

THE GILMAN NEWS

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GILMAN SCHOOL - BALTIMORE, MD

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Student Council Looks For More Involvement From Student Body

by David Sigman

"It is not what the student council can do for you, but it is what you can do for your student council!"

In borrowing some of the ideology of former President of the United States John F. Kennedy, Ray Harris, president of Gilman School for the 1984-1985 school year, has set the theme for the student council of this year. "A council can function only through student involvement," stated Harris, "and if we are to accomplish anything this year, we need student support as well as encouragement."

As of now, the student council will be dealing with three main issues affecting the students of Gilman. First and foremost, the council will suggest the grading system be reviewed and reevaluated. Secondly, Harris and his council will attempt to help our school's scholarship fund with student support by modeling a campaign after that of the alumni - parent Capital Campaign that has proven to be a success. Lastly, Ray hopes to spread student involvement across the entire campus. This means that Upper Schoolers will have to take a greater interest and hold an increased responsibility for their younger "brothers" in the Middle and Lower Schools. After all, it is our school, and we should all be made to feel a part of it.

In the past, communication between the student council and the student body has been a problem. Means to correct this significant hindrance have been taken. The main bulletin board will now be used for student council purposes; so, students will not have to get lost trying to find the sometimes impossible to locate council bulletin board. The suggestion box will also become a means of communications between Gilmanites and their student government. It is assured that the box will be checked regularly. Student forums will continue, yet it is stressed that they can only be successful with support from all boys. Thus, all students are encouraged to attend at least one council meeting and express opinions as well as ideas. Probably, the most effective way to communicate is to talk with the class officers themselves.

So, the school president has set the tone for the rest of the year. He believes that with ever increasing student interest in school government, the student council will become more effective. However, strong leadership by the officers is obviously a pre-requisite for a good student council. Thus, each boy has a role to fulfill in the coming year, may he be a student who must show support or a leader who must organize that support and help to improve the school more directly.



Student Council President Raymond Harris.

Year In Preview

As the new school year begins, students face the heavy workloads and pressures not found during the summer months. Waking up early for school, getting assignments in on time, and getting ready for tests could be a rude awakening for many of us. For Freshmen, especially, the beginning of the school year can be quite a harrowing experience because they are introduced to new teachers, a new student body, and a whole new environment. Thus, this article is meant to put the upcoming school year into perspective by informing the student body of all major events in the upcoming school year.

The Brand-O film festival will start on September 16 of this year featuring *The Candidate* with showings at 2 PM and 7 PM in the Alumni Auditorium.

As the festival continues on September 23, *The Best Man* will be shown at the same times.

As the interscholastic sports season gets under way, all the teams anticipate Homecoming in the middle of October. Varsity Football will have its Homecoming against Mt. St. Joe on the 15th, and Varsity Soccer will be having its Homecoming on the 11th against Cardinal Gibbons. On the 20th of October, Gilman will be having its annual Mountcastle Lecture featuring a distinguished speaker from our community. On the 28th of October, the much awaited Circus will be held. The theme this year will be "Fall Fling." In this Circus there will be an emphasis on cooperation, not competition, for this annual fund-

Continued on page 3

Upper School Welcomes Three New Teachers

Three new instructors are joining the Upper School faculty this year, yet this is a unique year as far as faculty additions are concerned. They have varied backgrounds and have had very different experiences; however, they are all in no way "new" to the Gilman community. Two of them, Mr. Tim Holley and Mr. David Mason, are Gilman graduates, and Mr. William B. Campbell has previously served the school in a variety of positions of both the staff and faculty.

Described by Mr. Finney at the 1974 Commencement as "a human dynamo" and "a man of absolute integrity, great energy, and unusual dedication," Mr. Campbell returns to teach at Gilman after ten years at Portland, Oregon. He will teach all of the courses which Mr. Charles Pletcher taught previously until next year when Mr. Pletcher returns from Africa. His responsibilities also include being the faculty advisor for *The Gilman News* and for the Gilman Model U.N.

The list of positions held and services rendered for the school by Mr. Campbell from 1961 to 1974 must be one of the most impressive and diverse among the faculty. A former geography teacher in the Middle School, he devised a new pro-



Mr. Billy Campbell



Mr. Tim Holley



Mr. David Mason

gram in that subject area. Mr. Campbell also taught United States History in the social studies field. Athletically, he coached the J.V. Football, Varsity Baseball, and Middle School Basketball teams. Finally, as an administrator, Mr. Campbell co-founded the Upward Bound Program with Mr. Finney and became its director. He has served as Dean of Students, Admissions Director for the Upper and Middle Schools, and Executive Secretary of the Trustees-Faculty Long Range Planning Committee. During his most recent years at Gilman, Mr. Campbell handled the Encounter program, and from 1972 to 1974, he was Assistant Headmaster for Academic Affairs. Everyone at school - be they students or teachers - should be

very happy and pleased to welcome this accomplished member of the Gilman community back this year.

Mr. Timothy Holley, Jr. teaches ninth and tenth grade English as well as one elective English course. He is a 1977 Gilman graduate and brother of Senior Rory Holley. Arriving at Gilman as a seventh grader in 1971, Mr. Holley became a Varsity football player in his Junior and Senior years and a Varsity baseball team member from tenth to twelfth grade and was also elected team captain for both sports in his senior year.

As an English major at the University of Pennsylvania, Mr. Holley decided to continue to participate in athletic activities, by playing Varsity baseball for four years. This versatile athlete

and student graduated from college in 1981 with a B.A. in English, and then, he enrolled in the U.S. Navy to complete the N.R.O.T.C. program entered during his college years. In the Navy, Mr. Holley attended various military schools and was even stationed off the shores of Beirut in 1982. It is from the Navy, then, that Tim Holley rejoins the Gilman community.

Mr. Holley is very glad to be returning to Gilman and is ready to start teaching. In addition, he feels that he can help students interested in R.O.T.C. programs and the armed services learn more about them.

A 1980 Gilman graduate, Mr. David W. Mason returns to Gilman this year as the Cooper Teaching Fellow. At Gilman, he

Continued on page 4



Mr. Goff, Head of the Development Office, helps to plan major school projects such as the Capital Campaign.

Capital Campaign Drives Towards \$5.2 Million Mark

In May 1982, Gilman inaugurated its "Building Character" campaign, a drive for 5.2 million dollars for various school endowments and campus improvements. By mid-August 1984, \$4,550,000 or 85% of the campaign goal had been garnered from a wide variety of sources. According to the Development Office, this fund drive is forecasted to be completed by the end of the calendar year 1984. Thus, the General Campaign Committee is preparing for an all out drive from

Continued on page 2

Gilman Honored As Exemplary

Shortly after the Senior graduation in June, the Council on American Education (CAPE) cited Gilman as one of sixty "exemplary" schools in the nation. The Exemplary Private School Recognition Project is a government sponsored search for "high schools that exemplify the best features of American private education."

In this competition, 358 schools across the country originally competed for honors. After a rigorous selection process which included a self-evaluation essay on Gilman written by Assistant Head Master Reginald Tickner, Gilman was among 115 high schools chosen to be visited by representatives of CAPE. In light of two successful visiting days in May, Gilman's selection was confirmed in a June 18th press conference.

A variety of secondary and religious schools were represented by

those private institutions honored. Among them, fourteen were all boys schools, nine were all girls, thirty-seven were co-ed, and seventeen were secular. In addition to this, seven were boarding schools, one was a Christian school for American Indians, and one was a Lutheran school for children with disabilities. Finally, eighteen of the sixty schools had a minority enrollment exceeding twenty percent. "These sixty exemplary schools represent a national profile of private schools," stated Robert L. Smith, executive director of CAPE in the *Sun*. Mr. Smith also emphasized that this list of schools was not necessarily a list of the nation's "best" private schools but of ones which try to achieve a "multi-racial, multi-cultural community" and ones which also encourage moral growth and a sense of service.

News Briefs:

Three other Maryland schools also joined Gilman as "exemplary" private schools. These included our neighbors across Northern Parkway, Bryn Mawr, the Park School in Brooklandville, and Dematha Catholic High School in Hyattsville. Among the more renowned boarding schools named were the Philips Exeter Academy in Exeter, New Hampshire and the Deerfield Academy in Deerfield, Massachusetts.

Gilman Students Ace The A.P.'s

Last spring, as in past years, Gilman participated in the Advanced Placement (A.P.) testing program. Gilman students traditionally do quite well in these college credit tests. This year, Gilman did phenomenally well by placing ninety-three percent of its tests with

scores of three or better on a scale from one to five.

The A.P. testing program is a national program designed for students with exceptional ability. Students may take A.P. tests ranging from Latin to Biology depending on their individual proficiency. These tests usually take from two to four hours and are divided into sections such as multiple choice, free response, and oral presentation in the linguistic tests. Then, professors across the nation grade these tests with scores ranging from one to five: 1-not qualified, 2-possibly qualified, 3-qualified, 4-very qualified, 5-extremely qualified. If a student scores anywhere between a three and a five, he may transfer the score for credit to the college of his choice depending on that college's A.P. policy.

This year, 107 Gilman students took a total of 224 A.P. examinations. Mr. Mercer Neale, the A.P. director at Gilman, said that more

Continued on page 2

INSIDE THIS ISSUE



- **Summer Sports:** While many were resting during the last days of vacation, some students were working hard to make athletic teams. Learn about those summer practices and look ahead to the 1984 fall athletic season. Page 4
- **Summer Activities:** Several Gilmanites had exciting, interesting, and exotic summer activities. Read about trips to all sorts of places. Page 3

EDITORIALS

The First Day of School; Some Optimistic Thoughts

Welcome back! Yes, believe it or not, summer vacation has been terminated, and another school year has begun. Yet, most students will be too sluggish at this point to actually reflect on the real meaning of the first day of school. No longer can boys sleep late on week days or not worry about assignments. Studying replaces relaxation for many students as all "buckle down" for an approximate nine months of school.

Nonetheless, there are still a great many events to which to look forward in the months to come other than just winter, spring, and next summer vacation. Apart from the obvious thrill of learning new material, there is the multitude of athletic contests, clubs, and activities in which students may participate. Also, school allows a greater number of peers to gather for social as well as academic reasons.

In addition, each incoming class has its own set of aspirations for the coming year. For Seniors, this year marks their ascension to the head of the Upper School. Not only do they enjoy Senior privileges such as early signout, college visit days, extracurricular leadership, and an athletic season off, but they are also expected to set an example for the younger students to follow. Juniors, now upperclassmen, are finally able to escape the confines of room 310 for more convenient locker spaces downstairs. They are given more freedom to move about the campus during free periods and have more flexibility with their schedules. Sophomores, having become accustomed to high school life last year, are also given increased sign-out privileges while members of the Third Form are challenged intellectually with the college preparatory curriculum of the Upper School.

The 1984-1985 school year seems to look promising for everyone. Each Gilman boy should accept his new status and privileges with responsibility while looking forward to better ones in the future. Perhaps then, by realizing the new privileges and challenges that all have now, instead of mourning the loss of summer-time freedom, the year might become that much more productive for everyone in these early days of school.

The Part Of The Olympics We May Have Missed

Tens of millions of American people watched the Olympic games on television, and as they watched, there is no doubt that a feeling of pride and patriotism was felt while gold medal after gold medal was collected by American athletes. It seemed that everyone loved the Olympiad as flags were waved and chants were sung. Amidst the great enthusiasm, to be sure, the Games have much to teach people and especially the younger members of the population about striving for excellence, sportsmanship, and setting goals. Even the Olympic sponsors said in their advertisements that

"we should all bring out the best in ourselves" like the athletes competing in Los Angeles. However, there is one very important lesson in the Games that many people have probably missed.

The lesson is that while goals may be set and determination may be high, only one thing can get those goals reached, and that is *hard work*. We may have seen Carl Lewis win four gold medals, but how many are truly aware of the hours, the days, and the years he spent preparing for his moments at the center of the world attention? We may have seen the U.S. basketball team beat their opponents soundly time after time, but do we really appreciate the time and incredible effort spent training each team member's individual skills? Greg Louganis may have established himself as the world's premier diver, but how many realize how much of his life is devoted to that one skill - how many days he spent not enjoying a "normal" life but training and working out?

Too often, students expect fantastic results without working hard for them. If anything, the Olympics not only should have taught us that we *should* set the goals, but also that we *must work* to reach them. So, as the year goes on, and you are wondering how to become a good athlete for a school team or how to get that good grade, remember the Olympians and the time and effort they spent before the Games to earn the fame and respect which they so definitely deserve.

Capital Campaign Continued

Continued from page 1
now until December.

The "Building Character" campaign is a relatively new Project for Gilman, but not in all respects. Since World War II a multitude of endowment funds for such things as financial aid (The War Memorial Scholarship Fund) and for teachers salaries (The Gilman Fund) have been established. In addition to this, Annual Giving Drives have been a Gilman tradition for many years. The most significant aspect of this new drive is its mere magnitude in terms of the monetary goals and its extensive organization and leadership which ranges from venerable and distinguished administrators to Alumni, Parents, and friends of the school. The driving force of this project is the very essence of change and growth of Gilman in relation to the realities of the Present. For example, the inflation of the 1970's have contributed to a significant stagnation in both faculty salaries and benefits. Thus, Gilman has found it necessary to combat these problems and, as always, adopt to the present and plan for the future.

The \$5.2 million campaign has three major goals: to improve faculty salaries, to increase financial aid funds, and to fund essential campus improvements. The primary emphasis is being directed toward the faculty endowment fund for which \$2.2 million of the total \$5.2 million is being set aside. Furthermore, \$1.8 million will go to the Scholarship Endowment Fund while \$1.2 million will support Campus improvements.

An increase in faculty salaries has been the focus of concern at Gilman for quite a while. "Supporting excellence in teaching (at Gilman) is the first priority of the "Building Character" campaign which is seeking to improve faculty salaries at Gilman, thereby helping the School to retain excellent teachers," stated a recent newsletter/update sent out by the Development Office. As a result, five new faculty support endowment funds have been established: The George H.C. Arrowsmith Memorial Faculty Support Fund, The Henry Callard Faculty Support Fund, The Class of '47 Fund for Meritorious Teaching, The Class of '50 - William G. Baker III Memorial Faculty Support Fund.

Both the Financial Aid and the Campus Improvement Funds look promising towards

completion. The Financial Aid Endowment Fund Drive is being encouraged by a challenge grant established by the James S. McDonnell Foundation in St. Louis. As of June 1984, \$400,000 of the \$500,000 goal has been collected for the Dr. George G. Finney Memorial Scholarship Fund with the McDonnell Foundation matching each contribution dollar for dollar. This St. Louis Foundation is also encouraging the timely completion of the entire campaign by doubling all donations pledged before December, 1984 and paid before December, 1987.

The Campaign's objective seeking funding for campus improvements completed has also been relatively successful. Such improvements as the three hundred new insulated windows and the six new boilers in the Upper School have been projected to reduce fuel consumption by over twenty-five percent. A similar venture in the Lower School has proved that "energy conservation improvements pay for themselves in a relatively short span of years." Therefore, the need of funds for fuel consumption will be significantly reduced. The campaign is seeking funding for projects such as the new Kelly Dining Center, the construction of the new maintenance building, the new roof for the cage, and the renovation of the terrace level of the main building.

The focus of this Fall's General Campaign will be to solicit the contributions of Alumni and their Families. A large task force of solicitors has been organized to contact as many former Alumni as possible while an amalgam of receptions, mailings, and phonathons have been scheduled. If the General Campaign Committee is as successful with Alumni as it was with Parents (the average Parent donation amounted to \$700), then the completion of the drive by December will be assured.

In all respects, the "Building Character" campaign has been extremely successful. Indeed, the endowment funds to be established will help to maintain the tradition of fine teaching, excellent academics, and strong athletics at Gilman as well improving the spirit and closeness of the School community. As Headmaster Redmond C.S. Finney stated in a summer newsletter, the "Building Character" campaign is "a wonderful opportunity to renew old acquaintances and to inform the Gilman family of the School's recent activities."

FACULTY VIEWPOINT

A Sense Of Service Can Help One's Inner Growth

At the opening ceremonies of the 23rd Olympiad, most people were moved by the scene of the athletes holding raised hands and swaying in unison to the lyrics of the song "Reach out and touch somebody's hand." The scene exemplified human brotherhood, diverse people united by their common humanity. The picture captured the human family in one of its most poignant moments.

As I watched the spontaneous event unfold, a sign of humanity's solidarity, I wondered why such an event tends to have so little, if any impact beyond the moment. Does such an event change the way we look at our own humanity and the humanity of others? Do we care more deeply about humanity as a result of such an experience? There is very little evidence that we do. Instead of being a real sign of human solidarity, the event becomes an isolated moment of what things could be, if only....

How can such an experience be so touching, so powerful, and yet, apparently have no lasting impact upon the people? The reason lies in the way we view experience itself. One attitude quite prevalent in society today is that experience is its own reward, an end in itself. What is important is not the relevance of the experience to life in a larger sense but merely the experience itself: "Don't ask me to ponder or to think about the meaning of an experience, just let me feel it" is a fair summary of this attitude. Yet, when it is devoid of understanding, the experience remains an empty one. Thus, while it can be emotionally powerful, it may have little effect upon a person because the understanding is lacking.

This observation is applicable to the experience of community service. Community service is a noble endeavor done in the spirit of volunteerism to help some person or segment of the community. The time and



by Mr. Neun

energy expended are commendable and in certain instances, truly heroic. And yet, for some students, community service can be an empty experience. Students must assume many obligations during the school week and meet many demands of which community service may be only one. Thus, it becomes one of a sense of experiences acquired in the course of a week, one to which they give little attention or none at all. As a consequence, students are reluctant to invoke themselves in the reflection demanded by the writing of a journal. The opportunity for understanding oneself and others is lost because no conscious effort is made to comprehend the experience itself. (This point is applicable to the other experiences that a student has during a typical school week and may result in his feeling fragmented and disoriented.)

The value of community service cannot be measured by the hours logged nor the duties performed but rather by the growth in the awareness of, the sensitivity to, the understanding of, and the love of the person(s) being served and the person serving. One's openness to the experience of service is revealed by the degree to which he has reflected and its meaning. This reflection becomes a source of the student's inner growth and thus the purpose of community service is realized.

News Briefs Continued

Continued from page 1

people took A.P.s this year as compared to last year and that a higher percentage scored well (a three or better). Mr. Neale described the 1984 A.P. showing at Gilman as "exceptional." He also expressed surprise at the number of students willing to pay \$46 for each exam but pointed out that a large majority of them will actually profit from this in college either with credit received or with Freshman placement status.

One of the most impressive statistics compiled was that in three different disciplines—Spanish, Physics B, and Chemistry—100% of all Gilman students taking A.P. tests received a three or better. Such impressive results at Gilman are not only a reflection on the talented student body, but also one on some of the outstanding academic programs of the school.

This Year's Prefects

This year eighteen Senior prefects have accepted the responsibility to set examples of good school citizenship and maintain a mature code of conduct. These "vestal virgins of saintliness" are a small group. Yet, Mr. Neale stresses that responsibility, leadership, service, and exemplary behavior must not be limited to a minority of students. A successful year is founded upon total Upperclassmen initiative to act as responsible young men. "In many ways, everyone is a prefect," says Mr. Neale.

Prefects are chosen by votes from the faculty, members of the senior class, and the previous year's pre-

fects. While any officer of the 12th grade is automatically entitled to become a prefect, acceptance of this appointment is voluntary. If a senior does agree to serve as a prefect, he commits himself to extra responsibility. Prefects are required to set a good example on and off the campus. Failure to do so can be treated more harshly than if a "violinist" were not a prefect. Mr. Neale pointed out that just as when one signs training rules on an athletic team, so too a prefect accepts a set of rules.

Besides setting a 24 hour a day exemplary example, prefects are given many duties. They supervise study halls, the Cochran room, the Upper School cafeteria, and the Common room. They also take attendance at chapel and help out at public gatherings and special assemblies. Mr. Schmick, Dean of Students, heads the prefect system, and Mr. Tickner also assists in helping the system run smoothly.

Still, Mr. Neale stressed that service can not be limited to just prefects. He feels that all the seniors have much to offer, and that is why tours of the campus are given by all students - not just prefects. Although prefects assume extra duties, this in no way should diminish the positive input of other seniors. According to Mr. Neale, "More student leadership is required to make the year successful than can be fulfilled by a small group of seniors."

The names of this school year's prefects are:

Continued on page 3

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The opinions expressed 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.

FEATURES

Elvis Costello At His Best

by Mark Shapiro

On August 10 at Merriweather Post Pavilion, Elvis Costello treated an anxious audience to a refreshing "new wave" concert. Costello proved what many new wave fans find hard to believe: that you don't have to sound angry to be good.

As an added benefit, the show started off with a forty-five minute set by Nick Lowe and His Cowboy Outfit. Lowe performed a series of songs ranging from "Cruel to be Kind" to his most recent single, "Half a Boy and Half a Man." The most enjoyable cuts from Lowe's set were performed by former Squeeze keyboardist, Paul Carrack. Songs such as "Tempted" succeeded in charming the crowd.

Soon after the popular Lowe set, Costello took the stage and performed an unusually long two hour set. Costello, looking somewhat like a punk version of Buddy Holly, started with singles from his recent hit album "Pinch the Clock." The avid Costello fans were excited by Costello classics such as "Watching the Detectives." However, I was slightly disappointed that Elvis did not play

any songs from his classic album, "Armed Forces." This disappointment was a personal one, however, and did not mar the show in any way. One of the show's more mellow (but equally enjoyable) moments was a haunting performance of "Shipbuilding." In the middle of the concert, Costello performed a number of songs off of his most recent album, "Goodbye Cruel World."

There is no doubt that the most outstanding part of the show was Costello's superior series of encores. He started with the singles "Everyday I Write the Book" and "The Only Flame in Town." He took a risk with a solo performance of "Riot Act." The rendition of this song accompanied by his acoustical guitar work was an unexpected surprise. The concluding song of the show was the Costello classic "Pimp It Up." The crowd was left wildly applauding as they danced in the aisles.

Elvis Costello and the Attractions provided a purely enjoyable night of new wave entertainment. Costello left no doubts that he is a powerful writer and performer.

Diverse People And Different Culture Make Hardie Scholarship An Interesting Experience For Senior Rushika Fernandopulle

by Rushika Fernandopulle

This summer, I had the opportunity to spend six weeks in England on the Harry Hardie Scholarship program. This scholarship is an exchange program where each spring a Junior from St. Edward's School in Oxford comes to Gilman for six weeks, and each summer a Gilman Junior goes to St. Edward's. While in the other country, the Hardie Scholar is given board and lodging as well as a check to cover most of the air expenses to his destination.

I spent the first four weeks of my stay in England at the St. Edward's School. St. Edward's is a typical English public school (considered a private school in the U.S.A.). It has about five hundred students in grades eight to twelve, and though until last year it was all male, there are now 13 girls in the junior class. About a fifth of the students are day students, meaning that they live in Oxford and go home at night and on weekends. The rest are boarders. The boarders are divided into eight houses each with its own building (or sector of a building), a housemaster

town, Fisherman's Wharf, and Ghiadelli Square. On the last morning in San Francisco, we went to Alcatraz Island where Al Capone and the Birdman lived for a small part of their sentences.

We then travelled to Yosemite National Park. There were granite cliffs surrounding Muir Lake and the sparkling Merced River. We rode on bicycles to Yosemite Falls and saw The Three Brothers, which is a trio of leaning peaks piled on top of one another. For two days, we reveled in the beauty that is Yosemite.

Our next stop was Los Angeles for a five day stay. The trip was planned for us to be in and out of L.A. before the Olympics began, as was San Francisco for the Democratic Convention. There, we saw Mann's Chinese Theatre and a taping of the Jeffersons, visited UCLA and Universal Studios, and spent a day at Disneyland. The highlight of the stop at Los Angeles was relaxing on the beach. On the last day, we travelled to the San Diego Zoo and Tijuana.

After visiting a chain of mid-Western cities including Duray, Topeka, St. Louis, and Dayton, our journey concluded in New York. There, everyone was torn between happiness to arrive home and sadness to have to leave a group of friends and acquaintances with which one had spent six weeks of one's life. Although it was sorrowful to end a summer trip and return home, looking back, it was worth it. The lessons learned, the new friendships made, and the experiences garnered have had a great impact on my life. I would definitely recommend other such Trails West excursions to anyone interested in touring the United States or other parts of the world.

who is a teacher in charge of the house, prefects who are roughly like ours but have much greater responsibilities, telephone, and television. The house which I was in, Segar House, was divided into bed sets, meaning that each room had between two and four people, each one having their own bed, desk, and bookshelf.

For most of the days at St. Edward's I attended classes. The day started at 7:30, awakening time, followed by breakfast between 7:45 and 8:10. On Mondays, Wednesdays, and Fridays, there were seven classes beginning at 9:00 and ending at 4:00. Tuesdays, Thursdays and Saturdays were half days with only five or six classes usually ending by 1:00.

The English education system is much more specialized than ours. From the eleventh grade (called the lower sixth form), students take only three subjects. Because of the fewer subjects, they have eight periods a week of each subject rather than the four or five at Gilman. The first few days I was at this school, I went around to many different classes ranging from economics to math. By the second week, I selected four classes to attend semi-regularly. French was probably my favorite class. It was taught by a native Frenchman who spoke English with a strong French accent. I also went with the Field Studies group around Oxford visiting museums and parks.

After classes we were free until 6:30 when dinner was served. During this time, I tried a variety of activities from playing on the house soccer team (which lost 19-0) and windsurfing to just walking around the area. The thing I enjoyed doing the most, though, was just talking to the people at St. Edward's - all of whom were extremely friendly.



Hardie Scholar Rushika Fernandopulle poses for a picture in the Leicester Square of London.

After dinner, most people went to the JCR - the Junior Common Room. The JCR is essentially an on-campus pub where beer is served to anyone over sixteen and one half years of age by special dispensation from the government. The JCR closed at 7:30 after which was prep time where homework was supposed to be done. Being an exchange student, I had very little homework - if any at all! On the average, the teachers assigned less homework than they do at Gilman. Bedtime for Lower Sixths (juniors) was at 10:45. On Saturday nights, the students are given a treat and allowed to stay up until 11 o'clock!

Because of a very understanding housemaster, I was able to take a lot of time off from school. I spent a few days exploring Oxford and took a week off to go to London and also spent a day at Wimbledon seeing McEnroe and many others play tennis. I then spent a day at the Henley Royal Regatta. This is where the English nobility come out to play, but very few bother to watch the boat races that are taking place. I also

went to Stratford, Shakespeare's birthplace, and saw an incredible performance by the Royal Shakespeare Company.

Four weeks after I arrived at St. Edward's, the term ended and summer vacation began (it was July 12th)! I went home with Peter Stuart, the St. Edward's boy who spent part of the spring at Gilman. He lived in a small village called Hambleton in the South of England. I spent one week in Hambleton, and then Peter and I went to London for a few days and then to Edinburgh, Scotland. Before I knew it, my six weeks had gone by, and on July 25th, I returned to Baltimore.

My stay in England was one of the best experiences I have ever had. Not only did I have a lot of fun, but I also learned a lot about England, America, and myself. In addition, I made a great many good friends whom I will remember for a long time. I am also very grateful to Gilman, to Mr. Thomas Hardie who sponsors the program, and to everyone else who helped to make the experience so enjoyable.

Alex Kaufman Travels Cross-Country And Views Nation



Senior Alex Kaufman rests on a ledge overlooking the Grand Canyon during his trip across America.

Imagine sliding down the snow-covered Grand Tetons on ponchos in mid-July. Imagine diving off a cliff into the lake below at Zion National Park or swimming in a hot spring. Imagine exploring the Grand Canyon on your own for three hours. Imagine not only camping among towering pines, beside meandering streams, and in alpine valleys, but also being for six weeks with people from all across the country, united by the common goal to see the United States of America.

This summer I travelled with an organization called American Trails West. The trip had thirty-nine kids, all of whom were going to be high school juniors, seniors, or college freshmen. The trip began in New York on the twenty-fifth of June and lasted until August fifth. The trip not only gave us a chance to see the United States and parts of Canada and Mexico, but it was an experience where one learns much about oneself and the world.

There were many highlights along the trip such as the Badlands National Park. It is one of the most extraordinary and forbidding landscapes known to man, and world famous as a classic example of erosion. The Badlands' exciting history dates back eight million years when layers of muddy sediment settled on the floor of a shallow inland sea. Deposited over a span of millions of years, the layers of ocean slime were uplifted and

drained by the same forces that raised the Rocky Mountains. Since then, rivers carrying rocky debris have changed the Badland. It is now changing all the time due to erosion.

Two other highlights of the trip were the Grand Tetons and the Yellowstone National Park. The Tetons are a range of mountains. We climbed the highest one called the Grand Tetons. It was a twenty mile hike. Along the way, animals were found in their natural habitats. At the top, we walked in a foot of snow for a mile and a half. Then everyone who made it to the top (16 out of the 46) pulled their ponchos out and began sliding down the slopes. When we reached the bottom, we went to the campground and then to Jackson Hole, Wyoming for a Fourth of July fireworks display.

Similarly Yellowstone was like crossing into another world. The natural wonders there included geysers, hot and cold rivers, and boiling mud pots heated by the gases of the earth. We were able to see Old Faithful, the celebrated geyser, erupt twice and view other wonders.

After a quick stop at Lake Tahoe, we entered San Francisco. It was very beautiful; it reminded me of the harbor area in Baltimore because it is a city by the bay. We saw the Japanese Tea Gardens, Lombard Street, the Golden Gate Bridge, China-

Young Victorian Theater Has Landmark Summer

by Christopher Jones

The Young Victorian Theater Company's fourteenth season at Gilman was its biggest artistic success since its inception as the

Gilman Summer Theater in 1970. A large part of this success was due to the hiring of Edward Polochick as the musical director and conductor for the 1984 season. Director of the Baltimore Symphony Chorus

and Peabody's Choral Ensembles, Mr. Polochick brought to the Young Vic. a wealth of talented singers and performers, as well as a standard of professionalism never before seen on Gilman's stage.

News Briefs Continued

Continued from page 2

Eddie Barker, Keefe Clemons, Chip Dates, Rushika Fernandopulle, Richard Ginsburg, J.B. Harlan, Ray Harris, Peter Heusler, Rory Holley, Tom Horst, David Rody, Leon Sachs, Mark Shapiro, David Sigman, Lee Thomsen, Anton Vishio, Teddy Winstead, Ari Zaiman.

Schmick Assumes Gamper's Duties

Mr. John E. Schmick, Dean of Students, is handling many of the responsibilities which Mr. Charles Gamper, former Dean, held last year. This means that in addition to his duties of past years, Mr. Schmick now directs such activities as the Financial Aid Program. Also, Mrs. Linda Frazier is serving as Mr. Schmick's secretary. She was previously the Alumni Relations Secretary.

Last year, both Mr. Gamper and his secretary Mrs. Jean Higdon retired from their positions after many years of devoted service to the school.

Award Correction

In the June 11, 1984 issue of the News, there was an error in the description of the Sixth Form Speaking Prizes. The award is given to the two best speakers in the Annual Speaking Contest. The News sincerely regrets the error.

Year In Preview Continued From Page One

raiser. On the day following the Circus the Alumni Banquet will be held at a location to be announced.

On Wednesday the 21st of November, Thanksgiving vacation will begin after your last commitment. School will resume on that following Monday. The Dramatic Association will be putting on numerous plays and a talent show during the school year. The first play will be the 9th and 10th grade play beginning on December 7 and ending on the 8th. A couple of days following the play, the Tri-School Christmas Concert (Gilman, BMS, RPCS) will be held in the auditorium at 8:00 PM. Then on December 21st, Christmas Vacation begins for two weeks.

During the month of January, of course, will be the dreaded mid-term exams from the 12th to the 20th. On February 22, the Annual Bull Roast will be held in the gymnasium. After that, on the 28th, there will be no school because of Washington's Birthday. During the month of March, the Dramatic Association will be performing the Senior Play on the 8th, 9th, and 10th at 8:00 PM. Spring Vacation will start this year on March 15, and end on the 27th. April 5th is Good Friday so there will be no school. May 9th to the 10th will be Senior Exam days, and May 27th will be the awards ceremony day. Finally, from May 30th to June 4th will be final exams, and then summer vacation begins...



A scene from *The Gondoliers*, a Young Victorian Production staged in the Gilman Auditorium this summer.

Continued on page 4

SPORTS: FALL SEASON PREVIEW

Cross-Country Has Talent And Experience

by Anton Vishio

Though Gilman has always been strong in football and soccer, its success in that "other" fall sport, cross-country, has been largely ignored. Discounting the disappointment brought by last season's record of 3-4, the Varsity team has recently been a contender, and this year should not prove differently. This school can claim to have three of the top runners in the MSA, Seniors Pete Heufler, Keefe Clemons, and Billy Logue; competition for the other spots on the team will be very intense. Many of the top runners from last year's 6-2 JV squad will be required to step in and produce similar results, runners like last year's sensation, Sophomore Bruce Taylor, and Junior standouts Craig Johnson and Erik Miller. Also not to be forgotten are Seniors Langdon Lawrence, Lee Thompson, Peter Testa, Steve Howard, and even this reporter. These veterans will find their experience tested severely if they are to contribute to the Varsity cross-country team. Of course, there is always the unknown factor....

Yes, Varsity cross-country will be exciting to watch, and it will provide a great challenge to MSA "A" conference leaders Archbishop Curley and Loyola provided that the team remains injury-free. But while you enjoy the Varsity races, don't forget about the JV—despite the fact that they are more of a question mark than before because of their Varsity-depleted ranks; it is almost certain that Coach Thornberry did not sit back during a Wisconsin summer plotting failure for his troops.

Varsity Soccer Hopes To Win First M.S.A. "A" Conference Title Ever

by Greg Lee

A group of some sixty aspiring competitors took to the grassy, even field to prove their worth under the watchful eyes of the coaches. These athletes sweated from 9:00 AM to 11:00 AM and then from 2:00 PM to 4:30 PM each day in the first week of tryouts. The players to be chosen will not be paid or subsidized or even given any special privileges, but they are out on the field giving one hundred percent of themselves because they love to play and they want to win. These are Gilman soccer players; the coaches are Mr. Kumar of the Middle School and Mr. Bishop from the Lower School. Positions on all three levels of the Gilman soccer program will be competed for, and the winning tradition of recent year's teams will be emulated.

The "flagship" team of the to become the first Gilman Varsity, will strive to win the MSA "A" Conference Championship.



Varsity Goalie Paul Leand stops a shot in pre-season play.

close to the much coveted championship, but fate has always decreed that it would have to wait until next year. Coach Kumar hopes that "next year" will be this year and will trust in the artillery of returning starters the pitcher of returning starters Sang Cho, Harry Halpert, Richard Ginsberg, and Mat Taylor and the solid defense of Mitch Caplan and goalie Paul Leand to help bring the dream to reality. In addressing "the troops" before summer tryouts began on August 20, Coach Kumar said that the Gilman team had a very good chance of going all the way. He added that to accomplish this goal, he wanted to have a commitment on the part of each player. Many of the returning varsity players feel that the toughest competitors will be Calvert Hall, Loyola, and Archbishop Curley.

The Junior Varsity team is coming off of a championship season and has high hopes for

the upcoming season. However, many of the solid starters who helped form the nucleus of the squad will be moving on to be part of the varsity team. Starters such as Dan Hazzard, Nick Baldick, David Grose, Alex Kaufman, and Brent Powell were essential to last year's tremendous success and may not be returning to the J.V. scene this fall. Coach Beard will not have an easy time of filling those holes, but his active, enthusiastic role as leader of the J.V. team will definitely be a major contribution in any success they may enjoy.

Gilman soccer is emerging as one of the premier Gilman sports; soon it will take its place next to lacrosse, football and wrestling. However, it must first win the championship, something very much in the mind of each soccer player in the program.

S.A.I.F. Completes Successful Summer Program

by Mark Svolos

As the current school year commences, so does the first full year of operation for the organization called Students Aiding Friends (S.A.I.F.). One of the programs operated by S.A.I.F. is Safe Ride. During the summer, Jay Otto '84, the past director of Safe Ride, worked with the new Safe Ride leaders, seniors Carter Michel of St. Paul's School for Girls, Marshal Morgan of Boys' Latin, and Jamie Palmer of Garrison Forest to ensure a smooth transition into the new school year. Safe Ride's first summer operation was a success. "Prior to our summer functioning, we realized that we were going to encounter some new difficulties due to irregular volunteer schedules, but our problems were worked out and the program remained successful," remarked Marshal Morgan.

The Safe Ride program continued throughout the summer because drinking and driving among students is as much of a problem during the summer as it is during the school year. During the summer, Safe Ride's directors were interested in keeping students aware of the program. The student awareness factor was promoted by public service announcements presented by WMAR-TV. Jay Otto, one of the founders of the Safe Ride program, appeared in the announcements. The theme was, "friends don't let friends drive drunk."

During the summer, the Roland Park-centered program continued to fulfill its purpose. "We believe that we have made a strong impact on the drinking and driving problem by helping many people who have needed the service that the Safe Ride program offers," stated Janet Randolph of Garrison Forest, co-chairperson of S.A.I.F. The program has been so successful that two additional sites are under consideration as centers for Safe Ride operations. The program's summer usage exceeded that which was anticipated by its directors. Ridership fluctuated; as many as five people were transported on week nights and as many as sixteen people utilized the program on weekends.

Safe Ride was inaugurated this past April, reaching more than six thousand students from sixteen private schools in the Baltimore metropolitan area. Students, parents, and faculty worked together to start the program. In order to curtail drunk driving among teenagers, this program offers a safe ride home for any student who has

been drinking or for any student whose driver has been drinking. Community response continues to be very positive.

Throughout S.A.I.F.'s early stages there were variations in the support received from the students of the participating schools. But this year, representatives from all of the sixteen schools are taking an active part in S.A.I.F.'s programs. Currently S.A.I.F. has more than one hundred and fifty volunteers. Included in S.A.I.F. are two other programs: Teen Canteen and Interim.

The Teen Canteen program, S.A.I.F.'s most ambitious project, is still in the planning stage. The objective of Teen Canteen is to offer a "dry" bar — a non-alcoholic alternative for students. A search committee comprised of realtors, builders, lawyers, architects, and students is still seeking a building with available parking that is easily accessible to the participating schools. Teen Canteen, which received nonprofit status in June, is also exploring fundraising possibilities. Thus far, several thousands of dollars in unsolicited funds have been received.

While Teen Canteen is still in the blueprint stage, the Interim program has been offering students non-alcoholic related functions. Its first activity took place last Spring. The Interim program was inactive during the summer. To begin this year's activities, on September 8th, at the Oregon Ridge Park, Interim is planning a cookout for all of the students interested in S.A.I.F. The Interim program has three major goals: to raise limited funds to support S.A.I.F., to form a sense of unity between the sixteen schools participating in S.A.I.F., and to provide non-alcoholic related activities. These aims are being executed through dances, parties, trips, and other student functions. This year, each school will sponsor a variety of activities which will be scheduled for many of the weekends during the school year.

S.A.I.F.'s organizers realize that they cannot completely solve all the drinking and driving problems in the community, but the programs offered by the organization have had a positive impact in curtailing drinking and driving among students. S.A.I.F. was a success in its first summer of operation, drawing a high degree of community support for its student led programs.

Seniors Anchor Hard Hitting Varsity Football Squad

by Tom Horst

On August 20th, when most people were enjoying their summer vacations, Gilman started its football season. With returning offensive players, such as Mark Agent, Mark Shapiro, Nick Schloeder, and Rory Holley, and defensive players like Jay Davidson, David Rody, Marlon Smith, and Michael Oppenheim to set the base, the 1984 Varsity football team should be a very successful one.

Hardly surprising to anyone are the holes left by the graduating class of last year. But with the abundance of talented younger players, Coaches Bristow and Schloeder have put together a solid team, both offensively and defensively. Due to the dedicated upperclassmen, the 1984 football team is one of the strongest ever, and a strong team is mandatory in order to compete in the grueling MSA "A" Conference.



Gilman football players line up during the first day of summer practice. As the Dulaney scrimmage (August 31) demonstrated, this year's team is a hard hitting squad just like those of past years. With this scrimmage helping to iron out the rough spots, Gilman will go into its final game against a nationally ranked Archbishop Carroll of Washington (D.C.), a non-league game. After that, the Greyhounds will compete in the tough MSA "A" Conference, hoping to win a championship.

Young Victorian Theater Continued

Continued from page 3

formance of the *Mikado* for the Harbortlights Music Festival at the Inner Harbor during the last weekend in August.

The season started with an eleven show run of the *Gondoliers*, a witty satire of republican government and ideals that contains some of the finest music of Gilbert and Sullivan. A late start in June left only two weeks to put it together, but the strict professionalism of Mr. Polochick and the hard work of everyone involved with the production provided for one of the finest shows in the theatrical company's bright history.

