completed by the beginning of the school year." It has been a successful summer in terms of the renovation.

BMS Entrance Sparks Debate

by Justin Brown

Bryn Mawr has recently completed construction of a new driveway which connects Centennial Hall in the south-west of the campus to Northern Parkway. Over the past ten years Bryn has increased in size by 50% and attracted more students from farther away. The result has been increasing traffic problems within the community, mainly on Melrose and Boxhill Lanes.

After consulting with neighborhood associations and local traffic officials Bryn Mawr began construction of the new driveway in June of 1989. Only a guard rail on the east side of the road must be finished before the driveway is opened.

Many neighbors to the south of the driveway have complained about it and even initiated lawsuits. One neighbor claimed that when he donated land to the school years ago, Bryn Mawr agreed not to develop the land. Bryn Mawr's administration can find no record of such an agreement. Mr. Bell, business manager, explains, "It is extremely difficult



The entrance to Bryn Mawr is nearly complete.

to get unanimous consent. We expected to have some complaints." The goal of this project was "to make access to the school safer and easier." A goal, which, when the driveway is opened, will become a reality.

News Briefs

Weight Room Suffers Losses

In mid-July, Gilman alumni and students who were using the weight room noticed that some of the weights were missing. After close inspection, Athletic Director Jody Martin found that between the end of school and July 15, eight to ten 45 pound plates and numerous two and a half pound plates had been stolen.

After the theft, Mr. Martin closed the facility for six days in order to take a complete inventory. Also, he called a meeting of regular lifters to emphasize the importance of using the room responsibly. Subsequently, the hours of the room were tightened, and two alumni were put in charge of policing the facility during the most vulnerable hours. At fifty cents a pound, the weights were replaced, at a cost of \$500.

For next summer, Mr. Martin will reevaluate the needs of the students and alumni in order to set up a more suitable schedule of availability. In addition, he will consider hiring someone to monitor the weight room on a regular basis.

Schloeder Named Dean of Faculty

This summer, Mr. Nick Schloeder, one of Gilman's best known coaches and teachers, was appointed Dean of Faculty for Upper School. Mr. Schloeder replaced Mr. Downs, who retired at the end of last year. Mr. Finney believes that both men are excellent role models for the students. The Dean of Faculty's responsibility is twofold. First, he must give special attention and support to new faculty. Secondly, the Dean of Faculty should serve as a catalyst for creative teaching. Mr. Schloeder is respected in the Gilman community where he has worked for over 30 years.

Knott Offers Grant

Last spring Gilman was offered a \$15,000 matching grant by the Knott foundation, named after real estate developer and philanthropist Henry Knott. The grant requires that Gilman students and

faculty raise \$15,000 by December 1, 1989. To raise this amount Gilman had a wrapping paper drive from September 13 to September 27. The grant will be used to help complete the Redmond C.S. Finney Athletic Center, which is due to be completed in early 1990.

News Holds Workshop

On September 16, the Gilman News held a workshop for all reporters and editors. Thirty-five members of the News staff attended. The speaker, Jeff Price, is currently State editor for the Baltimore Sun. He has served in several overseas news bureaus, and has extensive experience in all fields of journalism. Mr. Price's advice for reporters regarding the writing of a quality article was invaluable. In addition, the editors gained insight into making the paper more interesting and pertinent. Mr. Price felt that by concentrating on relevant issues, the News will become more provocative. Hopefully the results of this seminar will be seen in subsequent issues.

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Gilman Remembers Donald Bentley

by Jamie Schapiro

The young and determined Gilman football athlete attempts to receive a gliding pass at his knees. As the ball nears the ground, the player's pinky jams into the turf of the playing field. The player then went over to his coach and showed him the finger bent ninety degrees. Very calmly the undisturbed player remarks, "Mr. Holley, what do I do about this?"

This football incident was the first memory that came into Mr. Holley's mind when he was told of Donald Vincent Bentley's death. Mr. Holley, an English teacher and J.V. football coach at Gilman, was Donald's advisor. During Mr. Holley's childhood, he played in the neighborhood of Grove Park with Donald's brother. At the time, Mr. Holley vaguely knew Donald. Once Donald became a freshman at Gilman, things changed. Mr. Holley was "almost like a big brother" to Donald.

Donald Vincent Bentley graduated from Gilman in June of 1988. As a senior, Donald won best speaker in the final debate, was a member of the track and football teams, and became very



Donald was very active in School life.

concerned with racial relations. Most students and faculty may remember Donald for his Bob Marley senior speech, or his short skits with Trey Muldrow which were as Mr. Neale stated, "Sometimes more entertaining than chapel programs." Many will just remember him as being articulate, good looking, quick-witted, and extremely talented.

On the second floor of Gilman School, in Mr. Holley's office, is a

picture of Donald Bentley, which means a lot to him. Just before the Gilman prom of 1988, Mr. Holley recognized a well-dressed young man proudly standing next to a beautiful girl. This was Donald and his date. Later that summer, Donald knowing how impressed Mr. Holley was about his date, left a picture of him and his date and a note on Mr. Holley's desk. The note read, "I know how much you liked my girl so I thought I'd give

a picture of her." This picture brings many memories to Mr. Holley. While describing Donald in the picture as "well-dressed, personable, and slick" with a "good-looking and charming" young girl, Mr. Holley proudly states, "He was smooth."

On Friday night, August 11th,

increasing black unity. Mr. Holley, Donald's teacher for Afro-American literature, explains Donald's concern also in class, "He really wanted to learn what made the (black) race tick and why was there this disunity?" The irony lies in Donald's death. "Here was a person concerned about his role and his community, and he was, in a sense, destroyed by his community," stated Mr. Holley.

Just a month after the death of Donald Bentley, a young nineteen year old was shot and killed in downtown Baltimore. Once again in the Gilman community, a young man's life was taken. This man was the cousin of Evelyn Nicholson who works in the Gilman development office. The rate of these tragic deaths is increasing not only in the Gilman community but in our city.

The loss of Donald Bentley will always remain with the Gilman community. It is such a shame to lose a young man with so much potential. Donald would probably want us to remember him just like he was in the picture with his prom date. As Mr. Holley glances over at the picture on his wall, shakes his head and says, "What a waste. What an absolute waste."

"Every man has the right to live."

— Jimmy Cliff
from Bentley's senior page

Donald Vincent Bentley was murdered in a street robbery near the corner of Maryland and North avenues. Donald, nineteen years old, would have been a sophomore at Morehouse College in Atlanta. Around Donald's neck were medallions expressing Africa and "Jah," the Rastafarian word for God. These medallions proved his growing consciousness of what it means to be a black citizen of the world.

The black race concerned Donald. Donald cared a lot about

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HATS OFF TO: Ishmael Settogelo

by Jamie Schapiro

Jamie Schapiro: "How and why did you get selected for this program between America and South Africa?"

Ishmael Settogelo: "I don't know what the criteria for selection are, but they looked at Std 9 (grade 11), Std 10 (grade 12), and mid-grade and final results. You were also required to do an essay, two letters of recommendation, and fill in a form stating your goals, achievements, likes and dislikes."

Jamie Schapiro: "Were you surprised to be selected for this program?"

Ishmael Settogelo: "I wasn't very surprised although I was leaving some room for disappointment."

J.S.: "Do your parents support you coming to the United States?"

I.S.: "Although it was sad that I was leaving it didn't matter much to them because they knew



Ishmael Settogelo is from Bophuthatswana, South Africa.

that I would get a fine education and they wouldn't stop me."

J.S.: "When you arrived in America, what was your first impression?"

I.S.: "When I arrived it was very much alien to me even though I had seen much of it on television and read much about it. The experience was just amazing!"

J.S.: "How do your friends and relatives view America?"

I.S.: "Although racial segregation is not legalized, they are very much aware of the problems concerning race."

J.S.: "How should Americans view South Africa?"

I.S.: "I don't know. I think it should depend on the individual. That is the whole idea of democracy. I think a person should feel what he wants."

J.S.: "Will your parents ever come to America?"

I.S.: "I don't know, but it may happen."

J.S.: "After college, do you plan to stay in the U.S.?"

I.S.: "I plan to stay for a little while and gain some experience in business before going home."

J.S.: "How would you describe yourself?"

I.S.: "I think another person should answer that."

J.S.: "Is this interview a new experience for you?"

I.S.: "Yes, although I am not too excited about it. I do think that I will learn from this."

J.S.: "What languages do you speak?"

I.S.: "English, Afrikaans, Tswana, Sotho and I understand some Zulu."

J.S.: "What would you like to accomplish this school year?"

I.S.: "To do extremely well academically and to get to the very best college or University."

J.S.: "How do you feel about Gilman?"

I.S.: "Very demanding. I don't get time to cover everything in my homework. Things always seem to slide even though you are really doing your best."

Berger Completes Hardie Exchange

by Mark Korn

David Berger, winner of the Harry Hardie Anglo-American scholarship prize, recently returned from his three week trip to England, which was his reward for his performance in the competition. In order to achieve this prized scholarship, Berger, along with other fifth form competitors, wrote an essay during Christmas break centered on his anticipation of studying abroad. The essays were reviewed by a panel of judges who eventually chose Berger as the outstanding entrant.

Berger recommended that in order to obtain the Hardie scholarship, "[the Gilman student] should be original yet stay on target when writing the required essay." The completion of his essay enabled Berger to experience an extremely enjoyable and exciting trip affording him the opportunity to meet new people and absorb fresh ideas.

The winner of last year's competition, Michael Blumenfeld, stated that "the work at St. Edwards was not any harder than at Gilman, but their teachers frequently made their demands of their students." This observation was confirmed by Berger who found the courses at St. Edwards more detailed and meticulous than at Gilman.



David Berger is still happy about the Hardie exchange.

David studied Chemistry, Geography/Geology, and Biology in a very concentrated manner and stated that, "the studies at St. Edwards school were much more focused and intense than those at Gilman." These studies required spending double to triple the time he devoted to each class at Gilman. "My studies in England provided me with an excellent

foretaste of college life because of my living with kids my age in a boarding school environment."

Travel occupied an important and pleasurable part of Berger's trip during which time he toured with Tommy Legard, his exchange partner, and his family. Spending time in the Scottish countryside "was the most relaxing experience of my life," claimed Berger.

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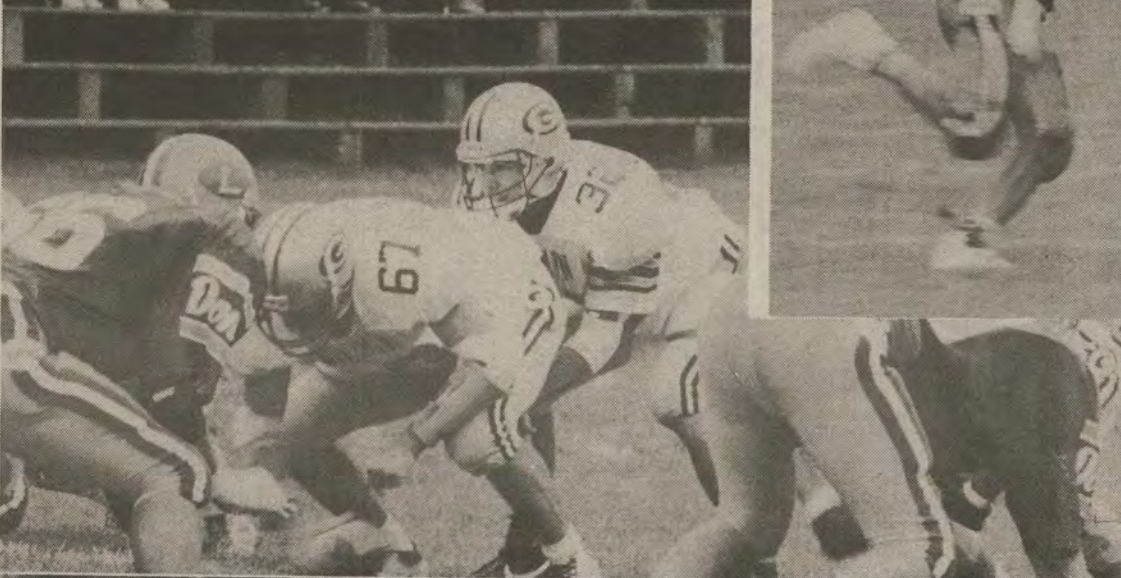
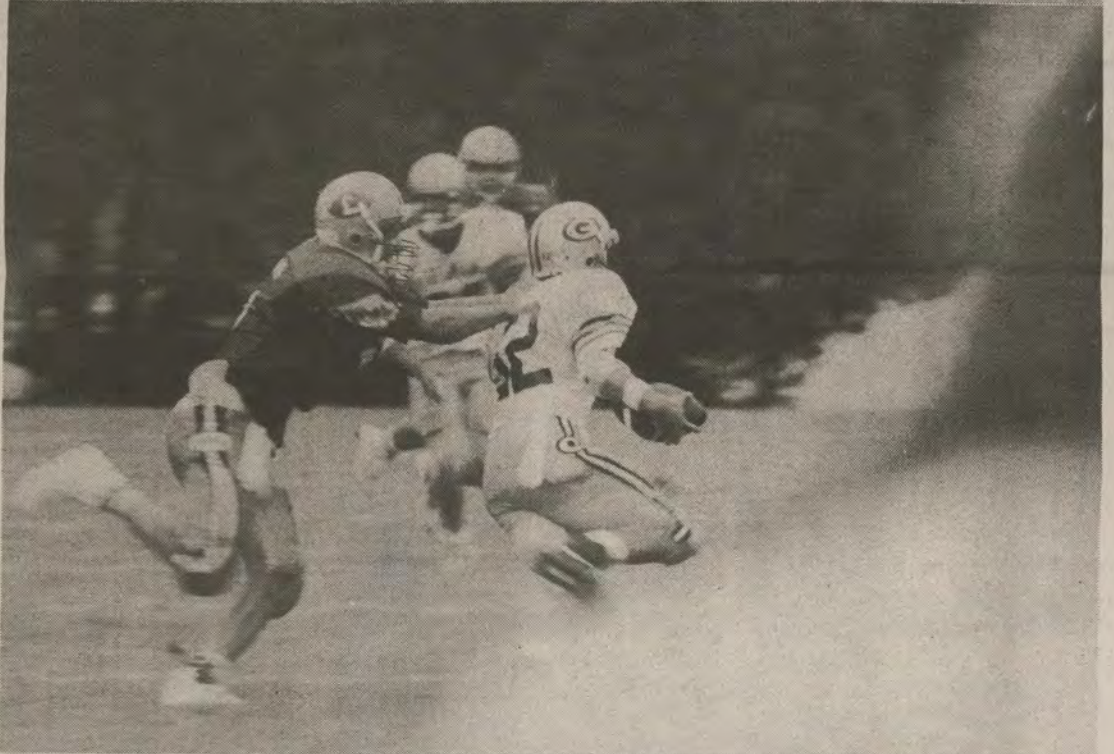
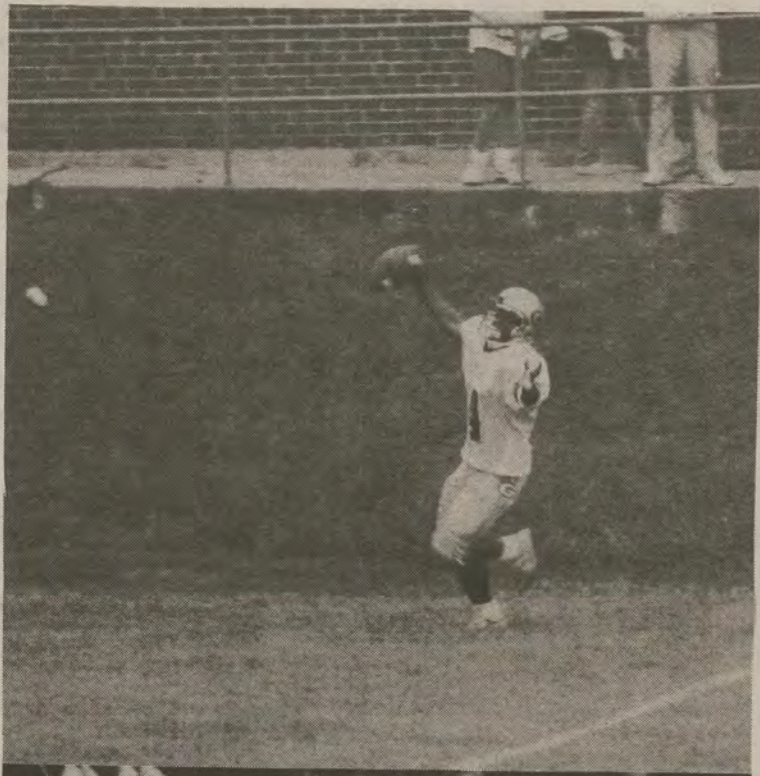
Hounds Begin Quest for Championship

The Varsity football team has taken two huge steps towards regaining the MSA "A" Conference championship. On Sept. 16, the Greyhounds crushed Loyola 40-8 at the Don's home field. Keith Kormanik and Ed Trusty were spectacular on offense, while the defense held their opponents to one first down in the first half.

Unfortunately, the team could not rest because they knew that they had to face top-ranked City

College. On September 23, Gilman ripped into the visiting Black Knights and came away with a 20-0 shutout. Again, the defense was outstanding, allowing 24 yards total offense in the first half. The offense struggled in the deep mud but touchdowns by Jamal Cox, Nick Romagnoli, and Keith Kormanik provided the winning margin.

Below are some pictures from the beginning of the Greyhounds road to the championship.



pictures by Jack Shaw

Fall Season Looks Promising

by Matt Parks

The Varsity Football team is looking to top last year's record of 5-4. They hope to do so with a more aggressive offense than in past years, led by returning starter Tim Tadder at center, guards Eric David and Doug Kaufman, and tackles John Shavers and Craig Dates. Tailbacks Ed Trusty and Jamal Cox, and fullback Nick Romagnoli will combine their talents to create an explosive running game, while Andrew Dausch, Gilman's first option quarterback, will look to throw to his three main targets: Keith Kormanik at split end, Casey Gordon at tight end, and split end, and Robert Frederick at wingback.

The aggressive defensive scheme has changed little from teams of the past. It will be steered by defensive linemen Duncan McBean, John Shavers, Craig Dates, and Doug Kaufman; linebackers Tim Tadder, Nick



Jack Collins forges ahead.

Romagnoli, Jamal Cox, Michael Weinfeld, and Eric David; and defensive backs Robert Frederick, Keith Kormanik, Andrew Dausch, and Steve Linoweaver.

According to coach Bristow, "Hopes are high for this year's team. It has a very solid nucleus, and hard work by the younger players should make up for their

lack of experience."

The Varsity soccer team, now in the "B" conference, has a new winning attitude. With a more experienced team than in past years, it is ready to take on such teams as McDonough, Severn, St. Paul's, Archbishop Spalding, and Boy's Latin. Its high-power offense is led by Ryan Jordan and Kent Chan, and a number of promising juniors; while its defense is led by seniors Bensen Chen, Julian Abrams, and Mike Bang, and junior goalie Rich Bruekner. This year's team will be very exciting to watch as it strives for the "B" conference title.

The Varsity Cross Country team is optimistic about the upcoming season, although it shows signs of inexperience. Returning senior runner Jack Collins looks to take the number one spot. A.J. Julius and Jeremy Gotsch are also running well.

Coach Thompson says that the key to success this season is not to lose too many meets early on.

However, that does not worry him because he knows that his runners will show their heart and dedication, and run as fast as they can for their big meets against MSA rivals Calvert Hall, Mt. St. Joe, and Loyola.

The Varsity Water Polo team looks to continue its dominance of the MSA "A" conference as well as continuing to be competitive with some of the best teams on the East Coast. Coach Ensor seems to be very happy with his team. It will be led by seniors Justin Brown, Eddie Cho, and Perry Offut; juniors Luke Harlan and John Smulyan, and sophomore Clay Spencer, all of whom are returning swimmers. These returnees should provide a nucleus for a strong 1989 team.

In addition to players and coaches, the spectators will be crucial to the success of the 1989 Fall athletic season. They can provide the extra push needed by all athletic teams to succeed.

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Minority Relations at Gilman An In-Depth Look

by Eric David

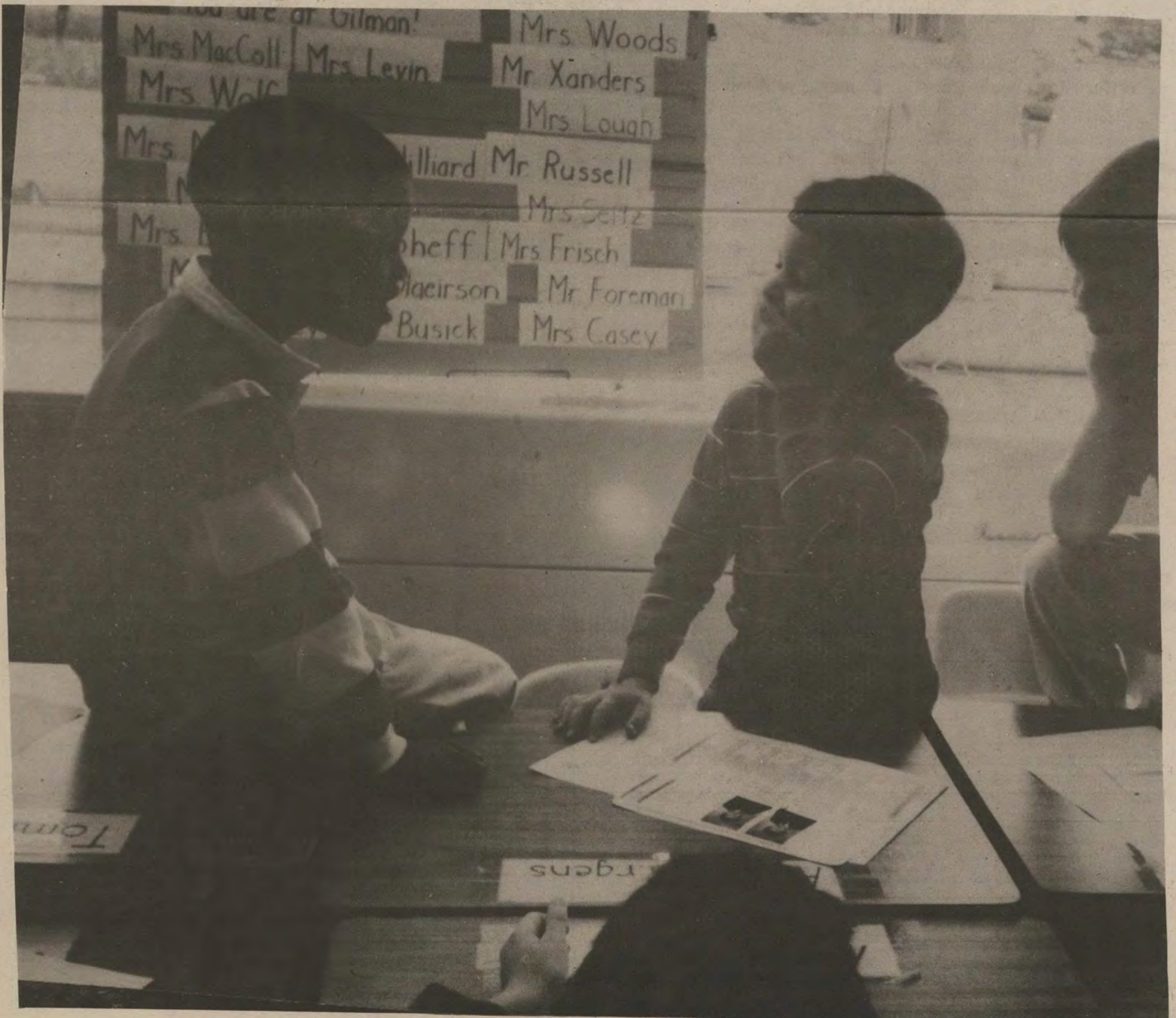
In his twenty plus years as Headmaster at Gilman Mr. Finney has always been most proud of the School's efforts to diversify. Under his leadership, Gilman has been transformed into a multi-racial community with a 21% minority population.

This change did not come easily, and there are still people today who are uneasy with Gilman's new complex identity.

To get an idea of how the community feels about minority relations at Gilman, the News conducted a poll, the results of which can be found on page 4. We asked twenty-one questions

of every student and teacher at the school and received over 100 responses. It should be emphasized that the results of this poll do not represent the attitude of every person at Gilman but we feel that it does depict the opinions of a good cross-section of ages, races, and ethnic groups.

cont. on p. 4



Free Speech and the Flag

The right to free speech is one that is so fundamental in America that we often take it for granted. Most people assume, as they should, that they will be allowed to speak their minds without fear of recrimination. This fact is what separates our society from the one depicted in George Orwell's 1984.

Shockingly, this right is now being made conditional by the government in a knee-jerk, short-sighted action. In response to the Supreme Court's legalization of flag-burning, the Bush Administration has passed another law banning the desecration of the flag. Proponents of the law claim that the flag is a symbol of America and thus should not be burned. This argument, however, is somewhat lacking. In essence these people are saying that we are not free to burn a flag because it symbolizes freedom.

This freedom is especially important to journalists. The thought that we at Gilman could not print what we want is a scary one. That is why the law banning flag-burning is so wrong. It is not just an issue about a piece of cloth being lit on fire. Rather it is about seeing our liberty as journalists, musicians, or even politically active citizens snatched from us.

With the conservative Court's crushing blows to abortion and affirmative action, it is essential that the right to free speech is protected. If it is not, the flag will represent nothing more than fond memories of an uncensored America.



A Tribute to Wilma Hilliard

by Baron Bond

Early on the day of October 12, word spread throughout the student body that there would be a special memorial assembly for Mrs. Wilma Hilliard, who had died that same morning of an undiagnosed pneumonia. There was an immediate aura of grief in the form of saddened, bewildered faces, and an uneasy silence. The Gilman community was shocked as it began to realize the significant loss of such a wonderful and unique lady.

Mrs. Hilliard was part of the Gilman family for approximately thirteen years, most of which were spent teaching the first grade. She was ever so good at introducing wide-eyed, unknowing first-graders to their first experience in the academic world, particularly the world of Gilman and all it encompasses. Mrs. Hilliard's kindness and good nature were available to one and all. She had a way of making you

feel important, always remembering your name with a warm smile.

While to many of us she may have represented security, she definitely commanded respect from everyone. Mrs. Hilliard seemed to have the rare ability to touch your heart, and she did this in such a way that the experience stayed with you a long time—perhaps forever.

As expressed in the words of Mr. Finney and Reverend Afful at the memorial assembly, we must attempt to absorb the qualities that made Mrs. Hilliard such an important person into our own characters. We can each remember in our own special ways, for our own special reasons, but we must move on.