Next was an eight show run of two lesser known works, *Trial by Jury* and the *Sorcerer*. *Trial by Jury* is a short one act spoof of Great Britain's legal system and the only of Gilbert and Sullivan's operettas to contain absolutely no dialogue. Some new twists by the directors, Harry Turner and Brian Goodmann, including the placing

of the show in the 1920's and the adding of the slide show during one of the ensemble's songs provided an enjoyable start to the evening.

After *Trial by Jury* was completed, the stage crew was given about ten minutes in which to change the scene from a 1920's court room to an 1820's British village in which the *Sorcerer* took place. A full length, two act operetta, the *Sorcerer* is a humorous tale of the confusion and havoc created in a British village by a love potion which causes those who drink it to fall hopelessly in love with the first person whom they see. Mr. Patrick J. Toomey, longtime tenor lead of the Young Vic., and Mrs. Phyllis Burg, one of the company's many talented sopranos, gave rousing performances as the young lovers Aline and Alexis, and the superb work of the technical crew in creating the many special effects in the show, including the

descent of the sorcerer into hell, produced an enjoyable conclusion to the evening.

The season concluded with the Young Victorian Theater's second trip to the Pier Six Pavilion at the Harbortlights Music Festival, this time performing the *Mikado*, probably Gilbert and Sullivan's most successful operetta. The company had the advantage of having put on the *Mikado* at Gilman last summer and thus, was faced merely with the task of adapting the show to the larger stage at the Pavilion, instead of creating a whole new production. Mr. Patrick Tommey and Mrs. Phyllis Burg combined again as the lovers Nankipoo and Yum-Yum, and Mr. Neil Smith recreated the comic baritone role of Ko-Ko.

Looking back on the experiences, the Young Vic. should be quite proud of its accomplishments. Both the *Sun* and the *Messenger* (local newspapers) gave the performance good reviews. Many are looking forward to the company's productions for the next summer.

New Teachers Continued

Continued From Page One

won the Lewis Omer Woodward Award and was an NSL/SAT semi-finalist. Proceeding to Pomona College in Claremont, California, Mr. Mason excelled especially in wrestling, thanks partially, at least, to his strong Gilman wrestling background. He became the wrestling team captain

in 1983 and 1984, an NCAA National Qualifier in 1983, and the Conference Champion in 1981 and 1983.

As a candidate for B.A. in English Literature, this young man became a lab assistant in 1981 at U.C. Irvine's Radiology Department where he did some computer programming. In 1983, Mr. Mason was given the

title of "Assistant to Staff Lawyer" for the Legal Services Program at Pomona, California. There he observed intake interviews, prepared legal forms, and conducted limited research. His latest experience was a Resident Advisor at his alma mater working closely with the dorm residents there. At Gilman, Mr. Mason is to teach Tragedy and one other English elective.

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October 5, 1984

Tobias Urban Joins Seniors, Experiences Life In America



Tobias Urban, a student from Germany, joins the Senior class for the 1984-85 school year.

by Steve Howard

The new face in this year's Senior class is that of Tobias (pronounced Tō-bē-es) Urban. Tobias, a native of Ganting, West Germany, has been living with the Donahue family in Guilford since July 25. Instead of participating in the American Field Service program (AFS) Tobias, with the help of his parents, arranged his year-long stay privately. Since his father has extensive business dealings in Baltimore, the arrangements were easier than usual to initiate.

Tobias says that his biggest problem other than the language barrier is Mr. Neale's U.S. History course. In addition to this, Tobias is

taking Physics, Calculus, Industrial Arts, and English. He is also a great addition to the fourth year German class at B.M.S. "There is very much studying at Gilman," stated the 17 year old German, as he explained that the average student at his school in Germany does about one hour worth of homework a day. The worst part of Gilman, according to Tobias, is not the homework, but the long school day. "In Germany," said Tobias, "we usually leave school by 2:00 p.m."

The shortened school day, however, comes at the expense of athletics. Tobias is used to having sports once a week, so the twice-daily summer activities were quite a shock. Tobias, a Varsity halfback, showed his dedication to soccer by being at practice since August 20. Soccer is not, however, the only sport that he likes. A beginner of golf, he says he will do his best to improve while in the U.S. He attributes his lack of experience in golf to the high cost of membership in a golf club and the lack of public golf courses in Germany. Tobias also enjoys watching football on T.V., and he has attended three Orioles games.

The German said that American food is not as good as that of his home land, despite the fact that he refused to taste one of Baltimore's most traditional foods. After turning down a hard-shelled crab, Tobias was heard to say, "in Germany, we have nothing so uncivilized (as a crabfeast)." However, the different language and food is all that he is unaccustomed to. Since Germans must be 18 in order to get a driver's license, Tobias and his German friends can't drive. He is glad, however, that many of

Continued on page 3

The "Circus": A Change For 1984

The Gilman Circus, an annual Fall event for the past fifty years, will not be held in 1984. This decision, arrived at by faculty and administration after much deliberation, was the consequence of declining student participation, emergence of other school events, and limited financial return. In the past, the Circus was an important occasion for the entire Gilman community, but more recently the responsibilities and leadership have disproportionately fallen on the backs of a few. However, the positive aspects of the Circus will not be disregarded, and there are plans underway to incorporate activities long connected with the Circus into other school events, such as Homecoming and Family Day.

The first Circus, held in the 30's, was initiated to involve Gilman students in a productive activity, rather than allowing their energies to be spent on Halloween pranks. Then the Circus evolved into a unifying community project as well as a successful fundraiser for the school. Students and families of the 1950's and 60's remember the Circus at its zenith, and recall "how wall-to-wall people" filled the gym as late as 11 p.m., reluctant to bring the circus to a close.

Then, the Circus began to change. Expanded school activities, increased costs, and changes in family and community patterns diminished the viability of the event. Mr. Finney commented, "The quality of the concessions had fallen off over the past decade because prizes and materials became more expensive. Also a decrease in student participation took place, as upperclassman found it difficult to devote the time and leadership necessary for the Circus." Mr. Finney concluded, "If this event is thrust on the backs of others, then it has outlived its time."

Attempts to revitalize the Circus through the use of mechanical rides, better food, fireworks and an outdoor tent, failed to correct the essential problems. When commenting on last year's Circus, Mr. Fin-

ney said, "We band-aided the Circus. We did not address the lack of student involvement."

In spite of two Senior summer meetings, where options for maintaining the original circus format were discussed, the Senior class learned early in the school year that the decision to disband the traditional October Circus was final. As expected, some students were disappointed by this decision, and gave vent to their feelings in a class form meeting. Ray Harris, president of the Upper School, said, "I can understand the rationale, but I feel that the student body should have been asked how they felt earlier than they were." Mr. Finney assured the class that in the future the school will make an effort to consult the students before making certain decisions.

Plans are underway to enrich Homecoming and Family Day with some of the features that were part of the Circus. Mr. Peterson, former co-chairman of the Circus, wishes to see Lower, Middle and Upper Schools maintain their own booths during Homecoming. However, Family Day, for which there will be more time to prepare meaningful activities, will undergo the largest addition in agenda. Ray Harris also wishes to create a spring festival in March, independent of the other two events.

The decision not to hold a circus this year in October is final. It is now up to the students, faculty, and school community to turn their energies to making Homecoming and Family Day a success.

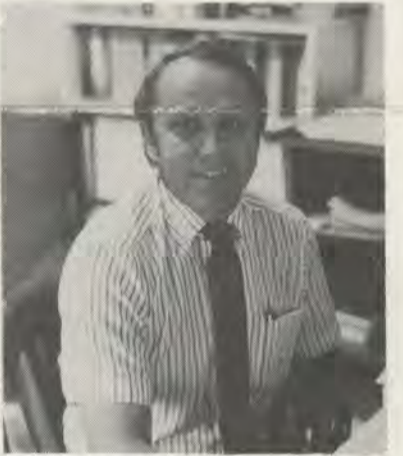
Former Administrator, Teacher, Mr. Campbell Returns To Gilman

by Mark Svolos

Characterized by a fellow faculty member as outgoing, amiable, willing to listen, dependable, and a good ambassador for the School, Mr. William B. Campbell is teaching Upper School history for one year in place of Mr. Charles Fletcher, who is on leave of absence in Africa. Mr. Campbell is not a new face in the Gilman community. His associations with the School go back more than forty years.

Born in Baltimore, Mr. Campbell attended Gilman for twelve years. While at Gilman, Mr. Campbell played on three varsity teams: football, basketball, and baseball. After he graduated, he went on to Princeton, where he majored in economics. At Princeton, he participated in one hundred fifty-pound football and Varsity lacrosse.

Upon graduating from Princeton, Mr. Campbell joined the Marine Corps. He was stationed in Japan for two years. In connection with his service in the Marine Corps, Mr. Campbell remarked, "One of the problems with coming out of



Mr. William Campbell of the history department rejoins the faculty this year as a temporary replacement for Mr. Charles Fletcher.

college is not knowing exactly what to do; the Marine Corps gave me two years to think." At the conclusion of his military service, Mr. Campbell returned to Baltimore. He married and started to work in a family business.

Soon thereafter, at the urging of his Uncle, Mr. Edward T. Russell, a Gilman teacher and administrator, Mr. Campbell began to think seriously about becoming an educator. He felt

Continued on page 3

Sandy Carroll Visits Iceland

by Sandy Carroll

It was lift-off. The plane gently ascended to the sky, pulling away from Iceland, a country which I had called my home for two months. It was a very sentimental time. Yet, as I recalled my experiences during my AFS trip to that small, but fascinating country, I realized that that summer was one of the best of my life.

It all started on a chilly day in October. I was reading the bulletin board when something caught my eye. A small notice, posted by Mr. Carr, Gilman's AFS chapter representative, asked if anyone might be interested in participating in the AFS summer program. I answered the notice almost out of impulse. It was strange that I an-

swered it so quickly, but as I look back, I'm glad I did.

The AFS process can be rather boring because one has to do a lot of paperwork and have a couple of interviews. However, all of this is nothing compared to that which one gets out of the AFS experience. The whole process starts in early October when you write an essay for your AFS chapter and have an interview with a couple members of the chapter's committee. Gilman itself is an AFS chapter because it has hosted year-program students.

Once you are accepted by the chapter, the paperwork is all thrown at you. You have to fill out a form about yourself which contains an essay. There are al-

Continued on page 2



Senior Sandy Carroll standing in front of the Leif Erickson Memorial in Iceland.

National Merit Scholars Announced

Again Gilman has excelled in the Merit Scholarship Program, with thirteen Gilman students reaching Semi-Finalist status in the competition. These students, Andrew Balfour, Jon Cordish, Rushika Ferandopulle, J.B. Harlan, Steve Howard, Chris Jones, Pragathi Katta, Phil Koh, Robert Landon, Paul Mezey, Ben Miller, Peter Testa, and Anton Vishio, represent one fourth of the entire city's total. Based on the performance on the PSAT exams, the top one half of one percent of high school seniors receive this honor.

Maryland's cut-off index this year was the highest in the country. It is compiled by doubling the verbal score, then adding that to the math score. The students at Gilman having qualified, will now vie for the substantial scholarships offered by the Merit Scholarship Program. Later, seventeen Gilmanites were named Commended Students. They

News Briefs:

are John Angelos, Edward Barker, David Cook, Jay Davidson, Tim Jones, Kenneth Kang, Richard Kang, Langdon Lawrence, Jaan Naktin, Michael Oppenheim, David Rody, Leon Sachs, Doug Schmidt, Laurence Thomsen, David Treadwell, Joseph Walker, and Jonathan Watts. Although the Commended Scholars do not compete for any scholarship, their scores were among the highest in the country.

Seniors Hold Meetings During Summer

On August 29 and September 4, two meetings of the Senior class were held at the Headmaster's house under the leadership of class president Ray Harris. Many issues dealing with the Senior class were discussed from the new Senior Room policy to the new grading

system (separate cumulative grades for the two semesters with a final grade for the whole year) to the "Senior Snooze" proposal, allowing Seniors to come to school late on days when they do not have a first period class. The class issued proposals concerning college visits, and they were informed on the new A.P. policy—that a student is exempt from classes only if the exam is in the afternoon. However, most of the discussion centered on the Senior class surprising support of the Circus. Attendance was very good, with almost the entire class coming to at least one meeting.

Mr. Christ Studies In England

This past summer, Mr. Christ, our college counselor and English teacher, travelled to England to

study at the Cambridge University. This summer program was sponsored by the Humanities Institute, and it consisted of a three and one half week course entitled, "Feminine Sensibility and the English Novel" which studied closely some prominent English women writers such as Jane Austen and George Eliot. In addition to learning about English novels, Mr. Christ was able to meet a lot of other teachers and share ideas about ways of teaching. Most of the people in his class came from all parts of the United States and were from public schools.

Since the course only met from Monday to Thursday, Mr. Christ spent the weekends touring the sights in England. He visited London and Yorkshire where he toured many museums and cathedrals. On the whole, Mr. Christ said, "It was a fantastic experience which consisted of recreation and travel in addition to learning more about English novels."

INSIDE THIS ISSUE:

- **Faculty Viewpoint:** Mr. Christian of the English Department writes about a new viewpoint on college studies which he discovered when taking courses at St. John's College in Annapolis Page 2
- **The Jacksons:** One Upper School student writes about his experiences both at the concert and waiting long hours in line Page 3
- **Middle and Lower Schools:** New teachers are welcomed and new events are in order for the future as the Middle and Lower Schools start their year Page 3
- **Trivia Corner:** A new feature makes its debut in this issue; try to guess the answers to some pretty tough questions! Page 4
- **Sports:** Articles on both the incredible Archbishop Carroll football game and the Varsity soccer team's past and future Page 4

EDITORIALS

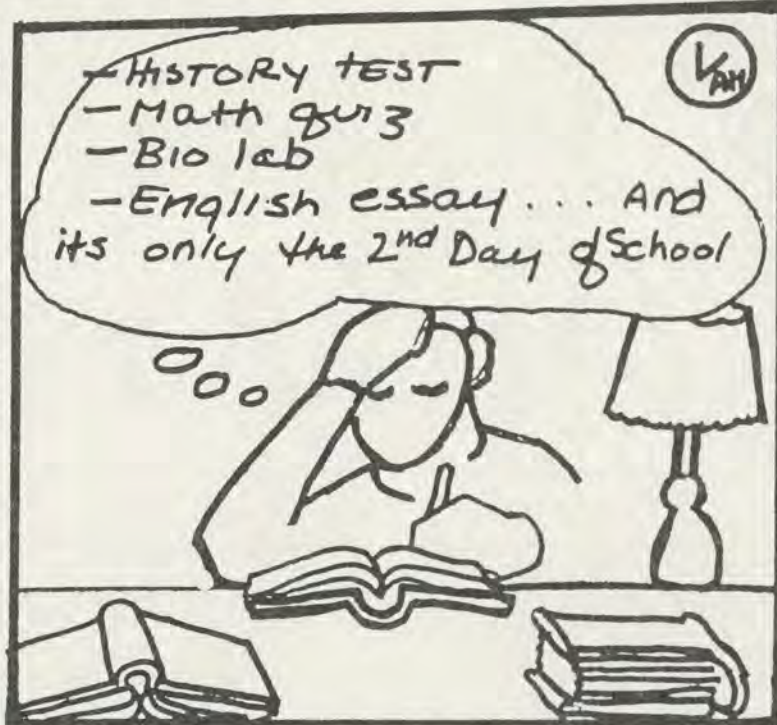
Lively Articles, Exciting Themes Among Goals Of 84-85 News Staff

At the beginning of each year, the staff of the News announces its goals and how it will make the newspaper a better source of information for the Gilman community. We, the 1984-1985 staff are no different. Last year, several major "exterior" changes were made; the size of the paper was enlarged, the type size was increased, and experiments with new, innovative layout designs were performed. These changes have given the News a more professional look, while making it more readable. Also, last year's staff worked on a few "interior" changes which included new features articles such as a "Reviews" section, the News Remembers series, and the addition of the Faculty Viewpoint column. This year's staff would like to continue to work on these types of changes because new, exciting ideas make a newspaper more interesting and fun to read.

Already, there has been an almost unnoticeable change in the News: the staff has been somewhat reorganized. This year, unlike the recent past, there is only one Editor-in-Chief. Presiding over the staff and reporters, the Editor is ably aided by two Managing Editors. Ken Kang, the Text-Managing Editor, is in charge of assigning articles and organizing the reporters, acting as a liaison between them and the rest of the staff. Joey Ortiz is the Layout-Managing Editor, and he directs where and how articles, titles, and pictures are positioned. The responsibilities of the News Editor and Features Editor have been changed to include more interaction with reporters, and the Typing Editor, a new position for this year, directs the typing of every article. Finally, Mr. William Campbell of the history department has joined the News as faculty advisor, assisting in the editing of articles and the organization of the entire paper.

Foremost on our list of proposed changes for the coming year is the addition of more "lively" and "exciting" articles in the features section of the News. For example, "Trivia Corner" is making its debut this issue and will appear many more times as the year goes on. We are also planning to devote the entire page of an upcoming issue to some pertinent topic of interest to students, such as the coming Presidential election or career opportunities. This page is to contain articles expressing various viewpoints and opinions and perhaps a student/faculty poll. Another of our top priorities is to use the News to aid in the communication of information and interesting events between members of the Upper, Middle, and Lower Schools as well as keeping readers up to date on Student Council and other club activities. Finally, without sacrificing quality, we would like to increase our frequency of publication, as this would present news to readers as soon as possible - an obvious advantage.

Those who read the News should realize above all else that this newspaper is *their* newspaper. If a student has any ideas about article topics or themes for upcoming issues, he is strongly urged to write it down and place it in the News mailbox, and faculty members are invited to do the same. The newspaper works much like any other school club or council - it can only succeed with the concern and support of the student body.



Renovated Lounge, Privileges Greet Seniors At Onset Of Year

Less than a year ago, the Junior-Senior lounge was closed due to the unfortunate destruction of furniture, the apathy of certain students, and the constant violation of the rules of the room. The situation was then exacerbated by the reluctance of most students to pay the school for damages and the lack of student initiative to repair and renovate the lounge (although some individuals did contribute extensively to these ends a much larger majority of students did not.) Thus, it surprised many students to find out at the beginning of this school year that the lounge would be reopened with a few changes in effect. First of all, the lounge was renamed the "Senior Lounge" and, obviously, retained exclusively for Gilman Seniors. Secondly, Senior lockers were installed in the lounge. Finally, last year's rules were mitigated so that eating is now permitted in the room with the condition of maintaining cleanliness. These new conditions for the Senior lounge have thus far been a viable solution for the lounge in the eyes of both students and administrators.

The major problem of last year's lounge was that it was frequented predominantly by certain "cliques" or groups of people. This tended to scare other students away or at least make the prospect of going there seem undesirable. The lockers in the lounge seem to be the answer to this problem of "cliques." It forces all Seniors to go to the lounge for books while also encouraging the use of the couches and tables by virtue of their presence and proximity to the lockers. As a result, different people or groups of people are given legitimate access to the lounge without being alienated from its use by others. The use of the Senior lounge is also encouraged by the new rule permitting food in the room. It not only provides a convenient lunch area for Seniors but also a nicer, more relaxed setting than the Kelly Center.

The creation of a room exclusively for Seniors also has many advantages. First of all, if the lounge were opened to both Juniors and Seniors only a few Juniors would actually use the room. There are two reasons for this. First, the room would be predominantly filled with Seniors because of their lockers, and a Junior might feel uneasy or intimidated in such a place unless he is "in" or good friends with many Seniors. Second, the room would be much too crowded with both Seniors and Juniors in there because of the space taken up by the new lockers, the limited number of couches and chairs, and the already cramped space available for Seniors alone. Thus, only a fraction of these students would be able to use the lounge at one time meaning that someone would have to be pushed out by the crowd. Obviously, the Seniors would be given priority and the Juniors would be the odd-men out. The creation of a Senior room adds one other dimension to the Upper School. It introduces another Senior privilege for Underclassmen to look forward to and for Seniors to cherish. Also, since Seniors may now look at the lounge as a "room of their own" they should feel more privileged to have it and, thus, take more steps in preserving this privilege.

In conclusion, the administration's decision to keep the Junior-Senior lounge and turn it into the Senior lounge has been a wise one. The addition of lockers to the room has created an incentive for a more diverse group of people to congregate in the lounge and, thus, combat its dominance by one specific "clique." The idea of the room as a place for Seniors only also solved the problems of space and the alienation of some Juniors from the room and also makes the room a place for Seniors to take pride in. Not surprisingly, this pride is shown in the relative neatness and organization of the room which has been maintained by the Seniors thus far. In addition, a more diversified group in the lounge also serves as a deterrent to misbehavior in the room which resulted in broken furniture last year. Although the administration is not in the position to take away the lounge because of the lockers situated there, it is a remarkable message from them on their willingness to "go all or nothing" for students and to challenge us with a responsibility we must meet head on or not at all. Seniors and future Seniors must realize this and strive even harder to "keep the Senior room beautiful."

FACULTY VIEWPOINT

New Outlook On Learning Discovered At St. John's

Two summers ago I had the opportunity to attend St. John's College in Annapolis, Maryland. I think we may be able to learn something from their attitude about education.

At St. John's one gets introduced to the great literature of the Western world. Education is, at its most basic level, the pursuit of relationships between students and these works. One does not read about Shakespeare nor about Milton; one reads *King Lear* and one reads *Paradise Lost*. This is also true in the science and mathematics areas as well. It is often quipped that St. John's student reinvent the wheel each term. What results from these relationships is two-fold: 1) the student's world simply gets bigger, and 2) the student learns to think for himself/herself and *not* depend on secondary commentaries to do the work.

I am reminded of the value of this kind of attitude whenever I get the sense around school that academic paranoia has set in. The symptoms of this ailment manifest themselves in two ways: 1) In characteristic Gilman fashion the question "Yea but, Sir, how much will this count?" echoes in the hallways, and 2) Room 310 is littered with *Cliff Notes on Julius Caesar* and *A Tale of Two Cities*. Depending on such secondary aids is analogous to a person who believes that he doesn't need to see the Rocky Mountains after reading about them in a travel brochure. Embracing the "education as relationship"



by Mr. Christian

frame of mind may help thwart some of this academic anxiety. A number of positive things could result. Teachers could be seen simply as older students trying to build relationships with the great authors. Euclid, Melville, and Locke could do the teaching, allowing the students as well as the teachers to learn together. Also, this attitude could alleviate some of the pressure on Seniors concerning college decisions. Where one went to college could cease to be such a pressing issue. Shakespeare is alive and well in Oskaloosa, Iowa as well as Princeton, New Jersey.

A professor of mine in college once told me that my education would actually begin as soon as I realized that the history of literature is the history of one grand conversation. The truth of this hits me everytime I pick up a new book and find another allusion to Dante's *Divine Comedy*. So, in conclusion, keep the dialogue going!

Carroll Visits Iceland With AFS

Continued from page 1

so a few forms for your parents to fill out. At the outset, this seem to be nothing; however, it is done in quadruplicate. Also, all of this has to be done by the end of October. A strange feeling came over me as I handed the completed forms to Mr. Carr to deliver to the regional head. It was as if I was entrusting myself with Mr. Carr and those papers.

The next step is a very important one. It is the regional interviews. This is when you have to talk about yourself with a group of three to five complete strangers. The questions range from "What foods do you like?" to "What would you do in this situation?" In the end, I believe my interview was very successful.

After the interview in mid-November, there is the waiting, waiting for your status, guaranteed or waiting list, then comes the wait for your country (mine was Iceland) and your host-family papers. For me the fact that I got Iceland was a surprise because I had asked for Scandinavia (Norway or Sweden) or Greece. Before AFS, I had known very little about Iceland, but through research, I found out a lot. By mid-May, the family papers came. I was to spend my summer vacation with a large family on a farm in southwest Iceland.

I left for New York on June 20, to C.W. Post, a college on

Long Island where everyone has a brief orientation. Then it was off to Iceland. There were 30 Americans (which is a small group) who went there. When we arrived at our destination, we were met by former AFS year students who came to the United States. They took us to a school in a fishing town called Håfnarfjör nr which is about 20km outside of Reykjavik, the capital. Here we had a brief orientation where we were taught some simple Icelandic phrases and Icelandic customs. Next, we met our host-families.

My family came to pick me up because they lived only about 60km from Reykjavik outside a small town named Selfoss. I was to spend two months on a farm which had cattle and chickens. When I got my family papers, I thought that I was not going to have a fun time, but I was wrong. I had the time of my life. The family did a lot of manual labor and so did I. Yet, the work was nothing because I met some friends whom I will never forget.

There were times when I had some trouble communicating with my family, but I always managed to solve the problems and come out feeling relieved. On the whole, I feel I profited from AFS because I believe that I really experienced a foreign culture first hand and got to know that culture and its people.

Correction

Several dates were reported incorrectly in the "Year in Preview" article in the September 6 issue of the News. Homecoming will be held on October 20 with Varsity football opposing Mt. St. Joe. (There will not be a soccer homecoming.) The Mountcastle Lecture will take place on November 29. Also, semester exams are to be held from January 17 to 22 with school closing February 18 for Washington's birthday. The News regrets any inconvenience.

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MIDDLE SCHOOL

Middle School Looks To Upcoming Events, Few Changes

by Andrew Layton

The new school year for the Middle School has arrived with few changes, but with lots of excitement. With the Superteams and the fall athletic season on the horizon, the year will most certainly set off to a fast start.

Over the summer there have been four acquisitions made to the faculty. Mr. John Foreman, a graduate from Morgan State University, who has earned his Bachelor and Master degrees in Physical Education, will teach seventh grade science as well as become the new Middle School Athletic Coordinator. He comes to us after having taught for nine years at both Northern High School and Severn School. Mr. Webb Johnson, a graduate from Lehigh University, has been brought in to replace Mrs. Jackie Whiteley (who has since taken her services to McDonogh) in the Mathematics Department. Mr. Johnson has previously served for ten years at Mercersburg Academy. Mr. Carter Knipp, who earned his

Bachelor's degree at Colby College, has replaced his brother Mr. Howdy Knipp, in the Science Department. Mr. Knipp has previously worked for one year at Severn School. Finally, Mr. David Mason, who was discussed in the previous edition of *The News*, has become the third Cooper Fellow, will teach seventh grade English and will coach wrestling in the Middle School.

In the upcoming events for the start of the year, Superteams will once again reign as a primary source of excitement for the fall season. Although it has encountered a few twists which have yet to be disclosed, the homeroom versus homeroom format will remain as it has in years past. Another upcoming event will be Field Day in which all three grades from Gilman, Roland Park, and Bryn Mawr will gather together for both athletic and social activities for an entire afternoon. Mini Week, which also has been coordinated with both Roland



Mr. Carter Knipp (left) teaches Middle School Science, and Mr. Webb Johnson (right) teaches math.

Park and Bryn Mawr, will once again play an integral part in the school year. With Mrs. Edie Garrett leading the way, this event has become much more organized than in past years and

will attempt to have diversified a program as possible. Once again preparations are underway for trips to Paris and the Everglades. A week of touring Washington and an outdoor learning center are also in this year's Mini-Week plans.

In looking ahead through the first semester, Mr. Killebrew, head of the Middle School, said that he hoped that the Upper School and the Middle School would become more unified. An example of this would be having more Upper Schoolers come down and help tutor those Middle Schoolers who need academic assistance. Mr. Killebrew also said that he is happy that the years of constant change have finally come to an end and that everything has finally settled down. When posed the question of what new ideas he had for continuing the constant upgrading of the Middle School, he responded that he would like to increase the effectiveness of the classroom by having more interaction between the faculty in which various effective teaching techniques can be shared between members of different courses and by observing other teachers from other schools. Another idea would be to continue having teachers work more and more with computers.

Return Of Mr. Campbell To Gilman

Continued from page 1

that teaching would give him opportunities to have some influence on the future. Mr. Campbell asked then Headmaster Mr. Henry Callard for advice, and Mr. Callard convinced him to teach at Gilman.

Mr. Campbell started to instruct at Gilman in the fall of 1961 and remained at the School until 1974. During this period Mr. Campbell distinguished himself as a dedicated administrator, a respected and well-liked teacher, and a highly successful coach. At first he taught geography to seventh graders and United States History to Juniors. He coached Junior Varsity football, Junior Varsity baseball, and later varsity baseball. Early on, Mr. Campbell was interested in getting students involved in community service. He administered the Hospital Project, which placed students in volunteer positions at hospitals.

As his teaching career progressed, Mr. Campbell became more involved in administration and taught less. He helped initiate many changes that ushered in a new era at Gilman. In 1967, Mr. Campbell, along with Mr. Finney, co-founded the the Upward Bound Program and con-

Incredible Sights, Sounds Make "Victory" Tour Exciting

by Teddy Winstead

After nearly eighteen hours of waiting, we came up with fifteenth row seats on the floor at R.F.K. Stadium to see the show. It was well worth the wait to be able to see the Jacksons' "Victory" Tour—one of the most incredible things ever seen or heard.

Camping out on Howard Street next to the Civic Center was an experience in itself. With radios blasting, Michael look-alikes dancing, and very friendly people overflowing with enthusiasm, we managed to get a couple hours of sleep. But at 7:00am, everyone packed up their chairs, blankets, and sleeping bags and pushed towards the door. Then, at 9:00am, everyone went crazy. People cried, screamed, and danced when they finally got their tickets.

After two more weeks of waiting, the day arrived. The skies were clear as 44,000 concert-goers packed into R.F.K. Stadium. The Jacksons' new "Torture" video was shown on the large screen above the stage, and Jackie Jackson stepped on stage before the lights went out.

A deafening roar arose from the crowd as five ten foot monsters walked to the front of the gigantic stage. One of the Jacksons appeared and slew the beasts with a sword he pulled from a stone. Then, in an array of lasers, lights, smoke, and synthesizers, the Jacksons came

up from below the stage. The crowd could not believe it. A girl behind me nearly fainted and was crying for the first ten minutes.

We were given what we were promised. The show was an extravaganza well worth the thirty dollar prices. They played straight for about ten minutes, ending with spectacular fireworks.

Michael was obviously the star, but Jermaine's "Dynamite" and "Let's Get Serious" really moved the crowd. Michael's dancing was unbelievable. He was always perfect and at times, inhuman. He gave the crowd moonwalks one would have to see to believe.

"Heartbreak Hotel," "She's Out of my Life," and "I'll Be There" were standouts, but all the songs received immense enthusiasm and energy. "Beat It" and "Billie Jean" were absolutely tremendous. Michael and Marlon danced together as one in some incredible dancing moves during these songs. They finished with a lengthy version of "Shake Your Body," and the audience was captivated waving arms in the air.

One cannot say enough about the concert. The music, dancing, lights, sound, fireworks, lasers, and audience made it the most amazing performance I have ever experienced. You have to see it to believe it, but let's hope there is a video!

LOWER SCHOOL

New Teachers Greet Lower Schoolers

by Will Gould

When you walk down the Lower School halls, you see here, a future Varsity linebacker, there, a student council member, and possibly a prefect or two. These are the future leaders in the years to come. The Lower School is where it all begins, where the foundation is laid out on which students will build. Richard Snyder, Head of the Lower School, believes in this idea of training Lower Schoolers to be Upper-Classmen, but he is more concerned with what lies beyond. "While one of our goals is certainly to prepare them to lead the Upper School, we are more interested in preparing them to be leaders of society." He went on to say, "But they have to learn to master themselves, to get control of themselves before they can lead others."

One thing that is readily apparent in a brief visit to the Lower School is the eagerness and desire to be in the classroom, or out on the playground, either learning from the teacher or enjoying recess. "There is no question that Lower Schoolers have more desire in every environment", commented Mr. Snyder. "They have more natural enthusiasm and are more excited to learn and to do." When you see this enthusiasm, as well as the obvious time and care spent by the teachers, you wonder if perhaps these years are more important than later education. About this, there is no doubt in Mr. Snyder's mind. "Unquestionably, the early years are crucial in a



Ms. Wicks McCall is one of the new teachers in the Lower School; she teaches reading part time.

person's education. These are the years when a student develops his study habits, his attitudes, and his skills that provide a foundation for future learning."

In addition to a number of new students, there are three new faces on the faculty this year. Jacqueline Erskine is teaching science and reading, and is assisting in the Character Development Program, (previously called the Gilman Experience). Ms. Erskine has already done some work for the Middle School, teaching the Talk 1 course. Ms. Erskine, a graduate of Western High School in Baltimore, went to Towson University, and has worked for Planned Parenthood. Before the job, she worked with Multi-handicapped persons. Wicks McCall is a part time reading teacher, and Karen Levin is the new computer coordinator as well as a teacher of Math and Language Arts. Mrs. Levin graduated from American University

with a B.A. in Elementary Education. Her previous experience includes teaching at Trinity School and the Chapin School in Princeton. Under Mrs. Levin, there is a new course this year for grades one to five, the Sequential Computer Education Program. The school's fourteen Apple Computers are used in connection with this program. One additional new course is a reading curriculum for grades one to three.

There are many upcoming events for the Lower School such as Homecoming in which the entire school participates. Other events just for the Lower School include the Fifth grade trip to Echo Hill for the first week in October, and the traditional Fifth grade, Gilman vs. Calvert football game which is played in November.

When you see the progress that the student makes throughout his stay at the Lower School, it makes you wonder about the faculty. Do they feel as though their long hours of labor are worth it, when they see a self-confident student graduate from the Lower School? Mr. Snyder sums this up in a couple sentences. "Speaking for all teachers, I find it very rewarding that we're producing the future members of society." Mr. Snyder, who worked at Westinghouse for eight years, added "Working with students of Gilman's caliber is much more satisfying and enjoyable."

New German Student

Continued from page 1

his American friends can drive; this makes it much easier for him to find a ride.

Tobias must also adjust to the academic pressures associated with Gilman. In Germany, he might take up to 14 courses at a time, but some classes meet only once or twice a week. The classes would meet at various times, depending on the day of the week. This causes nightmares for those who do the schedul-

ing, despite the greatly limited choices a student has. Many students, therefore, end up with schedules almost identical to those of their friends.

Tobias has adapted remarkably well to the vast changes that he has encountered and seems to fit in quite well at Gilman. He looks forward to the challenges that await him, and he is awed by nothing. Nothing, that is, except the prospect of having to read *Hamlet*.



This year, Mr. Campbell is teaching two sections each of United States History and Modern European History. He is coaching Fresh-Soph football

Continued on page 4

SPORTS

On Quest For M.S.A. "A" Title, V. Soccer Upsets 3rd-Ranked Hammond

by Greg Lee

An ancient Roman, famed betrayer of Julius Caesar and eloquent statesman of great renown, Marcus Brutus, once said, according to William Shakespeare, "There is a tide in the affairs of men which, taken at the flood, leads on to fortune..." The Gilman soccer team is attempting to catch that championship wave and so far has proved itself capable of rising to the challenge.

After a mediocre performance at Boys' Latin (Gilman won 2-0), a game which saw numerous penalties and a good deal of friction between the teams, the team traveled to City to play a clearly inferior squad of young, but spirited players. The difference between the two teams was so great that although Gilman was not playing at its best, the final score was 4-0. The next match was against the third-ranked team in the state, Hammond, and was truly to be a test of how good the '84 squad really was. Hammond was supposed to be another of those high and mighty Howard



Tri-captain Sang Cho takes on opposing defender as Harry Halpert watches on.

County soccer machines, and as of the last recent poll before the match Gilman was not only unranked but also not included in the "best of the rest" section. The Monday practice before the big game was particularly an upbeat and sharp one, and a general feeling of excitement and readiness pervaded the

team atmosphere. Each player was incredibly "psyched" and determined to give 110% of himself on the field.

Hammond scored early on in the first half when the referees failed to call time out for an injured Gilman defenseman; Hammond took advantage of the hole left by the downed full-

back and kicked home a goal. The Hammond team had better skills and abilities, but the tide of the game turned when Sang Cho blasted in a goal from outside the eighteen yard box. All the hustling and effort was starting to pay off, as Gilman actually began to dominate the ball. Harry Halpert seemingly had scored on a line drive in the corner of the goal when an obscure and questionable call by a referee negated the goal. Nevertheless, the score at the end of the first half was the Greyhounds one and a much surprised Hammond team one. Gilman came roaring out in the second half especially now that the prospect of victory was even closer. Sang Cho opened the scoring with his second goal of the day, his fourth of the season. With the ever-aggressive defense led by Mitch Caplan and goalie Paul Leand with help from the hustling halfback line of David Grose, Richard Ginsberg and Brent Powell, the Hammond scoring threat was thoroughly stifled. With twenty minutes left to play, Hammond again received

a lucky break when a Gilman player inadvertently touched the ball with his hands in the penalty area. Hammond then easily scored on the ensuing penalty kick and tied the game at 2-2. While both teams were going 100%, Gilman somehow gave just a bit more effort and hustle as they ran to every free ball, aggressively engaged every enemy ball-handler, and went high in the air everytime to head balls. The weary players were bolstered by the much appreciated support of the fans (among whom the encouraging voices of Mr. Pearre, Mr. Swinski, and numerous others could be heard). Late in the game, some of this patented Gilman all-out effort resulted in the game-winning goal. A long cross into the center of the enemy penalty box from a wing fullback was immediately jumped on by two Gilman forwards; Nicky Baldick got a foot on it as it rose from its first bounce and redirected it towards the goal where hustling Mat Taylor booted it home for the score. Gilman had won, 3-2. The match against Hammond

was not even a league game, but its significance cannot be underestimated. Hopefully it will stand as one of the milestones on the path to an M.S.A. "A" Conference Championship. Said Coach Kumar of the game, "I am very proud of this team. I knew deep down inside that we could do it. We just kept hustling to the ball and kept banging away at them. I'm very pleased with today's game." Hammond was a very good team and we all knew it, but to paraphrase another Shakespeare's Roman characters, "We came not to praise Hammond but to bury them."

As a result of Gilman's upset of Hammond, the Greyhounds were ranked sixth in the state. Unfortunately, this tremendous victory was spoiled by a 4-1 loss to archrival Loyola in Gilman's first M.S.A. "A" conference game. Nevertheless, Coach Kumar and the rest of the Varsity squad are very confident that they will quickly rebound to continue its path towards Gilman's first "A" conference title and stay "one step ahead."



Captain Pete Heuisler leads the Cross Country team in a warm up lap.

Cross Country Runs Well

by Josh Ringel

Do you want to know what this year's cross country runners can expect from this season? This answer is pain. Cross country is a hard sport. It is different from soccer or football in that it does not require as much skill or pure strength as these sports. To run Cross Country something else is more important - willpower. Anybody can run cross country, but not any mind. Some runners are "naturally" good, but even for them training is hard, and mental toughness is needed to stretch physical endurance that one step farther.

This year, on both Varsity and Junior Varsity squads, there is a lot of talent and willingness to work. On Varsity, Captain Pete Heuisler, along with Billy Logue and Keefe Clemons, leads the team. All three are top MSA runners, and the nucleus of a powerful and balanced Varsity team. This team includes Sophomore Bruce Taylor, Juniors Craig Johnson, Eric Miller, David Cahn, Seniors Lee Thomsen, Peter Testa, and Anton Vishio. Head Coach Thompson wants to stress running in packs—this way the team could get a lot of runners between the opposing team's fourth and fifth men. (Only the placements of the first five runners on each team count—lowest score winning.) It should be a good year for the Varsity, but it will not be easy as both Loyola and Archbishop Curley have strong, experienced squads.

The Junior Varsity team should also be on their way to a successful season this year, under the "gentle" guidance of

Dr. Thornbery. Four J.V. runners won ribbons at the pre-season Brooklyn Park Invitational meet. This is a good showing, but for the J.V. to have a real chance at beating Loyola, the rest of the squad will have to narrow the gap between themselves and the top four considerably. "At the top" are Charles Edwards (9th), Toby Broadus (11th), Andy Fenselau (9th), and Robby Mockard (10th). If John Shin comes back successfully from his injury, then he could be the fifth man that the team needs.

Both the Junior Varsity and Varsity squads continued to show their talent at the St. Paul's Invitational on a monster of a three mile course. On Varsity, Gilman won by 44 points over its nearest B-Conference competition. Peter Heuisler took first place in a great race, and Billy Logue (fourth), Bruce Taylor (fifth), and Keefe Clemons also ran very well. In the open race, Robbie Mockard was the second finisher and first male finisher in a time of 20:23, with Broadus (fifth), Fenselau (sixth), and Mitch Jenifer (eighth) putting in a strong effort. All in all, the race justified the high expectations of the coaches for their teams.

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Varsity Football Topples Top-Ranked Archbishop Carroll

by David Cahn

Gilman's Varsity football team is off to an outstanding start and shows all the signs of becoming one of the best teams in the school's recent history. Led by an inexperienced but hard-hitting defense, the Hounds have registered one astounding upset and one "resounding rout."

The upset occurred on September 8th against Archbishop Carroll of Washington D.C. Carroll was the mythical Mid-Atlantic Champion in 1983 and was ranked within the Top 25 by *U.S. Today* in their (pre-season) poll. During the first half, Carroll seemed to be living up to their billing as they stifled the Gilman offense completely. However, the Gilman defense, led by David Rody, Greg Gunning, Steve Ciccarone, and Mike Oppenheim, also shut down Carroll. The opposition did score twice in the end zone with 10:11 left for a safety (2 points), and with 30 seconds left in the quarter, Rory Holley fumbled the ball into the hands of Mike Patronick of Carroll, who ran 85 yards for a touchdown. Carroll led 9-0 at the half.