Wilma Hilliard was a wife and a mother. As we are all aware, her husband, Hunt, is also a significant member of the Gilman community, and we sincerely extend to him and to all the Hilliard family our deepest sympathy at this sad moment in time.



Being a good sport is more important than winning and losing.

When the athlete put his team's colors on, he must represent what the school stands for in athletics—class, pride, and good sportsmanship.

Being able to compete at the highest level of intensity while respecting the opponent is more important than winning and losing.

Being able to look the loser in the eye and congratulate him on his efforts is more important than the score.

Being able to look the winner in the eye while congratulating him on his effort is more important than the score.

Being a good sport is more important than winning and losing.

Mr. Martin

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November 15, 1989

THE GILMAN NEWS

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Character Development Starts Early

by Adam Cohen

When the topic of minority relationships at Gilman arises, the Lower School is often overlooked. Yet, insofar as minority relationships are concerned, the Lower School has the most effective program of all three school units. The Character Development program, known to Lower Schoolers as CD, is a program which exposes students on a regular basis to issues relating to interpersonal relationships. In the first grade the Character Development program deals extensively with the issue of teasing. In the fifth grade the focus has progressed to prejudice.

Both Mrs. Brune, Head of the Lower School, and Mrs. Frisch,



Mrs. Brune feels CD is a good program

Coordinator of Character Development, feel that the program's effects are noticeable.

Mrs. Frisch stated, "I know

they [the effects] are immediate, and hope they are long term." One of the program's goals is to increase Lower Schoolers'

awareness of the many minorities with whom they go to school, and to teach them to be tolerant of the differences. This awareness

"I know [the effects] are immediate and hope they are long term."

—Coordinator of
Character Development
Mrs. Frisch

of differences is apparent when the students carry on meaningful discussions about the malice of prejudice.

As for the amount of prejudice

in the Lower School, Mrs. Brune explains, "To say none exists would be unrealistic." Though situations are rare they are handled on a case-to-case basis. Most of the prejudice that occurs in the Lower School involves name-calling. Most of the time the name caller does not even understand the meaning of the words he uses. The Character Development program also aims to end these uncommon, yet hurtful, blasts of anger.

The Character Development program is taught to all students once a week. The faculty is enthusiastic about the program, and it seems welcomed by students and parents. With this program the Lower School is setting a constructive model for the entire school.

Middle School Deals With Diversity

by John Fishman

There is a large hand-stitched quilt standing alone in the center of an empty stage. In the back of the auditorium, surrounded by the entire Middle School, sits middle school head Ronald Culbertson. It is chapel and Mr. Culbertson is seated among his students, breaking tradition to make a point.

"That's us on stage," he tells the wide-eyed sixth through eighth graders. The quilt stands for the community, while each block represents one student, such as the student who asks a repetitive question, Mr. Culbertson says. The possible responses are to unstitch the quilt, thereby dividing the community, or to smooth it over and let the boy

know that it is okay to ask a question.

This parable told by Mr. Culbertson superbly summarizes the attitude toward race relations in the Middle School. "We are trying to have a sense that we all fit together into the school regardless of background," explains Mr. Culbertson.

Minority relations are dealt with primarily in three ways in the Middle School: through the Talk program, in clubs such as the Black Awareness Club and the Asian Awareness Club, and by a general emphasis on community that is constantly reinforced by the faculty.

In the Talk program, students get together twice a cycle in small groups with a teacher, and discuss various topics. The director of the program is Mr. James Garrett, who comments, "The most

important ingredients [in the Middle School] are shared experiences that encompass many parts of the community...Shared experiences are different people from different backgrounds working together for a similar goal."

In Talk, the sixth grade is just beginning a new, full-year course on religion in relation to the individual, family, and community. In addition to an examination of Eastern religions, some of the questions they hope to answer, Mr. Garrett adds, are:

What are communities?

How do individuals fit in there?

The seventh grade course, Talk II, includes units on comparative religion and prejudice. "We are trying to address the background of all of our students," says Mr. Garrett.

The purpose of the Black

Awareness Club "is to give Middle Schoolers more of an awareness of black relations and to keep the Middle School aware of its black community," says Mr. Johnnie Foreman, the faculty member in charge of the club. This year the BAC plans to bring in speakers and also to make a large wall-sized calendar detailing what famous blacks have done in the past.

The club includes five caucasian members this year, which Mr. Foreman says, "shows we can bridge the gap."

New to the Middle School this year is an Asian Awareness Club headed by Mr. David Chae and Mr. Shanti Kumar. "The purpose is a greater awareness for the kids," explains Mr. Chae. The club teaches them that "as Asian Americans, they can have both cultural heritages and be comfor-

table. It is a great time for them to become more vocal," he adds.

Another way race relationships are taught in the Middle School is by faculty emphasis. An example would be Mr. Culbertson's speech. "We need to celebrate these differences," he says.

Mr. Culbertson agrees that some discrimination does exist in the Middle School. Examples include name-calling and socializing habits. "Absolutely, it would be naive to think that prejudice doesn't exist. Often people discriminate at the cost of others. We are not isolated. Things that happen in society at large happen here."

Because of this, as well as the fact that the Middle School receives many new students from various backgrounds each year, Mr. Culbertson says, "We have to say it again and again."

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Minority Relations at Gilman

1989 Gilman News Poll

cont. from p. 1

The editors decided to include only the three most prevalent minorities at Gilman, African-American, Asian-American, and Jewish. We also differentiated between the four grades and the faculty. One of the most interesting trends was that all four grades felt nearly the same about each question. It does not appear that students become any more cynical as they proceed through Gilman. When asked if they felt that there was racism at Gilman, 76% responded that there was. Among minorities the percentages were slightly higher, at 83%, while only 71% of non-minorities felt racism existed at Gilman. In a related question, only 12% of those responding felt that the racism at Gilman was overt.

One of the most disturbing responses was to the question "Have you ever made a racial slur in the company of your own

racial group?" 66% said that they had. The numbers were nearly identical for minorities and non-minorities. Perhaps this shows a bit of hypocrisy, because only 39% had ever made a racial slur in the company of another racial group.

47% of those polled felt that there were different academic standards for different racial groups, and 49% felt that there are different athletic standards for different racial groups.

The final question was, "Do you feel Gilman is doing all it can to address racial issues and minority concerns?" 33% of minority respondents said yes, compared to 48% for non-minorities.

In general, Gilman appears to be on the right track in the area of minority relations. In relation to 25 years ago, Gilman is greatly improved, and deserves credit. However, as this poll highlights, there is still work to be done.

1) Do you feel there is racism at Gilman?

yes 76% no 24%

2) If so, is it overt?

yes 12% no 88%

Or, is it subtle?

yes 82% no 18%

3) Do you feel teachers base expectations on common racial stereotypes?

yes 32% no 68%

4) Do you feel coaches base expectations on common racial stereotypes?

yes 33% no 67%

5) Have you ever felt discouraged from a certain activity because of what you perceived as prejudice?

yes 34% no 66%

6) Do you feel pressure in athletics because of what you perceive as racial stereotyping?

yes 21% no 79%

7) Do you feel pressure in academics because of what you perceive as racial stereotyping?

yes 19% no 81%

8) Do you have close friends from outside your racial group?

yes 89% no 11%

9) During the school day, do you associate almost entirely with your racial group?

yes 23% no 77%

10) If so, do you ever attempt to break out of such a clique?

yes 50% no 50%

11) Do you feel uncomfortable at Gilman because your group is not the dominant one?

yes 18% no 82%

12) Are you aware of any of your own personal prejudices?

yes 64% no 36%

13) Have you ever knowingly committed a racist act?

yes 23% no 76%

14) Have ever knowingly made a racial slur?

A) in the company of another racial group?

yes 39% no 61%

B) in the company of your own racial group?

yes 64% no 34%

15) Do you feel certain activities exist solely for the sake of one racial group?

yes 63% no 37%

16) Do you feel there are different academic standards for different racial groups?

yes 47% no 53%

17) If so, does this perception affect your relationships with that group?

yes 37% no 63%

18) Do you feel there are different athletics standards for different racial groups?

yes 49% no 51%

19) If so, does this perception affect your relationships with that group?

yes 11% no 89%

20) Would you feel comfortable dating a member of a racial group different from your own?

yes 58% no 42%

21) Do you feel Gilman is doing all it can to address racial issues and minority concerns?

yes 41% no 59%

Faculty Viewpoints

by Tim Holley

Mr. Holley teaches English and coaches in the Upper School

Northwest Baltimore was a great place for a black kid to grow up in the 1960s. My neighborhood, which was entirely black middle-class (most of the homes in Baltimore were segregated), was full of children that were unaware of the racially hostile world that lay beyond their boundaries. Most of the children went to the local public elementary school where friendships continued to flourish and education centered around a black experience. Interestingly, being the son of two Baltimore City Public school teachers, I was a neighborhood kid who attended a small fully integrated parochial school, Grace and St. Peter's, outside of the neighborhood (it happened to be about sixty percent white, forty percent black). I suppose I learned at a very early age that racial differences existed, but I was certainly unaware that the extent of those differences was tremendous and consequential. After graduating from elementary school, I entered the Gilman community in the fall of 1971; I had no idea that the education that I was about to experience was a unique one. Like most seventh graders, thoughts about my role in society were distant. I did not realize that being a member of a minority group within a dominant majority culture would become to a large degree, the essence of my existence. Most importantly I did not realize that the nurturing environment of my new school would make me acutely aware, in the future and in retrospect, of a society where a person is not always "judged by the content of his character."

Having been a minority member of the Gilman community as a student, alumnus, and faculty member for the past eighteen years, I have encountered a variety of opinions and attitudes concerning the issue of being sensitive to people from different backgrounds in life. Interestingly, recollections of my career are relatively incident-free as far as racial prejudice is concerned. The 1970s represented a high tide of progress between the races. White society throughout the nation was sincerely addressing the injustices of past generations. Unquestionably this attitude started to infiltrate Gilman school, a traditional haven of racial elitism. A progressive Gilman administration in the 1960s had gone out of its way to not only recruit black applicants, but to make Gilman a more comfortable environment for its minority students. As a youngster I perceived Gilman as an ideal society. "Everyone" appeared to love me, and I loved "everyone" As I grew older I realized that Gilman, like all environments, even in the 1970s, was not untouched by racial prejudice.

As I became entrenched in the college world, I learned that some people did not like you just "because". I also learned that positions and stations in life were filled by the candidate who looked most "right" for the part, sometimes, regardless of qualifications. Maybe even, certain students were seen as more intelligent because of their "backgrounds." After college, I entered the real world of the United States military and found that politics played an even stronger role in one's success. I guess I started to assess my encounter with racism in the military. My first boss told me,

before a proper introduction, that he formerly had been a bigot when he was in high school but had since changed. Probably after I entered my mid-twenties and was ready to start my teaching career, my view of the society I was raised in was a bit tainted and apprehensive.

When I returned to the Gilman campus as a member of the faculty in 1985, my perspective of the world had drastically changed from the one I had had as a wide-eyed teen in the 1970s. Constant memories I had of my high school days surrounded me that spring. However, over the last five years as a faculty member, I have observed flaws in the Gilman societal armour that I had not noticed before. It was then that I realized that these problems existed when I was a student, but I was too young and naive to recognize them. I had really thought that Gilman was perfect, but no place really is. One of the ugly features about prejudice and realism is that they tend to change childhood visions into adult revisions. What is really interesting about my years of being on the faculty, as opposed to my six years as a student, is that by seeing Gilman through discerning adult eyes, I have come to develop a healthier more informed love of the school. I see problems today which smack of racism, but I sincerely believe that the institution attempts to deal with these problems in a fair and unbiased manner. Occasionally a slur will arise from the mouths of students and faculty alike, but for the most part the community is somewhat sensitive to its darker brethren. Let's hope that Gilman School, contrary to the national trend, continues to strive toward the goals it set in the 1960s.

By Alice Levin

Ms. Levin teaches reading and study skills

In writing this article I am able to draw from several frames of reference. I have experienced Gilman School as a parent, a faculty member, and an admissions counselor, and can, therefore, view the issue of prejudice at Gilman from several perspectives. I am also actively involved in the Jewish community which gives me the opportunity to view Gilman from another vantage point.

Anti-semitism is a form of prejudice. Does it exist at Gilman? If one recognizes that the Gilman community reflects some of the concerns of the larger secular community, anti-semitism, like all aspects of prejudice, exists. There is no blatant manifestation of bias. The hierarchy of Gilman School has made it unequivocally clear that prejudice of any kind is unacceptable and will not be tolerated. Anyone who has a problem accepting and participating in an environment that fosters racial, ethnic, and religious diversity is going to be uncomfortable here, because heterogeneity is what Gilman encourages.

This is not to say that everyone agrees with these open-minded attitudes. There are those who resent having to interrelate with people who do not fit their predetermined ideas of who is socially acceptable. I know that there have been instances in which subtle behavior, unpleasant remarks, and deliberate attempts to exclude individuals have occurred. But this is not particularly Gilman. It is, unfortunately, a human characteristic to focus on people's differences and to react negatively to people and situations you don't really understand. Trying to understand another person's lifestyle and customs requires time and effort, and we are not always willing to make those investments.

Over the years, there have been Jewish boys who have not been accepted to Gilman. Too frequently the reaction has been that Gilman is anti-semitic. As a member of the admissions committee for the Middle and Upper Schools, I have observed a number of the candidates, their academic record, results from the admissions process, and recommendations. I have seen no evidence to indicate that only a specific number of acceptances are granted on the basis of race color or creed. I have also witnessed a purposeful attempt to promote diversity by seeking out candidates from all segments of the community.

There have been Jewish students who have transferred from Gilman to other schools, and sometimes there is an implication that the decision to leave Gilman was because of anti-semitism. While an individual may have been uncomfortable here, there are a variety of reasons why he was unhappy, and they are not necessarily predicated on his being Jewish. Allowing a falacious impression to prevail may save that person some embarrassment or further explanation, but is unfairly detrimental to the school.

In spite of attempts to make every student at Gilman feel welcome and an important cog in the Gilman wheel, there will be incidents and occasions where inappropriate behavior occurs. There are narrow-minded, bigotted people everywhere who must be seen as individuals and not as representatives of the school or community with which they are associated. Gilman has come a long way in recognizing students from the Jewish community. Human programs, closing for Yom Kippur, and an active Jewish Student's Association motivate sensitivity and awareness. The strongest weapon against stereo-typing and bias are our Jewish students. Many of them are outstanding assets in the Gilman community, and go on to become prominent representatives of the Gilman experience in the community at large.

The club's intent is not to lure second generation Asians away from their culture at home or to insist on assimilation. In fact, the club aims to discover how its members can best deal with their unique upbringing. Whether the issues deal with relationships at home or at school, the club serves as an open forum.

Hopefully, as the club gains strength in numbers and commitment, members can branch out into community service projects such as relief funds and the United Way campaign. The club's newly elected leaders are Mike DeLara, president, John Kim, vice president and Robby...

by David Chae

Mr. Chae teaches History and coaches in the Middle School

The Middle School Asian-American club kicked off its first meeting on October 5, 1989. The club, open to everyone, focuses primarily on the Asian-American experience. Representation from India, Japan, China, Korea and the Philippines meet every day 3 during seventh period to share their experiences.

The primary goal of the club is to give Asian American a better understanding of their dual identity. Society communicates one message and parents communicate another, leaving many Asian Americans on the fence. Some feel that they must be entirely Asian or entirely American. The

fact of the matter is that they can be both and still be respected and accepted by everyone.

The club's intent is not to lure second generation Asians away from their culture at home or to insist on assimilation. In fact, the club aims to discover how its members can best deal with their unique upbringing. Whether the issues deal with relationships at home or at school, the club serves as an open forum.

Hopefully, as the club gains strength in numbers and commitment, members can branch out into community service projects such as relief funds and the United Way campaign.

The club's newly elected leaders are Mike DeLara, president, John Kim, vice president and Robby...

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HATS OFF TO: Mordechai Zipori

Mordechai Zipori was born in Israel in 1924. Most of his education was derived from selected courses at the Tel Aviv University and professional courses of the Israel Defense Foundation. In 1939, Mordechai joined the "Irgun," which was an underground organization aimed against the British and Arab forces. Six years later, he was arrested by the British and deported to detention camps in Sudan, Eritrea, and Kenya. Once back in Israel, Mordechai commanded the Tank Brigade during the Six Day War in Sinai. Also, he was Chief Armor Officer during the Yom Kippur War. In previous years, Mordechai was Deputy Minister of Defense and Minister of Communications for Israel. Currently, he is Director General of Israel's National Insurance Institute, which is equivalent to our Social Security.



Mr. Zipori is heavily involved in Israeli politics

Jamie Schapiro: "What is an eighteen year old's life like during the intafada?"

Mordechai Zipori: "A soldier at eighteen. Life is centered around building and defending his country."

Jamie Schapiro: "Is it typical for an eighteen year old boy to get involved with the intafada?"

Mordechai Zipori: "Every eighteen year old must join the army and participate in what is

going on in our country. Some at nineteen are officers and at twenty are company commanders."

J.S.: "How do most eighteen year olds react to the intafada?"

M.Z.: "All of them are fulfilling their obligation willingly. Most volunteer for service with special units in the army and the most dangerous ones."

J.S.: "How do schools handle the intafada?"

M.Z.: "They point out Palestinian views (revolting and causing problems) of Jews. Schools operate normally."

J.S.: "Do many young Jewish students revolt against the Palestinians?"

M.Z.: "Almost 100% of the students obey the law of the land."

J.S.: "Is there much fear each hour of the day for young Israeli students?"

M.Z.: "No fear at all. They are confident that they can deal with the problems in Israel."

J.S.: "How are children, ten and under, dealing with the problems in Israel?"

M.Z.: "Life is normal for them. They know what is going on because it is part of their lives."

J.S.: "Due to the intafada, have students been able to receive a full education?"

M.Z.: "Israeli students, yes. Arab students, no. Before 1967, there were no universities in the West Bank. Now Israel has established at least seven Arab universities."

J.S.: "What would happen if the West Bank was taken over?"

M.Z.: "It would endanger the existence of the state of Israel."

J.S.: "How is Israel trying to prevent a possible take-over?"

M.Z.: "We must maintain a strong army to assure the security of Israel and hope the Palestinians will cooperate and live in peace."

J.S.: "What would the U.S. do if the West Bank was taken over?"

M.Z.: "Such an issue will not arise."

J.S.: "Do you feel the U.S. has been supportive of Israel?"

M.Z.: "Yes, very much. The United States is the main ally of Israel, and we trust the friendship will always be there."

J.S.: "Do you feel the American media is unfair?"

M.Z.: "Absolutely."

J.S.: "Will most young Arabs follow their parents views, like in Nazi Germany?"

M.Z.: "Most of the Arabs indoctrinate their children and dream of the day they will do as Hitler did. In the forty's, Mufti [their main leader] was one of Hitler's advisors."

J.S.: "Wasn't it wrong for Israel to close the Arab schools?"

M.Z.: "No. Arab schools became a center for agitation against Israel. Students were encouraged to be militant and engaged in unlawful actions against the people of Israel."

J.S.: "What is the most severe way the intafada has affected younger Israelis?"

M.Z.: "Young Israeli people do not like acting as policemen when serving in the army. They do not like to discipline civilians."

J.S.: "What can American Jews do to help Israel?"

M.Z.: "They can do a lot. Be involved in public relations, and become knowledgeable about the situation, and explain truth to others."

J.S.: "In Israel, what is the most important thing to an eighteen year old?"

M.Z.: "First of all, to fulfill his obligation to serve with the defense force and many of them remain and make it a career. Others either go to study, or to pursue their careers."

"Man and Superman" Gets Mixed Reviews

by Walter Lohr

On Wednesday, the eleventh of October, I attended the opening performance of Bernard Shaw's MAN AND SUPERMAN at Center Stage and was left with mixed emotions about the play. The first two acts of the play were light-hearted and quite comical. The last two seemed more philosophical and at times seemed to drag.

The running time was about three and a half hours with a fifteen minute intermission. I was especially impressed by William Converse-Robert's performance of JOHN TANNER. The role of TANNER is that of a self-proclaimed revolutionary who spends the majority of his time articulating his philosophies.

Roberts executes his witty lines with a style that at times seemed to hold the play together. Equally impressive was Megan Gallagher's performance of ANNE WHITFIELD. Gallagher, who is a regular on ABC's CHINA BEACH, was delightful in this part of a man-chasing early twentieth century English woman. She was quite funny and seemed to float across the stage. The simplicity of the set gave the actors the responsibility of really carrying the play without the aid of excess props. This was handled superbly for the majority of the play.

The second scene of the third act was the only part of the play that was less than excellent. The scene circled around a dream TANNER has in which he talks to the Devil in the form of his distant relative Don Juan Tenorio.

Shaw's goal was to write a play about Don Juan's life focusing on his philosophical beliefs. In this scene I got the feeling Shaw was taking advantage of his audience and as J. Wynn Rousuck of the SUN said, "...treating the theatre as a soapbox..."

This scene was an extremely long fifty-five minutes, and, at times, could not hold the audience's attention. Shaw definitely had some interesting things to say, but at the conclusion of the scene, a number of seats were empty in the once full theatre. I knew that this scene was simply too long for the average play-goer.

As a whole I was impressed with the performance. While the script had a few flaws concerning scene length, the acting was excellent. I highly recommend this play for theatre fans because



it is truly well done in an excellent theatre. For others you might enjoy it, but you are sure to find it slow at times. Someone told me before I went to this play that

even though I might not enjoy it while I was there, I would enjoy reflecting on it. This will be true for many of you.

Delays Push Back Gym Opening

by Josh Miller

"At groundbreaking last year the Athletic center was scheduled to open January 1st [1990]," said Mr. Jody Martin, Upper School athletic director. But the 22,500 square foot arena is now scheduled to open eight weeks later than originally planned. As of now it will open at the end of February or beginning of March according to Mr. Martin, and Dick Fahs, the foreman of the Athletic Center construction effort.

"We lost about 37 days to weather," said Mr. Fahs, who referred to his daily log of progress. "The other two weeks we lost because of unanticipated roof problems. The original roof had to be beefed up." He called it a "typical remodeling job...design as you go along." Mr. Martin



Construction is supposed to be done in March

added that "new steel was being put in (the roof)."

The delay of the opening of the Athletic Center will reduce the winter Athletic Program to the use of one gymnasium. This one gym will make the winter

athletic schedule cramped just like last winter. "But we are better prepared to deal with that problem," said Mr. Martin. There will also be no indoor winter intramurals except for weightlifting.

The interior plan of the gym-

nasium includes the main basketball court and an auxiliary gym with a concrete floor. There will be a two floor lobby with a cen-

days to weather."

—Foreman of the Gym project Dick Fahs

tral staircase. Conference rooms will be found on the upper level which looks out on the court. The lower lobby will have a tiled floor, and will feature the trophy case.

The court itself will be improved. It will have special cushioning and the floor itself is guaranteed not to buckle or have

dead spots.

The Athletic Center has many other improvements over the "Deaf Dome." The bleachers will have blue plastic tops instead of hard wood. They will be electronically retractable. When they are retracted, there will be room for two basketball courts across the main floor.

"The gym can hold 1500 [people] jam packed," said Mr. Martin. The crowd will have a spectacular 1.8 ton cubic scoreboard to look at which can be electronically lowered to the floor. There will also be collapsible baskets with glass backboards.

The "Finney Dome" will possibly be ready for the private schools tournament if Gilman is asked to host it. "But," said Mr. Martin "the primary goal now is to have the workers finished for graduation."

Gift Wrap Campaign Nets Grant

by James Sharkey

The Gilman Gift Wrap project was an obvious success. The student, faculty, and parent fundraiser was extremely well organized while raising \$49,000. It exceeded all expectations with all three levels of the school surpassing the amount needed for the fundraiser to be a success.

In an effort to find the final funds needed to complete the construction on the new gym, the Development Office approached the Marion and Henry Knott Foundation in August of 1988. Having already donated money to the Lower School addition three years ago, and not being new to Gilman with two of their

grandsons attending the school, the Development Office decided to approach them again. The Knott Foundation responded with a matching grant and two conditions.

Since Gilman's new gym was going to be used and benefitted by the students and faculty, the Foundation believed that they should take part in raising the money. Thus came the idea of the matching grant in which they would donate \$15,000 if the students and faculty could match it with a fundraiser of their own. The other stipulation was that the money had to be raised between December 1, 1988 and December 1, 1989.

Funds from Family Day last year and Homecoming were the first ideas on how to raise the

money. Mr. Koas, Director of Development, explained that this would have been too huge an effort. Instead, selling gift wrap was decided upon when the Parents Association agreed not to sell it for their own fundraising effort, but to let the students and faculty sell it for their own purpose.

There were some initial concerns with the thought of Gilman students going out into the community and soliciting money. In addition, the administration knew that most of the kids would just go home and sell the gift wrap to their parents.

Upper School Headmaster Mr. Neale commented, "Gilman cannot continually go to the community and ask for money for fear of asking for too much."

But this fear soon dissolved as the community responded generously for what Mr. Neale described, "this one time highly focused event."

The Lower School led the way with sales of \$20,000. A first grader was the highest seller with reported sales of \$700. The Middle and Upper Schools were not far behind in the sales category with a combined total of \$29,000. All three schools produced surprising figures and surpassed all pre-sale goals.

It must be noted that in spite of the success is the fact that all the students, at least in the Upper School, did not rally behind this commercial fundraiser. As one junior stated, "Gilman already asks for too much in the way of tuition and other costs."

This resentment towards Gilman soliciting money prevented him from selling anything. At the same time, he could not suggest a better way for the school to raise the money.

Nonetheless, the fundraiser was an unqualified success. Needing to raise \$30,000 for a \$15,000 profit from the gift wrap company, the students raised \$49,000. It was highly organized by the Parents Association and led by Lower School mothers Susan Vohrer and Susan Hossfeld. Mr. Neale said it best when he stated, "The Parents Association deserve tremendous thanks for their organization and so do the students and faculty for their participation."



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Martin Resigns Lacrosse Post

by Michael Weinfeld

This spring, for the first time in twenty years, Upper School Athletic Director Jody Martin will neither be playing nor coaching lacrosse. Because of the tremendous responsibility of being Upper School Athletic Director and teaching two Upper School U.S. History classes, Mr. Martin made one of the hardest decisions of his life, the decision to step down as head varsity lacrosse coach.

About his resignation, Mr. Martin said, "I wrestled with the decision all summer, and although I love lacrosse, I needed to make a decision which was best for me professionally as well as best for Gilman athletics, especially with the new five-million-dollar Redmond C. S. Finney Athletic Center."