The third quarter produced no scoring, but Gilman finally got rolling in the 4th Quarter. A 21 yard run on 3rd and 7 with 9:59 left by Holley narrowed the gap to 9-6. The defense forced Carroll to punt. A 15-yard Horst to John Watts pass up to the Carroll 19-yard line followed by a 17-yard run by fullback Lamar Smith, set up to one yard plunge by newcomer Andy Dunkedton with 5:40 left to give Gilman a 12-9 lead. A key interception by linebacker Marlon Smith with 1:20 left sealed the victory.

The "resounding rout" occurred on September 14 at home against Northwestern, a team which defeated Gilman in 1983. The Hounds certainly made up for that past defeat, dominating the game on offense and defense, while destroying the Wildcats, 34-0. A 12-yard run by Lamar Smith, a 67-yard dash by Holley, and a one yard plunge by Horst, all in the first quarter, gave the home team a 21-0 advantage by the end of the quarter, and gave some of the reserves a chance to get some playing time. Junior QB Oursler did very well, throwing a touchdown pass to tailback Tony



Lamar Smith on a touchdown run in the game against Northwestern.

Murray, who also scored on a 6-yard run. All in all, Gilman dominated the ballgame, in contrast to the tough game of the Saturday before.

The sad news for the team came on September 21 in the game versus Poly. Although many players were frustrated with their performance after the game, the team did play well; however, on a lucky punt return, the opposition succeeded

in scoring, and that was all that was needed to win the game. The Varsity Football squad remains hopeful that Poly will lose a future game, giving Gilman some help in the quest for the championship.

Thus, the Gilman football team appears to be in good shape for the coming games. They run well, pass well, and have the ability to play a tough game.

Return Of Mr. Campbell

Continued from page 3

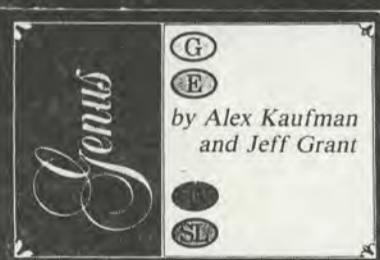
on a Lower Field named after his brother, Tyler Campbell, who died in World War II. In the spring, he expects to help coach J.V. baseball. His responsibilities include being the faculty advisor for the *Gilman News* and serving on the Fourth Form Faculty Committee. Mr. Campbell has enjoyed his year thus far but misses the presence and humor of his good friend, Mr. Charles Gamper.

His impression of Gilman now is that the School has more impact on its students. There is

a greater variety of advanced subjects. The School is far more diversified. As a result, the students are learning not only theoretically through their books but also directly through their daily experiences at school. For Mr. Campbell, Gilman is a school for competent and motivated students who want to be challenged.

One faculty member remarked of Mr. Campbell's return, "It was a loss for the School when he left. His return is a gain (for Gilman) even though it is only for a year."

TRIVIA CORNER



Starting with this issue, we, Jeff Grant and Alex Kaufman, will be bringing you, the reader, Trivia Corner. The Corner is planned to appear in about every other issue of the *Gilman News*, and it will contain, as this one does, questions on various topics in trivia. (The answers will usually be printed in the following issue.) Although the group of questions in this issue is more or less a conglomeration of trivia from different topics, in the future, we hope to have questions on one theme only. In conclusion, if anyone has an idea concerning any questions or themes, they are strongly urged to write it down and put it in the News mailbox. Have fun!

1. What is Wilma Flintstone's maiden name?
2. What is Paul McCartney's middle name?
3. Only school in U.S. named after a baseball player?
4. Name the shuttlecraft of the U.S.S. Enterprise on Star Trek. Extra Credit: Name it's serial number.
5. Name the only Jackson brother not on tour with the Victory Tour. Extra Credit: Name the three Jackson sisters.
6. Where will you be "Where everybody knows your name, and they're always glad you came"?
7. Who was president of the Delta Tau Chi fraternity in *Animal House*?
8. What was the original title of *Yesterday* by Lennon and McCartney?
9. Name the person who says, "Outside the street's on fire, in a real death waltz between what's flesh and what's fantasy."
10. How many licks does it take to get the tootsie roll center of a tootsie pop?—according to Professor Owl.

GILMAN SCHOOL
5407 Roland Avenue
Baltimore, Md. 21210

THE GILMAN NEWS



Tobias Urban Joins Seniors, Experiences Life In America



Tobias Urban, a student from Germany, joins the Senior class for the 1984-85 school year.

by Steve Howard

The new face in this year's Senior class is that of Tobias (pronounced To-bē-es) Urban. Tobias, a native of Ganting, West Germany, has been living with the Donahue family in Guilford since July 25. Instead of participating in the American Field Service program (AFS) Tobias, with the help of his parents, arranged his year-long stay privately. Since his father has extensive business dealings in Baltimore, the arrangements were easier than usual to initiate.

Tobias says that his biggest problem other than the language barrier is Mr. Neale's U.S. History course. In addition to this, Tobias is

taking Physics, Calculus, Industrial Arts, and English. He is also a great addition to the fourth year German class at B.M.S. "There is very much studying at Gilman," stated the 17 year old German, as he explained that the average student at his school in Germany does about one hours worth of homework a day. The worst part of Gilman, according to Tobias, is not the homework, but the long school day. "In Germany," said Tobias, "we usually leave school by 2:00 p.m."

The shortened school day, however, comes at the expense of athletics. Tobias is used to having sports once a week, so the twice-daily summer activities were quite a shock. Tobias, a Varsity halfback, showed his dedication to soccer by being at practice since August 20. Soccer is not, however, the only sport that he likes. A beginner of golf, he says he will do his best to improve while in the U.S. He attributes his lack of experience in golf to the high cost of membership in a golf club and the lack of public golf courses in Germany. Tobias also enjoys watching football on T.V., and he has attended three Orioles games.

The German said that American food is not as good as that of his home land, despite the fact that he refused to taste one of Baltimore's most traditional foods. After turning down a hard-shelled crab, Tobias was heard to say, "in Germany, we have nothing so uncivilized (as a crabfeast)." However, the different language and food is all that he is unaccustomed to. Since Germans must be 18 in order to get a driver's license, Tobias and his German friends can't drive. He is glad, however, that many of

Continued on page 3

The "Circus": A Change For 1984

The Gilman Circus, an annual Fall event for the past fifty years, will not be held in 1984. This decision, arrived at by faculty and administration after much deliberation, was the consequence of declining student participation, emergence of other school events, and limited financial return. In the past, the Circus was an important occasion for the entire Gilman community, but more recently the responsibilities and leadership have disproportionately fallen on the backs of a few. However, the positive aspects of the Circus will not be disregarded, and there are plans underway to incorporate activities long connected with the Circus into other school events, such as Homecoming and Family Day.

The first Circus, held in the 30's, was initiated to involve Gilman students in a productive activity, rather than allowing their energies to be spent on Halloween pranks. Then the Circus evolved into a unifying community project as well as a successful fundraiser for the school. Students and families of the 1950's and 60's remember the Circus at its zenith, and recall "how wall-to-wall people" filled the gym as late as 11 p.m., reluctant to bring the circus to a close.

Then, the Circus began to change. Expanded school activities, increased costs, and changes in family and community patterns diminished the viability of the event. Mr. Finney commented, "The quality of the concessions had fallen off over the past decade because prizes and materials became more expensive. Also a decrease in student participation took place, as upperclassman found it difficult to devote the time and leadership necessary for the Circus." Mr. Finney concluded, "If this event is thrust on the backs of others, then it has outlived its time."

Attempts to revitalize the Circus through the use of mechanical rides, better food, fireworks and an outdoor tent, failed to correct the essential problems. When commenting on last year's Circus, Mr. Fin-

ney said, "We band-aided the Circus. We did not address the lack of student involvement."

In spite of two Senior summer meetings, where options for maintaining the original circus format were discussed, the Senior class learned early in the school year that the decision to disband the traditional October Circus was final. As expected, some students were disappointed by this decision, and gave vent to their feelings in a class form meeting. Ray Harris, president of the Upper School, said, "I can understand the rationale, but I feel that the student body should have been asked how they felt earlier than they were." Mr. Finney assured the class that in the future the school will make an effort to consult the students before making certain decisions.

Plans are underway to enrich Homecoming and Family Day with some of the features that were part of the Circus. Mr. Peterson, former co-chairman of the Circus, wishes to see Lower, Middle and Upper Schools maintain their own booths during Homecoming.

However, Family Day, for which there will be more time to prepare meaningful activities, will undergo the largest addition in agenda. Ray Harris also wishes to create a spring festival in March, independent of the other two events.

The decision not to hold a circus this year in October is final. It is now up to the students, faculty, and school community to turn their energies to making Homecoming and Family Day a success.

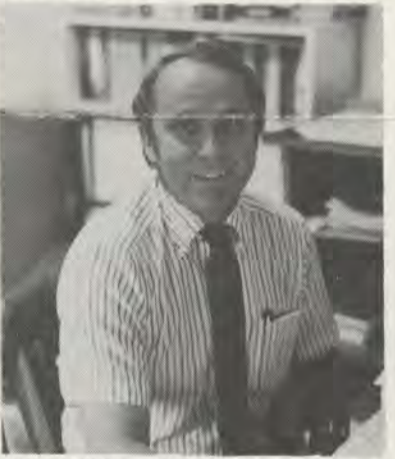
Former Administrator, Teacher, Mr. Campbell Returns To Gilman

by Mark Svolos

Characterized by a fellow faculty member as outgoing, amiable, willing to listen, dependable, and a good ambassador for the School, Mr. William B. Campbell is teaching Upper School history for one year in place of Mr. Charles Fletcher, who is on leave of absence in Africa. Mr. Campbell is not a new face in the Gilman community. His associations with the School go back more than forty years.

Born in Baltimore, Mr. Campbell attended Gilman for twelve years. While at Gilman, Mr. Campbell played on three varsity teams: football, basketball, and baseball. After he graduated, he went on to Princeton, where he majored in economics. At Princeton, he participated in one hundred fifty-pound football and Varsity lacrosse.

Upon graduating from Princeton, Mr. Campbell joined the Marine Corps. He was stationed in Japan for two years. In connection with his service in the Marine Corps, Mr. Campbell remarked, "One of the problems with coming out of



Mr. William Campbell of the history department rejoins the faculty this year as a temporary replacement for Mr. Charles Fletcher.

college is not knowing exactly what to do; the Marine Corps gave me two years to think." At the conclusion of his military service, Mr. Campbell returned to Baltimore. He married and started to work in a family business.

Soon thereafter, at the urging of his Uncle, Mr. Edward T. Russell, a Gilman teacher and administrator, Mr. Campbell began to think seriously about becoming an educator. He felt

Continued on page 3

Sandy Carroll Visits Iceland

by Sandy Carroll

It was lift-off. The plane gently ascended to the sky, pulling away from Iceland, a country which I had called my home for two months. It was a very sentimental time. Yet, as I recalled my experiences during my AFS trip to that small, but fascinating country, I realized that that summer was one of the best of my life.

It all started on a chilly day in October. I was reading the bulletin board when something caught my eye. A small notice, posted by Mr. Carr, Gilman's AFS chapter representative, asked if anyone might be interested in participating in the AFS summer program. I answered the notice almost out of impulse. It was strange that I an-

swered it so quickly, but as I look back, I'm glad I did.

The AFS process can be rather boring because one has to do a lot of paperwork and have a couple of interviews. However, all of this is nothing compared to that which one gets out of the AFS experience. The whole process starts in early October when you write an essay for your AFS chapter and have an interview with a couple members of the chapter's committee. Gilman itself is an AFS chapter because it has hosted year-program students.

Once you are accepted by the chapter, the paperwork is all thrown at you. You have to fill out a form about yourself which contains an essay. There are al-

Continued on page 2



Senior Sandy Carroll standing in front of the Leif Erickson Memorial in Iceland.

National Merit Scholars Announced

Again Gilman has excelled in the Merit Scholarship Program, with thirteen Gilman students reaching Semi-Finalist status in the competition. These students, Andrew Bal-four, Jon Cordish, Rushika Fernandopulle, J.B. Harlan, Steve Howard, Chris Jones, Pragathi Katta, Phil Koh, Robert Landon, Paul Mezey, Ben Miller, Peter Testa, and Anton Vishio, represent one fourth of the entire city's total. Based on the performance on the PSAT exams, the top one half of one percent of high school seniors receive this honor.

Maryland's cut-off index this year was the highest in the country. It is compiled by doubling the verbal score, then adding that to the math score. The students at Gilman having qualified, will now vie for the substantial scholarships offered by the Merit Scholarship Program.

Later, seventeen Gilmanites were named Commended Students. They

News Briefs:

are John Angelos, Edward Barker, David Cook, Jay Davidson, Tim Jones, Kenneth Kang, Richard Kang, Langdon Lawrence, Jaan Naktin, Michael Oppenheim, David Rody, Leon Sachs, Doug Schmidt, Laurence Thomsen, David Treadwell, Joseph Walker, and Jonathan Watts. Although the Commended Scholars do not compete for any scholarship, their scores were among the highest in the country.

Seniors Hold Meetings During Summer

On August 29 and September 4, two meetings of the Senior class were held at the Headmaster's house under the leadership of class president Ray Harris. Many issues dealing with the Senior class were discussed from the new Senior Room policy to the new grading

system (separate cumulative grades for the two semesters with a final grade for the whole year) to the "Senior Snooze" proposal, allowing Seniors to come to school late on days when they do not have a first period class. The class issued proposals concerning college visits, and they were informed on the new A.P. policy—that a student is exempt from classes only if the exam is in the afternoon. However, most of the discussion centered on the Senior class surprising support of the Circus. Attendance was very good, with almost the entire class coming to at least one meeting.

Mr. Christ Studies In England

This past summer, Mr. Christ, our college counselor and English teacher, travelled to England to

study at the Cambridge University. This summer program was sponsored by the Humanities Institute, and it consisted of a three and one half week course entitled, "Feminine Sensibility and the English Novel" which studied closely some prominent English women writers such as Jane Austen and George Eliot. In addition to learning about English novels, Mr. Christ was able to meet a lot of other teachers and share ideas about ways of teaching. Most of the people in his class came from all parts of the United States and were from public schools.

Since the course only met from Monday to Thursday, Mr. Christ spent the weekends touring the sights in England. He visited London and Yorkshire where he toured many museums and cathedrals. On the whole, Mr. Christ said, "It was a fantastic experience which consisted of recreation and travel in addition to learning more about English novels."

INSIDE THIS ISSUE:

- **Faculty Viewpoint:** Mr. Christian of the English Department writes about a new viewpoint on college studies which he discovered when taking courses at St. John's College in Annapolis Page 2
- **The Jacksons:** One Upper School student writes about his experiences both at the concert and waiting long hours in line. Page 3
- **Middle and Lower Schools:** New teachers are welcomed and new events are in order for the future as the Middle and Lower Schools start their year. Page 3
- **Trivia Corner:** A new feature makes its debut in this issue; try to guess the answers to some pretty tough questions! Page 4
- **Sports:** Articles on both the incredible Archbishop Carroll football game and the Varsity soccer team's past and future. Page 4

EDITORIALS

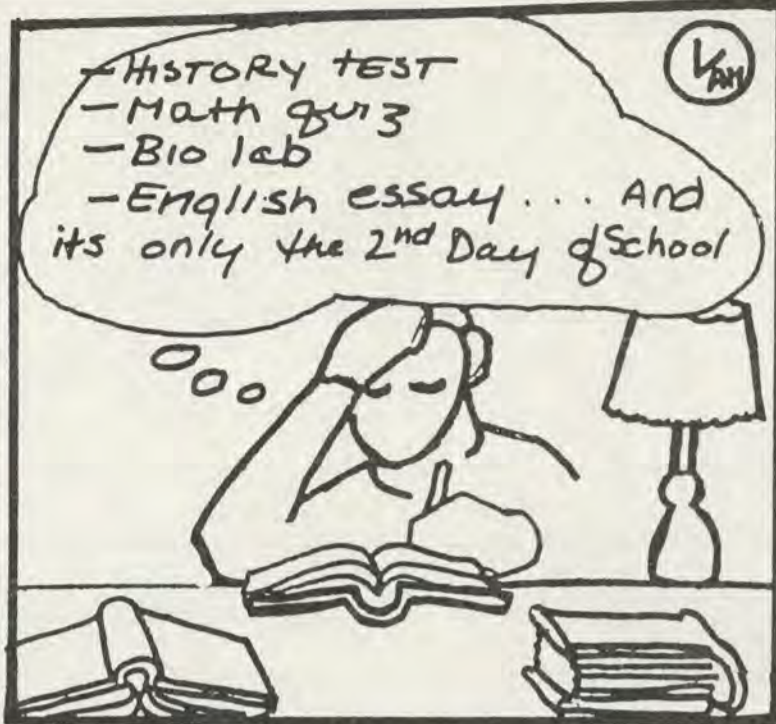
Lively Articles, Exciting Themes Among Goals Of 84-85 News Staff

At the beginning of each year, the staff of the *News* announces its goals and how it will make the newspaper a better source of information for the Gilman community. We, the 1984-1985 staff are no different. Last year, several major "exterior" changes were made; the size of the paper was enlarged, the type size was increased, and experiments with new, innovative layout designs were performed. These changes have given the *News* a more professional look, while making it more readable. Also, last year's staff worked on a few "interior" changes which included new features articles such as a "Reviews" section, the *News Remembers* series, and the addition of the Faculty Viewpoint column. This year's staff would like to continue to work on these types of changes because new, exciting ideas make a newspaper more interesting and fun to read.

Already, there has been an almost unnoticeable change in the *News*: the staff has been somewhat reorganized. This year, unlike the recent past, there is only one Editor-in-Chief. Presiding over the staff and reporters, the Editor is ably aided by two Managing Editors. Ken Kang, the Text-Managing Editor, is in charge of assigning articles and organizing the reporters, acting as a liaison between them and the rest of the staff. Joey Ortiz is the Layout-Managing Editor, and he directs where and how articles, titles, and pictures are positioned. The responsibilities of the News Editor and Features Editor have been changed to include more interaction with reporters, and the Typing Editor, a new position for this year, directs the typing of every article. Finally, Mr. William Campbell of the history department has joined the *News* as faculty advisor, assisting in the editing of articles and the organization of the entire paper.

Foremost on our list of proposed changes for the coming year is the addition of more "lively" and "exciting" articles in the features section of the *News*. For example, "Trivia Corner" is making its debut this issue and will appear many more times as the year goes on. We are also planning to devote the entire page of an upcoming issue to some pertinent topic of interest to students, such as the coming Presidential election or career opportunities. This page is to contain articles expressing various viewpoints and opinions and perhaps a student/faculty poll. Another of our top priorities is to use the *News* to aid in the communication of information and interesting events between members of the Upper, Middle, and Lower Schools as well as keeping readers up to date on Student Council and other club activities. Finally, without sacrificing quality, we would like to increase our frequency of publication, as this would present news to readers as soon as possible - an obvious advantage.

Those who read the *News* should realize above all else that this newspaper is *their* newspaper. If a student has any ideas about article topics or themes for upcoming issues, he is strongly urged to write it down and place it in the *News* mailbox, and faculty members are invited to do the same. The newspaper works much like any other school club or council - it can only succeed with the concern and support of the student body.



Renovated Lounge, Privileges Greet Seniors At Onset Of Year

Less than a year ago, the Junior-Senior lounge was closed due to the unfortunate destruction of furniture, the apathy of certain students, and the constant violation of the rules of the room. The situation was then exacerbated by the reluctance of most students to pay the school for damages and the lack of student initiative to repair and renovate the lounge (although some individuals did contribute extensively to these ends a much larger majority of students did not.) Thus, it surprised many students to find out at the beginning of this school year that the lounge would be re-opened with a few changes in effect. First of all, the lounge was renamed the "Senior Lounge" and, obviously, retained exclusively for Gilman Seniors. Secondly, Senior lockers were installed in the lounge. Finally, last year's rules were mitigated so that eating is now permitted in the room with the condition of maintaining cleanliness. These new conditions for the Senior lounge have thus far been a viable solution for the lounge in the eyes of both students and administrators.

The major problem of last year's lounge was that it was frequented predominantly by certain "cliques" or groups of people. This tended to scare other students away or at least make the prospect of going there seem undesirable. The lockers in the lounge seem to be the answer to this problem of "cliques." It forces all Seniors to go to the lounge for books while also encouraging the use of the couches and tables by virtue of their presence and proximity to the lockers. As a result, different people or groups of people are given legitimate access to the lounge without being alienated from its use by others. The use of the Senior lounge is also encouraged by the new rule permitting food in the room. It not only provides a convenient lunch area for Seniors but also a nicer, more relaxed setting than the Kelly Center.

The creation of a room exclusively for Seniors also has many advantages. First of all, if the lounge were opened to both Juniors and Seniors only a few Juniors would actually use the room. There are two reasons for this. First, the room would be predominantly filled with Seniors because of their lockers, and a Junior might feel uneasy or intimidated in such a place unless he is "in" or good friends with many Seniors. Second, the room would be much too crowded with both Seniors and Juniors in there because of the space taken up by the new lockers, the limited number of couches and chairs, and the already cramped space available for Seniors alone. Thus, only a fraction of these students would be able to use the lounge at one time meaning that someone would have to be pushed out by the crowd. Obviously, the Seniors would be given priority and the Juniors would be the odd-men out. The creation of a Senior room adds one other dimension to the Upper School. It introduces another Senior privilege for Underclassmen to look forward to and for Seniors to cherish. Also, since Seniors may now look at the lounge as a "room of their own" they should feel more privileged to have it and, thus, take more steps in preserving this privilege.

In conclusion, the administration's decision to keep the Junior-Senior lounge and turn it into the Senior lounge has been a wise one. The addition of lockers to the room has created an incentive for a more diverse group of people to congregate in the lounge and, thus, combat its dominance by one specific "clique." The idea of the room as a place for Seniors only also solved the problems of space and the alienation of some Juniors from the room and also makes the room a place for Seniors to take pride in. Not surprisingly, this pride is shown in the relative neatness and organization of the room which has been maintained by the Seniors thus far. In addition, a more diversified group in the lounge also serves as a deterrent to misbehavior in the room which resulted in broken furniture last year. Although the administration is not in the position to take away the lounge because of the lockers situated there, it is a remarkable message from them on their willingness to "go all or nothing" for students and to challenge us with a responsibility we must meet head on or not at all. Seniors and future Seniors must realize this and strive even harder to "keep the Senior room beautiful."

FACULTY VIEWPOINT

New Outlook On Learning Discovered At St. John's

Two summers ago I had the opportunity to attend St. John's College in Annapolis, Maryland. I think we may be able to learn something from their attitude about education.

At St. John's one gets introduced to the great literature of the Western world. Education is, at its most basic level, the pursuit of *relationships* between students and these works. One does not read about Shakespeare nor about Milton; one reads *King Lear* and one reads *Paradise Lost*. This is also true in the science and mathematics areas as well. It is often quipped that St. John's student reinvents the wheel each term. What results from these relationships is two-fold: 1) the student's world simply gets bigger, and 2) the student learns to think for himself/herself and *not* depend on secondary commentaries to do the work.

I am reminded of the value of this kind of attitude whenever I get the sense around school that academic paranoia has set in. The symptoms of this ailment manifest themselves in two ways: 1) In characteristic Gilman fashion the question "Yea but, Sir, how much will this count?" echoes in the hallways, and 2) Room 310 is littered with *Cliff Notes on Julius Caesar* and *A Tale of Two Cities*. Depending on such secondary aids is analogous to a person who believes that he doesn't need to see the Rocky Mountains after reading about them in a travel brochure. Embracing the "education as relationship"



by Mr. Christian

frame of mind may help thwart some of this academic anxiety. A number of positive things could result. Teachers could be seen simply as older students trying to build relationships with the great authors. Euclid, Melville, and Locke could do the teaching, allowing the students as well as the teachers to learn together. Also, this attitude could alleviate some of the pressure on Seniors concerning college decisions. *Where* one went to college could cease to be such a pressing issue. Shakespeare is alive and well in Oskaloosa, Iowa as well as Princeton, New Jersey.

A professor of mine in college once told me that my education would actually begin as soon as I realized that the history of literature is the history of one grand conversation. The truth of this hits me everytime I pick up a new book and find another allusion to Dante's *Divine Comedy*. So, in conclusion, keep the dialogue going!

Carroll Visits Iceland With AFS

Continued from page 1

so a few forms for your parents to fill out. At the outset, this seem to be nothing; however, it is done in quadruplicate. Also, all of this has to be done by the end of October. A strange feeling came over me as I handed the completed forms to Mr. Carr to deliver to the regional head. It was as if I was entrusting myself with Mr. Carr and those papers.

The next step is a very important one. It is the regional interviews. This is when you have to talk about yourself with a group of three to five complete strangers. The questions range from "What foods do you like?" to "What would you do in this situation?" In the end, I believe my interview was very successful.

After the interview in mid-November, there is the waiting, waiting for your status, guaranteed or waiting list, then comes the wait for your country (mine was Iceland) and your host-family papers. For me the fact that I got Iceland was a surprise because I had asked for Scandinavia (Norway or Sweden) or Greece. Before AFS, I had known very little about Iceland, but through research, I found out a lot. By mid-May, the family papers came. I was to spend my summer vacation with a large family on a farm in southwest Iceland.

I left for New York on June 20, to C.W. Post, a college on

Long Island where everyone has a brief orientation. Then it was off to Iceland. There were 30 Americans (which is a small group) who went there. When we arrived at our destination, we were met by former AFS year students who came to the United States. They took us to a school in a fishing town called Hæfnarfjör nr which is about 20km outside of Reykjavik, the capital. Here we had a brief orientation where we were taught some simple Icelandic phrases and Icelandic customs. Next, we met our host-families.

My family came to pick me up because they lived only about 60km from Reykjavik outside a small town named Selfoss. I was to spend two months on a farm which had cattle and chickens. When I got my family papers, I thought that I was not going to have a fun time, but I was wrong. I had the time of my life. The family did a lot of manual labor and so did I. Yet, the work was nothing because I met some friends whom I will never forget.

There were times when I had some trouble communicating with my family, but I always managed to solve the problems and come out feeling relieved. On the whole, I feel I profited from AFS because I believe that I really experienced a foreign culture first hand and got to know that culture and its people.

Correction

Several dates were reported incorrectly in the "Year in Preview" article in the September 6 issue of the *News*. Homecoming will be held on October 20 with Varsity football opposing Mt. St. Joe. (There will not be a soccer homecoming.) The Mountcastle Lecture will take place on November 29. Also, semester exams are to be held from January 17 to 22 with school closing February 18 for Washington's birthday. The *News* regrets any inconvenience.

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MIDDLE SCHOOL

Middle School Looks To Upcoming Events, Few Changes

by Andrew Layton

The new school year for the Middle School has arrived with few changes, but with lots of excitement. With the Superteams and the fall athletic season on the horizon, the year will most certainly set off to a fast start.

Over the summer there have been four acquisitions made to the faculty. Mr. John Foreman, a graduate from Morgan State University, who has earned his Bachelor and Master degrees in Physical Education, will teach seventh grade science as well as become the new Middle School Athletic Coordinator. He comes to us after having taught for nine years at both Northern High School and Severn School. Mr. Webb Johnson, a graduate from Lehigh University, has been brought in to replace Mrs. Jackie Whiteley (who has since taken her services to McDonogh) in the Mathematics Department. Mr. Johnson has previously served for ten years at Mercersburg Academy. Mr. Carter Knipp, who earned his

Bachelor's degree at Colby College, has replaced his brother Mr. Howdy Knipp, in the Science Department. Mr. Knipp has previously worked for one year at Severn School. Finally, Mr. David Mason, who was discussed in the previous edition of *The News*, has become the third Cooper Fellow, will teach seventh grade English and will coach wrestling in the Middle School.

In the upcoming events for the start of the year, Superteams will once again reign as a primary source of excitement for the fall season. Although it has encountered a few twists which have yet to be disclosed, the homeroom versus homeroom format will remain as it has in years past. Another upcoming event will be Field Day in which all three grades from Gilman, Roland Park, and Bryn Mawr will gather together for both athletic and social activities for an entire afternoon. Mini Week, which also has been coordinated with both Roland



Mr. Carter Knipp (left) teaches Middle School Science, and Mr. Webb Johnson (right) teaches math.

Park and Bryn Mawr, will once again play an integral part in the school year. With Mrs. Edie Garrett leading the way, this event has become much more organized than in past years and

will attempt to have diversified a program as possible. Once again preparations are underway for trips to Paris and the Everglades. A week of touring Washington and an outdoor learning center are also in this year's Mini-Week plans.

Incredible Sights, Sounds Make "Victory" Tour Exciting

by Teddy Winstead

After nearly eighteen hours of waiting, we came up with fifteenth row seats on the floor at R.F.K. Stadium to see the show. It was well worth the wait to be able to see the Jacksons' "Victory" Tour—one of the most incredible things ever seen or heard.

Camping out on Howard Street next to the Civic Center was an experience in itself. With radios blasting, Michael look-alikes dancing, and very friendly people overflowing with enthusiasm, we managed to get a couple hours of sleep. But at 7:00am, everyone packed up their chairs, blankets, and sleeping bags and pushed towards the door. Then, at 9:00am, everyone went crazy. People cried, screamed, and danced when they finally got their tickets.

After two more weeks of waiting, the day arrived. The skies were clear as 44,000 concert-goers packed into R.F.K. Stadium. The Jacksons' new "Torture" video was shown on the large screen above the stage, and Jackie Jackson stepped on stage before the lights went out.

A deafening roar arose from the crowd as five ten foot monsters walked to the front of the gigantic stage. One of the Jacksons appeared and slew the beasts with a sword he pulled from a stone. Then, in an array of lasers, lights, smoke, and synthesizers, the Jacksons came

up from below the stage. The crowd could not believe it. A girl behind me nearly fainted and was crying for the first ten minutes.

We were given what we were promised. The show was an extravaganza well worth the thirty dollar prices. They played straight for about ten minutes, ending with spectacular fireworks.

Michael was obviously the star, but Jermaine's "Dynamite" and "Let's Get Serious" really moved the crowd. Michael's dancing was unbelievable. He was always perfect and at times, inhuman. He gave the crowd moonwalks one would have to see to believe. "Heartbreak Hotel," "She's Out of my Life," and "I'll Be There" were standouts, but all the songs received immense enthusiasm and energy. "Beat It" and "Billie Jean" were absolutely tremendous. Michael and Marlon danced together as one in some incredible dancing moves during these songs. They finished with a lengthy version of "Shake Your Body," and the audience was captivated waving arms in the air.

One cannot say enough about the concert. The music, dancing, lights, sound, fireworks, lasers, and audience made it the most amazing performance I have ever experienced. You have to see it to believe it, but let's hope there is a video!

LOWER SCHOOL

New Teachers Greet Lower Schoolers

by Will Gould

When you walk down the Lower School halls, you see here, a future Varsity linebacker, there, a student council member, and possibly a prefect or two. These are the future leaders in the years to come. The Lower School is where it all begins, where the foundation is laid out on which students will build. Richard Snyder, Head of the Lower School, believes in this idea of training Lower Schoolers to be Upper-Classmen, but he is more concerned with what lies beyond. "While one of our goals is certainly to prepare them to lead the Upper School, we are more interested in preparing them to be leaders of society." He went on to say, "But they have to learn to master themselves, to get control of themselves before they can lead others."

One thing that is readily apparent in a brief visit to the Lower School is the eagerness and desire to be in the classroom, or out on the playground, either learning from the teacher or enjoying recess. "There is no question that Lower Schoolers have more desire in every environment", commented Mr. Snyder. "They have more natural enthusiasm and are more excited to learn and to do." When you see this enthusiasm, as well as the obvious time and care spent by the teachers, you wonder if perhaps these years are more important than later education. About this, there is no doubt in Mr. Snyder's mind. "Unquestionably, the early years are crucial in a



Ms. Wicks McCall is one of the new teachers in the Lower School; she teaches reading part time.

person's education. These are the years when a student develops his study habits, his attitudes, and his skills that provide a foundation for future learning."

In addition to a number of new students, there are three new faces on the faculty this year. Jacqueline Erskine is teaching science and reading, and is assisting in the Character Development Program, (previously called the Gilman Experience). Ms. Erskine has already done some work for the Middle School, teaching the Talk I course. Ms. Erskine, a graduate of Western High School in Baltimore, went to Towson University, and has worked for Planned Parenthood. Before the job, she worked with Multi-handicapped persons. Wicks McCall is a part time reading teacher, and Karen Levin is the new computer coordinator as well as a teacher of Math and Language Arts. Mrs. Levin graduated from American University

with a B.A. in Elementary Education. Her previous experience includes teaching at Trinity School and the Chapin School in Princeton. Under Mrs. Levin, there is a new course this year for grades one to five, the Sequential Computer Education Program. The school's fourteen Apple Computers are used in connection with this program. One additional new course is a reading curriculum for grades one to three.

There are many upcoming events for the Lower School such as Homecoming in which the entire school participates. Other events just for the Lower School include the Fifth grade trip to Echo Hill for the first week in October, and the traditional Fifth grade, Gilman vs. Calvert football game which is played in November.

When you see the progress that the student makes throughout his stay at the Lower School, it makes you wonder about the faculty. Do they feel as though their long hours of labor are worth it, when they see a self-confident student graduate from the Lower School? Mr. Snyder sums this up in a couple sentences. "Speaking for all teachers, I find it very rewarding that we're producing the future members of society." Mr. Snyder, who worked at Westinghouse for eight years, added "Working with students of Gilman's caliber is much more satisfying and enjoyable."

In looking ahead through the first semester, Mr. Killebrew, head of the Middle School, said that he hoped that the Upper School and the Middle School would become more unified. An example of this would be having more Upper Schoolers come down and help tutor those Middle Schoolers who need academic assistance. Mr. Killebrew also said that he is happy that the years of constant change have finally come to end and that everything has finally settled down. When posed the question of what new ideas he had for continuing the constant upgrading of the Middle School, he responded that he would like to increase the effectiveness of the classroom by having more interaction between the faculty in which various effective teaching techniques can be shared between members of different courses and by observing other teachers from other schools. Another idea would be to continue having teachers work more and more with computers.

Return Of Mr. Campbell To Gilman

Continued from page 1

that teaching would give him opportunities to have some influence on the future. Mr. Campbell asked then Headmaster Mr. Henry Callard for advice, and Mr. Callard convinced him to teach at Gilman.

Mr. Campbell started to instruct at Gilman in the fall of 1961 and remained at the School until 1974. During this period Mr. Campbell distinguished himself as a dedicated administrator, a respected and well-liked teacher, and a highly successful coach. At first he taught geography to seventh graders and United States History to Juniors. He coached Junior Varsity football, Junior Varsity baseball, and later varsity baseball. Early on, Mr. Campbell was interested in getting students involved in community service. He administered the Hospital Project, which placed students in volunteer positions at hospitals.

As his teaching career progressed, Mr. Campbell became more involved in administration and taught less. He helped initiate many changes that ushered in a new era at Gilman. In 1967, Mr. Campbell, along with Mr. Finney, co-founded the the Upward Bound Program and con-

tinued as director until Mr. William Greene took over in 1969. He served as the Director of Admissions for the Upper and Middle Schools from 1969 until his departure in 1974. He was instrumental in changing the character of the School through his early interest in making Gilman a community school with a diversified student body and faculty.

During the late 1960's and early 1970's, Mr. Campbell served as the Executive Secretary for the Trustees-Faculty Long Range Planning Committee, which planned for and oversaw the School's expansion in the early 1970's. As Director of Admissions during this period, Mr. Campbell forwarded the diversification of the School racially, economically, and ethnically. Gilman's diversification moved from tokenism to a more meaningful integration. Mr. Campbell also served as Dean of Students and, from 1972 to 1974, as Assistant Headmaster for Academic Affairs. With fellow faculty member Mr. Meredith Reese, he brought the six-day cycle to the Upper School. Under this cycle system, the School was and still is able to offer a wider variety of courses.

Art, music, and religion were expanded in the curriculum. Coordination with Bryn Mawr started the following year. Mr. Campbell helped to make the school progressive and, at the same time, to maintain its high academic standards.

In 1974, Mr. Campbell decided that he needed a change of experience. He moved to Portland, Oregon, where he taught history in the public school system. In connection with this change, Mr. Campbell stated, "I have a strong commitment to public schools. The greater problems in education today are there." Last December, upon his return from a rail trip through Europe, the Soviet Union, and China, Mr. Campbell heard of Mr. Pletcher's upcoming leave of absence. He wrote Mr. Finney, expressing an interest in filling in for Mr. Pletcher for the year. Mr. Finney, of course, was delighted that Mr. Campbell was available and interested.

This year, Mr. Campbell is teaching two sections each of United States History and Modern European History. He is coaching Fresh-Soph football

Continued on page 4



New German Student

Continued from page 1

his American friends can drive; this makes it much easier for him to find a ride.

Tobias must also adjust to the academic pressures associated with Gilman. In Germany, he might take up to 14 courses at a time, but some classes meet only once or twice a week. The classes would meet at various times, depending on the day of the week. This causes nightmares for those who do the schedul-

ing, despite the greatly limited choices a student has. Many students, therefore, end up with schedules almost identical to those of their friends.

Tobias has adapted remarkably well to the vast changes that he has encountered and seems to fit in quite well at Gilman. He looks forward to the challenges that await him, and he is awed by nothing. Nothing, that is, except the prospect of having to read *Hamlet*.

SPORTS

On Quest For M.S.A. "A" Title, V. Soccer Upsets 3rd-Ranked Hammond

by Greg Lee

An ancient Roman, famed betrayer of Julius Caesar and eloquent statesman of great renown, Marcus Brutus, once said, according to William Shakespeare, "There is a tide in the affairs of men which, taken at the flood, leads on to fortune..." The Gilman soccer team is attempting to catch that championship wave and so far has proved itself capable of rising to the challenge.

After a mediocre performance at Boys' Latin (Gilman won 2-0), a game which saw numerous penalties and a good deal of friction between the teams, the team traveled to City to play a clearly inferior squad of young, but spirited players. The difference between the two teams was so great that although Gilman was not playing at its best, the final score was 4-0. The next match was against the third-ranked team in the state, Hammond, and was truly to be a test of how good the '84 squad really was. Hammond was supposed to be another of those high and mighty Howard



Tri-captain Sang Cho takes on opposing defender as Harry Halpert watches on.

County soccer machines, and as of the last recent poll before the match Gilman was not only unranked but also not included in the "best of the rest" section. The Monday practice before the big game was particularly an upbeat and sharp one, and a general feeling of excitement and readiness pervaded the

team atmosphere. Each player was incredibly "psyched" and determined to give 110% of himself on the field.

Hammond scored early on in the first half when the referees failed to call time out for an injured Gilman defenseman; Hammond took advantage of the hole left by the downed full-

back and kicked home a goal. The Hammond team had better skills and abilities, but the tide of the game turned when Sang Cho blasted in a goal from outside the eighteen yard box. All the hustling and effort was starting to pay off, as Gilman actually began to dominate the ball. Harry Halpert seemingly had scored on a line drive in the corner of the goal when an obscure and questionable call by a referee negated the goal. Nevertheless, the score at the end of the first half was the Greyhounds one and a much surprised Hammond team one. Gilman came roaring out in the second half especially now that the prospect of victory was even closer. Sang Cho opened the scoring with his second goal of the day, his fourth of the season. With the ever-aggressive defense led by Mitch Caplan and goalie Paul Leand with help from the hustling halfback line of David Grose, Richard Ginsberg and Brent Powell, the Hammond scoring threat was thoroughly stifled. With twenty minutes left to play, Hammond again received

a lucky break when a Gilman player inadvertently touched the ball with his hands in the penalty area. Hammond then easily scored on the ensuing penalty kick and tied the game at 2-2. While both teams were going 100%, Gilman somehow gave just a bit more effort and hustle as they ran to every free ball, aggressively engaged every enemy ball-handler, and went high in the air everytime to head balls. The weary players were bolstered by the much appreciated support of the fans (among whom the encouraging voices of Mr. Pearre, Mr. Swinski, and numerous others could be heard). Late in the game, some of this patented Gilman all-out effort resulted in the game-winning goal. A long cross into the center of the enemy penalty box from a wing fullback was immediately jumped on by two Gilman forwards; Nicky Baldick got a foot on it as it rose from its first bounce and redirected it towards the goal where hustling Mat Taylor booted it home for the score. Gilman had won, 3-2. The match against Hammond

was not even a league game, but its significance cannot be underestimated. Hopefully it will stand as one of the milestones on the path to an M.S.A. "A" Conference Championship. Said Coach Kumar of the game, "I am very proud of this team. I knew deep down inside that we could do it. We just kept hustling to the ball and kept banging away at them. I'm very pleased with today's game." Hammond was a very good team and we all knew it, but to paraphrase another Shakespeare's Roman characters, "We came not to praise Hammond but to bury them."

As a result of Gilman's upset of Hammond, the Greyhounds were ranked sixth in the state. Unfortunately, this tremendous victory was spoiled by a 4-1 loss to archrival Loyola in Gilman's first M.S.A. "A" conference game. Nevertheless, Coach Kumar and the rest of the Varsity squad are very confident that they will quickly rebound to continue its path towards Gilman's first "A" conference title and stay "one step ahead."



Captain Pete Heuisler leads the Cross Country team in a warm up lap.

Cross Country Runs Well

by Josh Ringel

Do you want to know what this year's cross country runners can expect from this season? This answer is pain. Cross country is a hard sport. It is different from soccer or football in that it does not require as much skill or pure strength as these sports. To run Cross Country something else is more important - willpower. Anybody can run cross country, but not any mind. Some runners are "naturally" good, but even for them training is hard, and mental toughness is needed to stretch physical endurance that one step farther.

This year, on both Varsity and Junior Varsity squads, there is a lot of talent and willingness to work. On Varsity, Captain Pete Heuisler, along with Billy Logue and Keefe Clemons, leads the team. All three are top MSA runners, and the nucleus of a powerful and balanced Varsity team. This team includes Sophomore Bruce Taylor, Juniors Craig Johnson, Eric Miller, David Cahn, Seniors Lee Thomsen, Peter Testa, and Anton Vishio. Head Coach Thompson wants to stress running in packs—this way the team could get a lot of runners between the opposing team's fourth and fifth men. (Only the placements of the first five runners on each team count—lowest score winning.) It could be a good year for the Varsity, but it will not be easy as both Loyola and Archbishop Curley have strong, experienced squads.

The Junior Varsity team should also be on their way to a successful season this year, under the "gentle" guidance of

Dr. Thornbery. Four J.V. runners won ribbons at the pre-season Brooklyn Park Invitational meet. This is a good showing, but for the J.V. to have a real chance at beating Loyola, the rest of the squad will have to narrow the gap between themselves and the top four considerably. "At the top" are Charles Edwards (9th), Toby Broadus (11th), Andy Fenselau (9th), and Robby Mockard (10th). If John Shin comes back successfully from his injury, then he could be the fifth man that the team needs.

Both the Junior Varsity and Varsity squads continued to show their talent at the St. Paul's Invitational on a monster of a three mile course. On Varsity, Gilman won by 44 points over its nearest B-Conference competition. Peter Heuisler took first place in a great race, and Billy Logue (fourth), Bruce Taylor (fifth), and Keefe Clemons also ran very well. In the open race, Robbie Mockard was the second finisher and first male finisher in a time of 20:23, with Broadus (fifth), Fenselau (sixth), and Mitch Jenifer (eighth) putting in a strong effort. All in all, the race justified the high expectations of the coaches for their teams.

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Varsity Football Topples Top-Ranked Archbishop Carroll

by David Cahn

Gilman's Varsity football team is off to an outstanding start and shows all the signs of becoming one of the best teams in the school's recent history. Led by an inexperienced but hard-hitting defense, the Hounds have registered one astounding upset and one "resounding rout."

The upset occurred on September 8th against Archbishop Carroll of Washington D.C. Carroll was the mythical Mid-Atlantic Champion in 1983 and was ranked within the Top 25 by *U.S. Today* in their (pre-season) poll. During the first half, Carroll seemed to be living up to their billing as they stifled the Gilman offense completely. However, the Gilman defense, led by David Rody, Greg Gunning, Steve Ciccarone, and Mike Oppenheim, also shut down Carroll. The opposition did score twice in the end zone with 10:11 left for a safety (2 points), and with 30 seconds left in the quarter, Rory Holley fumbled the ball into the hands of Mike Patronick of Carroll, who ran 85 yards for a touchdown. Carroll led 9-0 at the half.

The third quarter produced no scoring, but Gilman finally got rolling in the 4th Quarter. A 21 yard run on 3rd and 7 with 9:59 left by Holley narrowed the gap to 9-6. The defense forced Carroll to punt. A 15-yard Horst to John Watts pass up to the Carroll 19-yard line followed by a 17-yard run by fullback Lamar Smith, set up to one yard plunge by newcomer Andy Dunkedton with 5:40 left to give Gilman a 12-9 lead. A key interception by linebacker Marlon Smith with 1:20 left sealed the victory.

The "resounding rout" occurred on September 14 at home against Northwestern, a team which defeated Gilman in 1983. The Hounds certainly made up for that past defeat, dominating the game on offense and defense, while destroying the Wildcats, 34-0. A 12-yard run by Lamar Smith, a 67-yard dash by Holley, and a one yard plunge by Horst, all in the first quarter, gave the home team a 21-0 advantage by the end of the quarter, and gave some of the reserves a chance to get some playing time. Junior QB Oursler did very well, throwing a touchdown pass to tailback Tony



Lamar Smith on a touchdown run in the game against Northwestern.

Murray, who also scored on a 6-yard run. All in all, Gilman dominated the ballgame, in contrast to the tough game of the Saturday before.

The sad news for the team came on September 21 in the game versus Poly. Although many players were frustrated with their performance after the game, the team did play well; however, on a lucky punt return, the opposition succeeded

in scoring, and that was all that was needed to win the game. The Varsity Football squad remains hopeful that Poly will lose a future game, giving Gilman some help in the quest for the championship.

Thus, the Gilman football team appears to be in good shape for the coming games. They run well, pass well, and have the ability to play a tough game.

Return Of Mr. Campbell

Continued from page 3

on a Lower Field named after his brother, Tyler Campbell, who died in World War II. In the spring, he expects to help coach J.V. baseball. His responsibilities include being the faculty advisor for the *Gilman News* and serving on the Fourth Form Faculty Committee. Mr. Campbell has enjoyed his year thus far but misses the presence and humor of his good friend, Mr. Charles Gamper.

His impression of Gilman now is that the School has more impact on its students. There is

a greater variety of advanced subjects. The School is far more diversified. As a result, the students are learning not only theoretically through their books but also directly through their daily experiences at school. For Mr. Campbell, Gilman is a school for competent and motivated students who want to be challenged.

One faculty member remarked of Mr. Campbell's return, "It was a loss for the School when he left. His return is a gain (for Gilman) even though it is only for a year."

TRIVIA CORNER

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by Alex Kaufman and Jeff Grant

Starting with this issue, we, Jeff Grant and Alex Kaufman, will be bringing you, the reader, Trivia Corner. The Corner is planned to appear in about every other issue of the *Gilman News*, and it will contain, as this one does, questions on various topics in trivia. (The answers will usually be printed in the following issue.) Although the group of questions in this issue is more or less a conglomeration of trivia from different topics, in the future, we hope to have questions on one theme only. In conclusion, if anyone has an idea concerning any questions or themes, they are strongly urged to write it down and put it in the News mailbox. Have fun!

1. What is Wilma Flintstone's maiden name?
2. What is Paul McCartney's middle name?
3. Only school in U.S. named after a baseball player?
4. Name the shuttlecraft of the U.S.S. Enterprise on Star Trek. Extra Credit: Name it's serial number.
5. Name the only Jackson brother not on tour with the Victory Tour. Extra Credit: Name the three Jackson sisters.
6. Where will you be "Where everybody knows your name, and they're always glad you came"?
7. Who was president of the Delta Tau Chi fraternity in Animal House?
8. What was the original title of *Yesterday* by Lennon and McCartney?
9. Name the person who says, "Outside the street's on fire in a real death waltz between what's flesh and what's fantasy."
10. How many licks does it take to get the tootsie roll center of a tootsie pop?—according to Professor Owl.

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THE GILMAN NEWS



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Homecoming...Exciting Football Game, Fun Booths Contribute To Its Success



(Above) The Gilman defense tackles an opposing Mt. St. Joe football player at the Homecoming game; (top right) Michael Mitchell, Ray Harris, and Julien Meyer cook hamburgers for the Senior Booth as Mr. Vishio struts by; (below right) Sophomores Mark Cooper, Scot Kurlander, Bubba Buerger, and Byron Lawson display the profits from their Coke booth.

by Greg Lee and Mark Svolos

An estimated 300-400 people came to Homecoming and enjoyed two athletic contests and a number of food booths, displays, and activities. There were also tours of the campus and two rides for the younger people. The Student Business Corporation was in charge of the two rides which were enormously popular with the large number of Middle and Lower Schoolers who attended, and the Lower School was in charge of good deal of the booths, including a cookie-decoration table, a baked goods-shop, and a Frozen Fruit stand. The Middle School had an interesting Mini-week display which served two purposes; first, it was to sell the concept of Mini-week and second, it was to provoke and welcome offers from various parents and alumni to be involved and help. The Middle School also provided a booth where one could purchase some cold, refreshing cider and some apples or pumpkins. The ninth grade class ran a beverage stand serving Coca-Cola and Sprite on the Lower School side of the Language lab, while the tenth grade ran a similar stand on the other side of the Language lab. Both of these booths enjoyed a steady stream of thirsty customers throughout the day. The junior and senior classes attempted to satisfy the desires of the palate with a hot dog stand and a hamburger stand. The modesty of Gilman character was clearly evident as neither booth made claims to having more beef than McDonald's or Burger King. The Fellowship of Christian Athletes had a football toss booth where many potential Staubach's tried to throw a football though a tire into a container; it was a very crowded and popular booth. There was also a

Publications booth with had various past and present issues of the News, of the literary magazine, *Vantage*, and of the *Cynosure*, the Gilman yearbook. The post-football game reception was held in the big Homecoming tent with complimentary refreshments; the Archives department had set up a nostalgic display which attracted many alumni and parents.

At 12:30, the Gilman Varsity soccer team strode on the field to face a motley but quite competent crew of alumnists and faculty. It was an enjoyable, relaxed match in which the "older folks" put up a tough effort before succumbing to the Varsity, 3-1. All of the coaches involved in the soccer program participated; Mr. Kumar and Mr. Bishop of the front-running Varsity squad, Mr. Peard of the first-place Junior-Varsity team, and Mr. Demeule of the talent-loaded freshmen/sophomore team all displayed a good soccer sense.

Earlier that day the Middle School soccer team played a match against the faculty, with the faculty showing some good skills and prior soccer background. In the goal for the faculty was a familiar figure in the Gilman community, minus the gray suit, Mr. Finney; he played aggressively and showed signs of great potential, but some skeptics surprisingly claimed that he would be better suited for football.

The football game pitted the powerful Gilman Varsity against an inferior Mt. St. Joe team which rose to the challenge and forced a 20-20 tie. The game which started at 2:00 attracted a large crowd of mostly alumni and parents. With the end of the game came es-

entially the end of Homecoming; people started to leave around 4:00-4:30, although there was still the post-game reception which began at 4:30. Student reaction was generally favorable, although there were many Upper School students who stayed only a brief while. When asked what he thought about Homecoming, a junior responded, "I thought it was okay...there were a lot of little kids around. Not as good as the Circus, of course, but it was better than I expected."

"Besides the football game, there was nothing really to hold my attention. I expected it to be really bad, but it was okay, I guess," said another Upper Schooler. Several others said that they really enjoyed it and thought it was a relaxed and comfortable atmosphere. A fourth-grader was enthusiastic in his approval of the event, "I got to play football with my friends and watch the football team at the same time. The food was pretty good and I liked the rides a lot. It was just as good as the Circus...almost." Another Upper Schooler pointed out that the atmosphere at the Circus was different because of the large number of participants; he said that while the Circus was more of a community-type affair, the Homecoming event was a closed Gilman activity. Some sophomores and juniors were visibly irritated by the scheduling of the P.S.A.T.'s in the early morning of that Saturday, but most simply accepted it as another of life's minor trials.

On the whole, it can safely be said that the Homecoming event was financially successful, as opposed to the Circus last year. Mr. Demeule, faculty chairman of the junior class, said, "It was definitely successful in terms of the financial aspect. A lot of money was made."

Steering Committee Keeps Clubs Active Through Better Communication

by David Levy

The Club Steering Committee was formed by the Student Council in an effort to make sure clubs within the school remain active and make a positive contribution to the school. Consisting of a five member Review Board (R. Harris, J. Kagan, R. Fernandopulle, S. Brecker, F. Fleming) and all club presidents, it will actively promote club participation. It has already had an impact on the student body through a recent assembly, where various school activities were described, resulting in many 9th and 10th graders signing up to join a variety of clubs.

However, Ray Harris is optimistic that all clubs will comply with the new set of standards adopted by the Club Steering Committee. He emphasized, "I think that the Committee is a necessary part of the club system, but I do not believe that any clubs will have to be disbanded—We are not out to 'bust' anybody."

At a recent meeting, the Club Steering Committee addressed

some of the problems and the goals of the committee, and devised a framework for monitoring and encouraging active club involvement. It was agreed that the Steering Committee will meet at least every three months, and require from all club presidents a statement of objectives and a report of activity. Clubs will have the privilege of using the bulletin board and scheduling time during chapel. If some clubs should prove to exist in name only, the club president will be asked to address this problem. If a lack of response continues, the club will be encouraged to elect a new slate of officers. As a last resort, the Steering Committee will recommend disbandment if the club remains inactive.

The Steering Committee promises to be an effective body because it has strengthened the opportunity for communication. Through regular meetings and assembly participation, the Steering Committee expects to make the club system an active part of the Gilman community.

Alateen Chapter Confronts Problems With Alcohol

by Mark Svolos

Gilman's Alateen program is designed to meet the needs of those students whose lives have been affected through their associations with family members or friends who have alcohol-related problems. Gilman's Alateen chapter was founded two years ago by Mr. Robert Bulkeley. Many Alateen members have learned to lead their own lives and to cope with the emotional difficulty of living with an alcoholic.



Mr. Bulkeley is the founder and director of the Alateen chapter at Gilman.

Through bi-weekly group meetings, students from Gilman, Bryn Mawr, and Roland Park Country School share their concerns and techniques for coping with alcohol-related problems and are able to realize that their situation is not unique. In connection with Gilman's Alateen chapter Mr. Bulkeley remarked, "The primary function of the group meetings is to share the personal experiences, strengths, and hopes of the members and to

educate them about the problems of alcohol."

Another function of Alateen is to teach its members that there is nothing that they can do to solve another person's alcohol-related problems. They learn that they have to accept those problems as they are and

Continued on page 2

Political Club Schedules Special Chapel Today

Today, Election Day, November 6, the Political Club will hold a mock-election during chapel. Four members of the club will deliver speeches representing their respective Democratic and Republican presidential and vice-presidential candidates.

David Sigman, the moderator, will begin with a brief introduction, and ballots for the mock-election will be passed out to the student body. Ray Harris and Wil Stith will each give a ten minute speech representing the two presidential candidates. (Harris will speak for the Democrats and Stith for the Republicans.) They will be followed by Alex Kaufman (Republican view) and Michael Mitchell (Democratic view), who will deliver seven minute speeches representing the vice-presidential candidates.

Following the speeches, the moderator will deliver a brief conclusion, and the ballots will be collected. The club urges all students not to vote until the conclusion of all four speeches.

News Briefs:

Student Forums Reinstated

After a two year absence because of unruly students, the monthly Student Forums have been brought back by newly elected president Ray Harris. "Student Forums give both the Student Council and student body a chance to communicate," Harris affirmed.

Student Forums were abandoned two years ago because of the rudeness of a few students, but Ray Harris has some new proposals. He disclosed that the Student Council has been seriously considering making forums optional. Harris would not, however, like to go so far as having prefects give out demerits, or have teachers in forums overseeing discipline. "If having teachers in forums takes away from the openness of the forums, it's the students own fault!" commented Ray Harris, "but I hope people do not view that I run Student Forums as a dictator."

Ray has brought back Student Forums but still has some "wrinkles to iron" out that weren't anticipated in the Student Council Constitution which was drawn up in 1972.

Members Of Founder's Society Honored

To honor the members of the Founder's Society, Gilman School held a dinner at the Walters Art Gallery on October 2nd.

After the banquet and reception, Redmond Finney addressed the group. He briefly commented on the Society's importance to Gilman, and expressed his gratitude for all the generous donations from the members of the Founder's Society. Mr. Finney then introduced the featured speaker, Clark Clifford.

Clark Clifford has served as an adviser under four U.S. presidents and had been Secretary of Defense under Lyndon Johnson. He spoke on his personal perspectives on U.S. presidents since Truman. Mr.

Clifford is the grandfather of two Gilman students, Clark Wight, '87, and Ted Wight, '89.

Mr. Finney said, "I hope we can get him to give the same speech to the Gilman student body."

The Development Committee of the Gilman Board of Trustees formed the Founder's Society in 1978. The members of the Society are alumni, parents, friends of Gilman, and corporations who have generously donated money to Gilman School. The Society started with about 30 members and has since grown to 260 members.

The dinner last year was held at the Baltimore Museum of Art. Ambler Moss, '56, former U.S. Ambassador to Panama, spoke on Central America.

Balto. Chamber Orchestra Begins Second Season

The Baltimore Chamber Orchestra is beginning its second season, featuring four concerts, under the direction of Anne Harrigan. The first concert, on Friday, November 9, will be held at Gilman. Works by Bach, Tippet, and Schubert will be featured. On Thursday, December

Continued on page 2

INSIDE THIS ISSUE:

- **Lower and Middle Schools:** A faculty profile of Mr. Richard Snyder, Head of the Lower School, and an article on Middle School athletics.....Page 3
- **Reviews:** A movie review and two new record critics grade some different types of music.....Page 4
- **The Election!!!** Articles on different topics relating to today's presidential election, including student and faculty views, a News Poll, and an article on the issues and their importance to students..... Pages 4 and 5
- **Sports:** Several articles on the J.V. and F/S levels in the soccer and football program as well as a look at the water polo team. .Page 6

EDITORIALS

News Briefs

A Reminder to Seniors — Voting Is A Responsibility

Ever since the beginning of school, the Senior class has been complaining about the lack of privileges and demanding that they be informed and play a major role in the school decision-making policy. With the presidential election here, a certain contradiction arises. From a census taken in 1982, there are approximately 55 million eighteen year old citizens in this country and of this group, 64.1% is registered to vote. However, only 48.5% have actually voted in an election. In other words, about 28 million people who are eighteen years of age would lose their right to vote simply because they did not take the time to participate in the election process. Several reasons may be cited ranging from laziness to not favoring either presidential candidate, but the fact still remains — many of us who can vote do not. Let this be a reminder to all Seniors who are or will be eligible to vote. Members of the Senior class are expected to show leadership and to set a good example for the younger students. While many Seniors complain about not being informed about the Circus issue or not being able to come to school late because of a first period study hall, let us not forget to use our *most important* privilege — the right to vote — not only as a member of this school, but also as a citizen of this country.

Homecoming A Success But Needed More Publicity

Homecoming was a success. The event was exciting and provided those who attended with a great variety of activities, as well as hamburgers and hot dogs; in fact, even the *News* had a booth! When the football game was about to commence, there appeared to be a large crowd in the stands composed of students, parents, faculty, and alumni. Despite the banging Gilman cheers, the Greyhounds unfortunately did not come away with the win; however, there were still many happy faces seen leaving the campus as Homecoming drew to a close, and many students stated that the event turned out very much better than expected.

Why were expectations low? The answer lies in the fact that publicity for Homecoming among the students was scarce. Although there were several young members of the Gilman community present, many more Lower and Middle Schoolers attended the Circus. Perhaps they did not know what to expect at the October 20 event; so, they decided not to come. Even some Upper School students were unsure of the nature of their own class booth until just days before Homecoming. In general, during the crucial week and a half before Homecoming when organization should be starting and excitement building, there was no real excitement, and the only organization within each class (i.e. booth assignments) was of a last-minute nature.



As mentioned, Homecoming was a success, but certainly, it fell short of its mark. In the future, there should be more publicity surrounding the "new improved" Homecoming. All-school pep-rallies should be held for the football game, and posters should be put up in the Upper, Middle, and Lower Schools announcing the types of activities available during the course of the event. In the past, each Upper School grade established a "Circus Committee" to oversee design, construction, and decoration of the booths. Why not establish "Homecoming Committees" in the future? If such steps are taken, Homecoming will become a more exciting event and draw people from all segments of the Gilman Community.

In the meantime, within several months, the "new" Family Day will be arriving. It is hoped that there will be much publicity about the changes concerning Family Day and its new "added features," for that will ensure more excitement surrounding that event than there has been in the past.

Alateen Chapter

Continued from page 1

to focus on leading their own lives. Alateen members learn to deal with a family member's or friend's alcoholic problem by following twelve steps which are designed to aid the member in developing the strength to meet the problems realistically.

The Alateen support system is an offshoot of Alanon. Alanon tries to help the family of an alcoholic cope with the problem. Alanon is modeled after Alcoholics Anonymous, a group whose primary function is to help the alcoholic with his problem.

Alcoholism affects the whole family. Often the alcoholic separates himself from others. As a result, sometimes a family member will exclude himself from others to keep them from

knowing of his problem. In many cases children do not want to go home to face their problem.

The vast majority of difficulties encountered by young people are related to alcohol and other drug abuse. Programs such as Alateen enable teenagers who have a family member with an alcohol-related problem to cope with the problem and to lead their own lives. Gilman's Alateen chapter has been successful in that a number of people have been helped. Some lives have been turned around. But, according to Mr. Bulkeley, Gilman's Alateen program has not yet reached its full potential. "The fact that others who need help and have not gotten it is extremely frustrating to me."

Continued from page 1

11, the second concert, including music by Respighi, Barber, and Vaughan Williams, will take place at St. Mary's Seminary. The Towson University Fine Arts Center will be the home to the third concert, on Thursday, February 28. The BCO will play the music of Faure, Millhaud, and Beethoven. The final concert, on Friday, May 3, will again be held at Gilman. Works to be played include those by Rossini, Stravinsky, and Mozart.

All concerts begin at 7:30 P.M. Individual ticket prices range from \$3 for students and senior citizens to \$6 for all others, while a subscription for all concerts cost \$9 for students and seniors and \$18 for all others.

School To Close For Faculty Retreat

On Friday, November 16, Gilman School will be closed due to a faculty retreat.

In the opinion of Mr. Neale, this retreat is of great importance to the school and the community. Many members of the faculty, administration, and departments of the school will be in attendance for this meeting, which will take place in Westminster, Maryland.

According to Mr. Neale, the reason for this retreat is to make sure that the school is headed in the right direction. Of major importance will be the issue of how to teach the students good values, and how, as an institution, we can practice these values.

This event, led by Mr. Finney, will hopefully be worthwhile. When asked if he felt that this retreat is worth taking a full day of school for, Mr. Neale replied, "Absolutely. A day-long retreat appears to be the only way to ensure communication among the teachers, staff, and administration. This communication is necessary to evaluate and to enhance the ways we are approaching the teaching of values which is an essential part of our educational mission."

Eleventh Grade Parents' Night

On the night of December 11th, there will be a meeting for parents of the Junior class. The night allows a chance for parents to meet individually with their son's adviser for about fifteen minutes. At this time, parents will receive the report for the second marking period (end of first trimester). Also, they will evaluate with the adviser their son's growth academically, socially, ath-

letically, and in other aspects. Parents will be notified as to the time of the brief meeting by their adviser.

An assembly of all parents will be held from 8:10-8:45. Mrs. Levin, and Mr. Christ will present brief lectures on standardized testing, college admission, and other important matters.

Throughout the evening, parents can meet informally with their son's teachers in the Common Room. Parents of Juniors are urged to attend.

This is different from previous years in that there has never been an evening for all the Juniors' parents to meet with teachers during this part of the year. Also, college admissions information has usually been presented later in the year.

McDonogh Day To Be Held November 16

At 2:30 on November ninth, the Gilman Varsity Football team will square off against the McDonogh Eagles in the annual grudge match. The event, held at Gilman this year, marks the sixty-fifth meeting between the two teams. McDonogh is indeed Gilman's biggest rival. The Greyhounds lead the series with thirty-eight wins, twenty-two losses, and five ties.


To help get the school ready for the game, the McDonogh verse contest, an on-going tradition, will be held, and there will be a school-wide pep rally during the chapel of the game day.

Some highlights of past games include a thrashing of the Eagles by a Gilman team led by Messrs. Finney and Menzies in 1946, while in 1966, Mr. Bristow quarterbacked the team to a twenty-eight to six thumping of the farmers.

Twenty-three Seniors will be playing their last football game at Gilman, and they hope to go out with a bang!

"Trivia Corner" Answers

The answers to the October issue's "Trivia Corner" are as follows: 1. Flaggpole; 2. Paul (James Paul McCartney is his full name); 3. Walter Johnson High school in Bethesda, Maryland; 4. Gallileo, E.C.: NCC-1701/7; 5. Jackie Jackson, E.C.: Rebie, LaToya, and Janet Jackson; 6. *Cheers*; 7. Hoover; 8. *Scrambled Egg*; 9. Springsteen; 10. Three.



THE GILMAN NEWS

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FEATURES

Four Records Reviewed, From Jazz To Bowie

By Joshua Phillips and Thomas Offit

U2: The Unforgettable Fire - U2's new album "The Unforgettable Fire" is a good album. Unfortunately, however, it cannot compare with the band's masterpiece "War", an all around excellent album.

Brian Eno, an avant-garde keyboardist, has produced this LP. The effects are obvious: guitars giving way to synthesized noises and effects, powerful vocals giving way to a more subdued technique, and persuasive prose giving way to floral poetry.

The production, however, is excellent. The sound is top-notch and song placement couldn't be better. The album opens with "A Sort of Homecoming," an unforgettable song which deals with war and love in a sensitive way. The next few songs are standard U2 fair that seem to sound a little repetitive. The side ends with "Promenade" which contains the best guitar work on the album.

Side two contains several good lyrics, especially about war and freedom and yet, many of the songs seem to be fillers which might need more work. The album ends with a hauntingly beautiful hymn-like tribute to Martin Luther King. It is an excellent way to end an above average record. Grade: B (J.P.)

Thelonious Monk: That's the Way I Feel Now - Producer Hal Wilner has created the ultimate tribute to the late, great, jazz master Thelonious Monk. Wilner has brought together jazz and rock greats to pay tribute to this great man. If James Brown is the godfather of soul, Thelonious Monk is truly the genius of jazz. Starting off, Wilner produces Eugene Chadbourne's powerful yet precise interpretation of Monk's "Crisis Cross." When ex-Utopia and solo star Todd Rundgren teams up with jazz-journeymen and saxophonist Gary Windo on Monk's "Four on One", they bring a haunting reminiscence



and strong jazz background on a synthesizer dominated track. Another jazz based artist with a few crossover hits on the rock charts is Dr. John. He has returned to his jazz roots to record "Blue Monk". This is truly a good-old Bourbon Street classic, and is a great tribute to Thelonious. In conclusion, anyone who desires to hear classic jazz with some interesting riffs should take advantage of the rare occasion when greats of jazz and rock play the work of Thelonious Monk. Grade: A (T.O.)

Lou Reed: New Sensations - Uncle Lou comes through with astonishingly good music, and the lyrics are not bad either! The highlights were the music and lyrics on "Turn to Me" and "Fly into the Sun," and the "lowlights" were the lyrics on "I Love You, Suzanne" and "My Red Joystick." Grade: A (J.P.)

David Bowie: Tonight - Bowie continues in his predictable "Let's Dance/China Girl" mode (yawn). Drivel. Grade: C (J.P.)

Outrageous Plot And Good Acting Make All of Me A Success

by Marc Shapiro

All of Me, Carl Reiner's most recent movie, may not be the picture of the year, but it offers an evening of original entertainment. Its outlandish plot, excellent directing, and superb acting supply the moviegoers with one and a half hours of humorous escape.

Its outrageous plot revolves around the attempt of a wealthy, unhappy, dying woman to buy the transfer of her soul into a younger woman's body. Through a freak accident her soul is transferred, instead, to her lawyer. Not only was this lawyer of the opposite sex, but he also shared an immediate mutual dislike with this inattentive, unpopular woman.

This seemingly ridiculous plot might never have worked, without the collaboration of Lily Tomlin, portraying the dying woman, and Steve Martin as her lawyer. It is Steve Martin's sheer genius that causes the audience to be rolling in the aisles

because, arguing a case in court and just walking down the street became catastrophic battles between the left side of his body, controlled by Martin, and the right half of his body controlled by Tomlin. Both of their performances were further complimented by the Guru chosen to transfer her soul. His struggle with American culture, as in flushing the toilet to answer the phone, provided the movie with many of its comic moments.

It is only when the movie becomes philosophical and serious does it become tedious almost to the point of embarrassment. Lily Tomlin's soul searching, for instance, becomes a boring confessional.

The final ingredient to *All of Me's* success can be attributed to its fine directing and blending of talents provided by Carl Reiner. If you are interested in a refreshing, original, humorous movie then *All of Me* is the movie for you.

MIDDLE SCHOOL

Middle School Soccer Team Looks To Successful Season

by Brian Sher

The Middle School teams, traditionally successful, should be strong again this fall. There are many excellent athletes on both squads who are looking "to put it together" and win lots of games.

The soccer team seems to be as strong as ever this year. Under the coaching of Mr. Craig Swanson and Mr. Don Abrams, the team has a record of 3-0. All of these victories were close, tight games. They beat Sacred Heart 2-1, Boys' Latin 3-1, and Saint Paul's 2-1.

The major strength of the soccer team is its aggressive style of play. Led by Alex Martin, the solid, aggressive defense always seems to intimidate the opponents.

Goalies Scott Hamburger and Jeff Burnett, who usually split time patrolling the nets, have both shown that they are capable of getting the job done and done well.



Middle School soccer player Drew Bourneuf appears to be exercising his mind control by suspending a soccer ball in mid-air.

Sang Cho leads an excellent group of mid-fielders who are always hustling up and down the field. Their willingness to get back on defense after helping out the offense prevents fast breaking runs to the goal by the

opponents; thus, few goals are scored against this bunch of enthusiastic players.

Brad Rothman and David Alessi lead an excellent offensive attack for the team. Rothman and Alessi, the two major

goal scorers, show great leadership on the field in terms of hustle and determination.

Coach Swanson feels that the soccer team is "developing nicely." When asked about the overall play of the team so far, Swanson replied, "They have progressed steadily as a team. They have started to work together, and I am very pleased with this aspect of their play."

The Middle School football team is also looking forward to a successful season. Under the coaches, Mr. Don Rogers and Mr. Ted Pearre, the team will probably be as strong as the Middle School football teams of the past.

The football team opens their season against arch-rival McDonogh, who usually gives Gilman a tough time. However, Coach Rogers is confident that his players will play well against McDonogh and the other teams, and have a good, strong season.



Mark Agent of the Senior class is caught doing a part of his break-dancing routine in the Talent Show.

Despite Lack Of Publicity, Talent Show Provided Enjoyment For Many

by Kieran Fox and Carter Bishop

In the past, Gilman has been very supportive of the United Way charity organization, and many students have attended past United Way talent shows. This year was no different. On October 26, more than five hundred enthusiastic students convened in the Gilman Auditorium for the 1984 Gilman Talent Show in hopes of raising as much money as had been gathered in the past. These people were not disappointed, as the show raised over \$1500 for the United Way.

The comic genius of David Rody and Greg Gunning amused the audience between the acts during the show. Dave and Greg performed as the Blues Brothers, Eddie and Herman Munster, used car salesman, the swinging Czechoslovakian brothers, and other characters in their own hilarious style.

Ted McKeldin started the show with a fantastic characterization of Ernest Angley which aroused the audience to a chorus of "Amens" and "Hallelu-

jahs." Chris Jones continued the series of comedy acts with his news show featuring various members of the Gilman community.

Next, Michael Jackson, in the form of Robert Landon, recreated his famous "ABC" for the audience. As a finale to the first act, David Alexander, Lee Thomsen, and Leon Sachs played a varied selection of classical compositions.

After the intermission, "Freeze Rock" and "The Breaking Crew" challenged each other to a "break off." The "feminine" side of Brad Wheeler came out of the closet next in an attempt to serenade two constructive workers. For the second year in a row, the band Thrust, led by singer Keefe Clemons, got the audience dancing in the aisles as a finale to a truly fantastic show.

Special thanks should be given to all who supported the show and helped make it work. Gilman hopes to raise even more money with the 1985 Spring Talent Show.

LOWER SCHOOL

From Calvert School To Gilman, Mr. Dick Snyder Continues His Fine Commitment To Education As Head Of Lower School

by Keith Michel

A man who is respected by his fellow colleagues as well as past Lower School students, Mr. Snyder is a faculty member who is often unfortunately unnoticed by Upper Schoolers who have never attended the Lower School.

Mr. Snyder was born in Philadelphia, Pennsylvania, in 1941. After a series of moves as a teenager, he settled with his family in Baltimore, where he attended Baltimore City College. There he ran track and played football. In fact, in a football game against Gilman with Mr. Finney coaching on the sideline, Mr. Snyder upset a zero to zero deadlock by breaking free to run a seventy yard touchdown to win the game for his school. Mr. Snyder graduated from Baltimore City College in 1958 and later attended Massanutta Military Academy on a



Mr. Snyder is the Head of the Lower School.

football scholarship. There he tried to develop himself mentally, physically, and academically. Before finishing the year, Mr. Snyder married.

After finishing the academy, Mr. Snyder decided to join the work force. He began at Beth-

lem Steel as an electrician's apprentice, and then, went to the Engineering Production Department at the Martin Marietta Corporation. This was when Mr. Snyder started an odyssey for education at Loyola College and then at Johns Hopkins. While at Hopkins, Mr. Snyder's oldest son, Rick, was entering kindergarten. This inspired Mr. Snyder to take part in a new math course at Johns Hopkins to explore what his son would be doing. This is where Mr. Snyder adopted the idea of becoming a teacher. He was hired by the Calvert School to teach, coach, and work in the business department during the summer. After seven very interesting years at Calvert, Mr. Snyder was offered the position of Head of the Lower School by Mr. Finney at a Gilman lacrosse game.

Since then, Mr. Snyder has spent many prosperous and rewarding years in the Gilman

community along with his wife, Dale, their two sons, Rick and Steven, as well as their daughter, Stacy. Mr. Snyder says that he experiences a lot of satisfaction working with young students, while he also enjoys working with such a highly skilled staff.

When not hovering over that familiar desk in his office, or helping a Lower Schooler in distress, Mr. Snyder enjoys playing basketball every Tuesday night in games open to all faculty members. He also enjoys playing racketball to help maintain his physical fitness so that he can keep in pace with the fourth and fifth graders, while coaching Lower School football.

Mr. Snyder is a fine representation of the kind of qualified faculty that makes Gilman stand out in the community. Here is a man who takes life one day at a time and does a first rate job.

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THE 1984 PRESIDENTIAL ELECTION



NEWS POLL

Question A: If you could vote in the presidential election, for whom would you vote?

- Walter Mondale.....27%
- Ronald Reagan.....69%
- Neither.....4%

Question B: If Mondale had a male running-mate, would it change your decision?

- Yes.....7%
- No.....93%

Question C: If the vice-presidential candidates were running for president, for whom would you vote?

- George Bush.....81%
- Geraldine Ferraro.....14%
- Neither.....5%

Question D: Is the United States ready for a woman president?

- Yes.....40%
- No.....55%
- Neither.....5%

Question E: If a woman were elected president, do you think that fact would change the way other countries deal with the U.S.?

- Yes.....59%
- No.....22%
- Neither.....19%



NEWS FACULTY POLL

Question A: Do you plan to vote in the presidential election?

- Yes.....100%
- No.....0%

Question B: If so, for whom will you vote?

- Walter Mondale.....82%
- Ronald Reagan.....16%
- Neither.....2%

Question C: If the vice-presidential candidates were running for president, for whom would you vote?

- George Bush.....34%
- Geraldine Ferraro.....64%
- Neither.....2%

Results Of News Polls: Reagan Favored By Students, But Faculty Sides With Democrats

The *Gilman News* conducted two polls relating to today's presidential election. The first was distributed to the entire Upper School, and the second was given to the Upper School faculty. During the last week of September and the first week of October, the student poll was distributed to a sampling of 320 Upper Schoolers, but only 202 votes were received by the *News*.

As shown, Ronald Reagan would have won a decisive victory at Gilman with almost 70% of the vote. In addition, the students voted four to one in favor of George Bush, had the vice-presidential candidates been running for president. Thus, the students seem to be tending towards a more conservative, Republican platform.

A secondary purpose of the poll was to reveal any strong opinion of the student body towards the prospect of a woman in a major leadership role in the United States Government. The response to Question B shows that there were very few Democrats who voted Republican (or the other way around) due to the fact that Mondale has a woman running mate.

The response to Question C seems to show the Republicans gaining about 10% of the vote from Question A - an increase from 69% to 81%. When Ferraro took Mondale's slot on the Democratic ticket, she lost 13% from Mondale's original 27%. What does this mean? It seems to imply that for a relatively small number of those who responded to the poll, it would make a difference in the candidate selection if one were a woman and the other a man.

However, in Question D, 40% responded that the United States is ready for a woman president, yet, in Question E, almost 60% answered that other countries would deal differently with the U.S. if our president were a woman. One explanation of these results is that the 55% who said that America was not ready for a woman president also responded "Yes" to the last question (59% of the total).

The faculty poll, which produced quite different results was distributed during the first week of October. The *News* received forty-eight responses. First, the teachers set a good example for the students with everyone stating that he would

vote. However, as opposed to the student vote, a resounding majority (82%) singled out Mondale as the winner. Also, in the last question, the majority, when offered a choice between the vice-presidential candidates, voted for Ferraro - again in contrast to the student poll. However, this question did parallel the students' Question C in that the Republicans gained support with Ferraro discouraging some of the original Mondale backers.

The contrast between the student and faculty polls was very dramatic. The faculty supported the Democrats by fifty-five percentage points over the students in the Reagan / Mondale selection. Also, both polls demonstrated that when given a choice between Ferraro and Bush, the latter received even more support than his running mate, Reagan. Later today, it will be interesting to compare the results of the *News* poll to the mock election of the Political Club during chapel and also to the final results of the national election; this would show to what extent the political cross-section at school parallels that of the country.

Political Trends Of Gilman: A Look Back To Past Elections

To the average member of the Gilman community, it may appear that the Gilman student body over the years has consistently supported the Republican party and its presidential candidates. However, that is not the case. If one examines the polls taken by the *Gilman News* of students during the election years starting in 1916, one will realize that Gilman has not always been Republican. Yet, it is important to note that the platforms of the two major political parties, the Republicans and the Democrats, have changed over the years.

The earliest *News* poll taken was in 1916. In this election year, Woodrow Wilson, a Democrat, and Charles Evans Hughes, a Republican, were both running for the office of President. The main issue of the election was the possibility of war with Germany. A poll taken of the student body at this time showed that the Democrat Wilson held a slight edge over Hughes, 51% to 49%. In fact, the election results were quite similar. In the end, Wilson won by a close electoral vote of 277 to 254 for Hughes.

However, from the period between 1940 and 1960, Gilman consistently supported the Republican candidates in the presidential elections. In 1940, an election was held between Democratic candidate, Franklin D. Roosevelt, who was running for a third term, and Republican candidate, Wendell Willkie. Although in the end, Roosevelt won by carrying 38 states to Willkie's 10, 85% of the Gilman student body supported the Republican candidate while only 10% for the Democrat.

The presidential election in 1948 between incumbent Harry S. Truman, a Democrat, and Governor Thomas E. Dewey of New York, a Republican, produced similar results. In a student poll, Gilman overwhelmingly supported the Republican governor by a 79% to 6% margin over Truman. However, Truman, as a result of his hard campaigning, won decisively and thus served his second term.

The same occurred in 1952 and 1956. Gilman continued its support for the Republican party by favoring Dwight D. Eisenhower over Democrat Adlai E. Stevenson 87% and 83% in both elections respectively. In the end, Eisenhower won both elections by a wide margin.

in educational spending as well as bonuses for children of disadvantaged backgrounds. The Democrats have further called for an increase in loans to college students and college programs. They do not favor special tax breaks to private schools because they would change the educational system. The most important campaign issues for Gilman students have now been presented. The next step is left to the reader. Being aware of these issues is important if you are to perform the most important role in our political system, that of the informed citizen; then, you will be able, in the future, to both ignore the pompous rhetoric of campaigns in general, and to go straight to the "beef" of any election.

(The author is personally indebted to Congressional Quarterly, Inc., for its statements of the party platforms.)

Military Draft, Foreign Policies, Education — Important Election Issues And How They Affect Gilman Students

by Anton Vishio

In the age of the media blitz, when image takes precedence over substance, presidential campaigns easily can cause great confusion. Especially this year, if you have made an attempt to follow the onslaught of publicity leading up to the elections, or if you have watched the debates, you probably have become mired in a dangerous sea of rhetoric. After all, if we are to believe what both Democrats and Republicans have said, that this election is vital to the future of America, it should make very little difference who the candidates are; it does not matter at all if we call Reagan a "bad Christian," "a president of the elite," Mondale a "prophet of doom" and a "colossal bore," Bush a "Reagan yes-man," Ferraro a "witch," etc. The issues, what these people actually stand for, must transcend them, or democracy cannot properly function.