Upon the opening of the new athletic facility in the spring, it



Mr. Martin is going to focus his energy on the new Gym

will be necessary for Mr. Martin to spend a great deal of time making sure that everything is going smoothly. Coaching lacrosse would not have allowed

him the time necessary to do so.

Mr. Martin plans to run the new athletic facility as close to a college athletic center as possible. This will be very time consuming.

In the new arena, Mr. Martin hopes to host important community sporting events such as

"I will really miss working with those kids."

—Departing lacrosse coach Jody Martin

the MSA wrestling tournament and the Independent Schools' basketball tournament.

Mr. Martin said that the hardest part of resigning from his position as head lacrosse coach, which he had held for four seasons, was telling the returning players. According to Mr. Martin, "I will really miss working with those kids." Mr. Martin, however, hopes to serve as an advisor to the new head coach.

Looking towards the future, a committee composed of Mr. Finney, Mr. Bristow, and Mr. Martin is well into the first stage of the interviewing process to find a replacement for Mr. Martin. After Mr. Martin's September announcement of his forthcoming resignation, the committee waited nearly a month for candidates from within and outside of the school to apply for the job. After the completion of the first round of interviews, the committee will narrow down the list to a few candidates, and ask them back for a second interview.

Although there is no specific deadline set for the announcement of a new coach, Mr. Martin says that he hopes that a coach will be named by Thanksgiving. For now, Mr. Martin is the acting head coach, in charge of scheduling the games for the upcoming season, as well as dealing with the college recruiters.

Greyhounds Take the Ice

by Sebastian Seiguer

Gilman knows basketball. Gilman knows swimming. Gilman knows wrestling. And now, Gilman knows ice hockey!

Last Spring, Charles Uttermohl the third, father of freshman Chris Uttermohl, met with Athletic Director Jodi Martin to discuss the possibility of starting an ice hockey program at Gilman. Mr. Uttermohl was representing the parents of several eighth graders who had an interest in hockey. A questionnaire was sent out to Upper School students, and more than fifteen showed interest.

Mr. Uttermohl and Mr. Bulkley, an English teacher at Gilman, organized the entire program.

Practice will be Monday and Thursday mornings from 6:30-7:30 at Northwest Ice Rink on Falls Road. They will play their games Monday and Wednesday afternoons, and will be integrated with the intramural program on Tuesdays and Thursdays.

They will be competing in the MSA league, which is comprised of teams from Boys Latin, Calvert Hall, Loyola, and Mount

Saint Joe. There is also the possibility of games against teams from Damatha and Georgetown Prep.

The team will be led by a group of freshman and sophomores which include Tim Maccol (9), John Levering (9), Tim Elliot (9), Jason Griswald (9), Chris Uttermohl (9), David Iglehart (10), and Neils Maumenee (10). Senior Mark Nethercott, who grew up playing ice hockey in Canada, and junior Alex Corckran should also be key players.

They should also have little trouble playing as a unit.

"A few of us have been playing on the same team or in the same league for a long time," says Chris Uttermohl.

Though they have games against other schools, the program shall still be considered an intramural sport. This is because ice hockey is by no means inexpensive with costly equipment and rink rental. "However," says Mr. Martin, "There's no reason why, if enough people show interest and the program runs smoothly this season, it cannot one day become a varsity sport."

Now Gilman can add ice hockey to its arsenal of winter sports.

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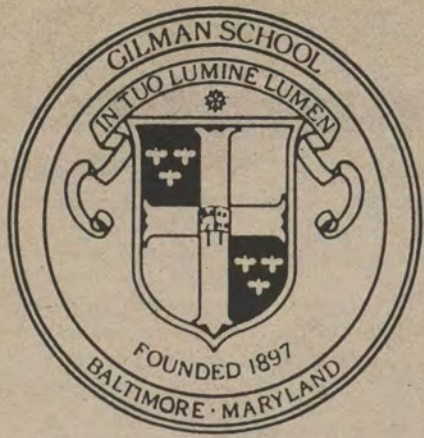
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The Co-Edition



Volume I, No. 1

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Coordination Too Far or Not Far Enough?

In 1973, girls first started to roam the halls of Gilman, and boys first made the trek to Bryn Mawr. This was a dramatic change for both schools, and one that did not come easily. There were many people at both Bryn Mawr and Gilman who felt that with coordination would come unneeded distractions and problems. They felt coordination would hurt the schools.

Today, coordination is firmly entrenched as a part of Gilman and Bryn Mawr's curricula. Since the first days, when english classes were the only coordinated

ones, the relationship has developed to include foreign languages, science, history, and math.

As we enter the 1990's there are questions about the future of coordination. People wonder how much farther can coordination go before it becomes coeducation. Some people wonder if we haven't already gone too far. To help answer these questions, the Gilman News and Bryn Mawr Quill embarked on a new and unique venture. We have, for possibly the first time ever, produced a joint issue. *This issue,*

called the Coedition, combines elements of both papers into one issue with a concentration on coordination.

There is a poll on page 5 which examines how the kids feel about coordination. In addition, the Heads of both Upper Schools have written articles on what their impression of coordination is. On page 4 there is a special feature, called "A Day in the Life", which will give everybody a new perspective on school.

The editors hope that this issue signals a beginning of even more changes as we enter the 1990's.



Alumni Speak on Changing Situation

by James Sharkey

Coordination of classes with Bryn Mawr has been a part of the Gilman curriculum for years. It officially started in the 1973-1974 school year, and it has grown considerably in the number of courses exchanged and the number of students participating. Over the years students who have been affected by the coordination of classes have reacted differently towards it. The alumni perception of coordination, not surprisingly, is a mixture of good and bad feelings.

Many alumni who graduated when coordination was still in the early stages, are generally opposed to it. Mr. Tim Holley, an Upper School faculty member and a graduate of the class of 1977 explained, "With the idea of tradition in mind, I would think that most alumni would not be in favor of coordination."

As an alumnus, Mr. Holley stated that he would not be in favor of the coordination of classes with a girl's school because of tradition. But as an educator and a father of a girl, he is in favor of coordination and even co-education.

Mr. Holley's feeling as an alumnus were reiterated by other graduates who were at Gilman when coordination was not that prevalent. Two alumni from the class of 1982, who asked to remain anonymous, expressed feelings of resentment towards the idea of coordination. They felt that Gilman classrooms should stay all male as in the past. These graduates also repeated what Mr. Holley had said about tradition stating, "Gilman was founded as a single-sex, male institution."

The negative feelings about coordination did change with the polling of more recent graduates. This seems more likely since many of the recent graduates had

more coordinated classes. The number of Bryn Mawr students enrolled in Gilman classes since 1982 has doubled, and since 1974 it has risen 800%. In addition, more classes are now coordinated with Bryn Mawr and Roland Park. History, English, and Math courses have all been added to the list of coordinated classes, while the language courses continue to be the backbone of the system.

Brian David, a member of the class of 1986, is in favor of coordination. Coming from a co-ed school for his senior year at Gilman, Mr. David has faced both sides of the issue. He believes that there are solid reasons for a single sex school, but also believes it can be carried too far. "By tenth or eleventh grade, the benefits of a single sex education start to dwindle and become negative. Coordination, in the later years, is a necessity."

Mr. Holley believes that coordination is a "good compromise" that provides for a "realistic education."

This way of thinking must be the popular one, for the school is still trying to coordinate classes. Mr. Tom Carr, the Director of Scheduling at Gilman, said that coordination would continue to grow until there was no possible way for it to expand anymore without becoming co-educational.

All things considered, it is understandable to see how there can be so much difference in opinion on this issue. Mr. Holley provided an extremely valid reason why some of the alumni are not in favor of coordination. He explained, "People like to look back and be able to grab on to something they can identify with. When something changes in the school from when they were there, they cannot identify with it. It is not the same."

Faculty Positive About Coordination

by Su Lee

The advantages of coordination definitely outweigh the disadvantages, concur Bryn Mawr and Gilman teachers. This is the first year that the two schools are coordinating AP mathematics, with Gilman seniors taking AB Calculus at Bryn Mawr, and Bryn Mawr seniors taking BC Calculus at Gilman, and the consensus is that the extra effort put into implementing this new coordination was worth it.

English, History, and language teachers, who have been teaching coordinated classes for many years, believe that there are many benefits from coordination. Math teachers, for whom this is the first year of teaching coordinated classes, recognize the positive aspects of coordination while also realizing that there is still much work to be done with the system.

Besides the fact that, according to one teacher, "Financial exigencies make coordination a must," coordination offers many benefits to both schools. It not only allows students to have more options in the kind of courses they can choose from, it also enriches the academic aspect of learning."

Mr. Cary Woodward, a Gilman English teacher, asserts, "Coordination is great. It's much more natural to have boys and girls together in the same class. It's nice to have the female point of view."

Not only does coordination present a nice opportunity for students to interact with people from the opposite sex, it also allows students and teachers to see that there is a range of abilities in both sexes. Mr. Jack Thompson, a Math teacher at Gilman, avers that he is very much in favor of coordination in higher-level Math classes—"It's good to introduce the two sexes to one another in what is largely a male-dominated field. I think that the AP BC Calculus class at Gilman shows the guys that girls also have ability in Math. The Bryn Mawr girls have held up



Students enjoy a coordinated class.

very well, despite the fact that they have had less preparation."

There are also some negative aspects of coordination. "The more coordination there is, the more complicated scheduling becomes for the administrations at the three schools," asserts Dr. John Robinson, a Bryn Mawr German teacher and scheduling director. Some teachers complain that there are not enough opportunities to see their students from other schools.

Ms. Rebecca Henry, a Bryn Mawr History teacher, asserts, "It's frustrating to teach students you see only 40 minutes a day. I like to think of students as whole people instead of just viewing them from an academic perspective."

There is also not enough time for students to talk to their teachers between classes because of traveling time, attest both Dr. Robinson and Mr. David Stephens, a Bryn Mawr Math teacher.

Sometimes problems are presented to the teachers because of the different grading systems, the different way of numbering the six-day cycle, and the dif-

ferent marking periods. But Mr. Jeffrey Christ, chairman of the Gilman English department, considers increased work with the curriculum to be more of an opportunity than an obstacle.

Another problem occurs when there is not a balance in the time a student spends at the other school, or in the proportion of the two sexes in the classes. Mrs. Diane Levine, a Bryn Mawr English teacher, asserts that, "The number of boys and girls in a class should be balanced, and a student should spend at least one half of the day at his or her school."

Mr. Bill Fedock, a Bryn Mawr Economics and History teacher, points out an interesting drawback of coordinated classes. He states, "Because school tends to be a structured and formal environment, it does not usually lead people of different sexes to form informal relationships—i.e. good friendships. Especially at the ninth grade level, there is a lot of pressure to develop dating relationships."

What do teachers think about the future of coordination at Bryn Mawr and Gilman? Some teachers are concerned that the schools will lose their separate identities if more coordination is planned. Mr. Vishio states, "A Gilman Park Upper School would be harmful to all three institutions." But most believe that there is enough for the present time and that the system will not expand for a few years. Mr. Stephens asserts, "There is enough coordination in math for now. AP Calculus is a good start—expansion of the system is not yet a necessity."

Having won the approval of most of the teachers at Bryn Mawr and Gilman, coordination will remain an integral part of both schools.

Mrs. Levine sums it up best: "Coordination is absolutely marvelous. It offers the best of both worlds to students who can attend coed classes while also attending schools which maintain their single-sex identities."



Faculty Viewpoints

by Mrs. Marlene David
Bryn Mawr Upper School Head

When you are trudging across Northern Parkway in a downpour, already late to class, you might wonder why anyone ever thought coordination was a good idea. Two years ago the Student Life Committee invited Upper School girls to pizza suppers where our coordinate program with Gilman was analyzed from every possible angle. These focus groups, led by Sylvia Eggleston (mother of Anne '88 and a member of the Board of Trustees), later spread to the Gilman campus where Mr. A.J. Downs presided over similar discussions. The results were unanimous: keep coordination, but smooth out the glitches.

It is not hard to see why the glitches are there. Gilman and Bryn Mawr first began to coordinate Upper School foreign language classes in 1971. This move allowed two relatively small schools to offer far more language options to students than either one could offer on its own. Over the years, coordination grew. Today, in addition to language offerings, Gilman boys and Bryn Mawr girls sit together in most English and history classes on the junior and senior level, in senior science electives, and in some history offerings at the ninth and tenth grade levels. Today, also, girls from Roland Park Country School participate in some of the coordinate courses at the senior level. The decision to begin three-school coordination in calculus this year was spurred on by the focus groups' suggestion that math be opened to coordination.

Evolving from a handful of students taking coordinate courses in the early 1970's to the



Mrs. David is Head of Bryn Mawr's Upper School.

massive exchange which exists today, the coordinate program has demanded great flexibility from teachers and students. Gilman grades by number; we grade by letter. We schedule classes into x-days; Gilman switches them. English courses are taught in trimester format; other disciplines prefer semesters. And the list goes on. On both sides of Northern Parkway, people knew that we needed to smooth the process a little by beginning to discuss these differences.

That discussion is happening this year. Four faculty members from each of the three schools are meeting regularly in the evenings to discuss course format, x-days, and grading symbols. Central to our task is separating what is essential to the philosophy of Bryn Mawr and what is simply a habit that might, indeed, be improved by change. Because we are uncertain how long these conversations might take, we have no specific plans to expand coordination for next year. When we do, however, we will continue to adhere to our basic belief that



Mr. Neale is Head of Gilman's Upper School.

classroom coordination is most effective in the junior and senior years.

Outside the classroom, however, coordinate activities are increasing. Greengrass, the community service project sponsored by our Athletic Association on Saturday mornings, brings Gilman and Bryn Mawr students together in the service of City children. The Asian Awareness Club, under Hun Chung's leadership, has hosted a Saturday afternoon of coed volleyball. The Black Awareness Clubs of Gilman and Bryn Mawr took several field trips together last Spring, and, now, I write this article for a joint issue of the Bryn Mawr and Gilman newspapers.

Coordination allows Bryn Mawr to remain the special place that it is for all of us who work and study here, while bringing in the best of our neighboring schools. That thought, however, may not make the rainy walk along Northern Parkway any easier. Maybe we can tackle that glitch in the 21st century!

by Mr. Mercer Neale,
Gilman Upper School Head

In 1973 I doubt anyone associated with the start of coordination would have envisioned the extent to which it would develop over the next sixteen years. Coordination currently involves three schools: Roland Park Country, Bryn Mawr, and Gilman. The programs that are shared include not only academic courses but also dramatics, Human Relations, Human Development, and community service as well as clubs and activities. Nor could its founders have anticipated that coordination in 1989-90 would involve over 300 students.

Philosophically the program exists for three reasons. First, it provides students at the three schools with a broader choice of courses. For instance, no one of the schools could afford to offer full language programs in German, Russian, Spanish, Latin, Greek, and French for their students. This year a course in Chinese has been added—as Japanese was several years ago.

Second, coordination allows the different departments to offer elective courses and allows the faculty to develop specialized courses in areas where they have special training. A review of the electives listed in the Course Description Booklet gives many examples of this principle in action.

Third, it gives students a unique chance to share their academic experiences with members of the opposite sex, perhaps even at another campus, before they go on to colleges and universities which are nearly all coeducational.

Yet the real educational value of coordination comes in more

subtle and indirect ways. Interchanges in class and in less formal situations result in the development of greater respect for one another's opinion. Those involved profit from being exposed to a greater variety of teaching styles. Outside the classroom, there is a greater openness and a friendlier atmosphere in the Common Room and the Kelly Center as students from Bryn Mawr and Roland Park remind us all to celebrate and enjoy our differences. Yet, the program has not diminished the special nature of each of the Schools, nor the identity of the students. There are just as many opportunities for student leadership at the three campuses as existed before

"Coordination takes advantage of proximity, cooperation..., and diversity."

— Mercer Neale

coordination, and no academic program has been compromised.

Last year Gilman, Roland Park Country, and Bryn Mawr were told that this was the only three-way exchange program in the United States. Begun before many in Gilman's Upper School were born, coordination is not a public relations gimmick to give the appearance of coeducation, nor is it a phase in some secret plan of merger among the schools. Rather, coordination takes advantage of proximity cooperation among equals, and diversity in order to give students at RPCS, BMS, and Gilman the best possible educational experience during the Upper School years.



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A Day in the Life: Gilman

by Lauren Marcus and Anne Enna

"Mr. Neale, look at them—they are out of dress code!" yelled a fellow Gilmanite from across the Commons Room. Well, we could have donned our Levi cords and repp ties, but we feared that if we blended in too well, we would witness the "not too normal" behavior we had been warned about. Although we did not dress the part, we did, however, begin our day in typical Gilman fashion.

Arriving too late to get a Magic Seven parking space, we made an illegal u-turn and forced our way into a spot between two unevenly parked cars. After watching a Bryn Mawrtian collide with an oncoming truck, we crossed busy Roland Avenue and marched up the steps to the main building. Passing through the early morning bustle of the Commons Room, we descended into the dank basement on our way to the Senior Room.

Before entering, we timidly peeked through the doorway to test the atmosphere. The mood was rather mellow, assuring us that it was safe to enter. Though the room lacked the stereo and feminine touch (We guess Carol was not into interior design) of our own Senior Room, the dozing students and last-minute crammers appeared much the same. We decided to depart from our comatose seniors for a short shopping spree at the Country Store. Your Country Store selection is fabulous, but a word of advice: greyhound flip-flops, holiday boxers, or perhaps a line of blue and grey hair accessories would help you keep up with the Mawrket across Northern Parkway.



The Gilman-Calvert game is a tradition at Gilman.

Spirals in hand, we ventured back to the Commons Room and sat down at one of the large wooden tables. An unspoken code seems to divide this room, with underclassmen occupying one side and seniors dominating the other. While the underclassmen's discussion centered on the previous weekend's McDonogh game, the seniors preferred to talk about college.

We ventured back down to the Senior Room, only to be greeted with shouts of "Get out! Get out of our Senior Room!" Now conscious, a few of our classmates questioned our presence as they sceptically watched us pull out our reporter's tools: notebook, pen, camera, and tape-recorder



John Shavers sits in the luxury of the Gilman Senior Room.

(Just kidding, no tape recorder. But wouldn't you all be embarrassed? We are, however, serious out the camera; got some great shots, girls!).

The one thing we did notice, however, was the division of the class into sports factions. Water polo players deemed football a stupid sport, instigating one football player to curtly reply, "I guess dat means dat we're berry stupid." The rivalry was, however, in good spirits.

Suddenly, the bell rang, and the two of us were caught in the rush to Chapel. In the Senior Room, a massive transformation occurred, as jackets were pulled out of the otherwise empty lockers. Dressed in grey tweed jackets, we entered the Gilman Auditorium.

"Mr. Finney, Mrs. Sarbanes, fellow students, honored guests..." At chapel, the decorum was very different from the rather relaxed atmosphere of the Bryn Mawr convocation. Needless to say, our line of vision to the podium cleared as rows of heads slowly nodded to the side, not in boredom, but in an effort to catch up on last night's sleep.

Announcements, too, were rather different than back at Bryn Mawr. Students, recognized by their last names, stood up at their seats and announced their various events. One senior announced haircuts after school for all those interested, while others stuck to the traditional announcements of club meetings and college visits.

In our first non-coordinated class, the teacher was quick to explain that he did not make distinctions between Bryn Mawr and Gilman students; "In fact," he explained, "my language is often worse in coordinated classes." Although the class was essentially the same, we noted that the Gilman students seem to take more notes in the absence of females.

By 12:03, we had worked up a man-size appetite. Determined to immerse ourselves in the full flavor of the Gilman School, we disregarded our classmates' suggestions to eat off-campus. Instead, we followed our pangs of hunger to the Gilman cafeteria, where we purchased what we thought would be the typical

Tech lunch: a cheeseburger. We decided to forego the fries, as they appeared to have been basking under the heat lamp for too long. We took our meal back to the senior room, where we ate peers who had opted for carry-out. (Anne: ★★, Lauren: ★ Lauren would have given lunch a full two stars if it had not been for the one bite that took her twenty minutes to chew.)

At first, we were confused by the lunchtime conversation concerning Carol; from what we heard, we envisioned her as a shapely blonde goddess. We became a bit suspicious, however, when we learned that she had been bludgeoned to death by the Senior Room sofa. We later discovered that Carol was no more than a mannequin, which had been given life by the wild imaginations of eighty-five hormonal seniors. Unfortunately, Carol, like the ping-pong table, had fallen prey to the Gilman class of 1990. We are pleased to note, however, that a new and improved ping-pong table was constructed and placed in the Senior Room. Hopefully, this one will withstand the abuse of continuous use and occasional belly-flopping.

Our experience in Studio Art was not as illuminating as our counterparts at Bryn Mawr, but the students' work was impressive. The artroom also offered a fantastic view of one of the biggest games of the season.

No, this was not the infamous Gilman-McDonogh game. This was the Calvert Bumblebees versus the Gilman Greyhounds. The turnout was astounding, with full-grown alums rooting on their successors and coaches urging the young Gilmanites to cheer in an effort to instill in them a sense of pride.

Contrary to some of our fellow Gilmanites' beliefs, our intention was not to grade your off-the-record conversations, but rather to experience Gilman firsthand. Our day as Gilman students gave us a glimpse into the Tech's inner workings (We also got a peek at the famed Senior Table. We know the gossip, too!). It was an enlightening experience and, in the words of (many) a Gilmanite: it was so sweet!

The Co-Edition Poll

1. Are you satisfied with coordination?



2. Do you feel comfortable seeking help from a teacher at the other school?



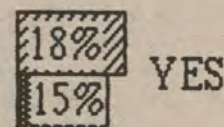
3. Would you be in favor of establishing a coordination program at your school?



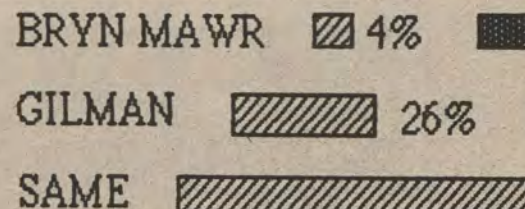
4. Do you follow your school's rules while at the other school?



5. Are you presently dating someone from the other school?



6. Which classes do you think are easiest to coordinate?



7. If you were the opposite sex, would you be more likely to seek help from a teacher at the other school?



by Eric David

Most students at Gilman and Bryn Mawr could not imagine school without coordination. It has become an everyday part of school life. In the last few years more courses than ever have been added to the program. To find out how the students feel about coordination, the *Coedition* polled the junior and senior classes at both schools. We felt that these two grades would have the most experience with coordination and therefore more accurate opinions about it.

The poll, to which we received 137 Gilman responses and 89 Bryn Mawr responses, asked

eight questions. One interesting result was the similarity between the Bryn Mawr and Gilman responses. At both schools, 71% were satisfied with coordination. In addition, 71% of Bryn Mawr respondents and 75% of Gilman respondents said they were comfortable seeking help from a teacher at the other school. Marlene David, Head of Bryn Mawr's Upper School, pointed out that the 20-25% who were not comfortable might be uncomfortable seeking help at their own school, too.

When asked if they followed their school's rules while at the

A Day in the Life: Bryn Mawr

by Eric David
and Jamie Schapiro

Upon entering the Bryn Mawr senior room, I halt with astonishment. The decorative, flowery wallpaper strains my eyes. After regaining eyesight, I begin to observe the room itself. To the right are pyramids of Evian and Perrier bottles, and, of course, Diet Coke. As I glance to the left, I begin to feel as if I am in a baby's room. The left wall is painted sky-blue with puffy, white clouds. Besides the excellent interior decorating, there is an old tape recorder (probably from the early 1970's) which cranks out "hip" tunes.

After spending an entire first period in the Bryn Mawr Senior room, I was ready to explore the classes; that is, female classes. Physics with Dr. Ross occupied my second period. My attention was taken by the students; not their beauty, but their actions. The "in" thing during class was to throw your hair back and forth and tie it into different pony tails. I was unable to pay attention to the teacher because directly in front of me swayed a blond chunk of hair which blocked my vision. Not only was I surprised that one girl was wearing a T-shirt, but while the teacher carefully went over a test, another girl indulged in peach Yoplait yogurt. Ten minutes later, that same girl just got up and left without a word. Halfway through the class, I began to slouch down in my miniature desk and relax. Suddenly, the strong odor of perfume filled my nostrils. Disturbed, I sat up straight and counted down the minutes until class ended. Finally, the bell rang and I grabbed some fresh air.

After meeting up with Eric, we searched for the tenth grade Dance class. Unfortunately, we weren't able to watch the girls crawl like cats or fly like birds. Instead, we entered the Studio Art room. Since we did not stay long, we only saw a group of students drawing a picture of a young lady. The girls constantly glanced up, as if they were looking at a model. Well, they were. Normally their models are nude, but today the embarrassed model was clothed, barely. Obviously, this class would be quite popular at Gilman. Eric and I quickly left.



Sophomores perform in Dance Class.

The Bryn Mawrket, our next stop, is exactly as it sounds. It is a place where girls go shopping for skirts, hair "crunchers", earrings, and nightshirts. Just recently, the store began selling Bryn Mawr Champion Sweat-shirts. Other than this, the Bryn Mawrket is much different than Gilman's Country Store. It sells more craft and gift items, including earrings and refrigerator magnets.

After struggling through the hallways, ignoring stares, Eric and I entered the Auditorium. As we walked to our seats, a choir was singing. The convocation had already started. People still were bustling to their seats even after we had found ours. It was amazing that not one Bryn Mawrtian fell asleep during the chapel. Fifteen minutes later, an extremely loud bell rang. Still, the choir continued. One interesting, and very positive, thing about convocation was that the Middle School was present. After the program, announcements were made. One person talked about how terrible the support had been for the tennis team, which had finished their season, and how disappointed the players were. She asked for more support next year.

Eric and I then experienced a math class with five people. We



both found that the purpose of the course was to argue with the teacher as much as possible until he became flustered. We left that class early.

Lunchtime. Everyone at Bryn Mawr eats at the same time in the same place. Quickly, I raced in line and ordered Special #1 and a salad bar. In the center of the cafeteria was a well-stocked salad bar for all those dieters. As I sat down I began to realize how bad the Special looked. Still, I ate it. Fortunately, it tasted fairly good in comparison to Gilman's Macke Muffins.

Next, Eric and I returned to the Senior Room. We sat on a rose colored couch and began to observe. It was strange that most of the girls were eating their lunch in semi-circles on the floor despite the presence of several open couches.