That said, let us now take a non-partisan view of those election issues which are most important to Gilman students, as these relate to each candidate (the Democrats won the coin-toss, so they will begin):

Military Draft

Democrats: As stated in the party platform, the Democrats

are opposed to a "peacetime military draft or draft registration."

Republicans: The Republicans are also opposed to a peacetime draft; however, they are in favor of the now-mandatory non-binding registration, and they will continue to approve measures of punishments against students who do not sign up, such as the invalidation of college loans.

Civil Rights

Republicans: The Republicans are opposed to discrimination in its many forms, but they also feel that busing is not a cure for segregation in schools, and that any affirmative action program, the "quota" system in particular, is "the most insidious form of discrimination." Equal rights for women are supported, but the E.R.A. does not appear in the party platform, and Reagan personally opposes it.

Democrats: The Democrats are also categorically against discrimination; the difference here is in implementation. "Quotas" are not supported by Mondale (and the word is not mentioned in the party platform); however, other means to end discrimination (i.e., other Affirmative Action projects) are strongly advocated. Busing is considered an effective

technique for desegregation and is supported. With regard to women's issues, the Democrats have thrown their wholehearted support behind the E.R.A.

Nuclear Weapons and Defense Spending

Democrats: The Democrats are in favor of measures that would end the arms race, to the full extent of the nuclear freeze. They are in favor of Salt II and a trimmed defense budget which would shift more emphasis onto conventional forces; they are against the B-1 bomber and the MX because of what they perceive as strategic weaknesses in both.

Republicans: The Republicans are against the nuclear freeze; they also feel that arms reductions are worthless and even harmful to international relations unless the Soviet Union cuts down its nuclear arsenal by a large margin. Thus, they are against the Salt II and similar treaties and prefer, instead, to increase the defense budget and to support the production of such weapons as the B-1 bomber, the MX, and the ICBM. They believe in the doctrine of peace through strength and technological superiority.

Economic Policy

Republicans: The Republican platform specifically opposes

increased taxes, "which would harm the recovery", though Reagan has wavered on this in the past. He, however, definitely opposes a raise in personal income tax rates, and appears to be exploring some manner of tax reform; both he and the platform favor various special-interest tax rates. The other key economic issue of the debate centers on the mounting deficits; to counter this, the party platform favors a constitutional amendment that would require a balanced budget. Republicans point with pride to what they perceive as the general prosperity of the nation.

Democrats: The Democrats, led by Mondale, have come up with a tax-increase package that would decrease deficits. They also have come up with a plan that would generally reduce government spending, with large decreases in defense and increases in various social programs and education. Their chief aim in doing this is to take the economic burden off of the poor and middle classes, and to halt what they believe is Republican favoritism toward the rich.

Education

Republicans: The Republicans, under the leadership of Reagan have supported a "limited federal role in education." They feel that educa-

THE 1984 PRESIDENTIAL ELECTION

84
ELECTION

84
ELECTION

Democratic Viewpoint

The Choice For The Future Of America: Walter Mondale



by Ray Harris

The 1984 election is the most important election of the post-war era. The main issue of this election is the future of America. Who do you want to lead this country? President Reagan or Walter Mondale? The choice is clear—Walter Mondale.

Walter Mondale is the choice for president because he has a clear vision of the future. That vision as described by *The New Republic* (10/22/84), is "of a secure and compassionate society in which liberty is guaranteed and opportunity and education is open to all." By talking about the issues, Mondale has made his case for the presidency. In contrast, Reagan has not given us anything but photo opportunities, rhetoric, and balloons.

For example, what is Reagan's plan to reduce the budget deficit? Ronald Reagan has accumulated more debt than Presidents Washington to Carter, but he refuses to tell us what he will do to lower the debt. We all know that the next president must raise taxes, but the question is who will bear the burden? Will it be the average American, who has already suffered under Reagan's budget and tax cuts that favored the wealthy? If Walter Mondale is elected, the answer is no. Mondale's plan to reduce the deficit will be to raise taxes in a fair and equitable manner.

For example, a family of four earning under \$25,000 will pay no new taxes, while a family of four earning over \$100,000 will pay at least \$2,000. Corporations, many of which have not paid taxes at all will have a minimum tax of 15%. The third aspect of this program is that all new revenues will go toward reducing the deficit only. Now, we have heard Walter Mon-

Mondale Pledges To Help Poor, Bettering Life In U.S. For All

by Michael Mitchell

On Tuesday, November 6, we have the job of electing the President of the United States. We must select the one who will be the strongest moral and political leader. If we assume the responsibility of putting politics over personality, then Walter Mondale is the better choice.

Ronald Reagan has wasted four years with the belief that arms build-up equals arms control. As a result, there are nearly 50,000 nuclear warheads on our planet. When elected, Mondale and Ferraro will attempt to freeze nuclear arms through sensible negotiations. In addition, Reagan has wasted three years and ten months to attempt a meeting with a Soviet leader.

Under the Reagan administration, the deficits are reaching the two-hundred dollar mark, and the amount of out of work and displaced workers is increasing. The uneven tax breaks for the rich have put 7 million Americans below the

poverty line. The increasing poverty and increasing benefits for the rich are creating an unfair economy.

Walter Mondale will prepare our economy for the future. He will reduce the deficit by scaling the defense budget, and by creating a fair tax program. Reagan's record on education is atrocious. He has attempted to cut in half the Pell grants for college bound students. Federal student loan programs have also been reduced under the Reagan administration. Mr. Mondale has a commitment to educating those who can not afford to educate themselves.

The President of the United States sets the moral tone for the country. Ronald Reagan's beliefs are so unfair and impractical, that we can not afford re-electing him. Walter Mondale offers a viable and sensible alternative. On Election Day, step back from your personal views and elect a president for the people—Walter Mondale.

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LADIES AND GENTLEMEN
THE NEXT PRESIDENT
OF THE UNITED STATES...



FACULTY VIEWPOINT

The 1984 Election: Chance Of A Lifetime

The election on Tuesday, November 6th, 1984, is the most important election held in the last fifty years because we are being presented with an unusually clear choice between two very different visions of America.

As a Democrat, but also as a citizen, woman, teacher and parent, I am convinced that the Mondale-Ferraro ticket holds out a larger, more positive vision to the American people than the current Republican platform embraced by Ronald Reagan and George Bush.

I am further convinced that many thoughtful Republicans are extremely concerned by the new and radical direction their party has taken, turning its back on civil rights, equal rights and fiscal responsibility, and that many of them will be voting Democratic on November 6th.

As a citizen, I am profoundly impressed by the sorry record of the last four years. We have endured a savage recession, throwing millions out of work with all the trauma that entails, and the much-vaunted recovery merely returns us to the same level of unemployment which prevailed when President Reagan took office. We have seen attacks on the Social Security system, deep cuts in education, the most colossal budget deficits in all history, and a wild and indiscriminate spending spree in the defense area. I believe that our foreign policy lies in a shambles, with our allies angry and confused and our adversaries reaping a rich propaganda harvest from our mistakes. I am distressed by irresponsible rhetoric and our seeming inability to comprehend the complexity of the regional problems facing us in Latin America and the Middle East. I grieve for the 241 young men who died in Lebanon. We have seen a stepping-up of the arms race and a break-down in arms control negotiations. As a result of Mr. Reagan's ill-conceived policies we live today in a far more dangerous world.

Walter Mondale is clearly the most qualified presidential candidate. With a brilliant record of public service over the last thirty years, he is a man of integrity, broad understanding and great intelligence. He believes in an inclusive America where the abilities of all our citizens work together to build a stronger and more just society. He is a skilled and experienced legislator who knows where the levers of power lie and can work with the Congress and Senate to make our government work more effectively.



by Mrs. Sarbanes

His breath of vision and depth of understanding of the complex problems we face showed up clearly in both of the recent debates. The question thrown into sharpest relief then was not Mr. Reagan's age, but his competence and mastery of the issues. Nobody has to explain what Mr. Mondale means. He says it clearly and well. The president's men are still trying to explain what Mr. Reagan really meant to say about the excesses of the C.I.A. in Nicaragua, about his embrace of President Marcos and his belief that submarine-based missiles can be recalled. The trouble is the Russians may not wait to find out what Mr. Reagan really means. They may take him at his word.

As a woman, I am also delighted to have the opportunity for the first time in American history, to vote for a woman on a national ticket. Geraldine Ferraro is a strong, smart and courageous woman who has proved in this campaign that she will be one of our most able and effective vice-presidents. In actual fact, this country comes to the idea of a woman at the top a little late. Democracies like Israel, India and now Britain have elected Golda Meir, Indira Gandhi and Margaret Thatcher, strong individuals recognized by friend and foe alike as tough, intelligent, effective leaders. Geraldine Ferraro has the same steel in her and George Bush felt the sparks from it in their recent debate.

As a teacher, I am outraged that this administration has asked for savage cuts in federal education programs each year except for 1984 (an election year) attempting to cut back on school lunch programs and the Chapter 1 program which is producing such impressive results in reading and mathematics in grades 3-9. Mr. Reagan proposed eliminat-

Continued on page 6

Republican Viewpoint

To Maintain The Course Of Prosperity: The Choice is Reagan

The time has come for all Americans to take part in the greatest democracy known to man—to exercise their right to vote. Americans have two choices: to elect the incumbent into his second term or to elect the former vice-president of the Carter Administration, an administration, I might add, that did away with patriotism. That administration did away with economic stability and formed the elements of the worst recession since the Depression, with of course, a twenty percent prime rate, and an astronomical inflation figure of more than ten percent, leading to the inevitable rise in the unemployment figure. Thus, the Democratic choice does not seem to be a good one.

Walter Mondale is a man who claims the President does not stand up to face responsibility yet does not stand for the policies of the Carter administration which he so enthusiastically supported no more than six years ago. Mondale has no faith in the American economy. He says that taxes would have to be raised to augment revenues. Mondale has no faith in the American people, claiming that giving Americans moral decisions of voluntary school prayer and "right to life" policies would lead them to destroying the rights of others.

The American people need someone whom they can trust and who trusts them just as much. Within just four years, Ronald Reagan has made Americans proud of being Americans; he has put both the economy in charge of itself and the American government off the backs of the American people. As a result, America (and for that matter the world) is in an economic upswing. The prime rate is at thirteen percent, and inflation is under three. In order for unemployment to continue to fall we need to continue this economic prosperity. The

As A Top Rate President, Reagan Deserves Four More Years

by Bruce Mehlman

Ronald Reagan should be re-elected in 1984. Since 1981, Reagan has proven himself, with only a few exceptions, to be, as political scientist Thomas E. Cronin said, "One of the top twenty presidents in United States history."

Economically, Ronald Reagan has done a superior job. When elected in 1981, Reagan promised to accomplish five tasks: to eliminate excess regulations, to cut taxes, to restrain and stabilize monetary growth, to reduce civilian spending, and to balance the budget. He has accomplished four out of five of these tasks, and, as he says, "I'm batting four out of five so far, and that's .800—pretty good hitting in any league that I know about." In comparison to 1981, the annual inflation rate is now down from 11.7% to 4.2%; interest rates are down by 15.9% to 11.25%; consumer spending power is up by 10.3%; real after-tax incomes are expected to rise 6%; the nation's money supply is growing at a healthy 9.3% per year, and the American dollar is robust. President Reagan's economic programs have obviously succeeded, as shown by the current recovery.

Though the federal deficit has practically tripled during Reagan's first term, this increase



by Wil Stith

American people do not need more taxes, as Walter Mondale has insisted. In 1982, when the American economy was going through her Carter-started recession, the American people were told to stay on course.

Well, they have, and it has payed off. The President has also allowed the American people to make moral decisions. Ronald Reagan trusts the American people. Walter Mondale does not. The only people Walter Mondale seems to trust are the leaders of the Soviet Union. Mondale says the President is too tough with the Soviets. He says we should trust them in reducing their nuclear arsenals. Walter Mondale should trust the moral decisions of his own people before trusting others with the fate of the world. Ronald Reagan sees the need for arms stability and legitimate negotiations to preserve the free world.

Americans will ask themselves whether they are better now than they were four years ago. The answer is yes. However, the American people must look into the future and decide whether they want this prosperity to continue. Americans need a man who trusts America and Americans. America needs Ronald Reagan. Stay the course of economic stability, patriotism and legitimate stability. Stay the course of Ronald Reagan.

can be explained by the unpreparedness of the military when Reagan took office, Congress' overspending in non-military fields, and by the weakness of the economy in 1981. First, when Reagan assumed the presidency in 1981, he started the greatest United States military buildup during peacetime in history. This buildup is aimed to place the country in a position of relatively equal strength with the Russians and thus permit meaningful and feasible arms limitation negotiations. Secondly, the Congress has been unwilling to cut non-military spending, thereby further adding to the deficit. Finally, the economy was in serious difficulty in 1981. To ameliorate this situation, Reagan cut taxes. These tax cuts helped the average citizen immensely, as jobs were created, and the recession was ended; however, the income to the government was reduced.

President Reagan has not only helped the country economically, but he has shown strong and decisive leadership with patriotism and confidence, all of which had been lost (because of the Vietnam War, the Arab oil embargo, Watergate, and the Iranian crisis). He calls for self-reliance, productivity, and competition, and "Reagan personifies an idealized image of what America would like to be."

SPORTS

Hard-Hitting Fresh/Soph Football Team Continues To Improve

by Jonathan Kagan

In recent years the Fresh/Soph football program has been one which functions to produce players for future JV and Varsity play, but the past years have not been traditionally victorious.

This year's team, made up of primarily freshmen, is young and relatively inexperienced, but these players are hard-hitting and dedicated.

They suffered their first loss at home against Loyola (12-24). Quarterback David Gaines had a good day against the Dons, running for a touchdown and passing to Alex Vishio for the other.

The character of the team was showed on the following Wednesday when they defeated Mt.

St. Joe (6-0). This was a tough game for those on both offense and defense, and the only scoring was done by sophomore Alex Vishio on a touchdown reception.

This year's team is led by the leadership of Messrs. Whitehurst, Christian, Julius and Campbell. Head coach Whitehurst said on the philosophy of the team, "The establishment of the team concept by the players and continuous improvement over the season are goals we as a team strive for."

With this leadership and the tough play of individuals as a team, the Fresh/Soph football team will look ahead to be victorious against Calvert Hall, Cardinal Gibbons, and McDonogh.

VARSITY SCOREBOARD

SOCCER

3-2	vs.	McDonogh
8-1	vs.	Poly
6-3	vs.	Patterson
6-4	vs.	Curley
4-1	vs.	Gibbons
4-1	vs.	St. Joseph
1-5	vs.	John Carroll
2-1	vs.	Loyola



CROSS COUNTRY

20-36	vs.	Calvert Hall
20-35	vs.	Poly
19-36	vs.	McDonogh
22-39	vs.	Mervo

(Note that low score wins in Cross Country.)

FOOTBALL

40-0	vs.	Curley
14-18	vs.	Calvert Hall
20-20	vs.	Mt. St. Joe



David Clapp runs for a touchdown in the J.V. Football game against Calvert Hall; Gilman unfortunately lost the game.

Aggressive J.V. Football Shows Enthusiasm In Practice, On Field

by Leon Newsome

After the final Varsity cuts, there were fifty players left. Thirty-three of these players represent this year's Gilman JV Football team. Leading them this year are captains Clark Wight and Stock Williams, both sophomores.

The JV team started its season at Archbishop Carroll of Washington, D.C. The game was a very hard played one. Barder Harrison, a freshman middle linebacker, had a "field day" with numerous big tackles. Carroll put 18 points on the board and sent the JV team home with its first defeat.

Next on the schedule, were the Wildcats of Northwestern. The JV squad was up and ready to "eat" wildcat for dinner. Gilman scored first on a four yard run by Barker Harrison. The Wildcats came back with a blocked punt and a score. Gilman had long sustained drives, but mistakes killed them. It was noticeable that the offensive line missed its two big ends, Jack Cavenaugh, who was sidelined with a sprained wrist, and Leon Newsome, who suffered a knee injury during the previous week. The defensive backfield did a good job covering Northwestern's 6'7" end. Rodney Twels and Pierre Silva had very good games on the defensive line. John Spillman, a defensive back, also had a fine game with big tackles and an interception. Despite the hard playing by the defense and offense, the Wildcats scored with less than ten seconds to play. The final score was 12-6, Northwestern—the second defeat the Greyhounds had been handed.

The JV home opener was against the very good Poly Patriots. Poly scored first on a short run. Gilman tried to push the ball downfield, but mistakes hurt them. At halftime, the En-

gineers had a 18-0 lead over the Greyhounds. Gilman's offense lead by freshman Q.B. Mike Manzo, came out with a hot head of steam and marched downfield and scored on a four yard touchdown pass from Manzo to Leon Newsome. This was all the Poly defense was going to allow. Poly scored eighteen more points. When the game ended Gilman's JV squad was denied their first win, 36-6.

Gilman's next opponent, Curley was also very big, but the Greyhounds were ready and immediately scored on a twelve yard run by Sang Moon. This was all that was needed because the Gilman defense, led by Clark Wight, Hassan Murphy, Jack Buchanan, and David Levi, held Curley. This is what coaches Culbertson, Fenzel, Meadows, and Clark wanted out of the talented team.

The mighty Quakers of Friends were the team's following opponent. The score at the end of the first half was 6-0 in favor of Friends, but the second half proved to be more exciting because the Greyhounds played very aggressively, and drove the ball, but again, mistakes hurt the team. Late in the fourth quarter, it was fourth down, the ball was on the twenty yard line, and Coach Culbertson called a timeout. Mike Manzo took the snap from center Teddy McKeldin and threw the ball to a wide open David Clapp for the score and a tie game. The final score was a 6-6 tie. This gave Gilman JV football a record of 1-3-1, going into the Calvert Hall game.

"This team has a lot of heart," said Coach Clark during a daily practice, "this team has great enthusiasm and shows it in practice; now its time to show it on the field."

J.V. Soccer On Road To M.S.A. "A" Championship

by Rich Ayers

This year's J.V. Soccer team, lead by coaches Trevor Peard and Jody Martin, have started the 1984 fall season with five wins, one loss, and a tie. However, the tie was a scrimmage versus Boys' Latin which was a non-league game. The team's first game of the season was against Hammond. Hammond was not as good as most expected and became a solid 3-1 victory for Gilman. The team's second game was probably the toughest opponent. And that, of course, was Loyola. Both teams were just about equal, but Gilman managed to bear down and get 2-0 victory. The game against McDonogh was a tough match, but Gilman managed to be victorious again, winning 2-1. Gilman got a rest against Poly as they easily defeated the Engineers on a cold rainy day 5-0. The next game against Patterson seemed to Gil-



Brian Sher tries to steal the ball from an opposing player in the J.V. Soccer game against Cardinal Gibbons, which Gilman won.

man an easy victory, but to their surprise, the lost 3-2. This was the J.V.'s only loss in mind, Gilman went to face the somewhat tough Archbishop Curley. The Greyhounds, wanting the game badly, took it with a 3-2 victory.

The team itself consists of many skilled players, performing their best at every position. The offensive power of the front line is led by wings Ted Gibbs and Chris Schwartz, and the power scoring insides of Brendon Fox and Rich Ayers.

The aggressive fighting halfbacks are led by John Ousley, Alex Hendrickson, and Tom Choi. John Creamer and John Niemeyer are also a contributing factor to the power of the halfbacks. The fullbacks of Matt Dates, Bob Zura, and Bob Kent demolish most efforts of the opposing team to score. In the goal is Brad Lebow, probably the most important factor of the team, and has only allowed a total of five goals and has a countless number of saves. The bench should also be noted for they are aggressive and skilled, and can't wait to play.

This year's J.V. Soccer team has a very good chance of going to the championship. With only one loss and almost halfway through the season, the team has a very good chance of "winning it all." But only with the support of the school and team determination will this happen.

Water Polo Team Has Best Season Ever

by David Treadwell

The Gilman Water Polo team is having its best season ever. Its record is an unprecedented 8-1. In past years, the team has had trouble winning two matches. This fact makes this year's record all the more impressive.

Why the big improvement? The reason is a lot of hard work. The team has been working hard in the weight room three days per week, swimming as much as four thousand yards on non-weekdays, and on top of that practicing polo for an hour each day.

Before the season, the outlook was not so great. The team lost four starters, and the only goalie, Jason Freeland, had only one season of experience. The rest of the team knew it had some talent coming but didn't really think it would go too far.

The first matches were on Saturday, September 22 against McDonogh and Calvert Hall, two schools whose polo teams are in their first year of existence. Gilman had no trouble beating these two inexperience teams by scores of 7-2 (McDonogh) and 13-3 (Calvert Hall).

The following Saturday, the polo team played a young team from Annapolis called the Navy

Juniors (not of the Academy). Against this team, Gilman showed its first signs of greatness in a 23-2 victory.

On Rosh Hashannah, a skeleton team had rematches against McDonogh and Calvert Hall and despite the absence of over half the starters, won easily.

That this season was special was proven on October 13 at the Lawrenceville School in New Jersey. The team had two matches against what it knew were quality opponents, Lawrenceville and Upper Perk. Gilman has never beaten Lawrenceville although there have been some close matches.

This match was also close all the way with the two teams staying within two goals of each other for the entire game. Junior Adam Morgan scored seven goals, and the score was tied with a minute to go when Junior Bill Hess scored his first goal to secure the victory.

The tired team came back to beat Upper Perk 11-7 and won the mini-tournament.

After the game, Coach Brooks Ensor said, "This is the best polo a Gilman team has ever played." This really sums up the season so far — the best in Maryland, the best team Gilman has ever had.

Fall Intramurals Program Includes Tennis, Rugby



Rugby players converge to discuss their intricate tactics.

by Richard Yu and Alex Hoehn-Saric

This year's line up for fall intramural athletics include such sports as tennis, rugby, basketball, flag football, and floor hockey. All the Varsity athletic "studs" may be laughing at this list, but these sports are the real test of athletic ability.

Take for example, our rough and ready rugby players. They play a game very similar to football without the use of protection that helmets and pads provide for the Varsity team. These rugby players are the real men at Gilman. Even the intramural floor hockey team surpasses the Varsity Football team in their ability to dish out pain. As "Mean Joe" Susel smashes you against the wall in this full contact body sport, you know that he should have been on the football team. On the other side of the coin, the flag football players replace the brawns of football with finesse and skill by

having to rip off a small piece of cloth from the uniform of opponents instead of mauling them.

The last two sports in the fall intramural lineup, tennis and basketball, are in a class unlike those mentioned. These are sports of skill, coordination, and endurance, and are more closely related to the game of soccer. In these sports, there is an added difficulty of having to use both hands and feet. Unfortunately for those who participate in tennis, the ball is much smaller than the ball used in soccer, and for those in basketball the goal has been shrunken to a great extreme.

Truthfully, in Gilman there is no sport more important than any other. The Varsity and the intramural athletes have to be equally proud of their constant 100% effort. As shown, intramurals make up an important part of this fall's athletic program.

Faculty Viewpoint

Continued from page 5

ing Pell Grants and the National Direct Student Loan Program for college students. The fact that the actual cuts were finally less severe is only because the Congress refused to go along with his proposals.

Walter Mondale believes, and so do I, that education is the single best investment we can make in our country's future. We must have a strong national student loan program that enables a student to attend the school that best fits his talents, not just his pocket. By educating each student to his fullest potential, we not only strengthen the individual's chance of a better life, we also increase the vital pool of talent available to our nation.

Finally, as a parent, I want to see my teen-agers go out into a world free from the religious bigotry and racial prejudice of a Jerry Falwell, a world where they have a chance for a worthwhile job and where there is a chance for them and their children to lead decent, productive lives

and to grow old in dignity, where Social Security is really secure, where the Environmental Protection Agency really protects our air and water, and where the Supreme Court continues to champion our civil liberties.

Above all, like every other parent, I want our young people to have the heavy cloud of the nuclear arms race dispersed from over their heads. I want a president who understands that true strength comes not from saber-rattling but from a strong and vibrant economy, a shrewd nuclear and conventional defense, and skillful, principled diplomacy to defuse the tensions between us and our adversaries. I want a president who will wind down the arms race, not escalate it, who will bargain in a tough, prudent way for a mutual, verifiable nuclear freeze.

For all these reasons I shall be voting for the Mondale-Ferraro ticket and I believe that a clear majority of the American people will join with me on November 6th.

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Student Council Reviews Advisor System, Junior Privileges

by David Sigman

As over one third of the academic year has been completed, the student council is in full swing, doing their best to represent the students. There are two main issues which have been or are being discussed. One is the senior advisor system and the other is the grading system.

The senior advisor system has been in affect for quite a long time, yet the outputs of this potentially advantageous system have never been clearly examined. Therefore, it was suggested by this year's student council that this system be reviewed. Is there any growing relationship between the advisors and the advisees? Are the advisors effectively aiding the freshmen or new students in their transition to the Upper School? Are there any conflicts between the two individuals? These questions are presently being examined, and the findings will be further elaborated upon in the future.

The major topic with which the student council was involved was a reevaluation of the present grading system. As presented at a recent student forum, there are advantages as well as disadvantages involved with the present "full year cumulative system." However, a proposed system of a "half-year system" has its own benefits as well as drawbacks. A show of hands demonstrated that support of a new system was comprised of a minority of the school, while most felt that the present grading system is acceptable. Therefore, the entire matter was reviewed, and the council dropped the entire issue; Ray Harris, president of the Student Council said, "The students decided it."

Continued on page 4



Dr. Louis R. Harlan was this year's Mountcastle lecturer; he spoke about Booker T. Washington.

Dr. Louis R. Harlan Speaks At Mountcastle Lecture

by Richard Park

This year's George E.P. Mountcastle Memorial Lectureship featured guest speaker Dr. Louis R. Harlan on Thursday, November 24, 1984. The Lectureship took place in the Alumni Auditorium at 8:00 PM with a reception following the lecture in the Common Room. Each year, the George E.P. Mountcastle Memorial Lectureship has brought to Gilman a distinguished writer to give a formal speech and to spend the following day in informal conversations with the students and the faculty. The lectures are given to an audience of Gilman juniors and seniors and faculty, invited friends of the Mountcastle family, and a small number of students from other schools. This lectureship has been held annually since 1970, and was given to the Gilman School as a living gift in commemoration of George E.P. Mountcastle by his family.

George Earle Pierpont Mountcastle was born in Baltimore, November 24, 1949, and died on October 12, 1969, while a sophomore at Harvard University. He was a young man with exceptional promise as an accomplished athlete, scholar, and writer. Some of his many accolades are being elected to Cum Laude in his junior year, Editor of the *Cynosure*, and winning the Armstrong Prize for Poetry. At Harvard his specialty was modern literature, which is the reason his family and friends have established the George E.P. Mountcastle Lectureship in his honor.

Since George Mountcastle's strongest interest in school was modern literature, his family's only request was that most of the speakers chosen to give the lecture be young, aspiring writers or philosophers. Those speakers who come to give this lecture represent the "kind of achievement" toward which George was striving before his death.

Continued on page 3

Talent Show, Student Contributions Contribute To United Way Fund Drive Success

by Leon Sachs

The 1984 United Fund drive has come to a close, and it seems as though Gilman will once again have led the state in the amount of money raised. Not all of the money has been counted yet, but Mr. Tickner predicts that the school has raised approximately seven thousand dollars! Mr. Tickner, who directs the Gilman United Way Fund drive, can recall only one year when the school has raised as much money. Mr. Tickner is filled with pride when he explains that Gilman has led the state in fundraising for eight out of the past nine years. He admits that one year, "McDonough barely edged us out."

Mr. Tickner...can recall only one year when the school has raised as much money.

The money is not raised by the means that it was years ago.

In the late seventies, there was a United Fund competition among the forms which coincided with the form Circus competition. The form raising the most United Fund money and selling the greatest number of Circus tickets was awarded a day off from school.

This year, without the Circus, the student body formed different methods for bringing in the bills. The Talent Show of 1984 may have been the biggest factor in the school's success. This year's show netted \$1500 for the United Way. Mr. Tickner is very grateful to all who contributed their time to make the event successful. He also praises the 10th grade, explaining that they raised more money than any other form.

Representatives from the United Way of Central Maryland awarded Gilman's Mr. Tickner with the "Everyday Hero" Award for his continuing commitment to their cause. They commended Mr. Tickner



Mr. Reginald Tickner, winner of the "Everyday Hero" Award, continues his fine commitment to the United Way Fund Drive here at Gilman.

for the enthusiasm that he aroused at the school. When he is asked why Gilman supports the United Fund so well, he responds, "The kids—you have to give them credit because they come through."

Faculty Discusses Key Issues Concerning Students, Gilman On Retreat Day

by Will Gould

To most people, November 16 was just a day off from school — a holiday. To the faculty, it was a day to reflect on Gilman's responsibilities as an institute concerned with preparing its students to meet the challenges of the future. To Chris Leighton of the Upper School, Jim Garrett of the Middle School, and Joanne Frisch of the Lower School, it was one event in a major project which they had organized and worked on since last summer. The Mid-Decade Self-Evaluation, the official name for the program of which the retreat was only a part, was a project that was partially originated by Mr. Leighton. The original idea, however, came from the Administration, Headmaster Finney, and the Trustees.

The ultimate reason for this program is that Gilman wants to make sure it is preparing students to meet the unique problems of the 21st century. Mr. Finney said, "We feel it is our responsibility to construct a program that will provide instruction to equip Gilman students to deal with the future, and so we have to interpret future problems." About a year ago, when this concept was first brought up, the administration did not act immediately. "We, the Administration, wanted an inventory of what we are doing in the realm of morals," Mr. Finney said. They soon realized that this was not enough. They had to be able to answer the question of whether Gilman was educating its students sufficiently to meet the challenges of the future. Mr. Finney continued, "Thus we tried to organize events whereby the faculty would be asked to evaluate the school's mission and philosophy." And so, Mr. Finney called upon Reverend Leighton to organize such a program.

Mr. Leighton's first step was

to talk to the head of St. John's College, Edwin Delattre, a man Mr. Leighton described as "fascinating and incisive." After talking with Mr. Delattre, Mr. Leighton's first idea was to bring in someone from the outside to hold a seminar, but after

Mr. Finney said, "We feel it is our responsibility to construct a program that will provide instruction to equip Gilman Students to deal with the future."

meeting with the other two leaders, Mr. Garrett and Mrs. Frisch, it was decided that the school would act on its own. This made Gilman a "pioneer" in Mr. Leighton's words. "We are the first to ever do something like this," he said.

The group's "game plan" was to look at the school, identify its problems, and then ex-

Continued on page 5

Morehead, Jefferson Scholarships Announced

Recently the faculty picked the nominees for two of the most acclaimed awards at Gilman. J.B. Harlan was nominated for the Thomas Jefferson Scholars Program and Anton Vishio for the John Motley Morehead Award. Although all know that these are great honors, few actually knew how these nominations are made, what they entail, and what happens after the school nominations.

Approximately a dozen teachers make up the awards committee at Gilman and they suggest a number of candidates for an award. From that point the entire faculty gives their opinions and selects one student. In the case of the Jefferson and Morehead nominations the faculty look for the best scholars in the senior class with leadership abilities who will endeavor to improve themselves and their community throughout their time in school and beyond.

For J.B. and Anton this is only the beginning. From this point J.B., if he passes the preliminary

News Briefs:

"cuts," will go to the University of Virginia, and Anton will go to the University of North Carolina where they will face a series of exams and rigorous interviews along with numerous other nominees. If either is selected for his scholars program or award he will be offered a full scholarship to his respective university.

J.B. Harlan, who is the director of the work force program and a prefect, said he feels nervous about his upcoming trials and at the same time feels deep gratitude that he was chosen for this honor. Anton Vishio, the leader of F.C.A. and also a prefect, on the other hand, is taking the nomination in stride, preparing for the interview and hoping he lives up to his burden.

School Christmas Activities

Gilman's various Christmas activities were as successful as in

past years. On Dec. 7 and 8, the 9th and 10th graders of Gilman and Bryn Mawr, under the leadership of Mr. Peard, preformed the play, *Mousetrap*. On the night of Dec. 10, there was an informative 11th grade Parents' Night. Mr. Christ and Mrs. Levin presented brief lectures on standardized testing, college admission, and other important matters. Next, the parents were given the opportunity to see their sons' advisors. The Gilman Glee Club Carol Service was held on Dec. 16. This annual event brought alumni and parents together in the spirit of the holiday. There will also be a tri-school (R.P.C.S, Bryn Mawr and Gilman) Christmas concert on December 19.

The Traveling Men, under the co-leaders Tom Washburn and Eddie Barker were involved in a very rigorous schedule. They sang at Bryn Mawr School on Dec. 3 and at area nursing homes and (for the first time) in area malls. The T-Men

are looking forward to a concert at IND on Dec. 19 and at South Baltimore General Hospital on the following day.

The final Christmas activity will be the Young Alumni Luncheon on Dec. 21. On this same day, Christmas Holiday will begin.

Mr. Culbertson Publishes First Computer Book

Hayden Books has recently published middle school math teacher Mr. Culbertson's and former middle school teacher Mr. Goldberg's book, *Programming Apple Basic*. The two authors received a small grant from Gilman almost two years ago to search for a text book that would be appropriate for the middle school computer program, and if there were no such a book to write one. Thus, their book was written for middle schoolers and contains the basic curriculum of the program. It contains everything from algorithms to debugging. The book was written on the premise that learning the BASIC language is not an end in itself, but should be used in problem solving.



Faculty and staff of the Upper, Middle and Lower Schools gather at the Retreat in Westminster on November 16.

Letters To The Editor

Dear Editor:
 Recently, I had the chance to attend a Student Council meeting. What I saw was a seemingly reasonable suggestion shot down by student government members who seemed biased against the suggestion from the start and did not represent the entire student body.

It was suggested that juniors have a new option to participate in community service for two days and to have the remaining three days free. This proposal could spark interest in the community service program, a most valuable experience. In addition, the student would then be able to use his athletic period more efficiently. The junior who cannot make an interscholastic team is compelled to do intramurals, an activity which is not very rewarding. The time could be better used doing homework or running errands.

Nevertheless, this suggestion was rejected 8-3. The student government consists of six seniors, three juniors, three sophomores, and two freshmen. All six seniors attended and voted against the suggestion. Only two juniors were present; one supported the suggestion, and one did not vote. The one sophomore who attended did not favor the suggestion. Both of the freshmen voted for it. This suggestion did not benefit the seniors, and they did not have this option as juniors. One

can see that a possibility of prejudice might exist, and seniors constituted over half the voting body. Other representatives not supporting the suggestion were three season interscholastic teammates, and this suggestion would not benefit them. No one was there representing the rest of the student body.

The fault in the system lies in the distribution of voting power, and the selection of representatives. Why should the seniors receive such clout, when they would not be around to see most of the changes anyway? The number of members per form should be equal. Furthermore, the representatives are not representative of the entire student body in the least. One might argue that since the students choose them, they represent their classmates. But elections usually become popularity contests, and never do candidates campaign for office and state their opinions and plans. Even if there were campaigns, the officers selected might not be truly representative. Popular votes should be held on major issues to calculate accurately the students' feelings.

Upon witnessing the Student Council in action, I have become disappointed in the system. For the government to become responsive to all the students, changes will have to be made.

Mark Flaherty

Student Forums — Failure, Student Attitude — "Who Cares?"

Student forums were again revived this year as an attempt to solicit student output, participation, and discussion, which has been lacking in student council meetings most years, by using allotted chapel periods as a massive Upper School student meeting without the presence of any faculty members. These meetings were of course, led by Ray Harris and other Student Council members.

Unfortunately, student forums are again doomed to failure this year due mainly to lack of student concern and tact. Indeed, from the start of the last forum meeting (November 19), Ray Harris valiantly tried to sustain order to an acceptable degree. A few questions were asked and answered with some success. Yet, the unmitigating amount of murmuring, chattering, and unnecessary outbursts when certain individuals spoke gave the meeting all the dignity of a flying circus. Instead of trying to restore order, Mr. Harris could have merely done his Rodney Dangerfield impression of "I don't get no respect" with equal success since many students seemed to consistently ignore anything said on stage. Although a majority of upper classmen seemed to be genuinely concerned with the agenda of the meeting, a smaller part seemed to be utterly oblivious to or, even worse, to be trying to disrupt the meeting in any way. Such an attitude seemed to even rub off on many freshmen and sophomores, many of whom could be noticed dozing, chatting, or merely making side remarks about the forum as being a waste of time.

The problem seems to be a lack of concern and thoughtfulness among some students. Or, if some students think it's "cool" to play around, laugh, yell, and chatter during a forum then the problem would really seem to be immaturity. On the other hand, maybe some students are just ignorant to what student forums are all about. It is public knowledge that few students can or care to attend Student Council meetings at Gilman. Thus, student forums seem to be the only time to bring Gilman students together to discuss any key issues of the school and the only real opportunity to have any direct communication between the student body and Council.

Then again, maybe students truly do not care about the Student Council and what they do. If this is the case then certain messages seem to be sent by the students. Maybe there should not be any student council at all but only a governing body of faculty members to dictate Gilman life as they wish. Maybe students in fact truly enjoy having their lives run for them without such concessions as being given a free chapel to discuss issues which affect them. To stretch it a bit, maybe a stricter stance should be taken by the faculty to assume more control of the lives of Gilman students.

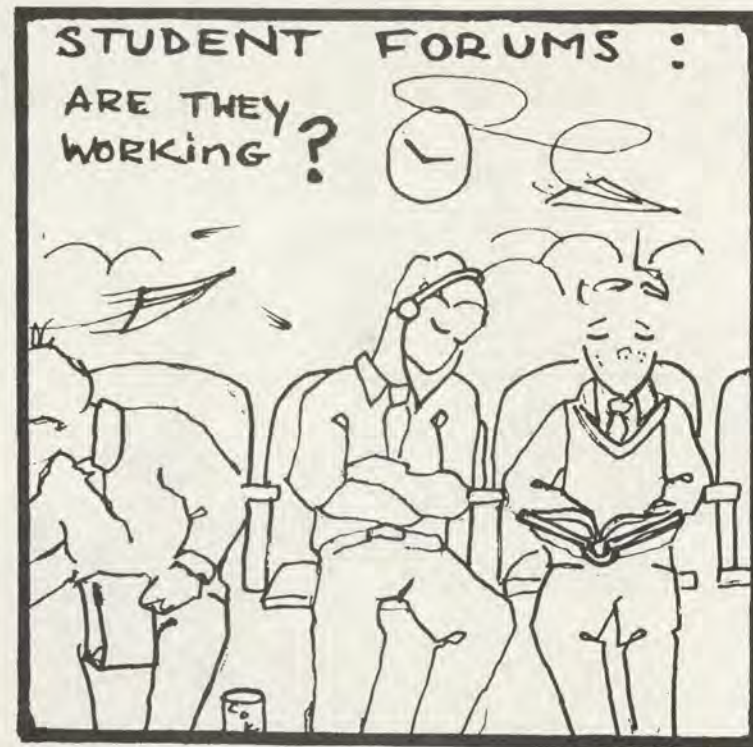
Truly, these are things which no student really wants. Indeed, maybe things are so bad as to suggest a future totalitarian state at Gilman, yet the prospect still seems scary. The fact still remains that students really "blew" a chance which they might never get back by showing their inability to handle a student forum effectively. We again proved some faculty members right who said that such would be the case. Anyhow, the real problem seems to be a lack of respect and cooperation for the Student Council. Until more esteem and involvement are offered to Ray Harris and the Council, the student government at Gilman will continue to exist only as a puppet government without any significant effect on life in the school.

Graduates!

The Gilman News is interested in hearing from you. If you are presently attending college or graduate school, the Gilman student body would like to hear about your school life. If you are no longer in school, students would like to find out about the different careers you have entered. Please write to us in a letter-to-the editor form. Our mailing address is:

The Gilman News
 5407 Roland Avenue
 Balto., Md. 21210

EDITORIALS



"Senior Slump" Period Can Be Put To Better Use

After winter vacation and another two weeks of classes, all Upper School students must take mid-term exams. However, mid-terms have a different meaning for members of the senior class. Ask a twelfth grader, "What follows mid-term exams?" His response will probably be something to the effect of, "A nice long no-work period!" He will, of course, be referring to what is commonly known as the "Senior Slump."

The principle which lies behind the Slump is that the last set of grades which college admissions officers see before making a decision is the mid-term set of the senior year. (Colleges do see final grades, but by then, the admissions decisions have already been made.) So, after working for three and one half years in the Upper School, seniors are faced with a semester, which as far as college decisions are concerned, does not "count," and their response, in the past at least, has been apathy and a decrease in work quality.

It seems a shame, however, that seniors do plan "not to care" about their second semester since that period offers such an opportunity to explore and learn. Ever since the Middle School level, students complain that there is too much competition and that learning is not fun. The second semester is a perfect opportunity for students to learn for the sake of learning, not for the sake of gaining admissions to college. For example, seniors, when reading a novel for a class, can be more concerned with the feeling and thoughts of the book than with the "answer to essay question number two."