Finally, I visited the most cheerful class at Bryn Mawr, U.S. Constitution. As I walked into the class, I noticed a short, young, and clearly pregnant, woman strolling back and forth. This teacher demonstrated an ability to create an open, free discussion. In between student comments, the exuberant teacher prances around while explaining the material. Even though this was a coordinated class, it definitely capped off my day in the life as a Bryn Mawr student.

oll: Coordination

on?
 Bryn Mawr Juniors and Seniors
 Gilman Juniors and Seniors

YES

help from teachers at the other school?

YES

hing one co-ed school?

s when at the other school?



ES

e from the other schools?

asier?

 86%

0%

 70%  14%

ould you attend the other school?

other school, 66% of those from Bryn Mawr and 61% of those from Gilman said that they did. Most of those who said they did not follow rules indicated that the only rules they broke concerned dress code.

One question which showed a great disparity between Gilman and Bryn Mawr was, "Would you be in favor of establishing one co-ed School?" Only 21% at Bryn Mawr said yes, while 46% at Gilman answered positively. Mrs. David felt that this showed that single-sex education is much better suited to females to males.

When asked which school had

easier classes, the responses showed a difference in opinion between Bryn Mawr and Gilman. At Bryn Mawr, 4% said their classes were easier and 26% said Gilman's were, while at Gilman 86% said Bryn Mawr had easier classes and nobody said Gilman did. Mrs. David felt that a great number of people simply based their response on what other people think and not on their own experience.

It is clear from the poll that the coordination experience is a positive one and that the students are overwhelmingly in favor of it.



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Roving Reporter: Coordination

by Jamie Schapiro and Patty Kim

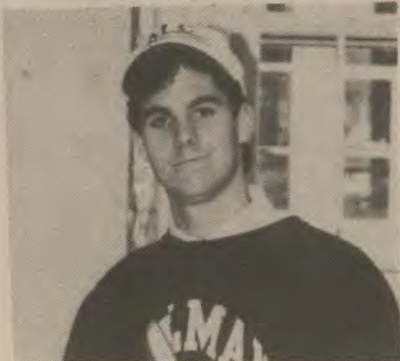
Two months ago, Roving Reporter asked the question, "What was the most embarrassing thing that ever happened to you in a coordinated class?" However, many people were reluctant to reply or did so anonymously. Well, this time Roving Reporter is asking more or less the same question but with a slightly different twist. The roving Reporter wanted to HEAR all, and people have TOLD all because they are TELLING all about somebody else! So read on and discover all the real dirt as your Roving Reporter asks, "What is the most embarrassing thing you have seen SOMEBODY ELSE do in a coordinated class?"



Paula Sansur '91: This guy sneezed and tried to run out of the room but instead he ran into the door because he forgot it was closed.



Mrs. Elizabeth Thompson (BMS biology teacher): The window shade was stuck on the roller. One of the Gilman students, after I asked for someone to untangle it, said, "Let me do that. That's a man's job." He climbed up on the radiator and unstuck the shade, but when he jumped down, his foot got caught in the shade's cord and he tumbled to the ground. Fortunately, he was not hurt.



Chris Abbott '90: All of a sudden, this Bryn Mawr student ran out of our economics class. When she came back she was hiding a donut under her skirt.



Bob Bulkeley (Gilman English teacher): During my comedy class, I asked everyone if they had ever hit anybody. Many students raised their hands, including one Bryn Mawr student. Well, I asked her what happened, she said that when she hit a guy. I asked her who the lucky guy was. It was the Gilman student sitting directly behind her.



Anike Edmonds (Bryn Mawr, '91): Two girls were passing notes, and the teacher read it to the class, and it was about a guy in the class.



Todd Anson '90: A friend of mine and I are allowed to 'jam' anytime during the U.S. Constitution class because that's part of our class-made constitution. One day while we were 'jamming', a Bryn Mawr student became very angered and told us to shut up, and she cursed at us. In retaliation, my friend tossed a book at her and although it missed, she was about to cry.

by Aaron Sorenson and Jenny Smolev

RESTAURANT:

Jai Hind Indian Restaurant

LOCATION:
5511 York Road
Phone: 323-8440

RATINGS:

Aaron: ★★★★★ "A decadent example of culinary bliss"
Jenny: ★ "no comment"

NOTE: After our meal at Jai Hind, we decided that it would be rather difficult to write a review together, so our opinions are expressed separately.

AARON: Being the with-it guy that I am, I was getting tired of the boring, trendy restaurants at which Jenny always likes to dine, so I suggested we try something a bit off-the-beaten path. Jai Hind, a quaint little Indian restaurant nestled in the heart of old York Road, had been a hot-spot I had wanted to visit for quite some time. It had a cozy, intimate atmosphere, and the meal was exquisite. For starters, we had a wonderful, yet somewhat mild in flavor, lentil soup that heightened my curiosity of the decadent courses to come. Jenny, unfortunately, spilled hers all over her sweater and didn't get to enjoy much of hers. The next course consisted of three different types of Indian bread. These breads redefined the phrase "music to

your mouth." A delightful curried chicken with rice, accompanied by a sizzling shish-kabob, made for a superior main dish, and to whet my whistle, I enjoyed a refreshing Mango Shake. The waiters were friendly in explaining the different dishes to us, and the ambiance of this small restaurant created an intimate dining atmosphere. All in all, I would recommend Jai Hind to anyone who likes Indian food, or anyone in the mood for something just a little bit different.

JENNY: After listening to Aaron complain that I always get to choose where we sup, I suggested that he choose the restaurant this time. Fully expecting a charming, elegant eatery, I was dragged to a stuffy old hole in the wall restaurant that smelled like an old kitchen sponge. I should have been suspicious, since we were the only customers in there besides the waiter's relatives. But having never before experienced authentic Indian cuisine, I let Aaron order the meal (which, by the way, he did in an authentic Indian accent). Now, lentil soup sounds pretty harmless, right? Wrong. It looked, smelled, and tasted like chalk. Unfortunately, though, after the first sip, I "accidentally" spilled the rest.

Aaron assured me, however, that the next course would make up for it. The Indian bread wasn't bad; in fact, it was probably the best part of the meal. But since Aaron ate most of it while I was in the bathroom getting the lentil bean soup off my sweater, I didn't get to enjoy it. Oh — by the way — the bathroom lights were broken. Anyhow, the next course we were served was called curried chicken, but it didn't taste like the curried chicken I've had before. It was kind of bland, and, come to think of it, it tasted almost exactly like that soup. Maybe they came from the same mix. I had heard that Indian food was supposed to be spicy, but this stuff was pretty bland I didn't have any of the shish-kabob, but I did have some of the rice that came on the side, which tasted pretty much like good old Uncle Ben's. I kind of enjoyed the exotic drink I had, although it tasted a bit like vanilla yogurt that's been sitting out for a while. I couldn't believe how expensive the meals were — most entrees were around \$15.00. Now, since this was the first (and possibly the last) time I had eaten Indian food, I fully suggest that everyone go elsewhere to experience Indian cuisine — maybe it will be good. But at Jai Hind, the ice water was cloudy with little things floating at the top...kinda makes you wonder.

Ebony and Ivory

Dear Ebony and Ivory,

All the girls in my co-ed classes fall in love with me. What should I do?

— Heartbreaker

Dear Heartbreaker,

Wake up and splash cold water on your face! It is just a fantasy.

Dear Ivory,

As members of the Gilman football team, we need to gain weight. What's your secret?

— Members of the Gilman football team

Dear Gilman football team,

Eat a big lunch. I usually have two to three sandwiches followed by an apple or two, potato chips,

french fries, dessert (usually cookies) and something to munch on between classes.

However, like you, I am a jock. After my daily routine of jogging ten miles before school and then biking twenty miles to school, bench pressing 180, doing 200 push-ups and 400 sit-ups, I burn up all of my calories. If you want to gain more, you will have to either eat more or exercise less. If you are like me, however, you will go with the first option. Exercising, after all, comes first in my life and I can't give it up.

Dear Ebony and Ivory,

I am very confused by the meaning of the word "sweet." Could you please clarify its meaning?

— Confection Confused

Dear Confection Confused,

The word sweet, formerly an adjective used to describe desserts, has taken on new meaning. It can be used in instances such as:

—The Gilman football team is behind, but in the last five seconds they score a winning touchdown—Sweet!

—You come into school and find that your test has been changed to a later date—So sweet!

—You invite your date to the Christmas dance, saying what a good time he'll have. His response—Sweet!

If you are still confused by the meaning of the word, do what Gilman guys do. When you can't think of what to say, just say, "So sweet!"

by Jessica Fleischer and Wendy Reid

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Co-Education: Pro and Con

There is no doubt that Gilman and Bryn Mawr are, separately, fine institutions. Both have a fine faculty, good facilities, and a strong curriculum. This was true prior to coordination and after it.

Since coordination between Gilman and Bryn Mawr began, though, each school has become stronger. By adding the new dimension of the opposite sex the two schools have taken on a better and more complex look. This facet is vital, and a high school education could not be complete without it.

However, it is time to take the next step. All over the country, single-sex schools are becoming more and more scarce. From California to Washington D.C. the single-sex school is clearly on its last legs. The advantages of coeducation are numerous. If Gilman were to merge with Bryn Mawr and Roland Park, the resulting institution would undoubtedly be one of the finest in the country. The combination of the three faculties would allow for a wider range of interesting and pertinent courses. Any weak spots in one aspect of a school could be immediately covered up by the other schools.

In addition to these concrete advantages, there are many more unseen benefits. The world is not single-sex, and therefore high school students must learn to deal with each other on a social basis. Today, in many cases, this is not possible. Many girls see Gilman as a male bastion where women are looked upon as foreigners. Most boys see Bryn Mawr as a feminine school where boys are simply a distraction. Neither of these perceptions is correct, but because the two schools are autonomous, the myth continues.

By combining schools, we could give students the complete education. They would learn not only how to deal with math problems, but also how to deal with different people on a personal, day-to-day basis. Until the schools become co-ed, we are cheating the students.

The issue of co-education has been wrangled and debated over long before its implementation. In *The Quill's* November 1957 issue, one anonymous Bryn Mawr student declared, "If I had to sit through classes with a bunch of boys around me, I'd probably get so flustered I'd flunk out..." Yet 14 years later, two Gilman students opted to take poetry at Bryn Mawr rather than at Hopkins or Goucher. The reporter in *The Quill's* April 1971 edition, gathered that "the presence of two boys...made little, if any, difference." Buck Baker, one of the two Gilman students, commented favorably on his experience, saying that it widened his horizons socially as well as intellectually.

The tide had turned overwhelmingly in favor of co-education. In *The Quill's* February 1972 issue, Editor Natalie Wexler answered the arguments of the few critics of co-education. Although boys and girls are indeed different, Wexler believed that it didn't justify separate education of the sexes. "The outside world is filled with members of the opposite sex..." she said to those who felt inhibited by their presence in the classroom. To the feminists who believed that women would be considered inferior to their male counterparts, Wexler stated, "If women are to achieve equality, they must assert themselves among men, not among other women."

As a result of persuasive argument and rational thinking, co-education was officially established between Bryn Mawr and Gilman in 1973. It has expanded over the years to include a wider variety of courses such as calculus. Yet the question remains: should Gilman and Bryn Mawr combine or become fully co-educational? The answer is a resounding "No." At a single-sex school such as Bryn Mawr, students are very informed about issues related to their gender because the school does not ignore the needs of their female population. Co-education fulfills the need for male/female interaction on an intellectual as well as social level. While co-education assists students in their development in relation to members of the opposite sex, single-sex education allows them to retain their individuality. In conclusion, Bryn Mawr and Gilman should not sacrifice single-sex education for the sake of "total" co-education.

The following letters appeared in October and November of 1957 in the Gilman News and Bryn Mawr Quill, respectively.

Dear Editor,

I am writing this letter to express my opinion on the question, "Should Bryn Mawr be combined with Gilman?"

I say NO for several reasons. First, the standards of Gilman School would be lowered. It is a known fact that men are intellectually superior to women. This means that the current curriculum would have to be made easier for the sake of our female classmates. We would have to add such courses as cooking and sewing which are a waste of time.

Second, school would become a domestic affair, worse than getting married. The boys would be

forced into driving the girls to school, doing their homework, and toting around their books and lunch trays. This would be the end of our freedom.

Third, school would be turned into a perpetual beauty contest among the girls. They would be always adorning themselves in the mirrors. I dread the day when English class is turned into a course in applying make-up, although I am flattered that the girls are going to all that trouble for us.

I make this appeal to both the male population of Gilman and the female population of Bryn Mawr: Never let School fall into such a frightful condition!

Sincerely,
An Anonymous Gilmanite

Dear Editor,

This letter is being written to give you all my opinion on the question, "Should Bryn Mawr be combined with Gilman?"

I, too, say "NO" as he "Anonymous Gilmanite said last month, but I certainly feel that what he said was mostly wrong. To start off with, Gilman's standards certainly would not be lowered; as a matter of fact, they might possibly be raised, because both schools have good teachers, and certain courses in each school are better than the ones in the other school; so imagine how excellent a combination of these courses could be.

Also, about this bit about school being turned into a "perpetual beauty contest," this is a lot of nonsense because, if he Gilmanite will kindly recall, we at

B.M.S. are distinguished by wearing our ever-cool uniforms, and certainly it's impossible to look beautiful in one of them.

But now, don't get me wrong: I don't mind wearing a uniform, if it's only for girls to see, and that brings me to one of my reasons for not wanting to combine the schools. I would be downright embarrassed to have to sit through classes every day always conscious of my ivy-league sturdy browns and total lack of lipstick. And again, if I had to sit through classes with a bunch of boys around me I'd probably get so flustered I'd flunk out before I ever got to meet any of the boys.

In the previous letter it was said that "we would have to add such courses as cooking and sewing, which are a waste of time." I

don't feel that these courses are necessary just because the school would be co-ed. We don't have them now as a girls' school; so why should we if a few boys happened to join our school? One might think, from what the Gilmanite said, that he feared that unless these courses were added to the schedule, instead of the courses now taken, the women might catch up with the men whom the anonymous Gilmanite referred to as "intellectually superior to women." I feel great doubts as to whether this is true or not.

Sincerely yours,
An Anonymous
Bryn Mawrtian

THE GILMAN NEWS

5407 Roland Avenue • Roland Park
Baltimore, Maryland 21210

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Greyhounds Hope for Successful Winter

by Mimi Vishio

This winter, Gilman interscholastic teams look forward to being tough competitors in their contention for each sport's Conference Championship.

The Varsity Wrestling team, under the leadership and guidance of Coach Legg, expects another successful season. Last year, the team finished an impressive second overall in the MSA's and rounded up their season with an extraordinary record of eleven wins and four losses. Despite losing seven seniors from last year's squad, there are ten wrestlers returning to the team. They include seniors Sam Knowles, Jun Song, Colin Barker, John Shavers, and Todd Anson, along with Brett Wilke ('91), David Gilner ('91), Steve Chin ('91), and John Kim ('90). The more inexperienced wrestlers will look to leaders Knowles, Gilner, and Wilke, all of whom had tremendous seasons last year and strong performances in the MSA's.

Despite suffering a difficult season last year, Greyhounds' basketball is headed for a successful season and a bright future. The 'DEAF DOME' will shake as the defending Private School Tournament Champions take the floor in hopes of avenging their 15-20 record of yesterday. Leading the team is Coach Holley with seniors Casey Gordon, Ryan Jordan, and Duane Holloway, and juniors Ed Trusty and Jamal Cox providing necessary support. Only four seniors were lost from last year's team in transition. Those remaining are now ten more experienced



Ed Trusty shoots as Coach Holley looks on.

and highly motivated 'hoopers' ready for action in contending for the MSA "B" Conference Championship.

Gilman swimming is also looking to rebound from last year's shaky and inconsistent season, finishing with a 5-6 record. After losing five swimmers from that team, which finished third in the MSA tournament, the six returning must provide the experience, intensity, and spirit needed for this team to improve and compete for the Championship. Seniors Justin Brown and Perry Offutt, and juniors Jon Smulyan, Luke Harlan, Kirk Rothemund, and Greg Burns will do just that through their influence on the younger swimmers of the team.

The Diving team hopes to have another successful season, having finished undefeated last year.

Jamie Edwards ('91), who finished first in the Eastern Individual Championships and second in the MSA's, and Matt Riggs ('91) another strong and competitive force for the Tech, perform with such style and talent that the team undoubtedly will be as successful this season as the previous one. Other intense contenders on the team include Peter Niemeyer ('90), Rich Brueckner ('91), and Bart Taylor ('91).

This season, Gilman once again should succeed in its quest for Conference Championships in each individual sport. Be prepared, guys! The 'Deaf Dome' will rock you, and the water will splash you, as the Tech prepares for a tremendous Winter season of possible championships for Basketball, Wrestling, Swimming, and Diving.

Bryn Mawr Athletics Heat Up

by Michael Weinfeld

The 1989-90 Bryn Mawr winter athletic season promises to be an exciting one. The Varsity Basketball team, having graduated only two starters from last year's team, is looking to top their record of 11 wins and 2 losses. Their toughest competition in the A.I.S. Conference will be Roland Park and McDonogh. The players to watch this season are forwards Elisa Daly and Jessica Monthony, guards Mimi Vishio and Colleen Mallon, and 6'1 center, Zan Stuehler. According to Elisa Daly, "We are working well as a team, and are looking forward to success in the upcoming season."



Zan Stuehler controls the middle for the Mawrtians.

Although this year's Varsity Winter Soccer team has only three returning seniors, it is looking forward to a successful season. The team is led by forwards Krista Paris and Liz Becker, halfbacks Megan Reitz and Maggie Kissenger, and goalie Jenny German. The most important two games of the season are against perennial Winter Soccer powerhouses Notre Dame Prep and McDonogh.

Although the Varsity Squash team is young, the squash program is rapidly gaining popularity. Many more girls are coming out to play this year than in the past. The Squash team practices at Johns Hopkins University under the direction of the Roland Park Racquet Club. Some key players this year are Kirsten Prettyman, Karen Byank, Julie Rubin, and Lisa Brill.

According to Julie Rubin, "We're a young team, but our enthusiasm and teamwork make up for our lack of experience."

The Varsity Dance Company will be putting on five shows this year, three of which will be held at Bryn Mawr. The Dance Company, which is composed of twelve girls from Bryn Mawr and three boys from Loyola, will be performing modern dance as well as jazz. Some of the more experienced dancers this year are Heather Goldberg, Jackie Kreiger, Cheri Calon, Marita deLara, and Valerie Torres.

Bryn Mawr athletic director, Mrs. Pat Becker, said that she is very impressed with the athletic ability of so many of the Bryn Mawr students, but that the success of the winter season will not only be measured by wins, but by sportsmanship as well.

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School Examines Fire Safety

by Adam Cohen

In light of the recent fire at St. Paul's School, Gilman's fire safety precautions should be reviewed. How prepared is Gilman to handle a major fire?

According to Mr. Robert Levin, the business manager and head of Gilman's fire protection system, "Gilman's system is very good, but it can always be better." Gilman is equipped with fire alarms, a security watch at night, fire walls, which hinder the spread of fire, and sprinkler systems in some buildings.

The Superintendent of buildings and grounds, Mr. Dennis Machin, points out, "We're as prepared as the facilities allow, and our facilities surpass fire codes." However, Mr. Machin did agree that there was room for



Mrs. Brune is confident about fire safety in the Lower School.

improvement.

One major advantage which Gilman has in the event of a fire is an abundant and accessible

water supply, which the St. Paul's location lacked. Charles Armiger, the Captain of Engine 44 Fire Department, emphasized Gil-

man's location as an asset. He explained that Gilman is situated very close to a water main, and that many fire stations are

"We're as prepared as the facilities allow."

—Dennis Machin

nearby.

After some investigation, it is apparent that the Lower School building is most susceptible to a major fire. Though it is safe and has many exits, the Lower School building contains more wood construction than any other building and is not equipped with

a sprinkler system. However, the Head of the Lower School, Mrs. Jean Brune, confidently stated, "I am truly not concerned. I feel comfortable with the safety [of the building], particularly when students are in it."

While the Middle School building does not have a sprinkler system, it seems to have the most efficient evacuation plan. Mr. Ned Clapp, Chairman of the Middle School Social Studies Department, commented, "In every fire drill we have done, we have gotten everyone out in less than one minute."

In conclusion, Gilman School is generally prepared for a major fire, but improvements can certainly be made. Gilman's location is an advantage, but, of course, a catastrophe can not always be avoided.

HATS OFF TO: Chief Ken Finke

Mr. Ken Finke is Chief of Fire Department Battalion #44 in Brooklandville. His Battalion was responsible for fighting the recent six alarm blaze at the St. Paul's school. He has been a fireman for 29 years, and has been at Brooklandville for three years. On February 7, Executive Editor Jamie Schapiro talked to Chief Finke.

Jamie Schapiro: "What was your role in fighting the fire at St. Paul's?"

Chief Ken Finke: "Incident Commander. I ran the fire."

Jamie Schapiro: "What was your first reaction at the site of the fire?"

Chief Ken Finke: "When I got there, there was not an enormous amount of fire showing. Within eight minutes of my arrival, the walls were collapsed."

J.S.: "What could have been done to salvage part of the building?"

K.F.: "Nothing more than we did because of the lack of hydrants and the wind was blowing at 25-50 mph."

J.S.: "Looking back, could there have been an alternate route to transfer the water?"

K.F.: "No. That was pretty

much established before hand where we had to go for water if there ever was a major fire there."

J.S.: "What initiated the idea of saving records and others things inside the school?"

K.F.: "In the beginning, the maintenance man came up to me at the command post and asked me if they could remove the records from the wing. This wing that we removed them from was not on fire at the time. Shortly after, the fire went through that part of the building."

J.S.: "How were books saved from the library?"

K.F.: "All the firemen went inside and unloaded the shelves and handed them to civilians. Even though the fire never got to the library, we saved that part of the building and still managed to remove all the major references."

J.S.: "What did you do to prevent the fire from spreading?"

K.F.: "We would get people to open up ceilings or to set up companies between houses anmd to protect the exposures."

J.S.: "Was there any way to prevent water damage to the building?"

K.F.: "No, not really. Not with that magnitude of fire. We removed the books and documents, and we covered some



The fire destroyed the entire Lower School.

things with tarps, but you are always going to have water damage."

J.S.: "In your opinion, who won the battle, the firefighters or the flames?"

K.F.: "Probably in the fireman's opinion, with the amount of fire we had there, we lost it. But the people up there, after they saw the amount of fire, thought we won. It burned a lot more than we wanted it to, but with the wind and water problems, we did the best we could."

J.S.: "Was it a problem that St. Paul's did not have the fire sup-

port that a city school might?"

K.F.: "No. The first engine, dispatched at 5:17, arrived on the scene at 5:22 with water on the fire."

J.S.: "How was the support of other, more distant departments?"

K.F.: "It's always excellent. We have mutual contacts with everybody, even in the city."

J.S.: "What would it have been like had school been in session?"

K.F.: "Probably if school had been spotted the fire or smelled smoke and called us right away."

J.S.: "Do fire drills really help a school?"

K.F.: "Sure, anything that you do, you have to practice so the people actually understand what's happening."

J.S.: "Should this fire cause changes in fire safety and prevention in other schools?"

K.F.: "Fire departments are always pushing for sprinkler systems, smoke alarms and things like that, but the problem is the budget."

J.S.: "Was there a precise cause for this particular fire?"

K.F.: "I can't tell you. I don't know."

J.S.: "Could it have been arson?"

K.F.: "No. Not whatsoever. The fire was in the attic above all the rooms, and an arsonist would not go to the trouble to go all the way to an attic and start a fire."

J.S.: "In hindsight, what else should have been done at the fire?"

K.F.: "I probably would have done a few things to speed up the water supply process. You don't get enough fires like this to become totally efficient in what goes on in a six alarm fire. If I had to do something, a little quicker, a little better, it would have been the water supply."

courtesy of Jeremy Scheinker (St. Paul's)

A Response to the November Issue

Enjoy It While You Can

To the Editor:

It is with great concern for the treatment of a delicate topic that I write this response to your November 15, 1989 edition about minority relations at Gilman School. My concern is rooted in a commitment to fighting racism by exposing it to the light of truth. Most attempts at discussing racism fail to exchange or generate information that would help us to understand this plague. This is primarily due to the fact that a working, functional definition of racism is seldom if ever agreed upon. Instead, emotional and personal experiences which serve only to cloud the issue are introduced and presented as though they themselves can be used as models. Statistics are suggested and accepted as a means of determining the level of intensity of racism (if there is such a thing as levels of intensity). Racism gets placed into a container. It is counted, measured, and weighed as though it can be quantified. Historically, scientific analysis has been a friend and an ally to racism. A number of quantitative measures and methods of investigation have been indeed developed to support racism. It is important to recognize the contributors to the problem of racism for even well-intentioned projects may unknowingly bolster the very target of their endeavors.

A working definition of racism requires familiarity with its history. As Benjamin Hooks of the NAACP has said, "During slavery there was no unemployment; everyone had a job." This statement tells us that body counts and statistics can be misleading. An institution such as Gilman could have a student body (arbitrarily) fifty or seventy-five percent people of color and still not be free of racism. More-

over, who eats lunch with whom, who dates who and who has made a racial slur in Public are only good questions if the intent is finger pointing or the subject is good manners. Racism is not a bad habit.

Keeping these things in mind, I must say that question number eleven, "Do you feel uncomfortable because your group is not the dominant one?" was the most troublesome. Perhaps this one interrogative statement gave more insight to the state of "minority relations" at Gilman than any of the student or faculty responses to the questionnaire itself. This question clearly illustrates the dynamics of racism. How dare you ask if one feels comfortable being dominated? That question is as absurd as "when I burn your hand, do you enjoy it?" A better question to open discussion would be, "What is the nature of domination at Gilman?" Racism revolves around power, not numbers. The number of close friends one has of any race, companionship with people of any race, who one dates and whether or not racial slurs are used publicly or privately are all irrelevant issues to a discussion about racism or race relations. As for the questions concerning athletic and academic performance with respect to racial stereotypes, just how long must these myths be perpetuated and given some semblance of dignity through the very asking? Any prudent investigation requires a thorough knowledge of sport from a black perspective and world history. So what is racism? Can it be subtle, and just what constitutes a racist act?

Does racism have a beginning? Where? Is any institution capable of being free from racism?

Racism was created not in the streets by the uneducated man

but in the highest academic circles by the most learned men of European descent, and that poison was injected into the curriculum of Western history. Racism is racial prejudice, and the power to put that prejudice into place in order to dominate another race. Racism was created by scientists, mathematicians, theologians, historians and educators who were called upon by the pressure of European self-preservation and greed to marshal evidence in support of Western supremacy. As such, its destruction will take place in institutions such as Gilman but only after it is identified not as a system exemplified by who is nice to "minorities" but as a system of beliefs coupled with power directed toward the preservation of that power. It will be painstakingly dismantled by those who seek the truth. Racism cannot be subtle. It is pervasive. It is not simply the exclusion of people from various pursuits; racism is founded upon the belief that European civilization was developed and is sustained independently, that is without major input from people of color. This "poppycock" filled and continues to fill the curricula of educational institutions. Gilman is an outstanding academic institution and as such should measure its success by how well it reflects the world community in its academic curriculum. Destroy this body of misinformation that is entrenched in Western education and the head of racism will fall.

Wm. Samuel Mathews, Jr.
Gilman School
Mathematics Department

Recently I had two experiences which made me realize just how much I, and many other Gilman students, take our school for granted. I've been going to Gilman since the first grade, and as naive as it may seem, I simply assumed that most schools were similar to the private schools with which I was familiar.

As I was giving a tour of Gilman to a prospective student who presently is attending a county public school, I quickly realized how privileged we are at Gilman. He was amazed by the facilities to which we were so accustomed, such as the majestic Upper School library, the advanced computer equipment, the college-caliber science labs, the well-equipped shop, the handsome auditorium, and even the individual mailboxes for each Upper Schooler, to name just a few. He was in awe of everything, often comparing it to a college campus.

More importantly, he was astonished when I told him that there were only fifteen students in each class, that so many of the teachers had advanced degrees, and that they were so willing to give extra help to the students. He couldn't believe that the faculty, students, and staff all seemed to know each other and were so friendly. Because he was used to wearing jeans and a tee-shirt to school, he was impressed with the way everyone looked. I was both proud of my school and disappointed in myself for taking it for granted.

Later that day while in the gym, I heard a boy from a visiting team ask his friend whether he wanted to see "the most amazing thing in the world." As I walked out of the locker room, I noticed the two boys peering into the new gym! Once again, I was extremely proud of Gilman. The next morning as I walked up the pathway to the Upper School, I saw it in a completely new light.

M.W.

THE GILMAN NEWS

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—EDITOR'S NOTE—

We apologize for the late circulation of the last issue. The process was complicated by exams and Christmas vacation, along with a personnel change in

the circulation department. However, there is no excuse for the lateness. We truly are sorry.

Thank you,
Alex Shawe
and Richard Brueckner

Alumni Return to Gilman as Teachers

by John Goodell

The Gilman School faculty, both in the Middle and Lower Schools, as well as in the Upper School, is comprised of many different personalities, many of whom actually graduated from Gilman.

It is sometimes questioned why Gilman alumni come back to teach. There are many different reasons for their return. "Gilman is a very diversified school," comments Industrial Arts teacher Creighton Riepe. "It is a place that continues to be diversified, and therefore it is a pleasure to teach here."

There are many pro's and con's to teaching, but specifically to teaching at Gilman. Mr. Schmick



Mr. Riepe likes Gilman's diversity.

says that "the diversity of the school is certainly one attribute. Another thing is that the school is much bigger than it was years ago. It isn't as closely knit as it was. This can be both positive

and negative. The reason I came back to teach here is that it was the only school that offered everything that I wanted."

For many, teaching can be a "turning point" in their lives, as well as for their careers. Gilman offers a first-year teaching program entitled "The Cooper Fellow Program." This program is specifically for first-year teachers. It gives them the chance to make the decision of teaching as their career. It offers a "taste of teaching." Many teachers spend their time observing other classes during their first year, rather than actually teaching. For Upper School history teacher David Rody the Cooper Fellow allowed him to decide on his future. "Coming out of college, I had no

definite plans. I wasn't sure what I wanted to do."

Another drawing point for young teachers is the opportunity to coach. Mr. Rody (Class of '85) is a good example of this. As the Cooper Fellow, Mr. Rody has been assistant Fresh-Soph football coach, head JV wrestling coach, and will be assistant Varsity Baseball coach. "The chance to coach is an attractive part of the job for me."

Gilman is still a school that attracts its alumni to return and teach because of the good memories most alumni have about their years here. This is unique among high schools, and helps to make Gilman even more special.

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Drinking at Dances Remains a Problem

by Rob Shaffer

On December 16th at the Bryn Mawr Christmas Dance, a number of Gilman students were found under the influence of alcohol. For Gilman this is a serious problem.

Senior Tim Tadder, Chairman of the Upper School Dance Committee, finds that the "drunks" at dances make it much harder on the Dance Committee and on others at the dance. "We have to make sure that no one is driving home after they have had too much to drink. If they have been drinking we make certain that they have a safe ride home," Tadder commented.

Yet Tadder feels that it is a problem that can be solved. He believes that the school must take a more aggressive stand against drinking. When asked how Gilman assists the committee in dealing with students arriving drunk at dances, Tadder gave the school little praise. "The school never says anything to me about it and I wish they would. Gilman needs to take a more active role in preventing kids from coming drunk. They need to say something if they want something done about it."

However, the school cannot single-handedly control the alcohol problem at Gilman



Drinking at dances is still a problem for Gilman.

simply because too many Gilman students drink frequently on weekends. The community and the parents play a bigger role than they realize.

"The parents need to take a more aggressive stand... they ought to get together," said Gilman teacher Robert Bulkeley. Dean of Students John Schmick feels the same way. "The more we can help the parents communicate with each other, the better off we'll be."

The school also appears much more interested in helping kids with a drinking problem than in punishing them. "Alcoholism is

the number one drug problem at Gilman...and it's a disease," Schmick said. He added that the school treats a student who has a problem with alcohol in the same way as if he had any other disease. "It's a disease. We're not going to punish anyone if they have cancer," Schmick stated emphatically.

Overall, the school, community, and the parents need to communicate in order to lessen the alcohol problem at Gilman. As Mr. Bulkeley commented, "Society will have to change its attitude about drinking, by giving each other permission not to drink."

School to Change Grading System

by Mosi Bennett

Beginning next year, Gilman School will change the current trimester system, which calls for three trimesters and six marking periods, to a system using semesters and quarters.

The school year will be divided into two semesters and four quarters. All grades will be cumulative for the semester, but at the beginning of the second semester the grades will start over.

One main reason for the change is that each year, more and more students are in coordinated classes with Bryn Mawr and Roland Park. With the semester system, more classes will be able to be coordinated since all three schools will be using the same grading system. Students will have a broader selection of courses to choose from.

With the new format there will be a uniform grading system in Gilman, Bryn Mawr, and Roland

Park. When asking how this would help the teachers, Upper School Head, Mr. Neale responded, "Teachers are faced with different formats for computing grades. The new system will make calculating grades much easier."

"The new system will make calculating grades easier."

— Mercer Neale

Mr. Neale added that he believes that most students will find the semester system much better. Students will not face the problem of taking many tests during the last week of a marking period. The quarters will allow teacher plenty of time to give

tests before the end of a marking period.

The change will include all courses except English trimester electives which will change at the beginning of the 1991-1992 school year.

English teacher Dan Christian sees a problem concerning the English trimester courses, "With the new semester system, each student can choose only two electives a year. I like the idea of trimesters for English courses, but I can understand why they want to switch to semesters. The semesters will make coordination easier."

The semester plan is still in the planning stages. The proposal has already been passed through the Advisory Council. Most members approved of the plan, however, a few had reservations concerning it. Next, it will be sent for approval by the Board of Trustees. Mr. Neale believes the plan will be approved and put into effect next year without difficulty.



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Exchange Student Reflects on Year

by Ishmael Setlogelo

Ishmael is an exchange student from South Africa who is spending the year at Gilman.

Looking back on my time at Gilman, I have probably never experienced so much in such a short period of time. Being at Gilman has caused me to observe and learn many things.

I was most impressed with the degree of racial interaction. Coming from a country where the opposite condition prevailed, feelings of fear and mistrust have never been far away. As it was unthinkable for the white Afrikaners to interact with the Africans, there would be certain moments where, despite the oppressive rule, Africans would retaliate by taking advantage of this fear. In one instance, I recall being invited to participate in an

exclusively white music camp along with eight other Africans. As there was only one bus to take us to rehearsal, we got on first and decided to sit in the middle

"We can at least agree to disagree."

of a seat meant for three people. Fearing contamination, the white participants stood for the entire bus ride, even though there was plenty of space available.

Although students at Gilman tend to cluster themselves according to some standard, e.g.

Asian-American, Afro-American, "cool", or "not cool", being here helps bridge many of the gaps between clusters because we can at least agree to disagree.

Having a coordinate system has also been a thrill. While the

school has remained predominantly male, the coordinate system has given the school distinctive characteristics and a more lively atmosphere. I have found this enthusiasm in my English class where the students'



Ishmael is working harder than ever.

energy reminds me of the mood preceding the Gilman-McDonogh football game (although the energy diminishes on the morning that a paper is due).

My first months here have been my most rigorous. While I was used to being tested only once a month in South Africa, I have had quizzes, tests, and papers continuously. As opposed to a cumulative grade, the final grade at my previous school depended solely on exams.

Even though learning in a foreign language has meant studying more extensively, I have now started working more efficiently. I would like to thank the school for allowing me to grow in so many ways, and I would also like to thank my parents who bent over backwards to make this year a reality.

Dramatics Program Expands

by Walter Lohr

For the majority of Gilman students, dramatics began and ended with Mr. Legg in sixth grade. Most students looked forward to this class as a cheerful break in a schedule of difficult classes. Drama sparked the interest of some who went on to do Middle School musicals and then graduated to the finely-tuned Upper School musicals and plays.

The highly qualified crew that participates in these productions does not receive the recognition they deserve from their peers. Many Gilman students miss an enriching experience by not attending these performances. Every year Gilman and Roland Park put on a musical or a play, and every year Gilman and Bryn Mawr put on a play or a musical. Combined with independent projects and competitions at all three schools, Gilman students are involved in dramatics year-round.

Dramatics requires a serious time and mental commitment that for many has resulted in extraordinary performances. Already this year Gilman students have participated with Bryn Mawr student in Chekov's



"The Sneeze," and with Roland Park students in the musical "Pippin." Both shows were excellent and entertaining and highlighted some very talented Gilman actors such as Kyle Ackermann, Walker Lewis, and Aaron Sorenson. The people who participate in these plays are a unique bunch.

The Gilman and Bryn Mawr Schools will put on "Guys and Dolls" on March 2nd, 3rd, and 4th. "It is bound to be an exciting production," says choreographer Beth Panushka about the show.

Gilman's resident acting instructor, Jamie Spragins, hopes

to expand the school's curriculum next year to include a technical theatre class and an advanced acting class which will concentrate on Shakespeare. In July the Gilman Summer Theatre will hold auditions for their production of "A Midsummer Night's Dream." There are plans for a joint Dramatics and History Department production next year as well as more Shakespeare.

As more emphasis is put on dramatics by the school, students should take the time to attend the productions. They are a true display of talent and are certainly worth seeing.

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Gambling Remains Popular Pasttime

by Ryan Kim

As baseball's Pete Rose incident illustrates, gambling has become a common activity in many parts of today's society, and Gilman is no exception.

Students are betting up to fifty dollars per week in side bets on college, professional, and even high school sports. Side betting is the most popular type of gambling at Gilman, but it is not the only one. Pools are often formed, especially for the upcoming N.C.A.A. basketball tournament. Money is also gambled by students in card games and billiard halls. Bets and pools between students and teachers are not unheard of either. The Gilman Handbook states that "there will be no gambling of any sort on the school grounds at any time." Students make most of their bets and pools on campus,

GILMAN UPPER SCHOOL STUDENT HANDBOOK

GAMBLING: There will be no gambling of any sort on the School grounds at any time. Card playing will not be permitted unless it is directly connected with a club activity.

in direct violation of this rule.

Many students believe that there is nothing wrong with betting. "I don't see what is so wrong about putting some of your own money on a game," said one junior who bets regularly. John Schmick, the Dean of Students, when asked his opinion about gambling said, "I don't think that there is anything morally wrong with gambling." He said that

gambling is a problem when it becomes an addiction.

Gambling has been hard to remove from Gilman because of the difficulty in catching students in the act. Most bets are made quickly with only a handshake, and some of the gambling takes place off campus. "We have no way of knowing about side-bets," Schmick acknowledged. "My sense is that there is not any

organized gambling going on, just side-betting between friends."

In the past there have been several incidents of gambling at Gilman. The most recent was a

"We have no way of knowing about side bets."

—John Schmick

this' or 'I'll bet you that'," admitted Ronald Culbertson, the Head of the Middle School. "But there aren't any more pools (in the Middle School)."

Gambling can become an addictive habit, just like alcohol or drugs. "Gambling becomes an addiction when it starts interfering with a person's social life, family life, or school work," said Dr. Valerie Lorenz, Ph.D., a psychologist and the director of the National Center for Psychological Gambling, which runs the Gambling Hotline of Maryland. "It becomes an addiction when it creates an irrational belief that they (the gamblers) are going to win. More and more we are seeing younger gamblers and betters indicates that gambling will be around Gilman in years to come, as it has been in the past.

ring of football pools in the Middle School two years ago. Disciplinary action was taken, and there have been no incidents of gambling since then. "I'm not blind enough to think that kids are not going to say 'I'll bet you

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New Lax Coach Chosen

by David Shapiro

After Mr. Joseph Martin stepped down as Head Varsity Lacrosse Coach, in order to become Upper School Athletic Director, Gilman went on a quest to find a new lacrosse coach who could lead them to the 1990 MSA Conference lacrosse championship. The committee formed to select the new coach was made up of Messrs. Finney, Martin, Bristow, and Foreman.

Out of the nine applicants John Tucker was chosen to be the new head coach. Coach Tucker has an exceptional lacrosse background. As a player, he was a standout at Archbishop Curly, and a three-time-all-American at Hopkins. He has been coaching



Coach Tucker hopes for an "aggressive defense."

at Loyola College for the past five years and been head offensive coordinator at Loyola for the past three years.

On the academic side, Mr. Tucker will be teaching Medieval History next year. In talking

about his priorities, Mr. Tucker pointed out, "Teaching is my first priority, and coaching is a close second." Coaching along with Mr. Tucker is Robbie Russell. Mr. Russell is a fifth-grade teacher in the Lower School as well as a

returning coach. Mr. Russell was an All-American at the University of North Carolina, and will be coaching midfield. The other coach, Dave Pietrimala, was also

to coach at Gilman his entire career. He also believes in the basic attitude that the success of the team lies in how hard they work. Through this work, he hopes to achieve a "free-flowing offense and an aggressive defense."

Mr. Martin thinks that change is "definitely positive in this situation," and he says that he is one-hundred percent behind the new staff. Mr. McLean will return as Junior Varsity Lacrosse Coach, but Mr. Rogers, last year's Varsity defensive coach has decided not to coach this year. Mr. Martin is still eagerly awaiting a new Fresh/Soph lacrosse coach for this year. Coach Tucker believes that this year's team can become MSA champions. It remains to be seen if the 1990 Gilman lacrosse team can live up to this expectation.

"Teaching is my first priority."

— John Tucker

a standout lacrosse player, who was a three-time, first-team All-American graduate from Hopkins. He will be the defensive coach.

Coach Tucker chose these assistants and is very confident that they will do a great job. Coach Tucker said that he hopes

Sports Briefs

Wrestlers Win MSA

Through Feb. 8, the Varsity Wrestling team has compiled a 10-3 record with an 8-0 record in the MSA "A" Conference. Their biggest win came against perennial champ Mt. St. Joe, whom they beat 29-28. In the Gilman Duals, the Hounds lost their first round match to number one ranked Aberdeen, but went on to defeat #5 DeMatha. The Greyhounds are now poised to win the league championship by defeating Boys Latin. The team is led by seniors Sam Knowles, Jun Song, Colin Barker, and John Shavers.

Basketball Looks to Playoffs

The basketball team, with a record of 19-6 and a #16 ranking, are battling for the lead in the MSA "B" Conference Division I standings. After beating Edmondson on Feb. 7, the Hounds need only to beat Carver to clinch the top seed in the playoffs. The Greyhounds have also defeated rival McDonough twice. Aaric Queen, Duane Holloway, Casey Gordon, Jamal Cox and Ryan Jordan lead the team. Late in February, Gilman will defend their Private School's Tournament title in the new Redmond C.S. Finney Athletic Center.

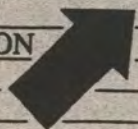
Swimmers Continue Improvement

This year's Gilman Swimming team ended the season with a 5-6 record. Their conference record was a respectable 5-4, with all three losses coming against national powers, Loyola and Calvert Hall. The next step for the team is the MSA Championships. After that, the finest swimmers on the team will compete in the Easterns at LaSalle University.

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The Decade in Sports

by Fred Lohr

The philosophy of Gilman is both to develop the mind and the body of its students. Promoting physical growth has always been a primary goal of the School's. The students have traditionally shown great interest in the athletic program. These two factors have allowed the School to

continue to improve and expand the great athletic tradition through the 1980's.

Gilman has truly excelled in athletics during the past decade. One example of this success is that Gilman competes against the toughest competition in the state in most sports. The football team has been a part of the MSA "A" Conference for the entire decade, along with wrestling, lacrosse, tennis, cross-country, and golf. Other sports, such as track and

swimming, have moved into the "A" Conference during the 80's. Swimming now competes against Loyola and Calvert Hall, two nationally renowned teams.

Records offer another way to judge athletic success. Yearly combined winning percentages have always been in the 60-70% range, with the exception of 58% in 1988-89. The highest winning percentage of the 80's was achieved in the 1984-85 school year.

In terms of championships, Gilman has won more than its share in this decade. The combined total through 1988-89 is forty, on all levels of play.

Gilman has also broadened its athletic horizons. Water Polo was added as a varsity sport in 1987. In addition, squash, ice hockey, and skiing, while not yet interscholastic sports, have been added to the program.

The most impressive part of the athletic program has been the

participation. More than two thirds of all students earn some sort of letter. Throughout the eighties, the percentage of seniors earning a varsity letter has ranged from 85-90%. In the words of former Athletic Director Sherman Bristow, "Every day, every student plays a sport. That just doesn't happen at most schools." This philosophy has made the past decade an athletic success for Gilman.



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THE GILMAN SNEWS

GILMAN SNEWS

GILMAN SCHOOL

BALTIMORE, MD.

APRIL 2, 1990

Chambers: A Real Bash

Chambers. Much like Dan Quayle, we all know it exists, but none of us really know if it has a purpose. Every day at around 10:55, while we sleep in Chapel, the doors of the Gilman Room close and the faculty gathers for its daily meeting. What exactly goes on in this highly secretive meeting?

To answer this question, the *Snews'* crack investigative team went under cover. Stephen Lina-weaver, posing as Mr. Martin, and Tim Tadder, posing as Mr. Demeule, snuck in unnoticed and witnessed an entire Chambers meeting. What they saw was both "shocking" and "disturbing."

Instead of discussing pertinent School issues, Mr. Tickner quickly scrapped his notes and yelled, "Let's party!" Mr. Merrill and Mr. Shields soon began a piano-trumpet duet of assorted AC/DC and Guns and Roses hits. Several teachers hopped onto



The Gilman Room after Chambers Party.

the tables and began dancing. the popular "Electric Slide." developments was a Science
Burke Rogers was even seen doing One of the most surprising Department quarters game (these

psychos used formaldehyde!). After ten minutes of heated sling-ing, it was clear to our reporters that Mr. Swanson was Department Heavyweight.

Above the din, Mr. Christian could be heard yelling, "Did I ever tell you the one about C.S. Lewis and the nuns?"

When confronted with the facts, Upper School Head Mercer Neale could only say, "I can only comment, in responding to your interesting, yet inherently troubling, query, that I have no specific, and I use that word with great trepidation, knowledge of the alleged actions on the part of our dedicated, knowledgable, and highly qualified faculty."

Mr. Martin summed up the feelings of the School when he said that it was "outrageous." He emphasized that something like this could never happen in the Redmond C.S. Finney Athletic Center.

Gilman Sells Upper School

It has been uncovered that Gilman School is in serious debt due to the new gym. It just so happens that the reported \$5,000,000 price of the gym is only half of the actual \$10,000,000 bill. With the school \$5,000,000 in debt and in risk of losing the humble basketball/wrestling/(no other purpose!) arena, Gilman has only one realistic option as Mr. Neale sees it. We must sell the Upper School.

The debt is actually \$4,900,000 because of the private fundraising efforts of Mr. Martin to help defray the cost. In a gracious effort to the school on his part, Mr. Martin decided to charge his Bryn Mawr students \$5 a visit to his office for extra help and in a short two weeks he produced a whopping \$100,000. He said that it is the least that he could do since he was getting a new office.

Nonetheless, the school is in serious debt and to rely on Mr. Martin to raise the funds all by himself is unfair. There is no doubt in anyone's mind that he could raise it by himself, but there just is not enough time. The only way to raise the money by the May 1 deadline is to sell the Upper School.

A selection committee headed



by the obvious choice, Mr. Spragins, is already hard at work. Mr. Spragins was thought to be a good pick because of his intense involvement and familiarity with Gilman athletics and his legendary college athletic career. The rest of the committee includes Ms. Patti Cohn, the front office receptionist, and the illustrious media technician consultant, Mr. Weller. Ms. Cohn was chosen for her hard-edged business-like manner, while Mr. Weller was chosen because of his past involvement with multi-million dollar real-estate dealings. These three are sure to find the best buyers.

As it stands at the moment, there are two realistic, prospective buyers. The first is A.J. Julius's

venture capitalist firm A.J. and Company. Actually, Gilman would have already sold the Upper School to them if it weren't for A.J.'s alleged connections with the Mafia and the persisting rumors that he is raising the prices on one of his inner-city, low-rent housing complexes.

The second prospective buyer is an Arab Sheik oil guru that has been communicating with Gilman about the price. Mr. Spragins, taking time out from his extensive interviews to have an exclusive talk with the *SNEWS*, stated that he and the experienced committee were doing their best.

All this talk about selling the Upper School has alarmed a few members of the Gilman com-

munity in many different ways because no one knows what will happen to their jobs. Mr. Burke Rogers, college counseling ace, commented that he was just starting to feel comfortable and secure here. Also, Ms. Vera was wondering what was going to happen to her four-star Mackerel cuisine. But according to Mr. Neale we really need the money, so compromise must be adopted.

The other reason for alarm is the effect on the Upper School academic curriculum. Luckily, Mr. Martin put things in perspective, saying that this is the best athletic facility around and that Gilman should always have the best! He commented even further, saying that athletics should always be on the rise and nothing should put that in jeopardy. He also pointed out that the scoreboard has numbers on four sides to do math. Mr. Francis (Biff) Poggi, coach and educator extraordinaire, clarified everything when he asked, what do you think this is, a school or something?

The proposed plan is to have the students design their own academic plans individually. They would be provided adequate lockerroom space to study and would be allotted study time

from 4:00 P.M. to 6:00 P.M. to follow their intellectual pursuits. Raw meat would be helicoptered in for lunch which would take place from 2:30 P.M. to 3:30 P.M. All of this would follow the mandatory athletic training from 8:20 A.M. to 2:22 P.M. Mr. Bristow warned that the students had better use the facility because it was built to make us the best.

The reaction by the student body is favorable. Said one anonymous '65," 245-pound Junior, "Now I will be able to be closer to weight room. Get me ready for football. I think it good."

Senior/Junior Keith Kormanik thought it was a good idea too. Junior Anthony Glyn asked when did we build the gym and did I miss something?

Gilman has one month to go before it loses the gym or sells the Upper School. No matter what, there will be some serious changes. All students should be ready and prepared for the new and improved Gilman. It is fitting as we approach the twenty-first century that such a great change may take place. By the way, steroids are available from the trainer. Just stop by.

Quotable Quotes

"I've got a job, you smackheads. I swear. Just ask our all-conference center."

— Biff Poggi

"I'm creative, really. See, I can make fun of the News. That's very creative."

— Spencer Sun
Editor of the *Cynosure*

"They stole our disk. Yeah, that's the ticket, they stole our disk."

— Paragon

"Yeah, I went out with her, too."

— The Grop

"Fore!"

— Greg Burns

"I shot the sheriff, but I did not shoot the deputy."

— Mr. Mathews

"Hoo Hoo! Too Bad! I ain't going to class. Ping it up."

— Pete Lekas

"The only reason we never make the playoffs is because we want to have the team party earlier."

— Gilman Lacrosse team

"Kenny Anderson is the best basketball player in the world, besides me. I swear."

— Ted Evans

"I'm telling you, Mother jokes are funny."

— John Shavers

The *Snews* is published annually on April Fools Day by the staff of *The Gilman News*, which is solely responsible for its content. The issue is to be read in the spirit of April Fools Day for entertainment purposes only. It is written with no malicious intent.

Wasted Space

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Coming Next Issue...

Dick Gelfman's "Eleven On Your Side" Investigates Complaints About Macke Food

Feature Spread: Women of the Lower School

SAU and Elkridge: A Perfect Match

The Student Activist Union has recently announced plans to stop meeting in second-story classrooms and instead meet on Thursday afternoons in the golf lounge of the Elkridge Hunt Club. Union members unanimously voted in favor of the change. The members feel that the more plush and lavish surroundings will provide a better atmosphere for revolutionary thought. Gesticulating wildly with his hands, club President A.J. Julius raved to *Snews* reporters that if thoughts don't flow in the lounge, the 18-hole golf course and Har-Tru tennis courts provide alternative forums for discussing social change. A.J. also looks forward to improving his handicap.

There is a down side, however, to the plan. Several members of the club can no longer attend meetings because of Elkridge's unique membership qualifications. A.J., after being torn away from the putting green, expressed his dismay at this, but said that



A.J. looks forward to teeing up at Elkridge.

they can always be caddies.

New club member Jack Shaw, of the Greenspring Valley Shaws, talks excitedly about the Union's upcoming plans to expand its

activities. They plan to have several fox hunts and a cotillion ball at the end of the year. Elkridge officials were not available for comment.

Cyborg Speaks Out

Dear Editor:

Two months ago, as I began to prepare myself for next football season, I thought about something that really fired me up, kinda like the time that I had 650 pounds on the squat rack, and I got up three-quarters of the way, but I couldn't finish it, and I had to use a spot, but back to my point.

I think, and many other people

thinks, that football should take precedence over academics here at Gilman. Football players should not be required to go to class during the season. Here are the reasons why:

1) Going to class reduces tremendously the amount of time football players can spend in the weight room.

2) It is hard enough to learn the football plays without having other homework.

3) School interrupts my sophisticated seven-meal per day eating plan.

4) Class is boring, hitting on the football field is not.

5) Football makes people mentally tough, class does not.

In conclusion, I've been playing football all my life and going to school all my life, and I like football better.

Sincerely,
Cyborg



Gilman Dating Service
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Our computer can find you the perfect match.