Thus, while the pressure will be off the seniors come late January to get high grades, the urge to learn should never weaken. The second semester of this year will most certainly tempt many seniors to cease to work and to care about the level of that work, yet they should resist! That five month period will be a good time to learn because learning is important in itself and an important part of a student's education.

Can You Top This?



"Football is not just a game, it's a way of life."

Can you top this? Come up with a clever, witty caption to this picture and submit it to the News along with your name. Each News Staff member has a first-rate sense of humor and together will surely serve as competent judges of each entry. The Staff will submit their own piece de resistance each issue, and it is up to you to think of a better caption; the best entries will be printed along with the names of the comic geniuses who wrote them (Maybe, we will find actual prizes for future winners.) The 1978 News Staff started a contest similar to this, and after a several year interim, the 1984-85 Staff is resuscitating the idea. The particular joker who came up with this issue's caption feels that, in all the land of Gilmandom, there is not one who has it in him to "top this" — not even in that secluded part of the world, the Cynosure of-fice.

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.

The News Welcomes Your Letters To The Editor!

THE GILMAN NEWS

5407 Roland Avenue
 Roland Park, Baltimore, Maryland 21210



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The opinions expressed 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.

FEATURES

REVIEWS



Music, Dance Highlight Production Of West Side Story

by Chris Jones

For this year's fall musical, Roland Park Country School Drama Director Ann Mainolfi made an ambitious choice in deciding to do Leonard Bernstein's *West Side Story*. It is a story about two rival street gangs in New York City which requires a large cast of people who can both sing and act. Helping Mrs. Mainolfi with the show were music directors Doug Forbes (Roland Park Country School) and Annie Tuttle (Gilman's Middle School music teacher), along with choreographer Tom Wyatt, brought down from New York.

Work on the show began the third weekend in September when over forty people gathered at Roland Park for the dance audition. Expecting to spend thirty minutes to an hour for the choreographer to make his choices, no one thought they would end up spending five hours on both Saturday and Sunday learning and rehearsing various steps and combinations before the show was even cast, yet they did and continued to do so, rehearsing for eight hours every weekend right up to the show.

The large cast was made up of students from Gilman, Roland Park Country School, Calvert Hall, the Baltimore School of the Arts, Poly, and a few teachers to play the roles of the adults. Rehearsals started immediately after the auditions and before the final cast was selected.

To learn the numerous dialogues, music, and dance scenes, everyone in the cast sacrificed the majority of their free time, rehearsing two to three times during the week and almost every Saturday and Sunday afternoon. From the start, everyone knew the dancing would take the most work, and so, they spent countless hours learning and practicing dance steps. One Sunday rehearsal began at one o'clock and ended at 10:30, with a ninety minute dinner break. In addition, the tech crew contributed long hours, working every Saturday and Sunday to transform Gilman's stage into inner-city New York.

The story revolves around two street gangs: the Jets, a gang made up of second and third generation Americans who have established themselves as "number one," and the Sharks, a gang made up of the newly immigrated Puerto Ricans who want a place for themselves. *West Side Story* is also centered around two lovers, Tony, the ex-leader of the Jets, and Maria, sister of Bernardo, the leader of the Sharks.

The show opens with the prologue, a collection of dances and scenes set to music, which portrays the development of the conflict between the Jets and the Sharks, starting with simple pranks and developing into full-scale fighting.

In the next scene, the Jets, led by Riff (Gilman senior Keefe Clemons), decide that the only way to stop the Sharks is to fight a winner-take-all rumble. The scene moves to a dance which both gangs attend, and it is there that Tony (Calvert Hall senior David Smith) and Maria (Roland Park junior Lisa Kenner) meet and fall in love, only to be interrupted by Maria's brother Bernardo (Gilman senior Steve Comfort). Riff joins the argument and the rumble is set.

In the rumble, Riff is killed by Bernardo, and Tony, unable to think clearly after the death of his friend, kills Bernardo.

Tony goes into hiding only to hear that a gang member named Chino has found out about his relationship with Maria and has killed her. The show ends as Tony runs through the streets of New York calling for Chino to kill him too, only to find Maria, alive after all, and then to be shot by Chino. Then, through Tony's death, the gangs realize their errors.

Highlights of the show included an outstanding performance by Roland Park senior Brigit Brennan as Anita, Bernardo sister, and convincing performances by Keefe Clemons and Steve Comfort as the rival gang leaders.

The hard work all paid off in the end, for both the audiences and the cast responded that they thought the play was excellent.



Riff (Keefe Clemons) and Bernardo (Steve Comfort) fight it out in Roland Park Country School's production of *West Side Story*.

Prince Mystifies Capacity Crowd With Crazy Antics During Concert At Capital Center

by Keefe Clemons

On November 17, 1984 one of the most celebrated tours in the recent past opened at the Capital Center in Washington: this was the *Purple Rain* tour featuring Prince and the Revolution. There is only one word which could be used to describe the concert: *awesome*.

The beautiful Sheila E was the opening act for the concert (though many had hoped that "the Time" would come). She proved, however, to be a dazzling, sexual performer, playing such hits as "The Glamorous Life" and "Erotic City". She also impressed the audience with her drumming ability, playing solo after solo with her multi-colored, glow-in-the-dark drumsticks.



There was great anticipation in the air as the audience waited for Prince to perform. His sexual explicitness and outrageous

antics in past concerts left the audience wondering what to expect. It was, however, worth the wait. He opened with "Let's Go

Crazy", sending the capacity crowd to its feet, where they stayed for most of the night. Prince entertains his audience with a mastery few musicians can muster. He is often contrasted with Michael Jackson, and the contrast is definitely there. Prince is outspoken, bold, and together with Revolution, which makes for a well-oiled entertainment machine.

From the band's choreographed dance steps to the incredible lighting to Prince's bath of light in a descending luminescent bathtub, the show was unforgettable. They played all of their most popular songs. Prince and the Revolution is definitely on the way up. They managed to sell out seven shows at the Capital Center. The audience truly got its money's worth.

Twenty Years From Now, Students Should Expect Big Things — Success And Alumni Contributions!

by Joshua Phillips

Once we have traversed the hallowed halls of Gilman, once we have imbibed its vast store of knowledge, and have partaken of its experience, what follows for us? Big bucks, naturally. That's how the story goes. We go to Gilman, work hard, go to a good Ivy League college. Then, within two years of graduation we have been picked up by a major corporation and are making \$50,000 with room for advancement.

Unfortunately, that story is a bit apocryphal. Though many of Gilman's graduates do go on to successful careers, as doctors, lawyers, and businessmen, there are those who go on to less spectacular fields such as tool selling or being a fifth-grade homeroom teacher. Some, like one 1979 graduate, may even

Furthermore, alumni in college receive a free edition of each Gilman News, which, apparently is heartily read by each and every graduate.

become "unemployed with no purpose in life."

But whatever the career or college one gets into, there is one thing that ties all these alumni together—no, its not

lacrosse. The thing that bonds these men is, of course, Gilman. When these men think back upon Gilman, how will they remember the old school besides with faded memories? The most obvious answer is school solicitations for alumni contributions which will keep Gilman always on one's mind. Every alumnus (with a known address) is asked to be generous and give some of their newly acquired wealth to the school that started it all. Furthermore, alumni in college receive a free edition of each *Gilman News*, which, apparently, is heartily read by each and every graduate. However, what may be the most important publication to keep alumni in touch is the magazine, the *Gilman Bulletin*. Every alumnus receives this magazine. It is filled with articles written by different class members and relates the facts about classmates, new jobs, new kids, and other terribly exciting tidbits. The latest magazine even has a short note from an alumnus of the class of '16 (that's the graduating class from 68 years ago, fellas). The *Bulletin* also keeps the alumni (which will be us one day soon) informed of events and happenings at Gilman. Basically, it keeps the alumni interested enough to send back a few hundred dollars to Gilman.

Many of the *News*' readers may be a bit young to relate to



remembering Gilman. Rather, they must be asking the question "What can we expect as alumni at college?" Wild parties? Sex? Other generally wild and crazy happenings? Well, to be blunt, no. What we can expect is late night studying, sports, hard exams, and advanced physics. Maybe high school isn't too bad. Well, truthfully, many of our younger alumni do seem to be having a bit of fun, and many are leaders in fraternities and, it seems, extra-curricular socializing. So

there is something good to look forward to as alumni.

So, to recap, what can the Gilman youth of today expect as the Gilman alumni of tomorrow? Well, in a nutshell, we can expect to go to a good college, get a good job with a big corporation, and make big bucks. Well, maybe we can not expect all that, but it sounds good. The one thing we can be sure of (besides death and taxes), though, is the yearly bequest for our alumni contributions.

Student Council Update

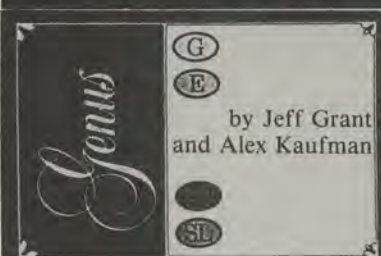
Continued from page 1

So for this year, matters such as extended senior and junior privileges as well as proposals concerning athletic commitments have been voted upon, but the major accomplishments have been the organization of Homecoming and the accompanying pep-rallies. More importantly, a Club Steering Committee has been formed in order to make Gilman clubs

more worthwhile for the students. This committee offers suggestions to the clubs as well as monitors the progress of the clubs. So far, this aided in bettering many clubs and eliminating those that existed in name only.

Though much has been accomplished, much more can be done. With student support, the council is able to aid in many aspects of student life.

TRIVIA CORNER



Welcome back to Trivia Corner! This issue, we have come up with a theme — colleges. As the seniors struggle in the college admissions process, they may be thinking that their college selection will determine whether they are successful or not. Through careful research, we have come up with a list of some people who are generally considered "successful;" they range from actors to writers to educators. See if you can find the alma mater of everyone on this list. (Some of the answers might surprise you.) Good luck!

3. Renee Richards
4. Jose Napoleon Duarte
5. Andy Warhol
6. Willard Scott
7. Stephen King
8. John Ehrlichman
9. Carl Sagan
10. Geraldo Rivera
11. Jimmy Stewart
12. Hugh Hefner
13. Jim Nabors
14. Phil Donahue
15. Daryl Hall & John Oates
16. Bryant Gumbel
17. Jim Henson
18. David Stockman
19. Al Franken
20. George Washington
21. Meryl Streep
22. Hugh Beaumont
23. Barbara Walters
24. Dick Clark
25. Kurt Vonnegut, Jr.
26. Tommy Lee Jones
27. George Shultz
28. George Bush
29. Dr. Seuss
30. Bullwinkle J. Moose

1. Fred Rogers ("Mr. Rogers")
2. Jerry Mathers

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FACULTY VIEWPOINT

Learning To Learn

"Why does Gilman need a reading and study skills program?" This is the question most frequently asked when people outside of the Gilman Community find out what I do and where I do it. The implication is that since Gilman has such bright students, there is no need to teach reading and study skills. It is often assumed that intellectually capable people are born with those skills that allow them to be independent learners. I have checked with the most recent biology and genetics material and have not been able to confirm this assumption. So far, nobody has identified genes that are responsible for reading and study skills. However, there is a plethora of evidence to support the theory that one picks up a skill and becomes good at it when a clear explanation of the skill is followed by practice. A reading and study skills program, then, tries to offer the opportunity to learn and practice those strategies and techniques that are necessary for academic and career success.

These skills should help make a student an independent learner — a person able to take on and master almost any learning challenge. Of course, attitude is crucial. Unless a student recognizes the importance of these methods and has the qualities of determination and persistence, there is little of value to be gained.

The principles of effective study that require emphasis are how to make the best use of study time, how to take good notes, and how to read with understanding. Techniques designed to prepare for exams and test taking strategies are important if an individual's performance is to accurately reflect his achievement.

There are a variety of methods designed to enhance vocabulary. A good vocabulary is a vital part of effective communication. A command of words well assures a better writer, speaker, listener, and reader. One research study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. The question is not whether vocabulary development is helpful, but what are the most effective ways to increase word power.

Good reading comprehension is usually a process. It is achieved gradually as you progress from an overall meaning about what has been read to a deeper level of understanding. It is important to determine the purpose for reading and establish a reading rate appropriate to that purpose. Skimming and scanning are effective reading skills which will contribute to efficient reading.



by Mrs. Levin

Five key comprehension skills include the ability to recognize and use: 1) Definitions and examples of those definitions 2) Locating and itemizing basic items 3) The relationship of headings to sub-headings 4) Important words and phrases 5) Main ideas/supporting details.

Note-taking is a must, especially in class. It requires discrimination between essential and non-essential information, thereby forcing concentration. A written record of information from which to study is more reliable than trying to remember.

Basically there are four steps in the note-taking process: 1) Previewing notes 2) Selecting and writing down important ideas 3) Organizing the notes 4) Reviewing and revising the notes.

There is no magic formula for how to prepare for and take (the upcoming) exams. Determine the most efficient use of your time. Self-made outlines are an excellent tool for organizing material. Include information from notes, past tests and quizzes, textbooks, and homeworks. These outlines should then be memorized. The best way to prepare for an exam is to master the subject matter through thorough study.

Test taking techniques allow the student to show what he knows. Using time wisely, reading directions and questions carefully, seriously attempting all questions, and checking for mistakes are principles of test taking that apply to all tests. There are specific strategies to apply on specialized tests like the SAT, but these are described as useful by successful students.

Why does Gilman need a reading and study skills program? Gilman students want to know how to use their abilities to reach the full potential of their knowledge and aptitude. They want to learn how to learn.

Students Join In World-Wide Fast In Support Of Oxfam's Efforts

by Simon Hamilton

On November 29, many Gilman students were faced with the decision whether to fast or not for Oxfam. Many were hampered by an ignorance of Oxfam and what it accomplishes. Although the organization has been active since 1942, the American branch was started in 1970, and the first Oxfam drive at Gilman was held seven years ago. Oxfam gives no regard to race, religion, or political belief, and it distributes items to needy people based on economic status and hunger. It is considered one of the best organizations because a high percentage of the money goes directly to the people. There are thirty field directors who live in the poorest countries, such as those of South America, Asia, and Africa. They locate the areas that are worth helping and make sure the money is distributed properly.

Oxfam is different from other such organizations in that it encourages locally organized assistance, so that the people do not

have to rely on outside help. Oxfam places its emphasis on long-term development so that it becomes self-restoring after a while. This means that the organization does not just have handouts, but it provides material objects like tools which force

It is considered one of the best organizations because a high percentage of the money goes directly to the people.

people to work for self-sufficiency. Oxfam also has educational programs to help the people to work for self-sufficiency. Oxfam also has educational programs to help the people understand their troubles and their development. The organization emphasizes equal relationships, so the people and the distributors can work together.

To support the organization, one had to fast and give money normally spent on food to the



The Oxfam drive, which was started at Gilman five years ago, distributes relief and aid to people based on economic status and hunger.

class representatives. There are several levels of fasting; one could forfeit meals for the whole day, one meal, or just one candy bar. The reasons for fasting are simple but may involve some deep thinking. Most Gilman students are on a different economic and intellectual

level than most kids. Therefore, the school becomes somewhat isolated. The purpose of fasting was to break this barrier and put oneself in the shoes of a needy person. The idea is to feel the suffering of impoverished people.

Symphony Tour To Six Taiwanese Cities Attracts Sell Out Crowds, Gifts From Hosts

by Phil McLean

If someone had told me last year that I would be going to Taiwan, I would have laughed at the idea. But there I was, flying over Mt. McKinley on a ten day trip to the small island nation of Taiwan situated south of Japan. I was going on a concert tour as a cellist in the Greater Baltimore Youth Orchestra.

Planning for the trip started in April of this year when a member of the Pacific Cultural Foundation heard the orchestra perform in Washington, D.C. This person persuaded the foundation to sponsor us on a tour of Taiwan.

The orchestra accepted and began a long series of preparations. During the late summer and early fall, we had many extra rehearsals. We also took a course designed to teach us

We visited four cities and played about six concerts. All of them were sell outs, and many had standing room only.

something of the history and culture of Taiwan, and a few phrases of Mandarin Chinese, the major language spoken there.



(Left) The Imperial Palace in Taipei, Taiwan during the Double-Ten celebration. (Right) Children on the steps of the Chiang Kai Shek Memorial Hall waving the Taiwanese flag.

We arrived in Taipei, Taiwan early in the morning of October 9 exhausted from a twenty-hour flight and a twelve-hour jet lag. Since our hotel rooms were not available until the afternoon, we spent the morning sightseeing in Taipei. Finally, at 1 p.m., we were able to go to the hotel and catch up on some much needed sleep!

The next day, October 10, was the Double-Ten, the Chinese equivalent of July Fourth. We were guests of honor and sat in the reviewing stands watching a long and colorful parade complete with many bands, athletes, and a huge dragon. That afternoon we played at an outdoor concert. Despite the rain, we had a crowd of about two hundred people.

We visited four cities and played about six concerts. All of them were sell outs, and many had standing room only. After each concert, the attending students would all come on stage, speak English with us, and offer gifts to everyone. This hospitality was really kind and showed us how nice one can be to foreigners.

Another surprise was the traffic. The streets are constantly filled with a stream of cars, buses, and motorscooters. The scooters are everywhere; nearly everyone has one. While we were there, a scooter drove through the lobby of our hotel simply because the sidewalks were too crowded. The taxi drivers drove at nearly seventy

miles per hour along streets which were the equivalent of our Charles Street. A trip in a

While we were there, a scooter drove through the lobby of our hotel simply because the sidewalks were too crowded.

taxi in Taiwan is like a roller coaster ride only faster.

When we finally landed back at Kennedy Airport in New York, the stewardess said "szitien" to all. I knew that I would not hear that good-bye for a long time.

Dr. Louis Harlan Talks On Booker T. Washington

Continued from page 1

This year's lecturer, Dr. Louis R. Harlan, is Professor of History at the University of Maryland and a well-known biographer of Booker T. Washington. Dr. Harlan grew up in the Deep South, and he earned his B.A. from Emory University, graduating Phi Beta Kappa, and his M.A. at Vanderbilt University. He later received his doctorate at Johns Hopkins University here in Baltimore. Dr. Harlan first started to get interested in the life and times of Booker T. Washington while he was preparing his dissertation in college. The topic of his lecture that night was entitled, "20 Years with Booker T. Washington." He began his speech in stating that the Book-

er T. Washington Papers are the richest and largest in black history. He also mentioned the racial inequality in Southern education during the 1950's when he was writing his dissertation.

Dr. Harlan then went on to say that Booker T. Washington stood against the social inequalities at that time.

Booker T. Washington challenged the right to vote, opposed the Jim Crow Laws, and used Machiavellian methods to provoke and sabotage his opposition. Dr. Harlan then went on to mention "Dr. Louis R. Harlan the editor" versus "Dr. Louis R. Harlan the biographer." He stated that his opportunity to serve in an editor's capacity with regards to the Book-

er T. Washington Papers allowed him to become more closer to Booker T. Washington and this gave him the unique opportunity to see more objectively the actual portrait of the man himself.

As a biographer, Dr. Harlan wrote his first book in 1958 entitled "Separate and Unequal" which examined Southern public education in the early twentieth century. His first volume of the Washington biography, called *Booker T. Washington: The Making of a Black Leader, 1856-1901*, won the Bancroft Award in American History. The second volume, entitled *Booker T. Washington: The Wizard of Tuskegee*, was awarded the Bancroft Award, the Beverage Prize, and the

Pulitzer Prize of biography.

However, Dr. Louis R. Harlan concluded his speech in saying that the end of Booker T. Washington's tenure was essentially the same as when it started his twenty years. There was still disenfranchisement, segregation in every aspect of life, racial imbalance, and there was still a large gap between the whites and the blacks.

There were varied reactions to the lecture, but Head of the Upper School Mr. Neale summed it up: "The lecture was a scholarly and critical presentation showing the very unconventional side of a very complex man." Mr. Neale continued to explain that Booker T. Washington was regarded in two extremes by his critics, but Dr.

Harlan provided a unique median between these two extremes of thought. On one extreme there were those who regarded Booker T. Washington with great respect in stating that he did all he could in his "subservient" manner at Tuskegee. On the other side, there were those who regarded Booker T. Washington as an "Uncle Tom" leader.

Mr. Julius, an Upper School history teacher, was quoted as saying, "I think he really delivered two things-as an editor and a biographer; he was able to find who Booker T. Washington really was. I think he did a terrific job in conveying his ideas, and I really enjoyed the lecture."

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FACULTY ATTENDS RETREAT

Faculty Members Express Opinions On Retreat Issues

by Anton Vishio

On November 15 and 16 the first faculty retreat was held. At the retreat, eighty-five issues that pertained to the Gilman Community were discussed; from these, ten have been chosen for their interest to the student body; elitism, sexism, student discipline, the "student in the middle," the "love of learning," intrinsic value vs. extrinsic value of education, the phenomenon of the hurried child, creativity, imagination, independence with regard to the students, the question of adequate advising and counseling, and an omnibus question that covers topics relating to the community at-large. To this end, a number of faculty members were asked what they felt on these topics. A sampling of their responses follows:

ELITISM

"I don't have the impression that a sense of elitism represents a serious problem in the school. And if and when students feel that they are superior by virtue of their being Gilman students, I don't think that we promote this feeling."

"There is a pride in the very fine programs that they have here in this school, certainly, but it is not arrogance."

"It's not a big problem for the school, because the school does a good job of making students aware of activities in the community, and much of the idea of elitism is reinforced by those outside the community. There is some arrogance stemming from this elitism, but it is not a really important matter."

SEXISM

"One of the issues that didn't make it through to the final rounds of discussion was whether the school is sexist. My answer is that asking the Gilman community whether or not it is sexist is like asking whether or not the Confederate Senate was racist. I feel that the school should certainly be 'co-ed' and until it becomes this, it will be sexist in fact."

STUDENT DISCIPLINE

"Except for a few infractions, most disciplinary problems that originate at Gilman should be individualized. There should not be a set penalty for an offense without a realization of the mitigating factors. Naturally, such disciplinary violations as blatant cheating, alcoholic and drug abuse, and other activities that prove scandalous to the image of the school must be dealt with severely."

THE "STUDENT IN THE MIDDLE"

"It was thought, in some ways, that the student in the middle had a better mindset than those at either ends of the spectrum. I think we should give more recognition to the student who does a solid job without necessarily being at the top of his class. We should recognize the student who cares about his work, who gets something out of it, and we should give recognition for achievement for more varied activities."

THE "LOVE OF LEARNING"

"We can develop an appreciation for education as an end to itself by more earnest, consistent efforts on our part to give more thoughtful assignments to the kids that would motivate them to make an extra effort on account of personal pride; the kids would feel better about themselves, and this is enough reward."

"We should give more assignments that require a fuller use of the student's mental acumen without having the stigma of a grade to hang over them and bring some 'fun' into education by building more of a healthy communication between teacher and student."

EXTRINSIC VALUE OF EDUCATION VERSUS INTRINSIC VALUE

"First of all, it should be noted that it is impossible for there to be an interest in some academic study without there being some effect on colleges."

"This faculty as a group is unique by the fact that its individual members care about their subjects. To say that a student can't enjoy learning because he gets a grade for it is like saying a teacher can't enjoy teaching because he gets paid! It can and has happened that students come into class for a grade and then by the end of the course are pursuing academic interests for their own merit."

"It's wrong to say that the student body is interested in grades over learning. There's some interest in grades but it is a manageable problem."

ADEQUATE ADVISING AND COUNSELING

"The advising and counseling at Gilman actually works better than it should for the simple reason that the faculty is not trained in the area of counseling. What we have, basically, is a number of para-counselors who attempt to compensate for their lack of professional training with understanding and sensitivity which frequently has less than successful results; however, I am amazed at the extent of success our all-too-imperfect system provides."

THE HURRIED CHILD

"I don't think that we in the math department push students along too fast. We have two tracks, the honors and regular, to accommodate the differing ability levels of students. You could make an argument, however, that we need a third track for those 'in the cracks', who are bright enough to be in the honors section, yet not ready to be moved along at a faster pace. Though I'm not sure of the practices of the other departments, I don't think it's a great idea in all except the most extreme cases to accelerate students through a program, because depth necessary to understanding would be lost."

CREATIVITY, IMAGINATION, AND INDEPENDENCE

"I am continually impressed with the freshness of ideas with which our students approach things. I feel that we should do more, but much headway has been made. A number of faculty have attempted to bring creative assignments into courses. We probably could do more to reward students gifted in various fields by publicizing and displaying more of their work, e.g. a creative solution to a history paper or scientific problem. Thereby more of the student body can appreciate the imagination of their peers."

"There should be a much greater attention paid to clubs, and not for the purpose of college attraction. The clubs, further, when scheduling can be arranged, should be combined with Bryn Mawr and RPCS for logical reasons; for example, why not have one nuclear awareness club instead of three? This would bring more interaction between the opposite sexes on important creative grounds."

"There could be room for more creativity. The sheer amount that students are required to learn leaves less opportunity for the development of their imaginations. There is more of an emphasis on facts than their evaluation, and the ability to do something with them. Because of this, the students seem hesitant to be involved in more abstract analysis—they're not open to concepts that don't have a concrete grade attached."

OMNIBUS

"A small number of faculty felt that we should not be active in the weekend activities of the students but felt rather that more paths should be open in the area of in-school counseling and education on social issues."



Faculty Discusses Key Issues At Retreat

Continued from page 1

explore ways of practically addressing those concerns. Their first step last year was to inform the faculty of these plans. Over the summer they sent to the faculty essays on challenges that face national institutions of education. Then they issued word check lists to the teachers which were similar to those taken by the students during the week of November 26. They collected issue statements from the faculty. These were the feelings of the teachers on certain issues. Mr. Leighton gave examples such as traffic hazards, feelings that the school is too big, and concerns over the need for more communication between the Lower, Middle, and Upper Schools. Five hundred issues were listed by the faculty. The eighty-five most common issues were given to the faculty and each individual was asked to circle the twenty-five issues that he or she felt were most important. Finally, the ten most frequently listed issues were tak-

en to be a consensus of the teachers' concerns.

Despite the large number of statements, Mr. Leighton was unsure about faculty enthusiasm before the retreat. He felt there would be "some skepticism on the part of the faculty." He agrees with the faculty that "talk can be cheap," and they want to see action, not just words.

The main role of the Retreat was to encourage the faculty and staff to examine the role Gilman should play in educating students to meet the chal-

lenges of the future. The teachers had dinner together, and then viewed films on education, such as *Goodbye, Mr. Chips*. During the discussion, ten leaders each met with a group of teachers who were mixed by department and school. From the Upper School, the group leaders were Mr. Schmick, Mr. Woodward, Mr. Fenzel, and Mrs. Sarbanes. Leaders from the Middle School were Mr. Clapp, Mr. Menzies, and Mr. Bill Miller. From the Lower School, Mrs. Casey, Mrs. Wolf, and Mr. Ken Miller comprised the leaders.



Mr. Chris Leighton (top), an Upper School religion teacher, Mr. Jim Garrett (middle), a Middle School English teacher, and Mrs. Joanne Frisch (bottom), a Lower School science teacher helped to organize the Retreat.

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FALL SEASON WRAP-UPS

Varsity Cross Country Dominates Despite Two Season-Ending Losses

- 20-36* vs. Calvert Hall
- 20-35 vs. Poly
- 19-36 vs. McDonogh
- 22-39 vs. Mervo
- 26-29 vs. Mt. St. Joe
- 34-23 vs. Curley
- 37-21 vs. Loyola

*Note that low score wins in cross country.

The season for the varsity cross country team was a very successful one. "No one beat us that did not have a right to beat us," said captain Pete Heuisler. The team's record, five wins and two losses, is something of which to be proud.

The season began with Heuisler in the lead, taking third place in the Brooklyn Park Invitational and first at the St. Paul's Invitational.

The team victory at St. Paul's was a high point of the season. From here the team went on to win five consecutive dual meets against Calvert Hall, Poly, McDonogh, Mervo, and Mt. St. Joe.

At the end of the season the team met saddening losses to Curley and Loyola. The Curley meet at Gilman was the best team effort of the season as everyone clocked a personal best time. Led by Curley sensation Jim Hessebauer, three runners broke the course record; Billy Logue was third.

During the season Billy Logue belittled Gilman's course record repeatedly. Finishing his season with a fifth at the M.S.A. Championship and a third at the Junior Olympic trials, he was named to the *Evening Sun's* second All-Metro team.

Keefe Clemons stuck close by Logue. Heuisler, troubled by hip injuries, put himself together for important races. Bruce Taylor placed twelfth in the M.S.A. individuals, a feat rarely accomplished by a sophomore. Lee Thomsen, Gilman's fifth man, was the most valuable runner; his score made all the difference in a team victory.

Rounding out the team were Eric Miller, David Kahn, Anton Vishio, Peter Testa, and Mitch Jenifer. They all were improving consistently, running their own races.

J.V. Places Third In M.S.A. Cross Country

- Brooklyn Park Inv. 4th Place
- St. Paul's Inv. 1st Place
- 37-31 vs. Calvert Hall
- 22-33 vs. Poly
- 18-40 vs. McDonogh
- 29-28 vs. Mt. St. Joe
- 19-36 vs. Curley
- 16-48 vs. Loyola
- M.S.A. Championship 3rd Place



Billy Logue, an All-Metro cross country selection, wins another meet at home for Gilman.

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by David-Cahn

The 1984 J.V. cross country season was one of excellent performances marred only by a near-miss at Calvert Hall early in the season and a one point loss to Mt. St. Joe on October 30th. The team showed a lot of character after this defeat by crushing Curley and Loyola, but Calvert Hall ended the season undefeated and dual meet champions.

The team was led by junior Toby Broadus, who set a new course record on October 17 against McDonogh, breaking Bruce Taylor's 1983 record by five seconds. Sophomore Rob Mockard, who finished second or third in every dual meet, freshman Andy Fensleau, who was Gilman's top runner in three meets, and late arriving Craig Johnson, who joined the team for the St. Joe meet, scored an impressive win against Loyola. In addition, junior Bill Boswell, freshman Sun Kim, and sophomore Josh Ringel did a fine job.

The team went to the M.S.A.'s with hopes of making up for past disappointments. In the end, however, the team finished third behind Calvert Hall, the champions, and St. Joe. Johnson finished fourth, Mockard sixth, Fensleau twelfth, Broadus seventeenth, and Kim twenty-seventh. The team was only five points behind Calvert Hall and two points behind St. Joe.

Soccer Ends Up 9th In State Poll

- *2-0 vs. Boys' Latin
- *4-0 vs. City
- *3-2 vs. Hammond
- 1-4 vs. Loyola
- 3-2 vs. McDonogh
- 8-1 vs. Poly
- 6-4 vs. Curley
- 4-1 vs. Gibbons
- 4-1 vs. Mt. St. Joe
- 1-5 vs. John Carroll
- 2-1 vs. Loyola
- 3-1 vs. McDonogh
- 6-3 vs. Patterson
- 4-0 vs. Poly
- 2-0 vs. Patterson
- 0-1 vs. Calvert Hall

*non-league games
final record: 13 wins-3 losses

Without a doubt, the 1984 varsity soccer team was one of the best group of kickers Gilman has produced in a while. This team went 13-3 in the course of the season, rolled over four top ten teams in the state, nearly clinched a division title for a birth to the championship, and ended up ninth in the *Sun* poll's final state rankings.

The season started with an upset over third ranked Hammond which saw the Gilman offense dominate a highly touted Howard County squad to a 3-2 victory. Although this win was bleakened by a 4-1 loss to Loyola, the Greyhounds fought back to win ten of



Senior halfback Richard Ginsburg controls the ball in the varsity soccer game against McDonogh which Gilman won 3-2.

their next eleven games to find themselves at the top of the MSA "AA" division I standings. During that stretch, Gilman dumped the Dons in a sweet 2-1 victory, and had wins over such teams as Curley, Mt. St. Joe, and archrival McDonogh. Nonetheless, the whole season boiled down to the last game of the year against Calvert Hall. If Gilman had won the game it would have clinched a championship berth by effectively knocking out Loyola and Calvert Hall from the conference standings. Unfortunately, a fluke goal gave the Cardinals a 1-0 victory at home which saw Gilman plagued with bad luck even though it dominated most of the game.

It is very doubtful that this year's team could have done so well without the skills of goalie Paul Leand, a first team All-Metro selection. In front of Leand played a solid defense consisting of seniors, Mitch Caplan, Joey Ortiz, John Brush, Chip Dates, and Alex Kaufmen. Furthermore, the hustling of half-backs Rich Ginsberg and the skills of strikers Sang Cho, Harry Halpert, Matt Taylor and Dan Hazzard provided the team with the firepower which was essential to winning games.

J.V. Soccer Makes Championship

- 4-2 vs. Hammond
- 2-0 vs. Loyola
- 2-0 vs. McDonogh
- 5-0 vs. Poly
- 2-3 vs. Patterson
- 3-0 vs. Curley
- 6-2 vs. Cardinal Gibbons
- 1-2 vs. Mt. St. Joe
- 2-0 vs. John Carroll
- 1-1 vs. Loyola
- 4-0 vs. McDonogh
- 5-0 vs. Poly
- 3-1 vs. Patterson
- 1-2 vs. Calvert Hall
- 1-2 vs. Mt. St. Joe

by Brian Sher

The J.V. soccer team, under coaches Peard and Martin, had another excellent season, once again capturing the M.S.A. "A" Conference Division I Title. They finished with an overall record of 10-4-1, losing the championship game to Mt. St. Joe., 2-1 in overtime.

Gilman had many great victories this season. These included two wins over arch-rival McDonogh, two wins over Poly, and big victories over Patterson and Loyola.

The team's only losses included one to Patterson and Calvert Hall, and two to Mt. St. Joe. All of these games were extremely close, and could have gone either way.

The Greyhounds were led by a strong, intimidating defense that

included Bob Zura, Bobby Kent, Matt Dates, and Teddy Fish.

The midfield was characterized by good ball control and lots of hustle. Starters Jon Owsley, Alex Hendrickson, and Jon Neimeyer led the midfield attack, with frequent substitutions by Tom Choi and Sackett Cook.

Gilman had a high powered offense led by captains Brenden Fox and Teddy Gibbs. Also contributing greatly were insides Rich Ayers and Kevin "Morton's" Daniels and Chris Schwartz at right wing.

Goalie Brad Lebow patrolled the nets for the first half of the season. An injury to Lebow resulted in Doug Godine playing for the rest of the season and leading the Greyhounds to the championship.

Even though Gilman was not victorious in their quest for the championship, the team will undoubtedly be strong next season, and hopefully will recapture the crown.

Near Perfect Season: F/S Soccer

- 5-1 vs. McDonogh
- 2-0 vs. Lutheran
- 4-1 vs. Lutheran
- 1-0 vs. Park
- 3-0 vs. Boys' Latin
- 1-0 vs. Mt. St. Joe
- 5-2 vs. St. Paul's
- 2-0 vs. McDonogh
- 0-0 vs. Mt. St. Joe
- 4-2 vs. Park
- 2-0 vs. Boys' Latin
- 1-0 vs. St. Paul's

by John Niemeyer

If the success of this year's F/S soccer team is a measure of things to come, the future of soccer at Gilman looks promising indeed. This year's team under Coach Demeule posted a stellar 12-1-1 record.

Although the team was characterized by fine balance, its success must be attributed to the stingy defense. Goalie Charlie Cahn permitted a meager four goals all season, and Coach Demeule ranked his fullbacks "as fine as any I have seen this season." Freshman standouts Randy Brown and Marshall Brown anchored the defense and were complemented by center fullback Josh Freeman. The defense, however, by no means overshadowed the powerful offense. George Anderson was the team's leading scorer with five goals, and he worked in tandem with Sun Kim who scored four goals on the season, highlighted by his "hat-trick" against Park. Wings Liam Culman, John Hewsen, and Sue-Joe Shin accounted for an additional seven goals. The halfback core was made up of Michael Taylor, David Gibbs,

Hugh Marbury, and Matt Eastwick, who rounded out the scoring punch.

Coach Demeule said, "the character and confidence of this year's F/S was developed in their pre-season win over the Maryland Training School under hostile conditions." The team thereafter proceeded to soundly defeat McDonogh, Lutheran twice, Park, and Boys' Latin in the following five games. Mount St. Joe proved to be Coach Demeule's nemesis, as they accounted for Gilman's only tie and defeat. After a 0-0 tie with Mt. St. Joe, in which Charlie Cahn saved a penalty shot, the team finished the season with three successive victories over Park, Boys' Latin, and St. Paul's.

Coach Demeule said, "This team was as good as any that I have had, and I feel that they will provide talent for the junior varsity and perhaps the varsity in next year's season."

V. Football Shuts-Out Rival McDonogh

- 12-9 vs. Archbishop
- 34-0 vs. Northwestern
- 0-7 vs. Poly
- 40-0 vs. Curley
- 14-18 vs. Calvert Hall
- 20-20 vs. Mt. St. Joe
- 16-0 vs. Loyola
- 20-0 vs. Cardinal Gibbons
- 21-0 vs. McDonogh

by John Kagan

When the final whistle blew, on November 9, the scoreboard read 21-0 in favor of Gilman over the visiting McDonogh team. Lamar Smith trampled all over the Eagles, scoring all three touchdowns and running for over 300 yards. When the game ended, the proud Gilman players trotted onto the field with joy to accept the traditional game trophy. This was the last game of the year, and for seniors, a momentous one, because this was the last time they would ever put on a Gilman helmet.

The Greyhounds finished the season with a successful 6-2-1 record, enough to earn them a third place in the tough M.S.A. "A" Conference. Throughout the season, the team was led by an intense and hard-hitting defense which shut-out seven teams. The defense was led by captains Dave Rody (defensive line) and Marlon Smith (linebacker) along with the experience of defensive coordinator, Mr. Schroeder.

Offensively, tailback Rory Holley and fullback Lamar Smith combined a total of 1400 yards and 14 touchdowns. In the passing department, junior quarterback Tim John Oursler threw six touchdown passes and had close to four hundred yards. His favorite receiver, Nick Schroeder, led the team with two touchdown receptions and over four hundred yards.

On the ground and in the air, the team was helped by a strong and experienced line. The offensive line was manned by the outstanding "Mark's brothers": center Mark Agent and tackle Mark Shapiro. Coach Malloy's experience helped lead the line to a fine season.

The success of the season must be attributed to Head Coach Bristow. He pulled the team up when they were down, and his honest pep talks inspired the team to just go out and play football.



In the traditional Gilman McDonogh football game, Lamar Smith scores one of his three touchdowns in a 21-0 rout of the Eagles.

Late Season Surge Helps J.V. Football

- 0-18 vs. Archbishop Carroll
- 6-12 vs. Northwestern
- 7-33 vs. Poly
- 8-0 vs. Curley
- 6-6 vs. Friends
- 14-21 vs. Calvert Hall
- 6-0 vs. Loyola
- 22-0 vs. Cardinal Gibbons
- 10-8 vs. Mt. St. Joe

by Hassan Murphy

The season started with three defeats, one to non-conference Archbishop Carroll (D.C.) 18-0, and the next two to Northwestern 12-6, and conference power Poly, 33-7. Things looked bad; forecasts of a dismal season seemed to be coming true. The players realized the lack of natural football talent, but none quit. This was indicative of the type of football team this year's J.V. was.

With this new outlook, a sound 8-0 beating of Archbishop Curley followed and a 6-6 tie of a strong Friends Varsity in which the offense were lead by non-regulars.

The team then played conference power and eventual champion, Calvert Hall. Gilman totally dominated the game, hitting very hard. Calvert Hall managed to come up with the win, however, on a few bad breaks. Carrying this determined attitude into the next week, J.V. soundly beat a strong Mt. St. Joe team 10-8 on a safety and an interception runback.

F/S Gridders Have Disappointing Season

- *0-0 vs. Friends
- 12-28 vs. Loyola
- 6-0 vs. Mt. St. Joe
- 0-34 vs. Calvert Hall
- 20-20 vs. Cardinal Gibbons
- 0-20 vs. McDonogh

*scrimmage

by Alex Vishio

This season's Fresh-Soph football team had a somewhat disappointing year finishing with a record of 1-3-1. The record, however, does not show the true character and spirit that enabled these youthful Greyhounds to compete in a highly demanding M.S.A. "A" Conference.

Under the leadership of Head Coach Whitehurst and Coaches Christian, Juluis, and Campbell, the team started its season with a scrimmage against Friends in which neither team scored. The tough defense was anchored by Jimmy Lawrence, Johnny McDermott, Eric Bryant, and Brian Voelker.

Real games soon followed, as Gilman lost to Loyola and Calvert Hall, defeated Mount Saint Joe, and tied Cardinal Gibbons. In these games, offensive production came from David Gaines, Keith Barberis, Ti House, Donald Bentley, Todd Murphy, and George Dritsas.