School Scraps Faculty Parking

"Well, gentlemen, you win. I'm tired of monitoring parking around here. From now on, its every man for himself." With these words, Dean of Students John Schmick allegedly ended the separation of faculty and student parking.

"From now on, you park wherever you can. First come, first served," he supposedly added. For the most part, students were ecstatic. "This is great. I'm tired of walking up from the lower lot every day," said senior Allen Hsiao.

Other students were less enthusiastic. "Wait. What do you mean? What's this (censored) about faculty parking? I never knew we couldn't park there," exclaimed senior Duncan McBean.

In contrast to the students, the faculty is adamantly against the changes. Mr. Spragins is alleged to have said, "This is stupid. This whole world is stupid."

Mr. Rody added that his "machine" does not belong in the lower lot. He wants his own reserved spot.

Mr. Martin was heard lamenting about how little he had to do now that he couldn't apprehend

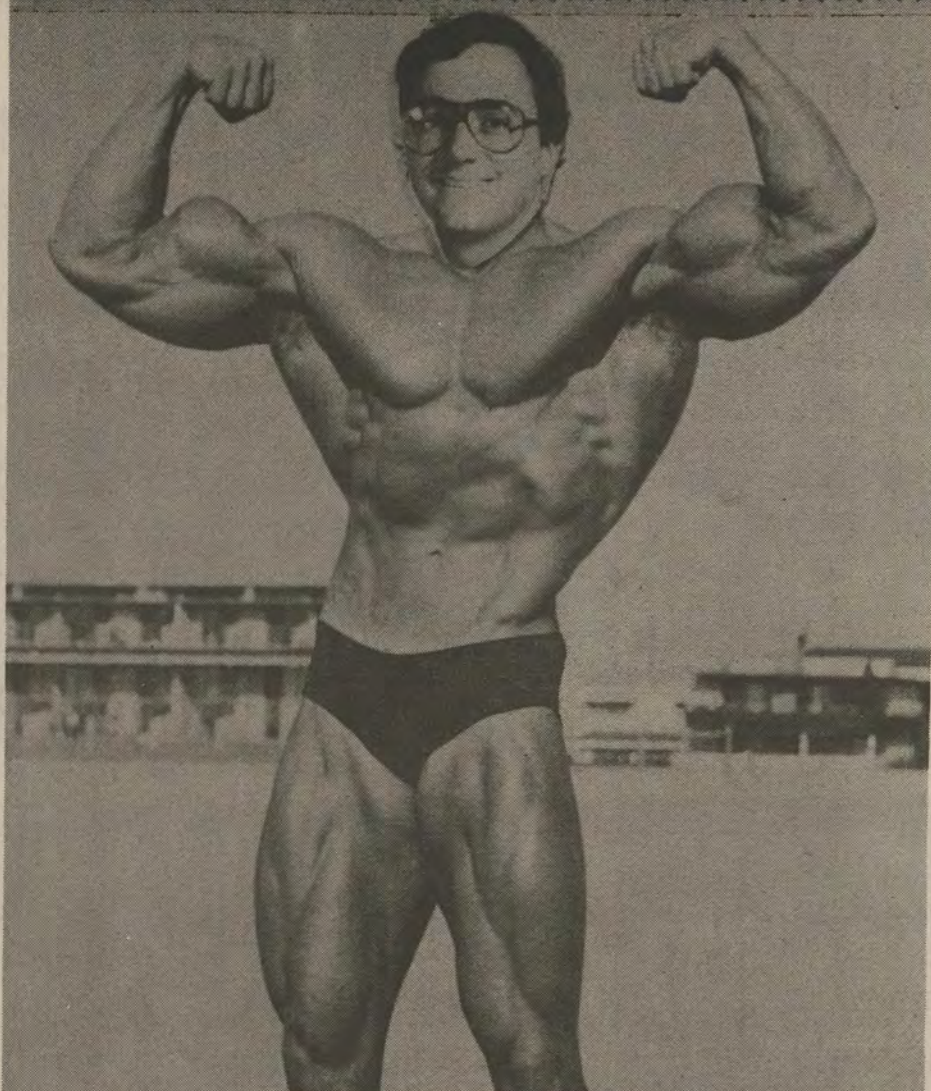


A new parking spot.

illegal parkers.

In the few days since the change, there have been some serious problems. Teachers are now arriving before 6:00 A.M. to get good spots. Duncan McBean was even seen at School on time. Others have resorted to illegal parking. Mr. Schmick was recently spotted parking in front of the Middle School. When asked about this he could only respond that he was just about to move it.

There have also been some scuffles. On Friday, senior Greg Friedman banged into Mr. Schloeder's new car, when he cut in front of him for the last "Lucky Seven" spot. The Friedman family asks that all donations be made out to the Greg Friedman Memorial Scholarship Fund. Services will be held on Thursday.



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WRESTLING

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SPORTS COLUMN

NEWS



8:30 Monday morning



"Hey Timmy, ain't this ninth grade English hard?"



"Awright, who wants a brewsky?"



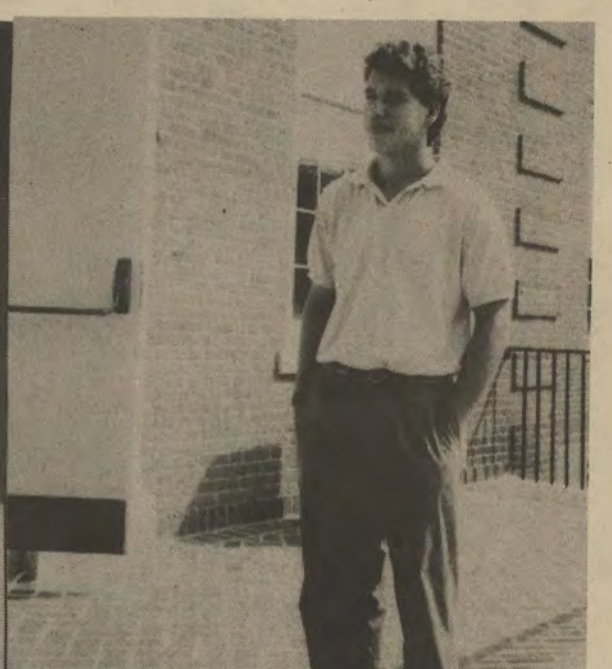
"Geez, Lou, how did you get to be so hairy?"



"God! I'm in such pain."



"Hey, [any Senior], don't leave me hangin'."



"Someday I'm gonna own this school!"



When two great minds come together, there is no telling what may happen.



Gilman Football Heroes: COX...MAC!...TRUSTY

THE



NEWS

Vol. LXXXVIX, No. 8

GILMAN SCHOOL

BALTIMORE, MD.

June 11, 1990

SAFE HOMES FIGHTS SUBSTANCE ABUSE

by Rob Shaffer

While substance abuse is still prevalent at Gilman, another step has been taken in the fight against drugs and alcohol. It is the SAFE HOMES Program.

The SAFE HOMES Program, recently installed by the newly formed Parents' Association's Committee on Alcohol and Drugs, is a program in which the parents of teenage students (grades six through twelve) are sent a brochure and a pledge card. This pledge card states: "We will cooperate with the school, law enforcement policy, and young people to create a healthy atmosphere in which the use of alcohol and other drugs is no longer considered the 'norm.' In order to do this, we agree to the following: I will supervise parties or gatherings in our home; I will not knowingly allow parties or



gatherings in our home when we are not there; I will not knowingly permit the consumption of alcohol or the illegal use of drugs by school-age guests in our home or on our property."

Those parents who wished to participate then sent in their pledge cards. The list of those parents participating was published in the May/June issue of the Gilman Forum.

Mr. Micheal Meredith, Chairman of the Committee on Drugs and Alcohol, is enthusiastic about the response of Gilman parents. "There are about 300 names of parents on this list and we are very, very pleased."

Mr. Meredith is not only pleased with the response of the parents, but more so with the results it will bring. "We [the committee] feel that parents refusing to serve after signing this may prevent a car accident or save a life."

Committee members and registered nurse Mrs. Judy Moran feels that SAFE HOMES will be of great help to Gilman parents. "SAFE HOMES lets parents know they aren't the only ones

out there. It serves as a voice to concerned parents."

Yet, the question of the effect that SAFE HOMES will have on the students still lingers. Mrs. Moran believes that SAFE HOMES is not the "all-encompassing solution" for substance abuse. "It won't stop kids from drinking. They're going to drink no matter what you do."

Nonetheless, Mrs. Moran feels that SAFE HOMES will make parents more aware of the drugs and alcohol problem at Gilman. "It will get them talking. The idea is to make parents more aware of the problem when they go away, and what kids do when they are away."

Though the SAFE HOMES Program may not be the answer, it is a start; and it shows that Gilman and the parents have finally taken the initiative to tackle this ongoing problem of drug and alcohol abuse.

New Student Council Takes Over

As the 1989-90 school year comes to an end, a new hard-working and enthusiastic Student Council begins to prepare for the upcoming school year.

One prime objective of the new Student Council will be to get as many people involved in the school as possible. We will utilize every officer from every class as well as our classmates in active committees. There will also be greater cooperation between the class governments. If all of us can support one another, we will be more likely to accomplish our goals.

One goal for next year is to revive the Gilman Circus. Student Councils over the past few years have listed this same goal, but met with insurmountable obstacles such as the construction and other practical problems. We will begin planning for the Circus over the Summer and do all that we can to avoid letting a good Gilman tradition slip away.

It also has been pointed out to



the Student Council that many people, including teachers and students, are unhappy with the Chapel situation. We already have received a list of suggestions from the graduating Senior class and are currently speaking with our classmates in an effort to compile a long list of interesting and useful Chapels.

Finally, next year's Student Council intends to notify the student body of all our plans and

proceedings. We will need your input in all our efforts from planning dances to supporting social causes. We know that members of the Student Council are not the only ones with good ideas. We want to and need to hear all your ideas and suggestions in order to make next year a success.

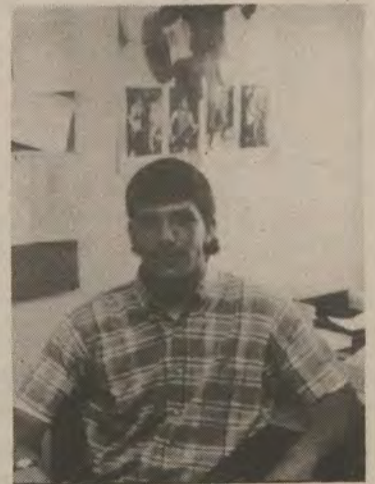
Peter Daneker,
Student Body President

News Staff Looks Ahead

As the 1989-90 academic year draws to a close, the 1990-91 Gilman News year begins. After I was named Editor-in-Chief, my first task was to assemble an enthusiastic, committed, and knowledgeable staff in order to uphold the tradition of excellence set by last year's staff.

I have been on the News staff since my freshman year, and last year I served as Sports Editor. Adam Cohen, the Executive Editor, has also been on the News staff since his freshman year, and was Business Manager last year. James Sharkey, who has worked on the News for the past two years in the areas of typing, reporting, circulation, and layout, has been named Associate Editor. The remainder of the editorial staff brings to the News an equally wide variety of experience. Since running a newspaper involves much more than gathering news, the talent of this staff will be invaluable.

In addition to publishing eight



quality issues, one of the main focuses of next year's News will be to highlight controversial topics. Please let us know what your interests are as well. As the News staff launches its first issue, we hope that it will carry on the tradition of being an informative and provocative paper.

Michael Weinfeld,
Editor-in-Chief

BASKETBALL COACH DISPLAYS INTEGRITY

Recently I had the privilege of hearing Mr. Digger Phelps, the Notre Dame Basketball Coach, speak. Although he has the best record of any basketball coach in Notre Dame history, I was more impressed with his integrity and values.

Mr. Phelps is one of the only big-time collegiate coaches who has publicly spoken out about corruption in college athletics. He has made a commitment to combat that problem by adhering to much stricter academic standards for his players to get into Notre Dame than those proposed by the NCAA, by stressing his player's academic commitments above their athletic commitments even during the season, and by requiring his players to graduate in four years. In addition, Mr. Phelps will not let his Seniors begin their final season until they have had at least two corporate interviews to ensure that they will have options other than playing professional basketball.

These policies reflect Mr. Phelps' belief the "winning isn't everything." He wants his players to have a strong character and a sound education. He sets an example by working in his own community to improve the conditions of the underprivileged.

Mr. Phelps is not afraid to stand up for what he believes. Hopefully he will influence other college coaches to end the corruption of collegiate athletics.

MJW

THE GILMAN NEWS

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The opinions in letters to the editor are those of the author and not necessarily those of the News or of Gilman School. The News welcomes all letters to the editor. You may choose to have your name withheld if your letter is printed, but the News requires that all letters be signed.



MR. FINNEY'S REFLECTIONS

by James Sharkey

The 1989-1990 school year has come to an end and with it comes the first graduating class of the 1990's. It just seems like it was yesterday that the Seniors were taking charge as the Fall athletes were reporting for those late summer practices. Nonetheless, another year has ended. As Mr. Finney sees it, "Overall, this year was a success."

According to the Headmaster, school spirit played a major role in the success of the '89-'90 year. He credits the leadership of the Senior class, calling them "enthusiastic and supportive."

He also believes that the entire Upper School deserves credit for being so involved. Citing the possibility of the students being spread too thin with academics and other activities, Mr. Finney was quite impressed with their participation.

"We must all revise our stereotypical attitudes...and everybody must take an inventory," said Mr. Finney. In addition, he stated that our society has a history of racism and sexism, and we all have to work to overcome it. He feels we are headed in the right direction, but feels we have a long way to go. The Headmaster noted the recruitment of excellent teachers this year and believes they have brought much to the school. "We are fortunate to have them," he said. He pointed out that this is an area in which we can improve.

Another area needing improvement is arrogance. The Headmaster "despises arrogance," and feels that sometimes we show flashes of it. In a sense, he thinks Gilman teaches it. For example, always giving one hundred percent, striving to be number one,

and never giving up, are all part of the Gilman philosophy. Mr. Finney warns students "to be careful not to lose their humility and always treat others with respect."

Community Service was also an area in which Mr. Finney is proud of this past year. He stated that there had been some worries that making Community Service mandatory would detract from a meaningful experience. He disregarded this worry, though, as he was happy that the students responded well to the program. The Headmaster was very pleased with the students' sense of giving.

Finally, athletics played a key role in the success of the year. Mr. Finney said, "Sports are a measure of how much athletes get out of themselves." He feels Gilman athletes in the past, and especially this year, achieved above their ability.

The Headmaster was pleased with the athletic achievements all year long. He believes that the success of the Fall sports carried throughout the whole year. Another aspect of athletics that he was proud of was sportsmanship. Even though we must always work to improve sportsmanship, Mr. Finney stated, "We won with class, and lost with dignity."

As this year's Seniors graduate, a new enthusiastic bunch of incoming Seniors are ready to take over. Mr. Finney is very optimistic for next year and feels that next year's Seniors have a good foundation to work with. The 1989-1990 year proved successful. One goal mentioned was to continue the athletic excellence while at the same time giving equal footing to non-athletic areas such as the Creative Arts. The 1989-1990 school year has given great promise for the years ahead.

Editor's note:

We, the editorial staff, didn't realize how difficult a job producing the News was until we recently took over full responsibility. With this in mind, we'd like to thank last year's staff, particularly Editor-in-Chief Eric David.

Eric's creativity, hard work, and intelligence have set an excellent example for this year's staff to emulate. We appreciate all of the time he spent teaching us about the newspaper.

In addition, we'd like to thank Mrs. Alice Levin and Mrs. Melissa Marks for their exceptional guidance. We look forward to working with them next year.

STUDENT RESPONDS TO SAFE HOMES

by James Sharkey

This response is not designed to object to the fact that the Gilman Parents' Association recognized a problem with alcohol, sex, and drugs, and therefore felt justified in taking action. What is questioned is the approach and the course of action they have elected to follow.

FORUM, the Gilman Parents' Association newsletter, and the ensuing SAFE HOMES program have troubled me deeply. When the March/April edition of the newsletter arrived at my house, I was stunned and disbelieving. I opposed the content of the newsletter then, and after countless hours of thinking, I still oppose it. It was evident that everybody's opinion, except those of the teenagers, had been fairly represented.

The first criticism concerns the front page letter from the Chairman of the Parents' Association Committee on Alcohol and Drugs. Upon reading it, I began to feel as though war had been declared by the Parents' Association on the Gilman youth.

As a teenager, I felt as though a newsletter full of sensationalism was being sent home to convince my parents to become distrustful of me and to watch every move I made. Webster's dictionary defines sensationalism as, "The use of sensational material or methods in order to shock, excite, or arouse curiosity."

I use the word "sensationalism" because of the eye-catching use of the acronym LSD in the opening paragraph. Has the use of LSD become so prevalent that it is legitimate to use it as an example? I seriously question the factuality of the LSD statement. Is there any hard evidence of this drug being the "norm" at parties, or is the use of the term LSD meant to frighten parents?

Subsequently in the letter, the following appeared: "Drunken driving was out of fashion for a while, but now it appears that the 'least trashed' person in the group may drive."

The Parents' Association wants to help combat a problem, but

anyone who practices what appeared in the quotation is too irrational to be helped by any program. The implication is insulting and lacks validity.

Hard facts do not bother me, but glittering generalities scare me. I also find it ironic that a Gilman News poll, a poll on drugs and alcohol that was criticised as being invalid by many parents when it came out, has been used to prove a point in a Parents' Association newsletter.

This letter was successful in alienating the kids. It gave us the impression that we were untrustworthy, and that steps must be taken to suppress us. Nowhere did I get the feeling of a caring Parents' Association willing to listen. All I perceive is an Association willing to believe the worst about us, with deep-rooted prejudices. It is as if there is an impenetrable barrier between the kids and the adults.

It is unfair to write home to tell parents that their sons should not be left home alone under any circumstances because a party may develop. This writer resents being lumped into a faceless group of people about whom unjustified assumptions are stated as indisputable facts. It is hard not to take this personally because it will affect my life directly.

How can any situation get better after a communication that makes teenagers feel that regardless of what they say or do, their parents will not understand and insist that they are doing something outrageously wrong?

From reading the letter, one gets the feeling that the Parents' Association, in an effort to reach the parents, is going after the kids. The newsletter says, "talk to your son," but as a son, this letter discourages me from talking. Bad feelings between teenagers and their parents will not solve anything.

Subsequently, the FORUM proceeded to set up a SAFE HOMES program. Something can be done, but SAFE HOMES is not the way to go about it. The simple reason is that it will not work. If teenagers want to drink, they will find a place to drink, even if it is in some obscure field. The program will do little or

nothing in terms of stopping teenagers from consuming illegal substances or having sex. What it will do is give parents the false sense of security that because they are doing something, everything is under control.

Furthermore, a list of names of the parents taking part in the SAFE HOMES program has been published. The newsletter says that the purpose is to identify which houses are suitable for the kids to go visit. This is unfair to those parents who, for some reason, chose not to sign. There are some parents who may prefer to work with their children as individuals rather than jump on a bandwagon.

What should have been done was to open the lines of communication. Instead of directing programs at us, the Parents' Association would have done better to enact programs with us. Instead of sensationalizing "facts" like "the least trashed driving," the letter could have simply addressed a problem and asked for participation from the whole Gilman community.

Maybe if teenagers were not generalized as looking for opportunities to break the rules, and as juveniles lacking any sense of right or wrong, there would be less of a problem. People often tend to act as they are expected to act. The lead-off letter in the FORUM made it seem that the Parents' Association was at the point of no return. Perhaps they are, but the only way for anything to get better is for everybody to work together.

Mr. Finney has always instilled in us that drugs, alcohol, and sex were not the way to go. The respect and admiration that we have given him has been returned to us one-hundred percent. He listens to us, and is someone who genuinely cares for and about us. Although never demanding that we act a certain way, Mr. Finney has taught us right from wrong. Sadly lacking in the March/April newsletter was any reference to similar communication or respect. What can be accomplished if the teenagers and the parents are driven to opposite poles?

KIM'S KARATE



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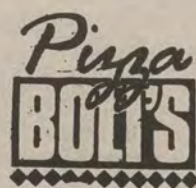
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LEAVING TEACHERS WILL BE MISSED

by Jeff Padousis

Each year it is inevitable that some teachers will leave Gilman, and this year will be no different. This loss will be felt in all aspects of the Gilman community.

The Lower School will be losing Robbie Russell and Terry Lough. Mr. Russell has been at Gilman for two years as an instructor of math, language arts, and physical education. He is also a Varsity lacrosse coach and Junior Varsity football coach.

He is leaving Gilman to coach lacrosse at the collegiate level and to pursue a master's degree in history. "Watching the development of kids of all ages," is what Mr. Russell will miss most.

Mrs. Lough has been a first grade homeroom teacher for two years. Her main reason for leaving is that her son will be attending Gilman next year and she thinks that it will be easier for him if she was not teaching at

Gilman.

Mrs. Brune says that she will miss Mrs. Lough's "stimulating classroom, her organization in planning lessons, and her concern for the well-being of the students."

Mr. Russell will be missed for his "cheerful manner, his cooperation in carrying out all aspects of the Lower School program, and the great example that he sets for the Lower School students."

The Middle School is sorry about the departure of Mrs. Stromberg. She has been a Spanish teacher for seven years and has spent her last three years teaching in the Middle School.

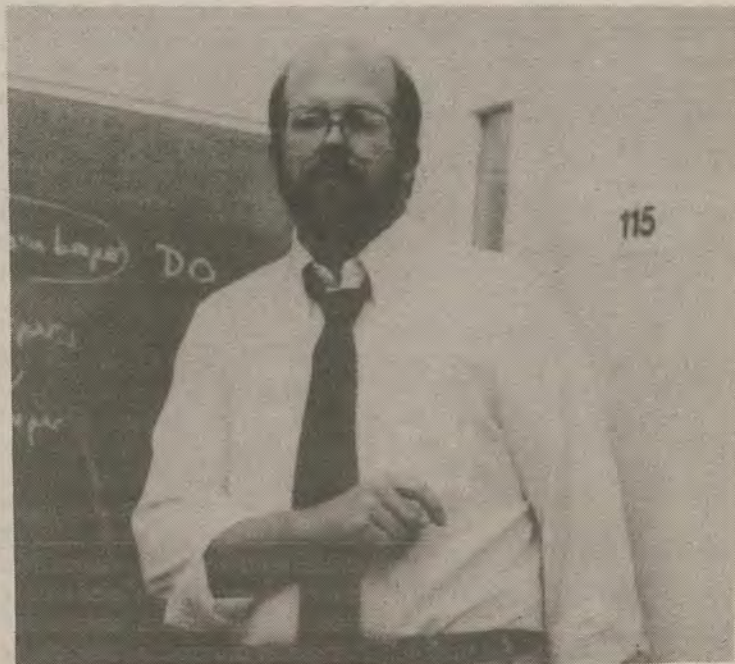
She will be leaving due to the birth of her first child. Mrs. Stromberg will miss "the other teachers and all of my students" most about Gilman.

For the future, Mrs. Stromberg says, "For the most part, I want to be a full-time mother," but she also has plans to do volunteer work at Gilman and wants to

help the new Spanish teacher get started. Mr. Culbertson is very pleased with the work that Mrs. Stromberg has done in the Middle School and thinks that she has done a very good job of getting the Spanish program started.

The Upper School, fortunately, will be losing no teachers, but Doug Lewis, a math teacher, will be leaving for one year to teach in Hawaii. He will be leaving this August with his wife, who is a math teacher and computer instructor at Roland Park Country School. He will be teaching at the Dolani School, which is a co-ed private school in Honolulu. Mr. Lewis describes it as the, "Gilman of Hawaii." Mr. Lewis has a friend who teaches there, as many of his students know.

Mr. Lewis has two reasons for leaving Gilman for the white beaches of Hawaii. One is that, "Everybody needs a change once in a while," and he also sees it a once-in-a-lifetime chance to teach in Hawaii. He regrets, however, that he will miss seeing the



Mr. Lewis is going to teach in Hawaii next year.

members of the present Junior class graduate and move on. nevertheless, they will be greatly missed. We would like to thank them for what they have contributed to Gilman and wish them luck for the future.

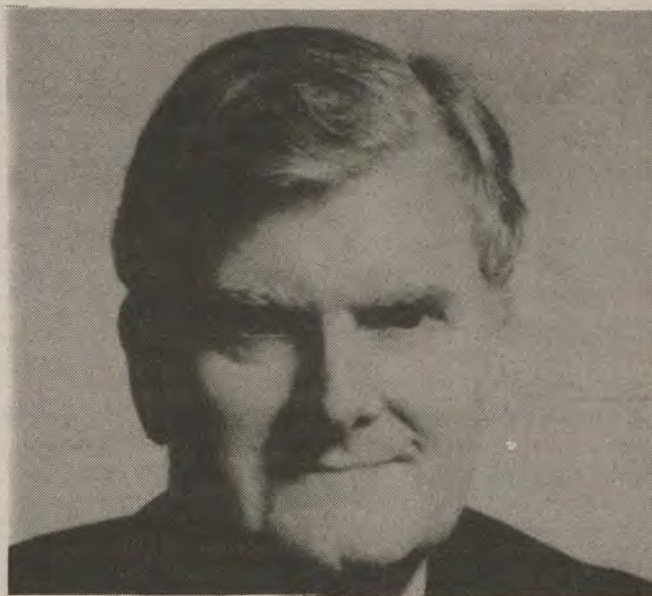
UPPER SCHOOL BUILDING IS RENAMED

by Adam Cohen

Gilman's Upper School building, formerly untitled, finally received a name this spring. The main building is now called Carey Hall in honor of Mr. Polk Carey, who recently set up a 2.5 million dollar endowment fund for the maintenance of the building. Mr. Carey's gift is the single largest gift in the school's history and is one that Mr. Carey believes to be well deserved.

Mr. Carey, the grandson of Anne Galbraith Carey, the primary founder of Gilman, has been an avid supporter of Gilman throughout the years. He has given funds to refurbish the Carey Room and responded generously to Gilman's "Building Character" campaign last year. He also served as a Gilman Trustee from 1980 to 1988.

Mr. Finney, who graduated a



Mr. Carey's generosity is greatly appreciated.

year before Mr. Carey, commented, "He is a remarkable person, not only for his most recent gift, but because he does a lot of things like that in a quiet, unheralded way."

The Chief Executive Officer and Chairman of the Board of W. P. Carey and Company, an investment banking firm, Mr. Carey stated that the incentive for the pledge came from, "A cul-

mination of years of seeing the school operate beautifully, respect for the Headmaster, and respect for my grandmother." He

"He is a remarkable person, not only for his most recent gift, but because he does a lot of things like that in a quiet, unheralded way."