The season ended with a tough loss to a good McDonogh team, despite the great play of David Carroll, Steve Kang, Carlos Evans, and John Webster. Also deserving recognition for their fine play are Crawford Hubbard, Matt Gordon, Billy Sheldon, and Tim Hathaway.

Head Coach Whitehurst summed up the season quite adequately when he said, "This team showed great improvement over the season, and they never gave up, even when the going got rough; they played hard all year long."

Senior Mark Agent — Gilman Football Star Named All-American



by Jeff Taggart

Gilman football star Mark Agent was recently named as a member of the 1984 Bally All-American football team. The powerful senior center, who was earlier selected to the All-Metro team, was honored as one of the best high school football players in the entire country.

Mark's great success on the gridiron has attracted strong interest from coaches of numerous major college football powers in the United States. Some of the schools that have been trying to recruit him are U.C.L.A., Arizona State, Notre Dame, Penn State, and the University of Maryland. Mr. Bristow, Gilman's head football coach, described Agent as "the most highly recruited Division I prospect in recent Gilman history, due to his size, speed, and potential."

When Mark was asked about all of the attention he has been receiving from college recruiters and the press, he responded by saying that he has felt "some pressure" from those who are vying for his acceptance.

Agent has received such great acclaim because of his physical size and his ability to play football. He towers nearly six feet five inches tall and weighs almost two hundred and fifty pounds. Despite his size, Agent is still able to run the forty-yard dash in a relatively fast five point two seconds. An indication of his strength is his ability to bench press about three hun-



Mark Agent, one of the most highly recruited football players in Maryland, displays his All-American talent.

dred pounds and to squat five hundred and twenty pounds. Although these numbers sound very impressive, Mark is not as large as most major Division I centers. When talking about what position he would play in college, Agent said that he would play center, but to do so he would need to "gain some weight and also get a little quicker."

Agent decided to play for the Varsity basketball team during the winter athletic season. His reason for participating was to concentrate on improving his quickness. His performance on the basketball court has shown his natural athletic ability. In a sport in which he has little or no previous experience, Agent has stepped in on the varsity level and has performed well.

In addition to basketball, Mark continues to lift weights on a daily basis. For his efforts he hopes to gain both weight and strength. The fact that he is young for his class (he just turned seventeen) means that he will naturally experience growth during the next couple of years.

It has been only five years ago that Mark entered Gilman's seventh grade as an average-sized student. His rise as a football star has been a rapid one, very similar, in fact, to the tremendous growth spurt that he has experienced. From a J.V. team member as a sophomore, Agent started for the Varsity as a senior and, soon after, began to receive inquiries from interested recruiters.

INSIDE: The Admissions Game: Applying To College & To Gilman — Pages 4 & 5

THE GILMAN NEWS



Vol LXXXIV, No. 6

GILMAN SCHOOL - BALTIMORE, MD.

February 25, 1985

News Briefs:

New Members Elected To Board Of Trustees

Four new members were added to Gilman's Board of Trustees this year. Three ex-presidents were elected to be lifetime trustees.

The appointments were made in the usual manner. The nominating committee of the Board decided on who they would like to have as new trustees. These choices consented to their nomination, and then their names were put before the entire Board for approval.

Mrs. Ann Clapp, Mr. James Riepe, Mr. Stuart Simms, and Dr. McRae Williams are the new additions to the Board of Trustees. All are parents and/or alumni.

Dr. Williams felt terrific about being appointed. He will head the Health Committee on the Board. This deals with the running of the school's infirmary and the education of the student body on matters of health, such as a course in CPR and alcohol awareness.

Mr. Owen Daly II, Mr. William J. McCarthy, and Mr. J. Richard Thomas were elected Trustees Emeritus.

"The Board of Trustees," according to Mr. Finney, "makes basic school policy and is responsible for the financial and material well being of the school."

Mr. Ronald Shapiro and Dr. Earl Galleher left the Board this year after having served eight years each. Board members are required to take at least one year off after having served two consecutive four year terms.

Famine Awareness Held At Gilman

The Famine Awareness Committee, headed by Bryn Mawr junior Rachel Levant, held a "Famine Awareness Day" on January 30.

Students from Gilman, Roland Park Country School, Bryn Mawr, Boys' Latin, Friends, and McDonogh participated in the event in which students were asked to fast and attend assemblies to help them focus on the issues concerning famine in the world.

Chris Jones, a senior at Gilman, was a representative on the Committee and organized the program at Gilman with the help of a few others.

Although over \$150 were contributed from Gilman through private

donations and the purchasing of T-shirts reading, "Hunger Hurts, Famine Kills," this, according to senior Leon Sachs who helped with the organization, was not the main objective of the program.

Rather, as Sachs said, "The day was used to remind ourselves of how privileged we are and that others are suffering in Africa without choice."

Mr. Leighton, a faculty member who also helped organize the event, also added that the Day accomplished more than just realizing the problems of famine. He said that although the participating schools are often isolated from one another and compete with each other rather than cooperate, the project pulled the schools together in working towards a common goal.

The Committee is now in the process of organizing a Baltimore Hunger Day in March, which, it is hoped, will be held at the Inner Harbor and feature such speakers as Mayor William D. Schaefer.

"Building Character" Almost Completed

In 1979, The Long Range Planning Committee of the Board of Trustees started the "Building Character" campaign in order to provide funds that would carry Gilman through the next ten years.

"Building Character" stands for Gilman's basic function as it prepares students for college. In order to perform this function well, Gilman needs much more money than is provided by tuitions and annual givings, and can be set aside from the normal school budget. Therefore, the "Building Character" campaign was set up.

According to Mr. Finney, that goal of the campaign was to raise a minimum of 5.2 million dollars, while making contact with "every member of the Gilman family" and giving them the opportunity to participate and support the campaign.

Most of the Building Character campaign has been successfully completed. The 5.2 million goal has been surpassed and most people connected with Gilman have been contacted. However, there are some alumni yet to be reached, and in reality, much more money is needed.

Continued on page 3

Administration Ponders Senior Lounge Issue

On Thursday, January 31, Head of the Upper School Mercer Neale announced that the Senior Room would be closed until further notice. While most seniors were forced outside to participate in a provoking snowball fight on the athletic fields, several upper-classmen and officers remained behind to confer with administrative officials. As a result, it was later announced that the room would be opened for use the next morning.

The initial reason for closing the Senior Room was self-evident to anyone who passed by about 12:30 that day. By that time the floor of the terrace-level room was soaked with water from melted snowballs. The latter was a result of a rowdy snowball battle which had raged there earlier, reportedly the second of the two.

The temptation of newly fallen snow and the need to express displeasure about coming to school on such an inclement day, was evidently overpowering for most seniors. While isolated incidents of illegal snowballing usually do occur on such "snow days," this one seemed to have precipitated to a much larger scale, resulting in the senior lounge's temporary closing.

This was the third time in two years that the lounge had been closed. The two previous instances were the result of irresponsible vandalism.

While many seniors were very irritated by the administration's decision, other seemed to be indifferent and some were even in agreement. Indeed the initial threats actually brought about two foreseeable problems. First of all there was the problem of where the seniors would go with their room closed. And one other was what would happen to the lockers inside the room. Actually the initial result was that seniors were forced outside where they seemed to take their distaste out on the many underclassmen in the snow. There

were uncounted incidents during the 7th period snowball fight: seniors "wolf-packing" unwary sophomores with snowballs and charging intrepidly into the ranks of lower form students, for example.

Mr. Neale was later to admit, the next day, that he did at first "over-react" to the whole situation. In a speech given to the

sixth form during form meetings, he reaffirmed his confidence in the senior class as a talented and responsible group and subsequently left half the meeting to Ray Harris for further discussion amongst students. President Harris went on to encourage more initiative by seniors to clean up their room. Furthermore, Ray emphasized that

the whole senior class must unite to deal with the whole issue.

Unfortunately, Mr. Harris was not able to reach a significant consensus. In separate cases, one could spot several dissident "libertines" among seniors who did not seem to care and a few jokers who suggested a "trash busters" club.



Seniors Kurt Schultheis and Ben Keenan relax in the Senior Room, located on the ground floor of the Upper School Building.

Mini Week Supported By 650 Parents, Faculty

by Jon Neimeyer

Snow, sleet, 650 faculty members and parents, and 150 courses characterized the Mini Week of 1985. Through the harsh weather conditions, the various course opportunities led students from the busy Gilman hallways, to the operating room, to the WMAR T.V. station.

The courses, as in past years, were numerous and diverse. However, the factor which distinguished Mini Week 1985 was the presence of 650 faculty members and parents, who generously donated their time.

The efficiency of these operations can be attributed to them. The increase in number over last year's adult participation is summarized by Mr. Killebrew. "The growth came because

Mini Week was decentralized." In 1984, there was one representative from Gilman, Bryn Mawr, and Roland Park Country School, who organized Mini Week. This year, however, there were 21 organizers from each of the three schools. With this "decentralized" system, not only were the organizers less burdened, but they claimed they were able to more efficiently improve Mini Week. As well, Mr. Killebrew stated that this expanded system will give Mini Week stability in the years to come.

The courses this year were varied and diverse indeed. There existed a wide range of medical courses, including trips to hospitals and spectating in-progress operations. In a more creative sense students made

fishing rods, stained glass, animated cartoons. Mini Week offered, as well, a variety of physical activities and sports such as: skeet shooting, tennis, belly dancing, and weight lifting.

As in past years, several week long trips were open to students. The respective trips took middle schoolers to Kent County, Maryland, Harrisburg, Pennsylvania, the Everglades, Paris, New York, and to the Rio Grande in Texas.

The history of Mini Week began in 1976 at Roland Park Country School as an experiment to diversify the traditional curriculum. In 1980, Gilman began a similar but separate program. The two schools joined in 1982. In 1984, the present day Mini Week began to take shape as Bryn Mawr joined.

EDITORIALS

Senior Lounge Attitudes Should Be Revised

Once again the administrators of Gilman are threatening the closing of the Senior Lounge, formerly the Junior-Senior Lounge, and again an "isolated incident" has provoked further controversy on this upperclass privilege. The whole story is getting somewhat trite and repetitive.

Whether or not the Senior Lounge will still be open in the coming months is uncertain. Possibly, the seniors frequenting the room will engage in another rambunctious snowball fight, or even, by some wild twist, burn the room to a cinder in a sacrificial pyre to Twisted Sister. Who knows? Who cares?

Obviously, someone must care, or else some catastrophe of this nature would have already occurred. In truth, we all must deep down, inside care, despite some very snide and sarcastic remarks about seniors being allowed to use their privileges to the fullest. Indeed, with college applications virtually completed and mid-term exams over, the temptations to 'slump' from here on out are at times overwhelming, although exaggerated because of its relative deterrance by Gilman's basic academic structure.

Still, seniors should and must care for "their" room simply because it is "their" room. Likewise, "we" should be proud of Gilman because it is "our" school. There is no doubt about the ability of this senior class to "trash" the senior room right now. The only thing which can and should prevent such a move would be the question, "Why?"

"Why not," in any case, would not be a

sufficient reason to us or even those juniors and underclassmen who look forward to passing the threshold of the Senior Room as leaders of the School. Nor would this be a sufficient answer to our future children who may attend Gilman and ask why there is no longer a Senior Room. Although several seniors have suggested in tasteless jest that this could be "the class known for finally closing down the Lounge," the joke is actually a very boorish idea, probably originating from watching too much of the "A-Team".

The question now arises as to whether Mr. Neale and his associates actually "over-reacted" to the whole snowball fight by threatening the closing. Evidently, he did, in light of anyone's freedom to enjoy the fun of snow and winter. Then again, should we also be allowed to take similar liberties to destroy or vandalize our school at any time?

In any case, most attempts to resolve the "Senior Room controversy" have thus far failed. Mr. Harris did, in fact, have some very constructive, although fundamental, things to suggest in keeping the room tidy. Yet, an overall cynicism and skepticism seemed more than prevalent among a majority of seniors. No one seemed to have the courage to really stand up and support Ray's very reasonable ideas.

The News is simply suggesting that this graduating class (and this school) should for once, stop joking and start helping our president to finally do something about such problems as the Senior Lounge.

Famine Awareness Conveyed Some Important Messages

Those who contributed to the Famine Awareness Day at Gilman last January 30 should be congratulated for their support of that worthy cause. As the Gilman Community can sometimes be a rather confined and protected environment, it is thanks to students like those who organized the Day that the school community is better able to learn about world issues and concerns.

While some organizations are more concerned with raising money for a cause, the Famine Awareness Day was a particularly good idea because there was more of a stress on *awareness*. In addition, for those that did choose to contribute to the cause, T-shirts could be bought with "Hunger Hurts, Famine Kills" written across them, thus increasing the awareness of more students about the Awareness Day. By the time

January 30 arrived, a multitude of students had purchased shirts demonstrating a willingness to both help stop hunger and aid in the "advertisement" of Famine Awareness Day. Indeed, through the work of a few Gilman students, the Upper School now knows more about the suffering occurring all over the world due to hunger and starvation.

Famine Awareness Day should certainly act as an inspiration to other Gilman students who are concerned about a state, national or world issue. Perhaps more clubs can organize chapel presentations or other "awareness days" to help get Gilman students interested and aware of the world in which they live. It is important to realize that only through the effort of the *students* themselves is the whole school able to develop a more exciting and diversified atmosphere.

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.

The News Welcomes Your Letters To The Editor!

Graduates!

The Gilman News is interested in hearing from you. If you are presently attending college or graduate school, the Gilman student body would like to hear about your school life. If you are no longer in school, students would like to find out about the different careers you have entered. Please write to us in a letter-to-the editor form. Our mailing address is:

The Gilman News
5407 Roland Avenue
Balto., Md. 21210

Letters To The Editor

Dear Editor:

I wish to congratulate... the staff members of the *Gilman News* on its excellence. I read the issues with much interest. Incidentally, I was business manager in my senior year of the Gilman Publications, which in those years comprised the *News* and the *Blue and the Gray*.

I think your "election issue" was outstanding, and I was particularly interested in the reference to the News poll in the presidential election of 1916. It occurs to me that you might like to know something of what went on in the School, as well as nationally, in that year. I was a 5-day boarder in my Sixth Form year (we did not call ourselves "seniors" at that time).

Charles Evans Hughes, a former governor of New York, was a Justice of the Supreme Court when he was nominated for president by the republican Party. He resigned from the Court and campaigned vigorously in the hope of defeating Woodrow Wilson, the incum-

bent. While in California at a large gathering of supporters, he failed to cross the hall and shake hands with Hiram Johnson, a Republican Senator from that state, with whose political leanings Mr. Hughes did not agree. This highly offended Senator Johnson and thereby hangs a tale!

At Gilman we were closely divided in our political feelings. The supporters of Wilson, among whom were Mr. Finney's father, a classmate, and myself, worked up a scheme to display on the screen on the west wall of our study hall, now the art room as I understand it, written on separate sheets of theme paper, the letters VOTE FOR WILSON. Just before "lights out" we sneaked down and pinned the letters on the screen and rolled it up. We went to bed fearful that somehow the Hughes supporters had discovered what we were up to and might have double crossed us. The next morning when the poll was to be

taken, however, we pulled the screen down and our letters were intact, and you have recorded the result. President Wilson carried Gilman.

The election of 1916 took place and there being no radio or television in those days, the Sunpapers in collaboration with the Gas & Electric Company arranged to show on election night with one flick of the street lights if Wilson was the leader or with two flicks if Hughes was leading. By late evening there were two flicks over and over again. We and most of the nation went to bed convinced that Hughes had won. The next morning when the California votes had been tabulated, Wilson had 277 electoral votes and Hughes had 254. It has always been believed that Mr. Hughes' slighting of Senator Johnson, a power in California politics, was the cause of the Hughes downfall.

John Redwood, Jr.
Class of 1917

Dear Editor:

This letter is in response to two articles in the newspaper of December 17th. First, I would like to reply to Mark Flaherty's letter to the editor. The response will be a point-by-point reply.

First of all, the student government was not bias against Mark's proposal. If this were the case, then we would have not debated on his proposal for almost 30 minutes. And after 30 minutes of debate, there was no question as to whether we would have a vote on this measure. And in spite of Mark's protests about attendance, he cannot deny the fact that a quorum existed at the meeting. At our first council meeting, we adopted the Standard Rules of Order. The order stated that with 15 members, a quorum exists when there are eight members present. At the meeting, there were 11 members present, so official business could be conducted. I hope that Mark did not expect me to break a rule to satisfy a complaint. (And if Mark did not know about the standard rules, then it is not my fault. The rules were posted on the council bulletin board for over two months.) Furthermore, if he was concerned about how the attendance would affect his proposal, then he should have withdrawn the proposal for future consideration. (That is, after the roll was taken in the beginning

of the meeting.)

Another thing that I take issue with is the question about the intentions of certain voting members. I can state with confidence that each member, when voting on a proposal, puts the interest of the school first. Therefore, it is unfair for Mark to question why seniors should vote on junior class privileges when I allowed the Student Council to consider the "Senior Snooze." It was rejected. The reason why seniors have six voting members is because they are the student leaders of Gilman. In addition to being officers of the senior class, we are also the officers of the school. So is there any doubt that we should have more "clout" when we are the school's top leadership?

The Student Council is always responsive to the students. Writing this letter to the editor is one example. So if the council does not represent the "entire student body in the least," as Mark suggests, then the fault does not lie with the council, it lies with the vocal minority who doesn't care about what goes on. And if Mark has a question about this statement, then I refer to him the editorial next to his letter in the December 17 issue of the *News*. This editorial adequately describes the present relationship between the students and their council.

The second part of this letter deals with the News' coverage of the Student Council. I would like to thank the *News* for its excellent coverage of what the council is trying to do. No one can ask, "What is the council doing?" because the *News* has fulfilled the council's goal of making its message known to the students and the faculty. As I have stated above, the recent editorial on student forums has stated clearly the present relationship between the Student Council and its constituency. But I do not want to dwell on the past. As we start anew in the second semester, I would like to restate what I said at the October student forum for those of you who did not (or could not) hear it: "For the past month, the student council has proven that it is willing to stand up for the student. But the question remains: When will the students stand up for their council?"

This is the challenge that I place before you today. I am going to look past those of you who are indifferent and appeal directly to those of you who care about student concerns. To those of you who care, I am asking you to join the *News* in responding to this challenge. Together, we can make an impact — and we will.

Ray Harris
Student Government President

FACULTY VIEWPOINT

The Meaningless Rule

I stood at my classroom window watching the quick winter twilight. A student came into my rectangle of the world outside. He looked bored and dissatisfied as he walked toward a job in the kitchen. Brewster, unlike Gilman, was a boarding school, and we would all soon gather for another dinner in the long reaches of February. Watching the boy, I soon realized that I too had little hope that spring would return. He trudged up the main road across campus. It would be shorter to cut across the "Gardens," but that was illegal. I saw the boy hesitate (It was as if I were inside his head.) and then with something approaching bitter self-assertion, he cut across the forbidden ground to his unavoidable duties.

I remember my grim satisfaction as I embraced my own unavoidable duties and heaved my weight against the window to "catch" him before he cut the hypotenuse. But what had really happened was that we had mutually succumbed to a death struggle with the meaningless rule. Unless we behaved better than humans usually do in this struggle, we would soon be angry, and we would each re-enact the encounter in our separate minds, increasingly to our own advantage, long into the night.

It might seem that I bemoan the meaningless rule, that I look to a world where all is reasonable and where cooperation lives with a smile



by Mr. Peard

and a bounce to its step. Actually, I haven't the optimism, and cheery compliance soon drives me crazy. I am not one of those blithe souls who believe that much would be gained if God's children did not have to wear a belt or if one were not penalized for a late paper or if one did not need a note *before* seeing a teacher.

For one thing, there are students in the Upper School who might never speak to an adult if it were not for the "ice breaker" of an untucked shirt. I myself have always viewed the illegally parked car as an invitation to meaningful dialogue.

Before dispensing with the meaningless rule, we had best ask where the ritualistic struggle between youth and authority is to strike without this lightning rod. In the sixties, in a burst of innocence, these safety valves were abandoned, and look what happened. The struggle shifted to matters of substance and an actual re-examination

was forced on both sides. I am sure no one wants anything like that. I admit I was concerned earlier this year when the school president cast his eye on the cumulative grading system, but steadier minds prevailed, and one now hears more talk of sign-out privileges for juniors and of the danger of permitting students in classrooms without supervision.

But there is a more overriding importance to the meaningless rule. It is simply an indispensable preparation for adult life. How else will we ever keep a straight face as we become impassioned over another's freely chosen abortion while millions starve with no choice at all, over prayer in school while we retreat from racial equality, over mandatory seat belt laws while we rush to exterminate the species?

I am sure we are all most grateful when we succeed in convincing ourselves that the hot issue at Gilman is our unalienable right to chew tobacco any damn place we like or that we really must teach these spineless kids to toe the mark, and for their own good too! I know that I often relish the secret satisfaction of knowing exactly where the enemy lurks and that he is a distinctly different hombre from myself. I admit I occasionally notice that I am most willing to fight the fight of the meaningless rule when I am least certain I am doing my own job well, but I have learned that such doubts pass if I gather in small groups of people just like me. I recommend the strategy, especially in February.

Mr. Trevor Peard is a member of the English Department.

THE GILMAN NEWS

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The opinions expressed 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.

Archives Contains Valuable Gilman Artifacts: Old Alumni Letters, News

by John Shin

Have you ever wondered whether Mr. Tickner's "Twenty-five Years Ago..." speech was really true? Have you ever wondered what Mr. Finney looked like in 1947? If you have an interest in knowing these facts, they can be found in the Gilman Archives.

The Gilman Archives, which is registered with the National Archives and the Maryland Historical Society, is run by Ms. Elizabeth Tracey, a Goucher College graduate and student at the University of Maryland. She is aided by Mr. George Creighton, a Gilman alumnus of the Class of 1937. Ms. Tracey is in charge of organizing and categorizing the materials in the Archives, and Mr. Creighton directs the researching.

Ms. Tracey said that the Gil-

What is in the Archives?
The Archives contains mostly photographs, Gilman artifacts, and old issues of the *News* (since the first issue in 1914) and *Cynosure*. There are pictures of Mr. Finney wrestling and even United Way artifacts twenty-five years old. The original copy of the letter that Daniel Coit Gilman wrote to Judge Fisher is also in the Archives. This letter stated that Mr. Gilman was happy to serve on the board to found and develop this school.

In addition, there are files of every student who has ever entered Gilman. Since the school has many very important alumni, people from all over the nation have called the school's Archives to find out more about these Gilman graduates.

The Archives contains records of many events and stu-

someone may be searching. It should take much less time to find any requested materials.

What is an archive?
Archives have a two fold character and use. They are, in the first place, evidence of the activities of organizations and individuals. Second, archives constitutes an unsurpassed source of information concerning the political, social, economic, and technological developments of the past.

Four Records Reviewed — New Album From The Ramones Comes Up Short

By Joshua Phillips and Tom Offit

The rating system used in this column is similar to that used for grades.

E = A wretched failure. Unlistenable. If you have a record with an 'E' rating, burn it. Immediately.

D = A worthless piece of vinyl saved by some redeeming quality or one or two good songs.

C = An average disk. More appealing to fans of a certain kind of music. Contains an integral problem, but still listenable.

B = A valuable listening experience marred by a noticeable fault or a few below average songs.

A = Excellent. A masterful work of music, lyrics, and sound quality. Destined to become a classic.

A+ = A transcendental work of the gods. If you don't have this, your life means nothing.

John Fogerty: *Centerfield* — Julie Brown has ponderingly sung "Will I make it through the '80's?" After listening to *Centerfield* I wonder if former Creedence Clearwater Revival member, John Fogerty, will ever make it to the '80's. On *Centerfield*, his music is lyrically and melodically rooted in the past. Fortunately, what made CCR great in the 1970's makes Fogerty truly listenable in the 1980's.

The first song "Old Man Down the Road" is no more than a replica of half a dozen CCR songs. "Big Train" sounds like a loving tribute to folk singer Woody Guthrie; as a matter of fact, it sounds like Woody Guthrie. While "Mr. Greed" displays a petty bitterness, it contains a clean, straightforward musical approach. Finally, "I Saw It On T.V." is a nostalgic look at the last four decades ending with the 70's, in which Fogerty admits his mind "is chained" to that decade.

Side two is similar to side one. "Searchlight," which sounds like CCR's "Proud Mary," jazzed up, and "Centerfield," which bears resemblance to Don McLean's "Miss American Pie," both speak of person-



Killing Fields: True Story Of Friendship, Love

by Jaan Naktin

The Killing Fields is a remarkable film that is bound to be remembered when Academy Awards are handed out next fall. This Roland Joffe production captured my attention and my emotion with its provocative plot and chilling imagery. As a result, the story came across as very real, and only at the end did the credits tell me that it was the true story of *New York Times* reporter Sydney Schanberg (played by Sam Waterson) and his Cambodian interpreter Dith Pran (played by Dr. Haing S. Ngor).

Adapted from "The Death and Life on Dith Pran" in the *New York Times Magazine* of January 20, 1980, *The Killing Fields* does an excellent job of showing the courageous efforts of a tough-minded corps of reporters seeking the truth in war-torn Cambodia during the mid-1970's. Sydney Schanberg is the determined *Times* man whose efforts to accurately report the role in American Army and later the role of the Khmer Rouge is assisted by Dith Pran, a native Cambodian. Schanberg comes to rely too heavily on Pran's extraordinary footwork. When the Americans pull out in a fashion reminiscent of the Saigon evacuation, Sydney helps Pran's family to escape but selfishly does not really give Dith himself a choice; he must stay.

Dith proves his worth when he pulls Sydney, the Jim Ignatowski-like photographer, and another reporter from the hands of the Khmer Rouge by diplomacy. The group takes refuge with other survivors in the French embassy, but the rebels want all Cambodians and Dith Pran is taken despite the valiant efforts of Sydney and the photographer. Sydney returns to New York and is rewarded for his work. He conducts a search by letter for his friend Dith while reliving the horrors of Cambodia on a pot-pourri video cassette which comes down hard on Nixon.

The rest of the movie is dedicated to the unbelievable Orvillian society which emerges from the ashes of a fallen society. The Khmer Rouge have made it the year zero to cut off all connections with the past. Children are taught to defy, kill and confess to past indecencies. We see Dith Pran suffer under the ideological torture as he starves in a death camp intended to forcefully re-educate the dissenters. These scenes are by far the most effective of the movie.

Pran escapes across explosion-stripped fields that have become the mass open graves of the victims of the Khmer Rouge. He is aided to the border by a man who has a map and wants Pran to take his son out of the country when he is killed in a raid. Sydney learns of Pran's escape because he had sent letters to all of the refugee agencies along the border. Their reunion is tastefully done and mercifully short. Dr. Haing S. Ngor's performance as Dith Pran will probably earn him an Academy Award.

The film's effectiveness is aided by the stunning landscapes and shocking images of the rebel rule. The message is one of love and friendship but in no way hurts the factual presentation of this incredible story. The "hidden meaning" can be seen just looking at the poster, showing a flag separating the two men. Recommended reading — "The Death and Life of Dith Pran." On the "Siskel-Ebert rating scale," I give "The Killing Fields" a "thumbs-up."



Ms. Elizabeth Tracey directs the Gilman Archives, located near the Upper School Library.

man Archives is an important part of Baltimore City's history because Gilman has played a role in the city's past.

How was it formed?

Ms. Holmes, a secretary at Gilman since the 1930's, collected items such as *Vantage* magazines, issues of the *News*, and other interesting things during her career at Gilman. In the 1970's, she organized her collection to form the Gilman Archives. After Ms. Holmes' leaving from Gilman, Ms. Tracey and Mr. Creighton categorized and researched Ms. Holmes' works in order to establish a highly organized Archives.

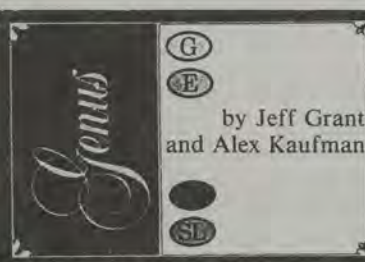
dent achievements, such as awards, alumni letters, and interesting facts reported by various newspapers across the country.

There are also relatively new materials in the Archives room, found nearby the entrance to the main library. For example, there are Brand O Film Society buttons (relatively new), and current issues of the school newspaper, literary magazine, and yearbook.

Ms. Tracey stated that she plans to use a computer to better organize this special collection. According to her, by using a computer, it is easier to locate facts and objects for which

TRIVIA CORNER

Welcome back to Trivia Corner. This month — a surprise! We now have a prize for the person who gets the most questions correct — a Gilman scarf & hat set!!! To qualify, you must not be a member of the News Staff and you must be presently enrolled as a student in the Gilman School. Write down the answers to the trivia questions in this Corner on a full sheet of paper with your name and grade at the top, and place the entry in the News mailbox. The person who gets the highest number of answers correct wins — it is as easy as that! If there is a tie, there will be a drawing for the winner. Entries will be accepted for only five days after the publication date of the *News* inclusively.



- In the opening credits of *The Flintstones*, what is playing at the drive-in movie theater?
- a) Who is the mayor of Gotham City on TV's *Batman*?
b) Who is the warden of Gotham City Prison?
- Who was the actor who was fired from *Saturday Night Live* in 1981 for speaking an obscenity?

- Who originally recorded *Sea of Love* (now by the Honeydrippers)?
- At what university was *Animal House* filmed?
- What was the name of the high school in *Welcome Back Kotter*?
- What's the name of the Partridge Family's manager?
- On *WKRP*, what is Venus Flytrap's real name?
- On *Taxi*'s first episode, which character begins working at the Sunshine Cab Co. for the first time?
- Who played Frank Burns in *M*A*S*H*, the movie?

News Briefs Continued

Continued from page 1

"The needs as determined back in 1980 were in the neighborhood of ten million dollars - when we went out to raise the money our fundraising consultants told us that we couldn't raise that much...[only] something like half," said Mr. Finney.

Money for the essentials to maintain Gilman's standards of all around education has been found through the work of the trustees, the Director of Planning and Development, Michael J. Goff, and Mr. Goff's assistants.

Of the 5.2 million dollars that have been raised, most of the money has gone to "faculty support" and financial aid. These have received endowments of 2.2 million and 1.8 million dollars respectively. This is just enough to keep faculty salaries reasonable and account for cost of living increases.

Other "Building Character"

funds have gone to the construction of the maintenance building, renovation of the Upper and Lower schools, and the remodeling of the cafeteria.

Rabbi Zaiman To Speak At Baccalaureate

Rabbi Joel H. Zaiman will be this year's baccalaureate speaker. Rabbi Zaiman graduated the Jewish Theological Seminary of America in 1962, and since then he has served as a congregational rabbi. He is now the head rabbi of Chizuk Amuno Congregation; he also serves as the Chairman of the Commission of Jewish Education of the United Synagogue of America.

Baccalaureate literally means a university graduate. However, it now represents a religious service that takes place the Sunday before graduation. This year baccalaureate service will take place on June 9.

Big Sit Postponed To Future Date

The A.S.C.B.C., the Associated Student Councils of Baltimore City, was forced to cancel its December 13 Big Sit, a fund raiser for the United Negro College Fund. The Big Sit has been postponed to a future date and will no longer be sponsored by the A.S.C.B.C., but by the Baltimore Parent-Teacher Association.

The fund raiser failed because of a lack of support. The Big Sit not only involved raising money for the UNCF but also attempted to break a world record of lap sitting—a large circle formed by people sitting on each other's laps. If over 11,000 people were involved, the record would have been broken.

Even though the Big Sit did not take place, 2000 dollars of donations were raised for the UNCF.

THE ADMISSIONS GAME: COLLEGE

The "Prestige" Syndrome: A Common Problem

The process of college selection is a complex experience which has been described by some critics as a "circus", "a crapshoot", or an "inexact science", one in which "caprice" is always involved. In certain respects these descriptions carry some validity, but I also feel that they misrepresent the process considerably.

by Mr. Christ

Although the college selection process is demanding and at times uncertain, it is, I believe, a manageable process if the student approaches it in an intelligent, structured way, and if he is able to keep a sense of balance and perspective about it. This is more easily stated than accomplished, for students at demanding schools like Gilman, where expectations from teachers, peers, and parents are high, often feel a great deal of stress and pressure as they go about choosing a college. These emotional factors can prevent students from doing a thorough job of research and ultimately from making intelligent applications and an appropriate choice. It can result in considerable disappointment or frustration, and this need not be.

The junior class will embark this week on a fifteen month odyssey in which they will explore not only colleges but themselves in order to choose an appropriate school at which to continue their education. Most students will be eager to begin the journey; others will be reluctant and traumatized, nearly giving up before they start. This journey will result in what is probably the first in a series of "adult" decisions. There is a sense of responsibility involved in this process which seems overwhelming to some students, and this is further compounded by the sense of pressure students feel about getting into a "name" school.

The anxiety students feel is most often related to the idea of selectivity or *prestige*. In other words, will I get into one of the most highly competitive colleges, one which my parents and I will be happy with? Many students at Gilman sense that the next step in their life ought to be a four year stay at one of the nation's most highly selective, prestigious colleges. Such schools include, of course, the venerable Ivy League Universities, but there are also at least a dozen other colleges which fit the criteria as well. A desire to attend such a school is, of course, in itself not a problem at all. They are superb schools with tremendous resources and opportunities. However, the problem is that some students are not interested in these schools because they are going there to broaden their intellectual curiosity or for other valid reasons. Unfortunately, some students see an acceptance at the super-selective schools as: a) an indication of their self-worth or, b) an assurance of a bright and profitable future.

The first situation I have described is a natural reaction, and it can be devastating to some. It is a mistake to base your self-worth on college admission for two reasons. First, the competition is so keen at the most selective schools that a decision must be made among as many as six qualified applicants for each place in the class. Unfortunately, the result is that five talented students can not be accepted. Secondly, although colleges arrive at their decisions in the most considered way possible, there is virtually no way that they can go beyond a relatively brief examination of you as a person. To gauge your sense of self on a review of your credentials by a fallible group of college admissions officers is to invite trouble.

The second situation has been described by several College Deans as the "Mercedes" or "Volvo" syndrome. That is to say, parents and students want a "name" school with some "market value". This

heightened sense of "status" is not unique to Gilman; in fact, it is prevalent throughout the nation. To eliminate a college merely on the basis of a perceived level of status is a mistake. There are many fine colleges and universities throughout the country that are not included on the narrow list of "name" schools in this community.

The advice I would like to offer students is that they make themselves aware of the "prestige" syndrome. The most important goal of choosing the proper school is deciding what environment is right for you. If a student gets too wrapped up in the emotions and pressures surrounding college admission, his judgement may be impaired. There are many attractive options for college. The narrow focus of the "prestige" list prevents some students from exploring them.

Finally, with the proper approach, the college admissions process can be a very rewarding experience. It has been my distinct pleasure to work with such a bright, and responsive group of young men, who make this job an enjoyable experience.

Advantages Of Applying From Gilman Include Preparation, Recommendations

by Mark Svolos

Does a Gilman education provide the magic key to matriculation at one of the nation's highly selective colleges? While no school can offer such assurance, it is generally recognized that a student who graduates from Gilman does have some advantages in connection with the college admissions process.

A glance at the statistics indicates that Gilman students get into good colleges. Between 25 and 30 percent of a graduating class matriculate at highly selective schools — an exceptional record. Most of the remainder go to selective colleges.

Whether or not a student gets into one of the most selective colleges or into the college which is his first choice depends on a number of factors. Making generalizations can often be misleading, although, in the opinion of many college counselors and admissions officers, how well a student performs in his academic environment is a key factor. Dr. Clark R. Cahow, Registrar, Assistant Provost, and former Director of Admissions at Duke University, states, "Gilman is a first rate school in which a student can get the best academic program; however, it is not that you go to Gilman, but what you do there that makes you look more or less good to the admissions staff."

For every student accepted at one of the highly selective colleges, there are at least several qualified applicants rejected. The competition to gain admission is intensive and selective schools are becoming increasingly concerned with the quality of the school from which the applicant is coming. Those who come from schools with a challenging program of studies that they have handled well have an advantage.

Mr. Jerry D. Schnydmann, Director of Admissions at the Johns Hopkins University, states as some advantages of a Gilman education: "The academic quality is terrific...The preparation given provides students with proper study habits and with the depth of course information that puts them in the best possible position for academic success in college; therefore, a student who has worked hard and achieved

The Trends

Last Four Classes: 1981-1984

Most Attended Schools

School	Number of People Attending
1. Duke	28
2. University of Maryland	25
3. University of Virginia	19
4. University of North Carolina	17
5. Princeton	15
6. Washington and Lee	13
7. Denison	12
7. Johns Hopkins	12
7. Yale	12
10. Richmond	11
11. Harvard	10
11. Tulane	10
Total Ivy League: 64	
Total In-State: 59	

Universities receiving 10 or more applications from members of the Gilman Class of 1985:

Brown, Bucknell, Columbia, Dartmouth, Duke, Georgetown, Harvard, Haverford, Hopkins, U. of Maryland, Northwestern, U. of Pennsylvania, Princeton, Stanford, Tufts, Vanderbilt, U. of Virginia, Washington & Lee, Washington (St. Louis), Yale.

College Trends Point To The South

by Andy Fine and Teddy Fish

In the past, Gilman was referred to as "Princeton Prep." Although interest in Princeton remains strong, this trend has changed in recent years.

Duke has emerged as the most popular college at Gilman. From 1981 to 1984, 28 students chose to attend Duke, whereas just 15 individuals opted for Princeton. According to Mr. Jeffrey Christ, Gilman's college advisor, the recent interest in Duke reflects both its excellent academic reputation and its attractive geographic location. However, Mr. Christ was quick to point out, "Suddenly, Duke became a magnet school. I wouldn't expect Duke to be the most popular school forever."

This southern trend has attracted many students to schools such as the University of North Carolina, the University of Virginia, George Washington University, Tulane, Vanderbilt, Davidson, and Emory. In recent years, 30-35% of the seniors have gone south.

In addition, the popularity of larger state universities has increased substantially. Replacing the interest in smaller, selective schools such as Williams and Amherst, the University of Maryland, the University of Virginia, and the University of North Carolina have attracted 61 people since 1981.

According to Mr. Christ, the University of Maryland, the second most attended school by Gilman seniors since 1981, "is a college within a university." Its financial advantages and its Honors program make it an attractive option.

Although Mr. Christ is pleased with the wide range of schools attended by Gilman students, he would like to see further westward expansion. "We'd like to continue to branch out. There are some excellent schools out there that Gilman students have not looked into because of travel costs, 'track record,' and parent pressure."

The Early Admissions program has also evolved as an important factor in college decision-making. Although Mr. Christ warns against the abuse of the program, it provides a valuable opportunity for seniors who have decided on a college early in the year.

Over 40% of this year's senior class applied for early admissions. This is a dramatic increase from about 25% in 1983-1984 and 10% in 1982-1983. Mr. Christ attributes this rise to the increased emphasis being placed on college awareness in the junior year.

Despite the considerable southern influence, Ivy League interest remains strong. In a recent poll, 57% of responding seniors said that they would like to attend an Ivy League school; Princeton ranks at the top of the list.

A 1955 Gilman graduate recalls that over one third of his class went to an Ivy League school. However, he went on to say that "there were always some who went to the University of Virginia, Washington and Lee, and Duke."

to know."

Gilman students are also skilled in expressing themselves both orally and in writing. This ability is clearly an asset in writing formal essays and in interviews. "The quality of a student's education comes through in his effectiveness in presenting himself and gives the admissions staff a more vivid sense of what the student is like," states Mr. Callard.

According to an article in *Forbes* magazine (August 13, 1984, "...a prep school diploma is neither a prerequisite for, nor a guarantee of, admission to a good college." However, attending Gilman, a college preparatory school in philosophy and practice, can help students. Additionally, the nature of the environment provides for certain advantages.

College Financial Aid Eases Tuition Burden

by Thomas Annau

When applying for colleges today, many students are also applying for financial aid to ease the burden of high tuitions. Most who are asking for financial assistance, as are about one third of all Gilman seniors, have a good chance of receiving it.

The application procedure is quite simple. The student and his family fill out a financial aid form (FAF), something like an IRS 1040 (declaring income and assets, among other things), and send it to the College Scholarship Service (CSS) in Princeton, New Jersey.

CSS determines how much the applicant's family can afford to contribute to the tuition and sends this information to the colleges indicated on the application.

A college interested in admitting an applicant who requests financial aid will determine whether or not he is eligible. If so, the college puts together a package which includes a combination of a student loan, a work job, and a scholarship. Student loans run up to \$6,000 with 5% interest.

Federal aid is in the form of Pell grants, student loans, and state scholarships. One applies for a Pell grant by asking for it on the FAF form; grants run as

high as \$1,900.

Aid may also be obtained from private organizations, such as corporations and foundations. These must be applied for with separate applications.

Parents are expected to cover some of the tuition—full scholarships are rare. Generally, students are encouraged by the Gilman counselors to apply for aid.

Merit Scholarships are becoming increasingly popular. For these, students do not fill out an FAF form, but rather submit some form of testing or write an essay. Recipients are selected without regard to financial needs.