—Mr. Finney

continued to explain that it is easier to ignore buildings and let them deteriorate than it is to ignore people. Therefore, this gift will insure that Gilman will "always be able to keep its front up". Mr. Carey humbly denies the

generosity of his donation. He also explained that since his grandmother played such a key role in forming the school, the name of the building was fitting. However, Mr. Carey assures me that "the name was not for sale."

In conclusion, Carey Hall will serve a dual purpose. It reflects gratitude for Mr. Carey's tremendous gift for maintenance of the building, and it pays respect to the school's primary founder, Anne Carey. Mr. Burke Rogers, an Upper School faculty member, commented, "A gift of that generosity will certainly enhance the education of the students since it will allow more money to be spent directly on education." Certainly, Mr. Carey's generosity has helped and will continue to help Gilman in many ways. The entire Gilman Community is indebted to the Carey family for their sincere interest and support.

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NEW PRE-FIRST TO BEGIN NEXT YEAR

by Adam Cohen

One of the greatest changes at Gilman next year will be the addition of a Pre-First grade, which, in its first year, will consist of twenty-three students (exactly half the size of the first grade). It will serve as a transitional year for those boys who would benefit developmentally from a year between kindergarden and first grade. The Pre-First will be considered a part of the Lower School.

The decision to offer Pre-First, a decision made by the Trustees, was based on the results of a long-range study three years ago.

The class will be taught in the newly renovated cottage by Mrs.

"The far-sightedness of the trustees in allowing a full academic year has allowed the development of an outstanding program."

— Mrs. Brune

Diane Rogers and Ms. Dia Matthews. In regard to admission to the Pre-First, Mrs. Jean Brune, the Head of the Lower School, stated, "All testing is less reliable at a younger age and because of



Mrs. Rogers and Ms. Matthews will teach pre-first.

that, there is a special admissions procedure."

This procedure includes not

only test scores but also observation of the perspective students by five faculty members. Mrs.

Brune also stated, "Advancement [to the first grade] is expected as other yearly transitions." Therefore, students will not be retested.

The faculty of the Lower School is very excited about the new Pre-First. Mr. Xanders, a fifth grade teacher, commented, "I think it's a great idea; it will broaden our educational base and allow us to enroll highly desirable students." Mrs. Brune added, "The far-sightedness of the trustees in allowing a full academic year has allowed the development of an outstanding program." The Lower School, with its newly enrolled Pre-First, anticipates another highly successful school year in 1990-1991.

NEW OFFICERS JOIN CUM LAUDE COMMITTEE

by Andrew Monfried

Beginning with the school year 1990-1991, Mrs. Alice Levin and Mr. William Miller will take over as secretary and president, respectively, of the Cum Laude society. They will take over from the current president, Mr. Hunt Hilliard, and secretary, Mr. Jack Thompson. Messrs. Thompson and Hilliard have served on the committee for the past four years, and have been secretary and president for the last three years.

Mrs. Levin heads the study skills program for the Upper School, helps students write essays for their college applica-



Mr. Miller will be president of the Cum Society next year.

tions, and helps them to prepare S.A.T. She also assists in teaching for the verbal section of the Medieval History. Mr. Miller is

the Associate Director of Admissions as well as a Middle School English teacher. He also assists in the intramural lacrosse program.

The Cum Laude society is composed of an elite group of students who excel in academics. Gilman uses a formula to rank students in each class. Up to ten percent of the junior class can be inducted each year along with the top ten percent of the senior class who do not already belong to Cum Laude. Gilman received its charter in 1952 from the Cum Laude society and has just completed the exhaustive review that each chapter must go through every ten years.

There are usually ten members in the Cum Laude committee

who remain members of the committee for four years. Every year, two new members replace those that have left. This year, Mrs. Christine Sarbanes and Mr. Ronald Bang are new members. The president and secretary each serve a term of three years. Seniority plays a large factor in determining who serves on the committee. In recent years, the Cum Laude Society chose to have a good balance between male and female teachers, so there are three female teachers at one time on the committee. The Cum Laude committee for next year will consist of Messrs. Neale, Finney, Bang, Bristow, Greene, McDermott, Miller, Mrs. Levin, Mrs. Sarbanes, and Mrs. Burgunder.

Do You Have An Opinion? Well It Had To Happen Sometime. Here's What To Do...

Submit letters-to-the-editor to the Gilman News. The newspaper would really like to hear your opinions on and concerns about current issues in the school and in the world. The best way to resolve a problem which you have become aware of is to let *everyone* know about it and your solutions to the problem. Furthermore, the News welcomes your responses to its editorials and articles. We ask that all letters be signed; however, you may choose to have your name withheld if your letter is printed.

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AWARDS 1989-1990

All recipients of awards are members of Grade 12 except as otherwise indicated.

The William A. Fisher Medallion was established in 1903 by the late Mrs. William Cabell Bruce in honor of her father, Judge William A. Fisher, the first President of the Board of Trustees. It is given only to a member of the Fifth or Sixth Form who has been in the School for three consecutive years and is in complete and regular standing in his form. The medallion is given, among boys of high standing in scholarship, to that boy who has rendered the highest service that can be rendered the School by leadership based on the influence of character. This is the tangible evidence of the highest honor the School can bestow. The name of the winner is inscribed on a tablet in the Common Room.

ANDREW BOOKE COHEN

The Herbert E. Pickett Prize for General Proficiency in History is made possible by Walter Lord, Class of 1935, to honor the memory of Mr. Pickett, who died in April, 1961. Mr. Pickett was an inspiring teacher at Gilman from 1913-1939 and through the years a devoted friend of a great host of men and boys. The award goes to the boy in one of the two upper forms who has shown the greatest general interest and proficiency in history as displayed not only in the classroom but outside as well.

ANDREW BOOKE COHEN

The Harold Holmes Wrenn Art Prize was established in 1967 in memory of Harold Holmes Wrenn, who developed the Art Courses at Gilman and taught them for the fifteen years before his retirement. The Wrenn Art Prize is awarded annually to the Junior or Senior who, upon recommendation of the Art Department, is judged by the Faculty to be most deserving for his work in Art.

ANDREW WOOD DAUSCH
JAMES RANDOLPH EDWARDS

The Class of 1952 Drama Prize was first awarded in 1953 and is made possible by William Rinaldo Dorsey III, Bruce Lee Follmer, John Andrew Gettier, and Nicholas Pryor, members of the Class of 1952. The prize, in the form of a book, is awarded to that student who has shown exceptional interest and aptitude in dramatics during his school career.

AARON ASHLEY SORENSON

The Dorothy Benjamin Caruso Music Award was established in 1960 by Mrs. William H. Porter in memory of her mother, Dorothy Benjamin Caruso. It is given to that Junior or Senior who, through his response to teaching and personal endeavor, reveals a superior understanding of and a dedication to the art of Music.

SHIH-PING SPENCER SUN

The Andrew Mitchell Ritchie Award, established in 1986, is an award for creative writing in music. The award is presented annually to that member of the Junior or Senior Class who most successfully composes an anthem suitable for performance at the Upper School's traditional Christmas concert.

THOMAS STEPHEN BOZZUTO, JR.

The Louis Davidov Memorial Service Award is awarded each year to that senior deemed most worthy by reason of faithful and unselfish service to the community. The award was first established in 1984 by members of the Davidov family in honor and memory of Louis Davidov, a loyal and devoted friend of Gilman School and of countless numbers of Gilman students and faculty for over four decades. The

recipient must have been a Gilman student for at least two consecutive years. The award consists of a cash prize. The name of the winner is placed on a plaque in the Upper School Building.

KENT CHIEN-KUNG CHAN

The William S. Thomas Scholarship Prizes. William S. Thomas, an eminent attorney of Baltimore City who died in 1947, donated a substantial sum to the School in memory of his close relative, Maggie V. Hugg. He specified that prizes be given leading scholars in the School in tribute to members of his family and Dr. I. Ridgeway Trimble, Jr. Accordingly, part of the income from the money left to the School is used for prizes as determined by the Board of Trustees. These prizes are given as follows:

The Anita Renshaw Pressman Prize, for the leading scholar of Grade 6.

The Margaret V. Hugg Prize for the leading scholar of Grade 7.

The Zaidee T. Thomas Prize for the leading scholar of Grade 8.

The Jacob B. Hugg Prize for the leading scholar of the Third Form.

The John L. Thomas Prize for the leading scholar of the Fourth Form.

The I. Ridgeway Trimble, Jr. Prize for the leading scholar of the Fifth Form.

The Marion Hugg Prize for the leading scholar of the Sixth Form.

The William S. Thomas Prize is presented each year to the Valedictorian.

The William Cabell Bruce, Junior, Athletic Prize is awarded annually to the boy in one of the four Upper Forms most conspicuous for general proficiency in athletic sports and exercises over a two-year period, and this without having incurred the reproach of questionable conduct in any respect. The prize, presented by Mrs. William Cabell Bruce in memory of her son, who died in 1910, was first given in 1911 and is one of the oldest awards in the School. The cup's inscription says, in part, "Given in memory of William Cabell Bruce, Junior, who died while a pupil in the School, after five years of active and honorable participation in its athletic sports and exercises." The cup remains in the School, and the name of the winner is engraved on it each year. The winner receives an inscribed bowl.

ANDREW WOOD DAUSCH

The Daniel Baker, Jr., Memorial Award. Established in 1952, this prize is given in memory of Daniel Baker, Jr., to a member of the graduating class who through thoughtfulness and by reason of his character has contributed to the general welfare of his fellow men. The prize was given by Mr. Baker's stepson, Dr. Mason Falconer Lord, until his death in 1965 and is continued by the family. The name of the winner is inscribed on a plaque in the Common Room.

SAMUEL BURCH KNOWLES

The Edward Fenimore Award. This award was established in 1963 by his father in loving tribute to the memory of Edward R. Fenimore, Jr., Class of 1959, whose extraordinary courage, determination, perseverance, and accomplishment inspired all who knew him. It is conferred upon the senior who has best exemplified these characteristics while a student at Gilman. The award consists of a framed certificate and a medallion. The name of the winner is inscribed on a tablet in the Gilman Room.

MICHAEL JOSEPH LENTZ
STEPHEN PIERCE LINAWEAVER

The Peter Parrott Blanchard Award is made possible by a fund donated by the children and relatives of Peter B. Blanchard, who was Business Manager of the School from 1917 to 1944. It is awarded to that boy who by his cheerful helpfulness

in many ways has contributed to the successful and pleasant life in the School. These qualities were outstanding in the life of Mr. Blanchard, in whose memory the prize is given. The award is in the form of a book, and the winner's name is inscribed on a plaque in the Common Room.

ERIC MICHAEL DAVID
ALLEN LIMING HSAIO
RICHARD YUNG-CHUAN CHANG

The Princeton Math Prize was established in 1932. This prize is awarded to that boy in the Freshman, Sophomore, Junior, or Senior Class who presents the best paper in a special examination set by the Mathematics Department. The prize, originally in the form of books, now gives the winner a choice. The recipient's name is placed on a permanent tablet in the School.

SHIH-PING SPENCER SUN

The Rensselaer Polytechnic Institute Award was established in 1967 by the Rensselaer Institute of Troy, New York, to an outstanding member of the Junior Class whose record in the combined Mathematics and Science fields is judged strongest by the Departments concerned.

KYLE JAMES ACKERMAN

The St. John's College Alumni Association Book Award was established in 1986, and is presented to an outstanding V Former who possesses a love of reading, an exemplary enthusiasm for learning, and an eagerness to pursue understanding through discussion.

ALEXANDER JACOB JULIUS

The University of Virginia Book Award is sponsored by the University of Virginia Alumni Association and is to go to the Fifth Former whose extraordinary academic achievement, extracurricular accomplishments, integrity, and character mark him as one of society's future leaders.

RALPH HARRIS FERRELL IV

The Williams College Book Award is given to a member of the Junior Class who has demonstrated intellectual leadership and has made a significant contribution to the extracurricular life of the School.

ALEXANDER JACOB JULIUS

The Yale Book Prize was established in May, 1962, and is given annually to a member of the Junior Class whose helpfulness and service have contributed to the welfare of the School.

PETER BENJAMIN DANEKER

The Harry Hardie Anglo-American Prize was established by Mr. Thomas G. Hardie of the Class of 1939 to encourage Anglo-American student exchanges. The prizes, in the form of grants, are given each year to one Junior at Gilman School and one Junior at St. Edward's School, Oxford, following a competition and selection by committee.

KYLE ACKERMAN

The Cameron Debating Medallion. In 1915, an award of a bronze medallion was established by Brodnax Cameron of the Class of 1914, in memory of his father, George Cameron, Jr., and his mother, Mary Brodnax Cameron, and is continued by the School. The medallion is awarded each year by the debating advisers for excellence in debating based upon the work in the Fifth and Sixth Forms and in the Final Debate.

SAMUEL BURCH KNOWLES

The Mrs. J. Crossan Cooper Debating Cup. In 1913, Mrs. J. Crossan Cooper presented a debating cup to the School. Each year since that time the names of the members of the winning team in the Final Debate between the Areopagus and the Pnyx Debating Clubs have been inscribed upon it. The cup now bears the

names of a distinguished group of graduates of this School for a period of over half a century and is displayed permanently in the Fisher Memorial Hall.

ANDREW BOOKE COHEN
SAMUEL BURCH KNOWLES
STEPHEN PIERCE LINAWEAVER

The Dr. John M.T. Finney, Sr., Debating Prizes. In 1913, Dr. J.M.T. Finney, Sr., established an annual prize of gold medals for the two boys adjudged to have delivered the best debates in the Final Debate, irrespective of the team on which they debated. From 1942 to 1951 the prizes were continued by Mrs. Finney, whose interest in the School was strong and unflinching. Since her death these prizes, now in the form of books, have been continued by her daughter-in-law, Mrs. George G. Finney.

First:

SAMUEL BURCH KNOWLES

Second:

ANDREW BOOKE COHEN

The Armstrong Prizes for Poetry and Prose. In 1933, to stimulate excellence in composition, Mrs. Alexander Armstrong established the Armstrong Prizes for Poetry and Prose for boys of the Third, Fourth, Fifth, and Sixth Forms: one for the best imaginative prose and the other for the best lyric verse submitted to the School's literary magazine. Since 1939 the prizes have been continued in her memory by her son, Alexander Armstrong, Jr., Class of 1933.

Prose:

ALEXANDER JACOB JULIUS
ANDREW STEPHEN LIEBESKIND

Poetry:

JONATHAN STEWART BUSKY
ANSLEM HAYDEN WALKINS

The Alex Randall, Jr., Memorial Prize. Established in 1944, this prize is given by Mrs. Alexander Randall, mother of Alex Randall, Jr., Class of 1942, who died valiantly in service in Italy on February 8, 1944, and who, while he was at Gilman, was actively engaged in and a contributor to literary and publication activities. A miniature gold medal is awarded to that boy who has been outstanding for his interest in and contribution to literary or publication activities, or who has encouraged younger boys in these fields.

SHIH-PING SPENCER SUN
ERIC MICHAEL DAVID

The Sixth Form Speaking Prizes. In 1935, to stimulate interest in public speaking, the Gilman Club at Princeton established a prize in the form of a cup to be awarded annually to the best Sixth Form speaker, with second and third prizes consisting of cash. Since 1948, the School has continued the awards in the form of books presented to the two best speakers in the Annual Speaking Contest. In addition, the name of the first speaker is inscribed upon a cup given by the late T. Courtenay Jenkins, Jr., Class of 1944, and Charles Frick Jenkins, Class of 1945. The cup remains in the School.

First:

ANDREW STEPHEN LIEBESKIND

Second:

MICHAEL JOSEPH LENTZ

Brown University Alumni Book Award was established in 1962, and presented to that member of the Junior Class who best combines a high degree of ability in English expression, both written and spoken, with those personal qualities which give promise.

STEVEN PEI-KENG CHEN

The Harvard Book Prize was established in 1954, and is presented by the Harvard Alumni Association to that Fifth Former who is deemed by the Faculty to be most worthy by reason of high scholarship and character.

RYAN SANGOOK KIM

The Elisabeth Woolsey Gilman Prize. In 1911, Judge John M. Woolsey of New York established a prize in memory of his aunt, Mrs. Daniel Coit Gilman, to be awarded annually to that boy in one of the three upper forms who passes the best examination on books, the reading of which is not required as part of the school curriculum. A second prize in books was presented by Miss Elisabeth Gilman to that boy of the Third or Fourth Form who shows the best critical appreciation of the books designated. This prize is intended to encourage younger boys to compete even against boys of more maturity and experience.

First:

RICHARD YUNG-CHUAN CHANG

Second:

JOSHUA IAN CIVIN

GERALD CHANGHYUN LEE

The D.K. Este Fisher Nature Study Award was established in 1955 by Mrs. D.K. Este Fisher in memory of Mr. Fisher, the last surviving founder of the School, whose faith and devotion as founder and trustee sustained and advanced the School from 1897 until his death in 1953. The award, in the form of books, is made to that boy who, in the opinion of the biology teachers and the Chairman of the Science Department, has evidenced by his study, reading, and activities a high level of interest and understanding of living things.

JOSEPH ROBERT BERGER

The Janvier Science Prize, in the form of books, was established in memory of Meredith Minor Janvier, a member of the Class of 1918, long a teacher of science in the School, and for many years, until his death in 1955, Chairman of the Science Department and Dean of the Faculty. It is awarded to that Fifth or Sixth Former who has evidenced interest and ability of high order in the field of science.

SHIH-PING SPENCER SUN

The Richard O'Brien Prize for Proficiency in French is given in honor and memory of Richard O'Brien, who was an outstanding member of the Gilman Faculty from 1922 until 1963 and who served as Chairman of the Modern Language Department from 1946 through 1963. The O'Brien French Prize is presented to that boy in the Advanced French class deemed most proficient in French by the Modern Language Department.

SHIH-PING SPENCER SUN

The Edward T. Russell Latin Prizes, established in 1970, are awarded to members of the Junior or Senior Class who are deemed by the Latin Department to be most proficient in Latin. These prizes, in the form of books, are presented in honor and memory of Edward T. Russell, who first joined the Gilman Faculty in 1915 and served as Head of the Latin Department from 1924 to 1960.

RICHARD YUNG-CHUAN CHANG
ANDREW STEPHEN LIEBESKIND
SHIH-PING SPENCER SUN

The Spanish Prize, established in 1972, is to be awarded annually to the student who by his proficiency and enthusiasm has contributed to the study of Spanish at Gilman.

MICHAEL JOSEPH LENTZ

The Cleveland Essay Prize (formerly The John M.T. Finney, Sr., Essay Prize) has been redesignated in honor and memory of Mr. and Mrs. Richard F. Cleveland, who originated the award in 1939 and supported it until their deaths in 1973 and 1977, respectively. The award, given each year to that member of the two upper forms who submits the best written discussion or essay on some current aspect of democracy, will be continued by Mr. and Mrs. John T. King III.

ROBERT CARLO PAPA

The Gilman Parents' Association Community Service Award. The Gilman Parents' Association Community Service Award was inaugurated by the Parents' Association in 1989 in support of the School's Community Service Program. It is presented to that underclassman who has exemplified the spirit of humanity and commitment to others and who is deemed by the faculty to have fulfilled to the highest degree the purpose and ideals of the program. The name of the recipient is placed on a plaque in the Common Room. The winner is awarded an inscribed cup bearing the School seal.

REZA ARMAN GHILADI

The Lewis Omer Woodward Award was established in 1956 by the parents and friends of Lewis Woodward, an outstanding member of the Class of 1958. The award in his honor and memory is given each year to a member of the Third Form who has revealed in largest measure qualities of leadership, enthusiasm, and loyalty, which were strikingly characteristic of Lewis Woodward. The name of the winner is placed on the plaque on the northeast wall of the Common Room. A bronze medallion and a framed certificate is given to the boy.

DAVID BERNARD SHAPIRO

The Thomas G. Hardie III Award is given in memory of Tommy Hardie, a member of the Class of 1974, who died while on a camping trip in the summer of 1975. It is given to a Fourth Former who, even at an early age, is dedicated to helping others. The award is a compass engraved with the recipient's name. The name of the winner is placed on a plaque on the northeast wall of the Common Room.

JAMES CLIFTON GUYTON

C. Markland Kelly, Jr. Athletic Service Award. This perpetual recognition is to record the names of students who have best demonstrated the outstanding characteristic of rendering service to the School's athletic and/or physical education program. The following criteria for selection are used: Leadership, promotion of athletics with the School, teamwork, sportsmanship, and scholarship. The winner receives a commemorative plaque.

MICHAEL JOSEPH LENTZ

The Margaret V. Perin Swimming Award is given annually to that member of the Varsity Swimming Team who, in the opinion of the coaches, has shown the greatest improvement and the most dedicated and consistent effort. The award was established in 1978 by Mrs. Margaret V. Perin, who for thirty-three years taught swimming in the Baltimore metropolitan area and instructed many Gilman boys. The trophy remains in the School, and the name of each year's winner is engraved upon it. The winner receives an inscribed bowl.

JUSTIN CHAMBERLIN BROWN

The Evans Diving Award is awarded annually to the boy who honorably and consistently strives to perfect the Art of Diving. This award was established in 1980 by Col. and Mrs. Henry C. Evans, Jr. The winner receives an inscribed cup.

JAMES RANDOLPH EDWARDS

The Class of '39 Basketball Trophy is awarded annually to that varsity player who best combines fair play, leadership, and skill. The trophy, which remains in the School, was presented in 1946 by the 1939 Gilman Basketball Team in honor of their classmates, Edwin G. Baetjer, Tyler Campbell, John G. Thomas, and George Carl Westerlind, who died in the service of their country in World War II. The name of each year's winner is engraved on the trophy, and the winner receives an inscribed plate.

CASEY HEISS GORDON
DUANE DOUGLAS HOLLOWAY
AARIC LAMONT QUEEN

The Culver Memorial Football Cup is awarded annually to the varsity player who, in the opinion of the coaching staff, is deemed to be the best player. The award is given by Mrs. Milton C. Whitaker in memory of her two sons, John K. Culver, Jr. of the Class of 1934, and Robert F.M. Culver of the Class of 1937. The cup remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

ANDREW WOOD DAUSCH

The C.B. Alexander, Jr., Wrestling Cup is awarded annually to Gilman's best wrestler. This award was established in 1948 by Holmes M. Alexander, Class of 1924, as a memorial to his brother, Charles B. Alexander, Jr., Class of 1926, who was killed in action in Germany in 1945. The cup remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

SAMUEL BURCH KNOWLES
DAVID JOSEPH GILNER (11th grade)

The Edward T. Russell Wrestling Trophy is awarded annually to the varsity player who scores the highest number of points in the Maryland Scholastic Association Wrestling Tournament. The trophy given by Warren A.E. Magruder, Class of 1946, is on display in the Gilman Room. The winner receives an inscribed cup given by Edward Woodman Brown, Jr., Class of 1957.

SAMUEL BURCH KNOWLES

The Tyler Campbell Lacrosse Cup is awarded to the player who is most valuable to his team and who has shown leadership and true sportsmanship throughout the season. First awarded in 1945, the cup is given by Ferris Thomsen, former member of the Gilman faculty, in honor and memory of Tyler Campbell, Class of 1939, who was killed in action in World War II. Tyler Campbell was elected posthumously to the National Lacrosse Hall of Fame in 1973. The cup remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

ANDREW WOOD DAUSCH

The Alumni Baseball Cup is an annual award to the player who has been of greatest service to his team. The Gilman Alumni Association has been responsible for perpetuating this prize since the year 1914. The cup remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

KEITH STEPHEN KORMANIK
RYAN T. RIPPIN
NICHOLAS JOHN ROMAGNOLI, JR.

The C. David Harris, Jr., Tennis Award is given annually to that varsity player who in his ability and dedication has made the greatest contribution to the team. The award, first made in 1963, was established

by the Class of 1959 in memory of their classmate, C. David Harris, Jr. The trophy, in the form of a silver bowl, remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed replica of the bowl.

ANDREW BOOKE COHEN

The Donald Hoffman Memorial Cross Country Cup is awarded to that boy who, in the opinion of the Cross Country coach, has best combined effort and achievement in that sport. This cup, which honors the memory of Donald Hoffman, who during his twenty-seven years at Gilman was greatly respected and loved as a coach and friend, was given in the spring of 1952 by his sister, Mary Hoffman Curtin, his nieces, Patricia C. Louchery and Mary Curtin Ridgely, and his nephews, George D. Curtin, Jr. and Donald H. Curtin. The trophy remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

CHARLES EDWIN ILIFF V

The Frank W. Andrews, Jr., Golf Trophy, established in 1976 by Henry M. Blue, Class of 1974, and Guy D. Phelan, Class of 1975, in honor and memory of Mr. Andrews, a member of the Faculty from 1956 until his death on July 5, 1975, is awarded annually to that player who has displayed the largest measure of loyalty, dedication, and enthusiasm. Endowed in 1978 by Richard F. Blue, Class of 1948, and the late Harry H. Phelan, Jr., the trophy remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed plate.

JUSTIN ROWLAND KLEIN (10th grade)

The Dr. Philip Whittlesey Soccer Trophy was established in the fall of 1967 by Dr. Philip Whittlesey, to be awarded to that boy who, in the opinion of the appropriate coaches, has made the greatest contribution to the School in his soccer participation. The trophy remains in the School, and the name of each year's winner is engraved on it. The winner receives a pin.

KENT CHIEN-KUNG CHAN
RYAN STEVENSON JORDAN

The Alfred H. Weems, Jr., Memorial Track Award was established in 1974 by Mr. and Mrs. Adrian W. Rich and their sons, William, Class of 1971, and David, Class of 1974, in honor and memory of Alfred H. Weems, Jr., an outstanding member of the Class of 1973, who died in the spring of his senior year. The Award is given each year for conspicuous achievement in Track and Field to that member of the junior or senior class who has demonstrated the courage, determination, and leadership which were characteristic of Alfred Weems. The trophy remains in the School, and the name of each year's winner is engraved on it. The winner receives an inscribed replica.

ROBERT HUGH FREDRICK, JR.

Congrats To All Award Winners

EXPERIENCE MADE FOR A SUCCESSFUL YEAR

by John Fishman

Gilman's finely-tuned "It's Academic" machine raced all the way to the Baltimore area finals and an impressive second place finish this year. Competing on WJZ-TV, Channel 13, the squad easily won its first two rounds over Lansdowne and Middleton, and Loch Raven and Cardinal Gibbons, respectively.

In the semi-finals, Gilman knocked off perennial powerhouse Pikesville and five-time defending champs Dulaney. Captain Kwon Chang observed: "Dulaney was shocked."

The veteran line-up on this team consisted of Capt. Kwon, Spencer Sun, and Michael Lentz, all Seniors. Kwon and Spencer each competed this year for the third time. Over their dis-



The It's Academic Team really came together this year.

tinguished careers, the academicians have consistently improved, losing in the first round two years ago and in the second last season. Rev. Ebenezer Afful, an enthusiastic fan of the team, said, "They were superb. Kwon, Michael and Spencer complemented each other extremely well."

The same afternoon as their semi-final victory, the team took the stage for the Baltimore area finals. The opponents were

Centennial and Oakland Mills. Gilman broke slow out of the gates. They were constantly beaten to the buzzer by Oakland Mills and fell into a deficit from which they were not to emerge. In the packet round, in which all three teams answer a series of eight questions with a twenty-five point bonus for answering every question correctly, not one answer was missed by any team. This has not ever happened in

recent "It's Academic" history. In a shortened free-for-all concluding round, the Greyhounds simply did not have enough time to even the score with Oakland Mills. The final score was 515-485.

All three teams were just as knowledgeable as one another; however, speed is an invaluable asset in this game. "Except for pressing the buzzers, we were just as good as Oakland Mills," said Kwon.

Several factors combined to make the 1990 team Gilman's most successful since the 1971 team that won the championship. The first was the leadership of Kwon Chang. "Kwon did a wonderful job of leadership," commented Upper School Head Mercer Neale, who attended all of the tapings. Mr. Tom Carr, the team's perennial advisor, noted that this included writing new

questions for the team to practice with, reviewing tapes of old shows, and encouraging the younger members of the "It's Academic" club. "There is a lot of leadership you do not see," added Mr. Neale.

The second reason for the group's success was the outstanding support of the students, parents, and teachers who cheered the team on at the tapings. Mr. Neale, Rev. Afful, and several parents and students saw all four rounds live. Mr. Carr called this support "spectacular."

Through its efforts, the team raised \$2,150 for the Gilman general scholarship fund.

Kwon reflected, "I completely enjoyed my years on 'It's Academic,' especially this year when everything seemed to reach a fitting climax."

The finals will air June 16 at 11:30 on Channel 13.

EVALUATION UNIFIES SCHOOL

by John Goodell

This decision is made by the Middle-States Association of Colleges and Schools in its evaluation of every American High School which occurs every decade. This evaluation consists of eleven to twenty-five teachers selected to visit a particular high school like Gilman for about three days. During this evaluation, the selected evaluators sit in on classes, survey the attitudes of the students, and develop a sense for the school, and how it operates.

However, before the evaluation begins, the school goes through a year of self evaluation. "During this evaluation," says Mr. Carr,

chairman of the self evaluation committee, "the school develops a statement of philosophy." Upon doing this, the school goes to each and every department to see whether or not they are living up to this philosophy. This includes the cafeteria, library, administrative offices, health department, and every other aspect of the school. The evaluators then either agree or disagree with what we say we are doing.

These evaluations are really a means of unifying the school. They give Gilman, along with other high schools, a chance to see what is happening within the other departments. "After this year's evaluation," continues Mr. Carr, "Gilman might try to have all three school units, the Lower,

Middle, and Upper Schools, unite as one, and have the same evaluation days, thus strengthening our community."

The next scheduled evaluation is planned for November 12 of next year, and will run through November 14. "This evaluation is a definite enrichment of our school," added Mr. Carr, "and it gives us the chance to step back, and look at what we can be doing better."

The 1990 Gilman School Statement of Philosophy says, "Through a wide variety of intellectual, cultural, athletic, and social opportunities, Gilman endeavors to teach each student to think clearly, to develop a strong standard of ethics, and to become a contributing member



Mr. Carr is chairman of the evaluation committee.

of society." Schools will be evaluating Gilman with regard to this Association of Colleges and philosophy.

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E.A.C. IS MAKING A DIFFERENCE

by Harris Ferrell

It seems as though the 1990's will be the decade of the environment. When the Earth Awareness Club formed at the beginning of the school year, over thirty students showed their support. The club's two main goals are to excite interest and promote action. Over ten members were willing to go that extra step and commit themselves to making a difference.

The club originated out of Walter Gonzales's and my desires to reestablish recycling at Gilman. In the past, students have tried to start such programs, but they never seemed to last.

It has not been easy. Five months after we first approached the administration about implementing a program, we finally received receptacles in which to collect the aluminum cans.

Students were fairly quick to



Strong support of the E.A.C. led to its success.

make the adjustment of separating their soda cans from their trash. Recycling aluminum cans is a pilot program. If we can prove to the administration that students are capable of recycling their trash, then we will be able to expand the program to include glass and paper. We are also pushing for Gilman to buy recycled paper.

We need to realize that recycling is imperative. The amount of energy saved by recycling just one aluminum can is enough to run a television set for three hours. A recycled glass bottle saves enough energy to light a 100-watt bulb for four hours.

Ideally, we would like for families to begin recycling at home. All you need to do is separate

your glass, tin, aluminum, and newspapers, and then bring them to Poly on Coldspring Lane every Saturday morning from 10:00 a.m. to 1:00 p.m. Check your newspaper for a closer recycling center. Club members have formed one of the volunteer teams that work at Poly on Saturdays.

The Earth Awareness Club has also been working on Maryland's Adopt-A-Stream program, the Jones Falls Cleanup, and, despite delays due to red tape, we have adopted a segment of Butler Road through the state Adopt-A-Highway program.

The club's work that has received the most attention was its effort during Earth Week and on Earth Day. Club members put together informative posters, sold T-shirts, and raised over two hundred dollars for the Amazon Rainforests.

On Tuesday, April 17th, an entire school convocation was held in order to dedicate an Earth Day Tree. The tree is to remind us that environmental problems need ongoing commitment.

All of our efforts culminated

on Friday, April 20, when a completely student organized and directed production brought together Gilman, Bryn Mawr, and Roland Park Country Schools for a morning that concentrated on the environment.

Even with administration setbacks, we were able to arrange speakers and smaller student led seminars on what students can do to make a difference. We provided Greenpledges which students could sign in an effort to get a commitment from individuals to try and become more environmentally conscious.

But the environmental problems did not end with Earth Day. We hope to continue raising awareness by bringing in more speakers, expanding the recycling program, and encouraging families to participate in our efforts.

If environmental issues are going to be solved, it will take a lot more support than just the efforts of a few club members. For example, it takes over 500,000 trees to supply the United States with their Sunday newspapers each week. So, please recycle this newspaper.

FOREIGN EXCHANGE STUDENT BENEFITS FROM HIS EXPERIENCE

by Ned Moran

This year there was a new addition to the Junior class. His name was Pablo Rodriguez Guerrero and he came to Gilman through the FSL exchange program. Last school year he was chosen by his school to represent them in the United States. Pablo said that he was surprised when he was selected, even though he knew that he had a good chance of being chosen. He was selected because of his accomplishments in the classroom and on the athletic field. Pablo decided to come to America for a year because he wanted to see what the American culture was like and his parents were very supportive.

Pablo left for America in September to join his host family, the Ferrells. Pablo admitted that he was a little intimidated when he first came to America because he could not speak perfect Eng-

lish. Palbo was very grateful to the Ferrells because they helped him adjust to America. Harris Ferrell, a Junior at Gilman, said, "The whole experience was interesting because I was able to teach Pablo every day American customs."

Harris also had a chance to look at America through a foreigner's eyes. The Ferrells had a chance to re-evaluate every custom.

Pablo's involvement in the soccer team gave him a chance to meet new people that he would see every day. This helped him tremendously with adjusting to a new environment. He also led the soccer team to their most successful season in recent years.

When school started, Pablo had a difficult time because he could not understand most of the other students. Dr. Hildago, Pablo's adviser, said that Pablo's English speaking skills have progressed at an amazing rate. He has picked up almost the entire language in one school year.



Harris feels that once Pablo was able to communicate with the other people, he became more friendly with them. Pablo said that the Gilman students were very helpful in making him feel at home.

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Seniors Fare Well in College Acceptance

by Ryan Kim

With the school year behind us and graduation over, it is fitting to take a look at where Gilman's class of 1990 will be headed next year.

The college choices of this year's Senior class are not much different from past Gilman classes. Many of the same schools which were popular in previous years, such as Princeton

University, the University of Virginia, Johns Hopkins University, Washington and Lee University, and the University of Pennsylvania, were this year's top choices. In addition, many students opted for smaller colleges like Bowdoin.

Many Gilman students applied for early decision or early action this year, which allowed them to apply to their first choice in November, well before the usual application deadlines. If a student is accepted early decision, he

must attend that school; early action, on the other hand, is not binding. According to Jeffrey E. Christ, Head of College Counseling, the number of students who apply for early decision or early action goes up each year. He said, "There is nothing wrong with this increase in the number of early applicants, as long as they have done a lot of preparation. Students often apply early just because they feel pressure to apply."

Another trend in college

admissions in this year's graduating class was the increasing number of students placed on waiting lists.

This was due to colleges' attempt to compensate for students who have been accepted but have chosen to go elsewhere. Mr. Christ said, "I am optimistic about the students on these waiting list, because last year, most Gilman students who were placed on waiting lists were eventually accepted."

The Ivy League universities are

still as difficult to get into as ever because of the large size of their applicant pools. Yet many very selective universities and colleges which are a notch below the nation's "top tier" seem to be showing a lessening of selectivity. Mr. Christ said, "Colleges are recognizing the strength and quality of Gilman students, and this makes me optimistic about the future."

College Choices

CLASS OF 1990 - COLLEGE CHOICES

Abbott, C.	Colby College
Abrams, J.	University of Pennsylvania
Andersen, C.	Wittenberg University
Anson, T.	Kenyon College
Bang, M.	University of Miami
Barker, C.	Trinity College
Battle, C.	Syracuse University
Berger, D.	Cornell University
Bond, B.	Washington University
Brennan, M.	Tulane University
Brown, J.	University of North Carolina
Busky, J.	Yale University
Cha, H.	University of Rochester
Chan, K.	University of Miami
Chang, R.	Harvard University
Chen, B.	Brown University
Cho, E.	Bowdoin College
Clark, C.	Boston College
Cohen, A.	University of Pennsylvania
Collins, J.	Dickinson College
Dates, C.	Georgetown University
Dausch, A.	University of Virginia
David, E.	University of North Carolina
Davis, E.	Randolph-Macon College
Del Sordo, E.	Randolph Macon College
Ewing, E.	Denison University
Ezrine, T.	Washington & Lee University
Fenselau, T.	Trinity University
Frederick, R.	University of Virginia
Friedman, G.	Washington University
Garfinkel, B.	Emory University
Gordon, C.	University of Virginia
Griffith, G.	Yale University
Guyton, N.	Rice University
Guyton, W.	Rice University
Holloway, D.	University of Virginia
Hooker, D.	College of Wooster
Horowitz, M.	Drexel University
Hsiao, A.	Brown University
Jeffries, E.	Johns Hopkins University
Johnston, P.	Bowdoin College
Jordan, R.	Washington & Lee University
Judson, N.	Columbia University
Kaufman, D.	Washington & Lee University
Knowles, S.	Davidson College

NEW COURSE INCREASES

HOLOCAUST AWARENESS

by Matt Enna

If you have ever wondered what the Holocaust was REALLY like, you will have your chance to find out when a course on the Holocaust is offered during the first semester of the 1990-1991 school year.

The course begins the semester with an in-depth study of the causes and effects of the Holocaust, and for the remainder of the course, the class will produce the play "The Investigation." Each student will enact various parts in the play, and the Peter Weiss production will be performed before a public audience.

There will be three teachers

involved in making this course a success. Mr. Spragins (English), Reverend Afful (Religion), and Mr. Julius (History) will add diversification to the course because of their distinct knowledge and background.

The course is available to juniors and seniors only, and will only be offered the first semester of next year. The course is a "one shot deal", as Mr. Spragins puts it, and it may never be offered again.

The Holocaust course is designed specifically for the very serious, hard-working student. One should not be intimidated by this, however, because the main requirement for this course is interest, not knowledge. There

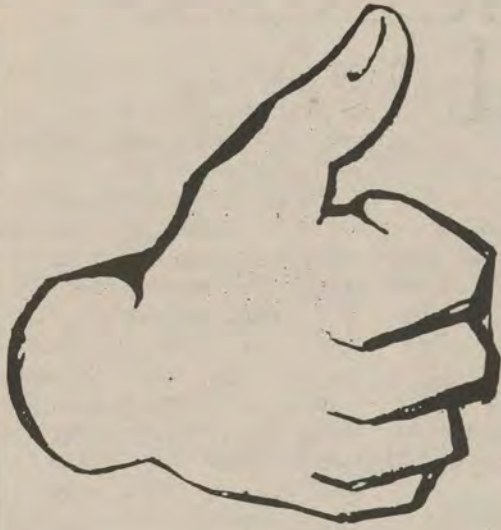
are limited spaces available for the course, but there are still some openings remaining. The course is worth one half of a credit, and it will take place seventh period.

The play discusses a real-life account of what occurred behind the concentration camp walls, and how the select few people survived. This is not a happy play, but it is sure to give you a better feel for how the Holocaust devastated millions.

The new Holocaust course would be an outstanding choice for students who have interests in any of the following: producing plays, their ancestor's history, or in how the Holocaust did and still does affect the world.

Langenthal, D.	Choate Rosemary Hall	Romagnoli, N.	Johns Hopkins University
Lekas, P.	Denison University	Rybock, J.	University of Michigan
Lentz, M.	Princeton University	Saccone, S.	Johns Hopkins University
Liebeskind, A.	Williams College	Shapiro, J.	St. Lawrence University
Linaweaver, S.	University of Virginia	Schwartz, M.	Lehigh University
Lohr, W.	Occidental College	Seiguer, S.	University of Chicago
Malaisrie, S.	Williams College	Setlogelo, I.	Princeton University
Manson, T.	Randolph-Macon College	Shavers, J.	Syracuse University
McBean, D.	University of Pennsylvania	Shaw, J.	University of Pennsylvania
Meredith, J.	Kenyon College	Smith, A.	U.S. Naval Academy
Moore, K.	Ripon College	Smith, N.	Southern Methodist University
Nethercott, M.	Johns Hopkins University	Song, J.	Colgate University
Niemeyer, P.	Kenyon College	Sorensen, A.	Bowdoin College
Offutt, P.	Duke University	Starr, S.	Johns Hopkins University
O'Neil, T.	Georgetown University	Sun, S.	Princeton University
Parks, M.	University of Maryland	Synn, E.	Trinity College
Pearson, F.	Tulane University	Tadder, T.	College of William & Mary
Queen, A.	Northwestern University	Walkins, A.	University of Maryland/B.C.
Reynolds, A.	James Madison University	Yoon, J.	University of Maryland
Rippin, R.	Johns Hopkins University	Zink, D.	Washington & Lee University

Johns Hopkins University	6	Kenyon College	3	Georgetown University	2	Syracuse University	2	Yale University	2
University of Virginia	5	Princeton University	3	University of Maryland	2	Trinity College	2	All other colleges (each)	1
University of Pennsylvania	4	Randolph-Macon College	3	University of Miami	2	Tulane University	2		
Washington & Lee University	4	Brown University	2	University of North Carolina	2	Washington University	2		
Bowdoin College	3	Denison University	2	Rice University	2	Williams College	2		



REVIEWS



UNCLE LEE'S RESTAURANT



by Thomas McIntyre

If you are in the mood for a feasting fantasy from the Far East, Uncle Lee's is the place to go. A few days ago, I decided to

relax a bit after a rough school day and dine at Uncle Lee's.

I started with an order of egg rolls fresh out of the deep fryer. I found the little number to be quite good. I would also recommend the ribs for an appetizer or some soup to get you started.

Next came the entree. That night I decided to go with the Szechuan Style Beef and the Moo Shu Pork. The shredded pieces of pork were very tasty, but I paid the price for not getting the mild dish. Unfortunately the beef was

spicier than I expected.

As for the Moo Shu Pork, it could not have been any better. There is nothing like slapping down a pancake, lathering it up with plum sauce, garnishing it with piping hot pork, and then downing that sucker. If I didn't know any better, I would have said it was heaven.

Despite my discontent with the beef, the dinner I had at Uncle Lee's was excellent. I would definitely recommend the Moo Shu Pork, or if you have the

money, the Peking Duck. The seafood dishes that I have had previously at Uncle Lee's are also delicious. If you were to go here, I would advise you to try one.

One thing that I did not like about the restaurant was the ambiance. The Christmas lights in the middle of Spring must go. When you walk in, it is hard to tell that you are in a Chinese restaurant. If I had not known better, I would have ordered a burger and fries.

Also disappointing were the

beverages. The sodas were completely flat. When you go to a restaurant with good food, it is really upsetting when you do not have something good to wash it down with.

Overall, I would say you can't find a better Chinese restaurant in town than Uncle Lee's. Sure the place does not feel like a Chinese restaurant, but it is the food that counts. Once again, I would highly recommend Uncle Lee's if you want some excellent Chinese food at a good price.

NEW GRATEFUL DEAD ALBUM



by Justin Seig

The Grateful Dead have come a long way since their debut album in 1967. In the late Sixties, they acquired many loyal fans and notoriety for their unique psychedelic sound which had

strong folk, bluegrass, and rhythm and blues influences. But now with their latest release last year, "Built To Last," the changes which the Dead have undergone and their retreat from many of their original roots have made them just another mainstream pop group.

There are quite a few apparent differences between "Built To Last" and the Dead's earlier work. Many of these changes have been gradual. One of the most obvious changes is in the decline of Jerry Garcia's voice, which has come, for the most

part, from age. Also, the group has changed by increasing the use of synthesizers and decreasing the use of acoustic instruments. Basically, the Dead have replaced their loosely structured folk sound with one, which is somewhat programmed and very "poppy"; songs such as "I Will Take You Home", and "Just A Little Light" just do not sound like Grateful Dead music.

Changes may be observed on many occasions in the actual subject matter of the songs on "Built To Last." The track "We Can Run" is a good example. It states,

"Well, I'm dumping my trash in your back yard, making certain you don't notice really isn't so hard. You're so busy with your guns, and all of your excuses to use them."

The Dead, believe it or not, have made a socially and morally conscious statement in their music. This is certainly something new, and it fits right in the mold of a critic pleasing, socially aware, mainstream band, to which the Dead seem to be approaching.

Whenever a rock and roll band ages and begins to change its

musical style, there are always going to be people who like the new stuff, and people who hate it. Nevertheless, there are some groups which have aged more gracefully than others, examples being Led Zeppelin and The Beatles. Whether the Dead will accomplish this tack can not be said. But at a time when the Deadheads have become so trendy, it seems as if the shift toward the mainstream is inevitable.

RUSH CONCERT



by Adam Cohen

I had always heard that one of the best bands to see in concert

was Rush. Therefore, I was filled with eager anticipation as I traveled down to the Capital Center to see them perform on May 6. As I expected, the concert was absolutely incredible.

Rush started off with a couple of songs from their new album, "Presto," but then continued to play some of their best songs from previous albums (especially "Exit Stage Left," "Power Windows," "Moving Pictures," and

"A Show of Hands"). However, it was not only the music which made the concert so amazing. There were dazzling special effects produced by lights and lasers. Also, there was a movie screen behind the band which displayed dynamic graphics during many of the songs. There was not a boring moment in the concert. At one point, two giant inflatable rabbits were raised from hats on stage, and danced

to the music.

Since Rush is only a three-person band, they were not able to move much on stage (They had to concentrate on their complex music). But the lack of movement was over-compensated by the other special effects. Finally, Rush ended with their most famous song, "Tom Sawyer," which brought the crowd to a frenzy. Rush then returned for an excellent encore under a canopy

of lasers.

The Rush concert certainly lived up to its flawless reputation. The only thing which was disappointing was that the show had to end. The music, lights, lasers, movie screen, and other special effects assured that the Rush concert was one of the best concerts this year.

89-90 ATHLETIC SEASON — A SUCCESS

by Alex Shawe

The 1989-90 Gilman Athletic program captured seven M.S.A. championships and compiled a winning percentage of over .600. Last year, Gilman teams were unable to produce a combined winning record. This astounding improvement in Gilman's athletic success can be attributed to both a Senior class rich in talent and leadership ability, and to a promising, hard working lower class of athletes.

In the fall, the revamped soccer program, playing its first year in the "B" conference, enjoyed considerable success. The Varsity, led by Coach Demeule, bounced back from a troubled 1988 campaign to experience a winning season. The team benefitted from the senior leadership of team captains Ryan Jordan and Kent Chan. The offense was led by the high scoring Spanish sensation Pablo Rodriguez. Jordan and Junior Arthur Sunderland served as catalysts in the teams attack and handed out numerous important assists. Junior Rich Bruckner had a solid season as the team's goalkeeper and David Gilner and Aaron Sorenson led the defense. The move to the "B" conference was a positive one, as all soccer players enjoyed their new found success. Sunderland explained, "The move was good for the team because we really didn't have the talent to compete in the 'A' conference. The switch was good for the entire program."

The J.V. squad, under the guidance of Coach Swanson, was able to win the "B" conference title. The 1988 team managed only one victory.

The Cross-Country team also enjoyed a competitive season. The team was captained by senior

Jack Collins and received large contributions from A.J Julius and Chas Iliff, a sophomore who consistently gave the team its best times. In the M.S.A.'s, the group ran a solid fourth place finish. Next season, the team will return five runners and should experience more of the same success.

On the gridiron, the Varsity football team put together a spectacular 8-1 season. Led by All-Metro performer Andrew Dausch and John Shavers, the team came within one game (a 21-14 loss to Poly) of capturing its second M.S.A. title in three years. Dausch, who from his quarterback position acquired 1000 yards of total offense, was complemented on offense by a pair of All-Metro players, center Tim Tadder and split end/punt returner Keith Kormanik. Edward Trusty, an explosive tailback, ran for over 1200 yards and ten touchdowns. The defense was spearheaded by Second Team All-Metro linebacker Jamal Cox, and linemen John Shavers and Duncan McBean. The secondary was headed by Dausch and Robert Frederick. Josh Miller, a Junior linebacker felt the team owed its success to more than just great football talent. "We had a lot of talent, but we also had a lot of team chemistry. Nobody ever gave up in any game," he explained.

Coach Holley's J.V. football team was able to win the "A" conference championship. The title was Mr. Holley's third in his five years of coaching the team. He attributed the title to a stingy and ferocious defense. "It was the best defense we've ever coached," he said. Although he doesn't feel winning the championship is "the bottom line," Coach Holley does think that the title is "a very nice extra."

The winter season brought two

more championships to the Gilman campus. Both titles were won by the wrestling program. The Varsity wrestlers achieved perhaps the greatest feat in recent Gilman Wrestling history. They defeated Mt. Saint Joe and won the dual meet championship. The team won five out of the last six matches and dethroned the perennial champs. Led by Coach Legg, the squad also enjoyed considerable post season glory. Co-captain Sam Knowles and David Gilner both wrestled to second place finishes in the M.S.A.'s. Sophomore John Kim wrestling at 119, came within one match of a national title at the National Preps, held at Lehigh University. The J.V. program, under the guidance of Coach Rody, defended its M.S.A. title by rolling through the dual meet competition, going undefeated.

In his first year leading the Varsity swimming team, Coach Brooks led his group to a winning season and a third place finish at the M.S.A.'s. Junior freestyler Jon Smulyan said of coach Brooks, "He knew how to get the most out of all of us." The team was led by four year swimmer and captain Justin Brown. The team also benefitted from the swimming of Greg Burns, Luke Harlan, Clay Spencer, and Jon Smulyan.

The basketball team led by Coach Holley bounced back from a twenty loss season with a 26-8 one, the most wins ever by a Gilman basketball team. The team captured three tournaments: The Boys Latin Tournament, The Baltimore County Christmas Tournament, and The independent Schools tournament for the third consecutive year. Captained by Duane Holloway, Aaric Queen, and Casey Gordon, the team reached the "B" conference title game at the

Baltimore Arena, only to lose by three points to Carver. The squad, however, played well in this game, and proved that it really had come full circle from last year's tough season.

This spring the golf team defeated Calvert Hall to capture the M.S.A. crown. Led by senior Ryan Jordan and Coach Peterson, the squad was able to play its best golf during playoff competition. Adam Cohen pointed out, "Everyone played their peak golf in the M.S.A.'s."

In the individual tournament, Sophomore Justin Kline took an impressive fourth and Freshman Jerry Lee took seventh place.

Coach Foreman's track team ended its season with an excellent third place finish at the M.S.A.'s. The team owed much of its success to its captains, Robert Frederick, Steff Saccone, Duane Holloway, and Justin Brown. The team's four by four relay team was among the best in the area (Frederick, Holloway, Brown, and Ted Evans), as was its triple jumper (Holloway, Evans, and Aaric Queen). The shot putters were also respected throughout the M.S.A. While the team was unable to defeat Poly and Curley, the group still ran well against both of these powerhouses. Sprinter Edward Trusty went so far as to say, "On any given day, we could beat both of those teams."

The J.V. runners, led by versatile junior runner, Billy Randall, won the dual meet title and finished an impressive second at the M.S.A.'s.

The tennis team had a successful season as well, finishing second to McDonogh. In the M.S.A.'s, John Fishman, Robin Papa, Fred Lohr were able to take home second place titles. The highlight of the M.S.A.'s was Reed Cordish's #1 single cham-

pionship. Cordish is undefeated in M.S.A. tournament play the last two years and looks to repeat as champion next year.

The lacross team compiled an 8-7 record in what many consider to be the toughest high school league in the world. Led by All-World player and first year head coach, Jon Tucker, they scored big wins over eventual champion Loyola, and Boys Latin. Coach Tucker was "encouraged by the way we played at the end of the year" and said, "We all learned a lot, including myself. We had some terrific seniors and we all worked hard." The team was captained by Andrew Dausch, Duncan McBean, and Casey Gordon.

Last, but definitely not least, the Varsity Baseball won the "B" Conference championship for only the third time in Gilman Baseball history. This year's team went to the third and deciding game of the Championship series with Southern and pulled it out in the bottom of the ninth off of a Keith Kormanik single. Gilman won the first game of the series easily only to lose a close second game. Then, in the final game, Gilman was forced to go into extra innings until Kormanik came through. The final game was also marked by a gutsy relieving effort by Ryan Rippin and a two home run effort by Nick Romagnoli. Post season recognition was received by Ryan Rippin, Nick Romagnoli, Keith Kormanik, and coach Marty Meloy for being "Coach of the Year" of the "B" Conference.

The J.V. squad could not quite pull out a championship this year. They too went to the third and deciding game of the Championship series but came up empty handed. The series, with Edmondson, was a hard fought one though and the J.V. played hard right to the end.