ROTC grants, awarded by a branch of the armed forces, are merit scholarships. In return for full scholarship, however, the recipient owes four years of service to the United States Services. Almost every college has its own ROTC office.

Johns Hopkins University, for example, is exceptionally interested in providing financial aid. Almost 64% of their students receive an average of \$7,850 in aid. Over 50% have part-time jobs working for the university.

In 1980, Hopkins gave 1,000 scholarships (only one part of the aid package) valued at \$2,000 each.

THE ADMISSIONS GAME: GILMAN

School Maintains Great Diversity

by Greg Lee

With so significant a minority population at Gilman, one might expect there to be some semblance of a minority admissions policy. However, the Director of Admissions for the Upper and Middle Schools, William M. Miller said that at Gilman, "there is no minority admissions policy." According to Mr. Miller, a major thrust of the Admissions Office is to "attempt to create diversity in the whole student body, but there is no quota system of any kind for any minority."

Race is never part of the consideration. We judge each youngster based on his own characteristic and capabilities. We are trying to attract all kinds of applicants, and we do so throughout the year, regardless of whether or not we get five applicants from a particular minority or twenty-five applicants."

Mr. Miller also stated that the reason why it may seem as though the minority population at Gilman has grown these past few years is that Gilman has simply received more minority applicants. At the same time, the results of Mr. Greene's recruitment efforts have made the community more aware of what Gilman has to offer. Mr. Miller also said that the admissions policy in general was similar in the Lower School where Jean W. Brune is the Director of Admissions.

William A. Greene, Associate Director of Admissions and also head of Gilman's successful Upward Bound Program, frequents many of the area's public schools looking for competent students who might like to attend Gilman. Said he, "there are many eligible minority students out there who haven't realized that with some financial aid, the possibility of coming to an institution like Gilman is open. Generally speaking, the minority classifications at Gilman are black, Asian, and Hispanic."

Mr. Greene said that they are looking to achieve an ethnic, racial, and economic diversity within the student population. He went on further to say that the present number of minority students as a percentage of all the students has, for the most part, remained constant since 1972. He cited the fact that the percentage of black students has not increased since that year.

According to Mr. Miller, the Admissions Office, itself, does not make the final decision on an applicant, but it does make recommendations which the Administration then takes into consideration in conjunction with recommendations concerning the applicant's financial situation. Mr. Miller stated that the Admissions Office was not concerned at all with prospective student's ability to pay.

"How Did You Get Into Gilman?" A Look At The Admissions Process

by Alex Hoehn-Saric and David Walpert

This past year, approximately 33% of the young men that applied to Gilman School were accepted. The admissions process for each applicant begins with a note or a phone call from a parent, expressing interest in the school.

The Gilman admissions office, directed by Mr. William M. Miller, sends an information packet to any interested parents. If the parents remain interested, they call back and make two appointments. The first takes place on a Saturday, anytime between December and February. Ability and achievement tests are given to those applying for the sixth grade and up. Lower School testing involves various mind puzzles.

Soon after, the parents and son are interviewed. The applicant produces a writing sample, and an admissions officer talks with the parents and the youngster. Gilman's admissions people carefully profile the individual, in an effort to learn as much about him as possible.

The applicants tour the school, viewing Gilman's vast campus: the library, the cafeterias, the art rooms, and the division (Upper, Middle, Lower) in which the student would be en-

tering. Applicants then ask the senior tour guide questions ranging from computers to teachers to athletics.

The Admissions Committee scrutinizes the applicant's character, his test scores, and the transcript from his former school, and a report is made to Mr. Finney. Admissions officers, Mr. Finney, and various school officials meet, in order to generate a list of students that meets Gilman's high standards. Not all on this list are admitted, for there is not enough room in each class. The participants at the meeting decide how many openings there are and select those they believe to be the best from their list of students. The others on the list remain on "standby;" that is, if someone decides not to attend Gilman, they could be accepted.

A class ideally starts with a base of about 45 boys in the first grade. New students are accepted in the Lower School when others leave; aside from that, very few new students enter at that level. In the sixth grade, the class size increases to between 50 and 60.

The class increases a great deal in the seventh grade. A large part of that group originates from Calvert School. This migration stems from an old

tradition and a good working relationship between the two schools. Yet, Calvert students are not given a "free ride." They are almost all very capable and are required to go through an admissions process similar to that which other applicants must follow. In the eighth grade any vacancies are filled.

The transition to the Upper School brings an expansion up to 100 students. After the ninth grade, however, only a handful of very well-qualified students are accepted.

GO	FRESH	SOPH.	?	Junior	SENIOR	JAIL	
Yes	THE ADMISSIONS GAME					EARLY	
30/WH3						in	out
Record						no	inter-view
P.O.T.S						DEFERRAL	
FREE PARKING	EXTRA	BACK A SPACE	FUTURE	visit			



(Left) Senior Mitch Caplan (center) gives a prospective student a tour of the school. (Right) Mr. Joseph Martin, Mr. William Greene, Mr. William Miller (Director, Middle and Upper School Admissions), Mrs. Barbara Alvarez (Secretary), and Mr. K. Graeme Menzies are members of the Admissions Office Staff.

SPORTS

V. And J.V. Froggers Defend "B" Conference Titles

by Steve Comfort

The '84-'85 Gilman Varsity Swimming Team has been facing a new challenge this season—defense of its MSA "BB" Conference Championship. After many years, Gilman won only its second MSA championship last season. That team graduated just two seniors, and Gilman's present objective is to establish a program that can be competitive next year.

Coach Brooks Ensor is enjoying his new "defensive" position and is trying to bring consistency to the program. This year's seniors (Stratton, Barker, Ginsberg, Treadwell, Schmidt, Comfort, and Elliott) have had a lot to do with the establishment of a strong program over the past four years. Coach Ensor has developed many strong swimmers since he took over as the head swimming coach six years ago. Now he feels that he



A member of the swim team comes up for a breath of fresh air in a freestyle event.

has reached his first objective; all that remains now is for the team to stay on the top.

Gilman has been dominant in its meets so far this season with losses coming only to "A" Conference foes such as Loyola and Calvert Hall. Gilman was victorious over McDonogh and St.

team progress very easily and the feeling of accomplishment is much greater," says Treadwell. Barker comments, "Swimming has taught us a lot about potential. We're all swimming times now that we never imagined we could swim when we were younger."

The season has been fine thus far. Bill Stratton is undefeated in his two best events (200 and 500 yard freestyle) and has won many others as well. He has lowered fourteen records already and was on a record-breaking relay too. Dave Treadwell and his brother Jon have won most of the backstroke races and have been instrumental in the relays. Trip Burgunder and Doug Schmidt have sprinted well for Gilman so far. Youngsters Dan Rogers and Andy Barker have also contributed greatly to the team. Bark-

er broke the team record in the 100-yard breaststroke, and Rogers has swum well in many events.

The Junior Varsity team has a "tough road to hoe" in front of them this season. A narrow loss at Mt. St. Joe, if repeated, could cost them a championship. For the large part though, they have been swimming well, with fast performances coming from Paul Lee, Bob Yeganegh, Cal Rogers and Middle Schooler Jeff Zeitung. Their toughness will be tested in the weeks ahead.

The Varsity squad is "cruising" to its conference championship. They now face only Mt. St. Joe and McDonogh before the Eastern Championships and M.S.A. Individuals. The team is not looking past the dual meets though — remembering years past when Gilman was beaten by McDonogh and St. Joe.

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November 1, 1984
December 6, 1984
January 3, 1985
February 7, 1985
March 7, 1985
April 4, 1985
May 2, 1985

Prospective students, parents and counselors are invited to participate in open house. Available: Tours, admissions information, on-site interviews and instant admission if you qualify.

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Towson State University
Towson, MD 21204
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Per Film: \$1.75

All films are shown in the Library Lecture Hall
See Mr. Thornbery for more details

3/3 SILKWOOD (1983) at 2 & 7 p.m.
3/10 INHERIT THE WIND (1960) at 7 p.m. ONLY
3/31 McCABE & MRS. MILLER (1971) at 2 & 7 p.m.
4/14 INTRUDER IN THE DUST (1949) at 2 & 7 p.m.
4/21 IN THE HEAT OF THE NIGHT (1967) at 2 & 7 p.m.
4/28 THE REIVERS (1969) at 2 & 7 p.m.
5/5 BAD DAY AT BLACK ROCK (1954) at 2 & 7 p.m.

THE NEWS REMEMBERS

THE GILMAN NEWS

Vol. IV.

ROLAND PARK, MD., TUESDAY NOVEMBER 6, 1917.

No. 26.

COMPULSORY MILITARY DRILL STARTED FOR ENTIRE SCHOOL

**Sixth Formers in Charge of
Green Squads—Little Pro-
gress Made as yet.**

TRENCH-DIGGING SOON

**School Will Also Learn About
Hand-Grenades After Christ-
mas—Squad Work Now.**

Compulsory military drill started yesterday at 3.35 for the whole School. The men in charge of drill propose to put into effect the schedule for drill proposed in last week's News. Until Christmas the drill will consist solely of marching and the manual of arms. After Christmas, however, uniforms will be procured. There will be practice in throwing hand grenades and trench digging. Two or three afternoons a week will be given up to hikes and sham battles. Simple problems in defence and attack will also be given.

During the Christmas vacation one or two of the masters will go up to West Point and take a course in the Keeler system of calisthenic exercise. This system of exercise is one of the chief reasons why a United States Army officer is the most physically fit officer in the world. It would be a wonderful thing for the health and strength of every boy in the School to have such a wonderful system put into the daily school routine. At Fort Myer this system has been known to have doubled and sometimes tripled the endurance of a man in three weeks.

Military drill will certainly be one of the best things that have ever happened to the School from every standpoint. The whole system of drill will be passed upon by the boys before it goes into effect. There is practically no doubt but that it will pass.

In order to get the football team in shape for the Tome game, Mr. Hoban has decided to have 18 football men exempted from military drill until after the football season.

MR. IGLEHART VISITED SCHOOL LAST SUNDAY

Iredell W. Iglehart '04, one of the members of the Board of Trustees, and who is now at the Reserve Officers' Training Camp at Fort Myer, visited the School on Sunday, October 28. Mr. Iglehart is greatly interested in the proposed Military Drill, and is especially anxious for the West Point system of setting up exercises used at West Point to be introduced here. These setting up exercises invented by the West Point trainer, tend rather to loosen and make flexible the muscles of the body, than to harden and often bind the muscles. It is claimed that the small number of injuries on the West Point football team every year is made possible by this system.

SPIRITED DEBATE HELD BY BOTH SOCIETIES

**Affirmative Wins in Both Clubs—
Scarlett Best Speaker in A.**

Excellent speeches were heard by both societies last Thursday evening at 5.00. The debate was postponed from the preceding Wednesday.

The debate of Club A was held in the Library this week. The subject of the debate was "Resolved: That Home Rule should exist in Ireland as a whole after the close of the war." The debate was won by the affirmative, with Scarlett best speaker. The speakers were R. Scarlett and D. Trimble for the affirmative, and Brune and Turle for the negative.

Trimble, the first speaker was the affirmative, maintained that the present government was absolutely no good and that Ireland should be given Home Rule to a certain extent for the good of both England and Ireland. Turle, as first speaker on the negative, showed that Ireland was, like the Philippines, not capable of governing itself. He also said that it was the Germans who stirred up the Irish to clamor for Home Rule.

The second speaker on the affirmative, Scarlett, showed that both Ulster and the rest of Ireland desire Home Rule and it should therefore be given to them. Brune, the second speaker on the negative, showed that history has proved Ireland incapable of self-government and he forewith brought up a plan for the government of Ireland.

Turle said in his rebuttal that the manufacturers had lots of money and therefore they must have brains. In this case they should have a place in the government. Scarlett then stated in rebuttal that Ireland had no say in the government as they were badly represented. Brune then remarked that the affirmative had suggested five plans of government but had rejected the negative's plan without saying a word.

The speakers from the house were Brune, Porter, Ober, Scarlett, Duane, and Shober. Porter was chosen best speaker.

In Club B, McL. Fisher, who was chosen best speaker, spoke first for the affirmative. He brought up the conditions existing in Ireland and showed that the government is unsatisfactory since it is not a government by the people and is very extravagant. His rebuttal was excellent.

H. Gray spoke first for the negative. He showed that Home Rule would be unfair for Ulster, since it would bring her under Catholic control. His rebuttal was fairly good.

K. Johnston, the second speaker for the affirmative, proved that Home Rule would help both Eng-

(Continued on page 2, column 2.)

GAME FIGHT WINS FOR GILMAN BY 9-0 SCORE IN CLOSE BATTLE WITH POLY

**MRS. PHELPS MAKES
GENEROUS GIFT TO SCHOOL**

Mrs. Walter J. Phelps has given the School, in the name of her son, Walter V. R. Phelps, of the First Form, one hundred dollars, to be applied to the purchase of the moving picture machine now in use at the School. This generous gift will be especially appreciated by the boarding boys and the day boys who avail themselves of the Saturday night entertainments, in which the movies play so important a part. The cost of the new machine is \$285.

MR. PINE GIVES HELPFUL TALK TO CHRISTIAN ASS'N

**G. C. A. Should be a Clearing-house
For Moral Problems.**

At the last meeting of the Christian Association Mr. Pine gave a very interesting and helpful talk about spiritual organization.

Mr. Pine gave the example of the School as being a little world in which we must play our part in the great drama of life. To do this it should be the purpose of the Christian Association to help, above all, the individual. Every boy can be helped a great deal if he is sincere in attending the meetings. Helping the individual boy makes him happy, and it is the purpose of the Association to make every boy happy.

In our School organization we should be careful not to omit the spiritual side. This is one of Ger-

(Continued on page 2, column 2.)

CALENDAR

WEDNESDAY, NOVEMBER 7.

2.15—Third Debate (Club A—Omnibus Room.
2.15—Third Debate (Club B)—Library.
3.15—Military Drill.

FRIDAY, NOVEMBER 9.

2.15—Military Drill.

SUNDAY, NOVEMBER 11.

7.30—Sunday night service—Common Room.

MONDAY, NOVEMBER 12.

3.30—Military Drill.
7.20—Christian Association meeting—Library.

**Scarlett Star of Game—Wheelwright Makes Touchdown—
Haxall Unable to Play.**

**POLY NEARLY SCORES
AT BEGINNING OF GAME**

Deadlock in First Half—Championship Now Won—Celebration Afterwards at School.

Fighting gamely against a heavier team, the School eleven got the edge on the Polytechnic Institute at Homewood Friday and won by the close score of 9-0. Gilman not only beat Poly, but she clinched the City championship.

The Engineers fought desperately, but they could not produce the punch to get the pigskin across. For the first time in four years Poly lowered her championship colors, and a victory for Gilman tells the tale.

Although Trip Haxall could not play the team showed the city that it was not a one-man eleven, and had others who could ably fill his place. One of these was Ray Scarlett. He was easily the star of the game. It was he who threw the winning passes, it was he who fell on a fumble just before the only touchdown, and it was he who in the last quarter booted a beautiful drop-kick from the 25-yard line and crushed Tech's last hopes.

Wheelwright, who held Haxall's position, also played a brilliant game. He was well seconded by Andrews and Hamill, who both showed what they were worth.

In the line it would be hard to pick an individual star. Trimble at center was in every play. Townsend and Johnston broke through continually, while the Gray Brothers, Capt. Carey and Ramsay were always on the job.

For Poly, Nesbit, the heavy tackle, did fine work. In the backfield Brown and Weeden showed up well.

The game was freely interspersed with forward passes. Tech, noted for her long throws, was blocked consistently. Time and time again Captain Moisan raced down the field to receive a pass from Weeden but Scarlett or Wheelwright was always there ahead of him or Carey had blocked him before he started long enough to spoil the play. Gilman, using the shorter pass, was more successful, one netting fifteen yards and being responsible for a touchdown.

The first two periods were hotly contested, but neither side seemed to be able to get within striking distance of the other's goal-line, except in the first few minutes of play, when an exchange punts gave Poly a chance to score. Brown and Hamill punted frequently, the former having the

(Continued on page 2, col. 2.)

**DUNHAM'S CANCELS
GAME FOR FRIDAY**

Dunham's has cancelled its football game with Gilman which was to be played Friday. The following letter was received this morning:

To the Manager,
Football Team,

DEAR SIR:—Owing to the large number of serious injuries it is now impossible for us to put a representative football team in the field. Consequently there is no alternative but to end our season and cancel the game with you, scheduled for Friday.

Yours truly,
Manager Football Team,
Boys' Latin School.

I. W. IGLEHART '04 WRITES ABOUT MILITARY TRAINING

**Believes Military Work Impossible—
In Favor of Setting-Up Drill.**

1st Battery,
R. O. T. C.,
Ft. Myer, Va.

THE GILMAN NEWS:
Will you pardon a few words from an alumnus now at the Reserve Officers' Training Camp.

I hear that the subject of Military Drill is being discussed as part of the daily School work. The spirit which prompts this feeling among the boys is simply splendid but I have doubts of its wisdom.

Unless the recitation and study periods are somewhat shortened and the time for athletics cut you will not be able to arrange for more than one or two hours of drill a week. This is not enough to be of much practical use. With one or two hours drill a week it will be difficult for you to learn more than the facings, squad and possibly platoon movements. These movements can all be learned in a week of concentrated work in the summer.

When we were at Plattsburg, a few years ago, we were told that that one month of concentrated work was equal to about three years in the militia, which drilled ordinarily one night a week.

In my opinion it would be much more advisable to use this time in "setting up" exercises such as those given at West Point by Major Koehler. I only wish I could have had them when at School and I believe that eventually they will be the model for all of our Public Schools. These exercises are equally good for the members of your First Team as for the smaller boys and used every day in the Army.

Time will not permit me to

(Continued on page 2, col. 3.)

Gilman Starts Mandatory Military Drill During First World War

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THE GILMAN NEWS



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GILMAN SCHOOL - BALTIMORE, MD.

March 15, 1985

Model U.N. Club Invades N.A.I.M.U.N.



The Model U.N.'ers, anticipating a successful N.A.I.M.U.N. trip, pose for a picture at the train station.

by Greg Lee

"Hello, room service? How much would a hamburger and Coke cost?"

"About ten dollars not including the tip, sir."

"Ten dollars? Thanks, but never mind." Click. The prices were extravagant, the committee-meeting hours long and wearisome, and the precious sleeping hours few, but Georgetown University's twenty-second annual N.A.I.M.U.N. was both a success and an enjoyable learning experience for the Gilman delegation.

that the caucuses were the enjoyable and productive part of the meetings.

Once assembled again in his respective seat, any delegate may choose to be placed on the Speaker's List; when his turn comes, he has the opportunity to use all his skills to persuade the committee on any particular issue.

Two Junior Scholarships Awarded To Lee, Wheeler

by Van Durrer, II

At the end of January, recipients of the two Junior Scholarships, the Thomas Hardie Scholarship and the U.S. Senate Scholarship, were chosen.

These scholarships are presented to students to provide them with a better understanding of other cultures and lifestyles. They are an opportunity to live with people who have different cultures and, in the words of the Hardie Scholar-

ship recipient, Greg Lee, "a great chance to learn about life."

Among the more intense of the committees were the International Simulation meetings, the Security Council meetings, and the prestigious International Court of Justice. This was the first year that Gilman had the privilege of having a member on the International Court of Justice, which consists of only sixteen students. Steven Brecher, also the president of the Model U.N. Club, had to send in a personal application with various essays to apply for a position. He was in competition with hundreds of other students across the nation.

An Award

Gilman's high level of performance at the Georgetown Model U.N. continued this year, as the Gilman delegation in the Security Council won an award for the second straight year.

Mr. Julius, the faculty advisor, enjoyed visiting some of the committee meetings and commented, "I thought that some of the people who attended this did a superb job."

"It was truly an educational experience," said junior John Kagan.

ship recipient, Greg Lee, "a great chance to learn about life."

Hardie Scholarship

Greg was "totally shocked" when he heard, that he would go to St. Edward's School at Oxford, England this summer for two months. "I didn't think I had a chance," he commented.

Several juniors chose to enter by writing what the meaning of

Continued on page 3



Greg Lee (left) and Brad Wheeler (right) each won a scholarship for a summer program in a foreign country.



It's Academic Competing Well

The Gilman *It's Academic* team defeated Old Mill and Lackey on Saturday, February 9. The team captain, Rushika Fernandopulle, commented before the game that it would be an easy victory. Gilman took first place with 550 points, Lackey took second with 230 points, and Old Mill came in last with 90 points.

The team consists of Rushika Fernandopulle as team captain, Pragathi Katta as anchorman, and Ray Harris as first man. The prize for first place, a check for \$300, went into the Scholarship Fund, as it was donated by the "friendly people" of Giant Supermarkets.

Gilman's team will have to battle it out to the championship for \$600 prize money, to go into the scholarship fund. This particular program of *It's Academic* will air on Channel 11 on March 16. There will be another video taping of the semi-finals on March 30.

At the Hopkins Bowl, teams from the Baltimore and Washington area competed in a round-robin *It's Academic* type competition. The Gilman squad was composed of regular Fernandopulle, Harris, and Katta, as well as alternates Vishio, Miller, Meyer, Cameron, Hoen, and Choi.



Bo Fowlkes (left) and Marshal Walker (right) pull the rope attached to the bell in the tower to signify the end of the academic day.

Student Initiative Returns School Bell Tradition

by Steve Howard

A spirited group of upper classmen recently decided to resurrect an old school tradition. The bell tower above the main building had been neglected for at least the past ten years, but, due to student initiative, that will now change.

A member of the Gilman class of 1959 mentioned to his fifth form son that the Gilman bell was rung quite often in the nineteen-fifties. The son then decided that it would be nice to hear the bell again and mentioned this to Mrs. Barbara Hawks, Headmaster Finney's secretary. At her suggestion, the student then took the matter to Mr. Finney, who thought the idea was wonderful and asked this student to take care of the matter.

This student, Bo Fowlkes, along with Erik Miller, Chris Neidlinger, Tobias Urban, and Marshall Walker decided to do just that. One Saturday they went into the Gilman attic to inspect the bell and found vast amounts of Gilman treasures.

Besides the bell, they found an old computer, an upright piano, several old ping-pong tables, many plastic and china plates, a collection of *Life* magazines dating back to the thirties, and much more. The plastic plates will be washed and donated to a local soup kitchen and some of the china plates, one of which bears a picture of the main building, may be displayed at Family Day.

The bell was used for various purposes over the years. It once served as a signal to end intramural baseball games, and for many years it proclaimed the victories of the Varsity football team. After a football victory, the bell would ring once for each point the Gilman team scored.

The reaction of the faculty about the ringing of the bell has been overwhelmingly positive. Many faculty members said that they were glad that tradition was being restored, but more importantly, they were impressed that *student* initiative brought it about.

The student reaction, however, has been mixed. Many of the students felt that the bell was a more pleasant reminder than the harsh electric bells which ring throughout the day. A few students agreed with senior class president Ray Harris, who said, "It's unnecessary, but harmless," and two or three of the more apathetic students said that they had not even noticed it.

Because of the school spirit of those five students, the bell will ring at 8:15 and 10:55, five minutes before the start of school and five minutes before chapel, respectively. The bell is also rung at 3:35 to signify the end of the academic day. This will be quite helpful to the students and faculty alike, especially now that spring is approaching and people will be outside more.

Also, these students will set and wind the clock on the third floor, so that, according to these boys, passers-by will not only know the correct time, but will also know that the Gilman community cares about its traditions.

Faculty, Staff Participate In Self-evaluation Program

by Charlie Cahn and Andy Gross

To maintain the high standards of Gilman School in future generations, Gilman underwent a self-evaluation process this year.

The purpose of the evaluation was (and is still) to realize, based on the opinions of the students, faculty, and staff, the strengths and weaknesses of the Gilman approach to education. The evaluation included a comparison between Gilman and other schools who have undergone a similar program.

As Mr. Tickner said, "It is an attempt to help the school evaluate itself and to learn our strengths and weaknesses in light of what other schools are doing."

How It Started

Students, faculty, and staff members were asked to fill out two questionnaires concerning their opinions relating to the Gilman curriculum, student relations, and academic environment.

Dr. Heath

Once the questionnaires were completed, they were sent to Dr. Douglass Heath, an expert in school evaluation. Dr. Heath, a former professor at Haverford College, interpreted the materials and evaluated the school.

"The school's basic curriculum was strong, however, the Gilman approach to learning could be improved," says Mr. Tickner of Dr. Heath's assessment.

Dr. Heath addressed the faculty of all three divisions of the Gilman School on February 18. He explained to them that although the academic program was sufficient, the school's approach to learning could be expanded. Mr. Leighton stated as one of Dr. Heath's suggestions, "Students should learn for learning's sake, instead of learning only to receive good grades."

He continued by saying that a greater emphasis should be placed on helping students to develop sensitivity towards each other. Dr. Heath also stated that students need more self-motivation instead of gaining knowledge for extrinsic reasons.

As Mr. Neale and Dr. Heath agree, Gilman is not in need of drastic changes. At the end of the school year, the faculty will examine in-depth Dr. Heath's findings and determine what steps need to be taken in the near future to improve Gilman's educational program.

The faculty also hopes to appoint committees to look into each aspect of Dr. Heath's recommendations. Mr. Tickner feels that the evaluation was a "valuable experience. Gilman came off as an institution that is preparing its students for the twenty-first century."

News Briefs:

In the past, Mr. Christ and Mr. Woodward, the college counseling directors, addressed the entire form during one or two long chapel periods. However, the large size and extended length of these meetings detracted from their effectiveness.

Last year, a new system was implemented in which juniors met with the college directors several times in smaller groups for shorter periods (during the U.S. History X-day).

Mr. Christ, innovator of the program, is very pleased with its success. "I've been very happy with it. It is a change [from the previous system] I felt that it was a necessary one."

Continued on page 4

Although the Greyhounds were eliminated in the semi-finals, one alternate commented, "We really had a good showing...Gilman competed very well against all the teams it played."

Juniors Take Part In College Seminars

During the month of February, juniors attended mandatory college seminars here at Gilman. Although orienting juniors to the college selection process has been a practice at Gilman for years, the meetings this year have been slightly different.

EDITORIALS

Letters To The Editor

Student Parking Situation Requires Needed Improvement

Once again this year, there has been a major problem of parking for those students who drive to school. According to the administration, the Lower School parking lot and the gym area are off-limits as well as the few open spaces in front of the school. As paying students of this school, shouldn't we be allowed to park somewhere on campus or otherwise have a parking lot of our own positioned closer to the school?

Parking spots on Roland Avenue and in the lower fields parking lot are "legal" parking places for the students. However, they present two major problems.

First, there is the time factor, and the second is safety. Parking on Roland Avenue (if one is lucky enough to find an open space) presents a danger to both the student and his car. The traffic on Roland is constant, and the time schedule imposed on the students by the school is cumbersome. Also, leaving a car on Roland Avenue presents a vandalism problem. There have been numerous instances where passers-by steal from these cars.

The lower fields parking lot is fine except that it is located across the campus away from the school. This causes problems with time, especially in the morning. Also, during the winter, the parking lot forces students to trudge through the wet, muddy, snow-covered fields in order to attend class. The matter of the fact is that both places present problems to the students as well as to the public.

What are our alternatives? For one, the administration should provide a "student" parking lot that can be considered safe and is closer to the school. It is the school's responsibility to insure the safety of the student as well as his property on campus. Another alternative is to open some of the existing parking spaces to students. Until something is done, the students of the school will continuously be faced with the unfavorable prospect of driving to school as well as the possibility of damage to one's car.



Self-evaluation Is Necessary To Improve Gilman Education

Last year Gilman was honored as one of sixty exemplary private schools in the nation. More recently, Dr. Douglass Heath, one of the nation's foremost educational evaluators, participated in a study of the Gilman School which has been in the works for more than a year. Dr. Heath based his observations on student, faculty, staff, and administration responses to word check lists and role satisfaction forms. He recognized Gilman as a school with academic strength, clearly established goals, high morale, and a shared ethos among its faculty and students.

Gilman is a solid school which is firmly rooted in a strong academic tradition. The danger of this atmosphere, however, is complacency.

Dr. Heath suggested that Gilman's concept of education might be too narrow. While he praised Gilman as a strong institution with a clear vision of itself, he challenged the school to focus on developing autonomous and self-educating students without compromising its rigorous and demanding academic program.

Dr. Heath has brought to the fore many significant points concerning the function of a school. What is the role of an academic institution in educating its students? How can Gilman instruct its students in a way that encourages them to become whole, well-rounded individuals?

Gilman must continue to examine its approach to education in order to prepare its students better for the challenges of the twenty-first century. Because the school is in good shape, changes need not be made revolutionary in manner; however, the school can improve its concept of education through self-evaluation. Dr. Heath, based on his expertise in education, presented some valuable insights which are able to give the school a better feel for itself and provide information that can be used to make Gilman a finer educational institution. Because an element of change is involved in any school, it is hoped that Gilman's self-evaluation will remain ongoing. The research and data compiled in connection with Dr. Heath's presentation offer a good vantage point from which the school can further evaluate itself and determine if any change is needed.

Graduates!

The Gilman News is interested in hearing from you. If you are presently attending college or graduate school, the Gilman student body would like to hear about your school life. If you are no longer in school, students would like to find out about the different careers you have entered. Please write to us in a letter-to-the editor form. Our mailing address is:

The Gilman News
5407 Roland Avenue
Balt., Md. 21210

A Parent Expresses Her Views

Being the mother of three sons makes me a very lucky person, and being at Gilman School makes those three sons very lucky people. To me, the reason is quite clear - Faculty. While it is certainly an attractive and well equipped facility, the heartbeat of any organization is its people. These people often are taken for granted and go unappreciated and unthanked. Therefore, I would like to take this opportunity to say thank you all—from Mr. Finney on down the line—for being who you are. It is because of your unique rela-

tionship with students—a rare balance between authority and friend—that my children are genuinely happy at Gilman; and it is because of this that I have enjoyed so many, many dinner hours with my sons, listening to their interesting and humorous stories of fellow students and faculty alike, which could only be generated by warm feelings and affection.

Thank you for showing me, as a parent, nothing less than understanding and friendship. I have been and will continue to be very proud of my affiliation with such a fine group of people.

Torie Harlan

Can You Top This?



"Down you groveling scalley-wag...we'll teach you what discipline means here at Gilman!"

"Can You Top This?" has returned. Although we received no entries last issue, a better turn-out is hoped for this issue — especially because the winning caption-writer receives a prize.

Remember, to enter, just try to top the caption which the (hilarious) News Staff members have created. Your caption should be as funny as possible (always in good taste, of course) and written on a full sheet of paper with your name and grade at the top. Note that News Staff members are not permitted to enter. The Staff will select the funniest caption, print it in the next issue, and award its author a prize worthy of his effort.

Consideration for the kudos of the News will also be given to those who contribute a photograph which can be used in this feature.

Happy caption-writing!

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.

The News Welcomes Your Letters To The Editor!

THE GILMAN NEWS

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Roland Park, Baltimore, Maryland 21210



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The opinions expressed 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.

Ski Club Travels To Hunter Mt., New York To Find Excellent Skiing, Fun Nightlife

by Billy Logue

Echoing sounds of Van Halen, the Trailways Bus worked its way out of the Gilman Lower School parking lot to start on its long journey north. Thus was the beginning of the Ski Club's trip to New York.

Two McDonald's, one Bob's Big Boy, and two rest stops later, the Big Red home came to an exhausted stop at its ultimate destiny: Hunter Mountain, New York.

With the clank of skis, boots, bags and poles, the 40 members of the Gilman caravan unloaded its gear amongst yawns and tired expressions. "WELCOME TO VILLAGIO'S" one sign flashed. Indeed, Villaggio's was a place to remember; indoor swimming pool, jacuzzi, saunas, ice skating, cross-country skiing, pizza parties, the swinging discoteque and local favorite, "foozball," were all included in the resort's numerous lists of activities.

Startled looks greeted faces of many as they studied their room accommodations: spacious rooms, remote-control TV, enormous double beds, hot and cold showers, and balconies overlooking beautiful New York. "God, I love this place!" stuttered one Gilmanite. "But where are the busloads of girls Mr. Wolf promised?" asked one inquisitive freshman.

Chaperoned by Math instructor Mr. Wolf, the trip proved to be a real adventure. For three days (Feb. 1,2,3), the Gilman Ski Club made use of the good snow conditions and quickly established themselves as "true threats" to the world of alpine racing. All three days were characterized by great ski-



(Left to Right) Seniors Rich Kang, Jaan Naktin, Ken Kang, David Levy, and Charlie Benedict appear prepared to "hit the slopes."

ing and "bunny observation." Seniors Mitch Caplan and Paul Leand had much to do with the tremendous success of the Hunter excursion and were leaders on and off the slopes.

Highlights of the trip included a coke night at Scruples (a local hangout), and the establishment of Dave Levy as the heavyweight fozzball champion. Sang Cho, John Walsh,

and Steve Choi also proved themselves as potential fozzball champs.

At Hunter, snow accumulated on Saturday, providing a soft base for the typical skiing that was demanded by the Gilman skiers. Sunday was the last day, and conditions were ideal. One tour guide labeled it "the brochure day," with a clear blue sky overhead and the thermometer touching seven-

Casualties were few, despite Bernie Rhee's head-first plunge that sent him temporarily out of action. All in all, though, most students asked agreed that the trip was a great deal of fun and the Gilmanites generally agreed "It was definitely cool!" Many dedicated skier-students even attended classes on the following school day. With memories of good times and skiing, Gilmanites can recall their trip with an enthusiastic grin.

BSO Performs Work By Gilman Graduate Christopher Rouse

by Anton Vishio

Too often, when modern classical music is performed by our major symphony orchestras, the presentation is purely token; the works rarely receive the necessary time, effort, and attention that they deserve. On their concerts of January 24 and 25, however, the Baltimore Symphony gave the lie to this statement with excellent performances of a work by Christo-

pher Rouse, a Gilman graduate, giving this reviewer the impression, evidently shared by many others, that Mr. Rouse is one of America's most exciting composers.

Mr. Rouse was born in 1949 in Baltimore (he is related to James Rouse, the Baltimore architect.) From the age of seven, he knew that he wanted to be a composer, and his earliest experimental attempts at composition date from the time. He graduated with the Gilman class of 1967, the same class as Mr. Bristow, athletic director, Mr. Schmick, dean of students, and Mr. Josh Shoemaker, Bryn Mawr's dramatics teacher. At the time, Gilman's music department was very small; aside from the ninth grade survey course, there were no other Upper School courses that dealt with music. So for the most part, Mr. Rouse remained self-taught as a composer until his college days which he spent at the Oberlin Conservatory in Ohio. From there, he went on to study with the noted American composer George Crumb in Philadelphia for two years before getting his master and doctoral degrees from Cornell University. Beginning in 1978, he has taught at the University of Michigan, and starting in 1981, he has taught at the prestigious Eastman School of Music at Rochester.

His composition that was performed was "The Infernal Machine," which began the concert. David Zinman, the symphony's music director designate, conducted. It is scored for full orchestra with added percussion effects, such as tuned crystal glasses. It was written in 1981. In its brief duration (slightly over five minutes), the composer tries to present "a vi-

sion of a great self-sufficient machine eternally in motion to no particular purpose," according to his own notes. Mr. Rouse continues, "The music presents a perpetuum mobile wherein the giant sometimes whirs along in...unconcerned fashion...sputtering or throwing off slightly hellish sparks and occasionally grinding as it changes gears." Suffice it to say that the composer fully has succeeded in his purpose; the piece was a delight, both aurally and visually (it was really funny watching the many percussion players manoeuvre around on the back part of the stage,) and the audience, at least the night I went, responded.

On January 25, Mr. Merrill's fourth period music theory class was honored to have Mr. Rouse as a guest. The students were able to ask Mr. Rouse many questions about the life of a composer and about composing in general, and then were treated to a tape of another composition of his. The piece was entitled "Gorgons," after the three sisters in Greek mythology; it is much longer than "The Infernal Machine" (almost twenty minutes), but is no less effective. It was composed in November of last year. On the basis of the two works I have heard, Mr. Rouse's music is non-lyrical, but highly dramatic. The percussion section is emphasized, and the music is filled with searing dissonances. Unlike so much other modern music, however, the dissonances all seem to serve a specific purpose; they are not piled on without regard for form and content. The result is exciting, enjoyable, and, at the same time well-constructed. The Baltimore Symphony will perform "Gorgons" during its 1986-87 season.



Breakfast Club: An Anomaly Among Recent Teen Films

by Jaan Naktin

The recent deluge of teenage "sex films" has left a bad impression on the abilities of the movie making industry in the mind of the movie-goer. *The Breakfast Club* breaks free of this image by presenting complex, real characters whose feelings and emotions go beyond those of the shallow, sex-starved teenagers of the *Porky's* genre.

The Breakfast Club is about five students who are on a Saturday detention and as a result are forced to socialize with one another in order to pass the time. Each detainee represents a segment of the social strata evident in any high school. Each one wonders why the other is there. Their interaction proves to be a remarkably fulfilling plot, proving the director's skill at utilizing the players' talents and the almost never changing set.

Molly Ringwald plays the princess with the omnipresent pout. She does a good job of delivering her lines, some of which are horrible cliches. The emotion behind the delivery, however, adds a sense of truthfulness, even if they are cliches. The other actress (Ally Sheedy) is hard to recognize as the same girl from *War Games*. She plays a sub-hygenic wanderer who happens to be a compulsive liar. She is silent for a good part of the movie, but has a powerful presence. When she does speak, she manages to evoke the audience's emotions. She is very skillful in surfacing the feelings of the others, too.

The actor who played the smart, "geeky" kid (Anthony

Michael Hall) also played the nerd in *Sixteen Candles*, an earlier movie with Molly Ringwald. His moment of revelation is well done, carrying the viewer from a heavy introspection to comedy with one word. He represents the over-achiever who suddenly feels the pressure of "failing shop."

The "dumb jock" (Emilio Estevez) might be recognized from the sub-culture film *Repo Man*. Again, his revelation of why he is in detention is both serious and funny. His performance excellently portrays the mentality of someone who has "always done what he was told" and needs to break free.

The last character (Judd Nelson) is the grit burnout who played a similar role in *Making the Grade*. He is the dominant force who makes all of the others examine themselves as they are on the surface. He is rebellious but comes across as caring in spite of his ridicule of the others. It is as though he wants to make them all see what they really are. His attitude is most evident when he earns several months of detention in a showdown with a teacher.

The Breakfast Club is an emotional roller coaster. The film oscillates from hilarious comedy to moments of deep introspection as we learn each person's story. The only low points are a video-like dance scene and the very end. This is a result of their attempt to appeal to young viewers, an unnecessary gimmick. The teacher/proctor is stereotypical, but a necessary force against which to rebel. *Breakfast Club* merits "thumbs up."

News Briefs

Continued from page 1

Aside from scattered complaints about missing study halls and occasional apathy, junior reaction has been very positive to the seminars. Said Brad Wheeler, "Most of the stuff you already know, but they fill in the holes."

Erik Miller added, "I've gotten a lot out of it. It makes you feel confident about colleges."

The small size of the meetings (15-20 students) has created a personal tone. As one junior noted, "You can ask questions without being afraid to speak in front of 92 other guys."

In addition to February Seminars, Mr. Christ and Mr. Woodward will conduct spring meetings with all juniors. Although the college preparation program is aimed at being thorough, Mr. Christ emphasized that the atmosphere in these meetings is relaxed; the goal is simple: To encourage students "to get off the fence, to get out there and start looking."

Human Development Enlightens Students

A relatively new part of the Gilman curriculum is the human sexuality program. For the past several years, all three divisions of the school have been involved in this program.

At each level, the course has one major purpose, to combat misinformation and common misconceptions about sex. "It is important to

give students accurate information to help them make responsible decisions about their sexuality," stated Mr. Finney.

The first part of the program is in the Lower School. Fifth graders learn the anatomy of male and female reproductive organs. They are also prepared and informed about puberty and bodily changes that will occur within the next few years. The course is taught by Mrs. Joann Frisch, a Lower School science teacher.

The ninth grade program is part of the human behavior segment of religion class. This course attempts to give students an open and free atmosphere in which they can discuss sex. This is quite important because ninth graders are beginning to have more male-female relationships. "We must gear the course to the students' stage of development," said Mrs. Ershene, who runs the ninth grade course.

The last segment of the program is coordinated between Bryn Mawr and Gilman seniors. This course discusses responsible decision making, diseases, and male-female relationships. Since many seniors have relationships, this course helps them be responsible, thinking people.

Due to scheduling problems, no courses are offered at the sophomore and junior levels. Mr. Kip Jacobs, who is in charge of the Upper School program is trying to resolve that problem.

Juniors Lee, Wheeler Receive Scholarships For Summer Programs

Continued from page 1

the scholarship was to them in an essay which they had to turn in at the end of the fall to the Eleventh Grade Form Committee.

The committee, composed of Messrs. Demeule (the chairman), Neale, Peard, E. Thompson, Bartkowski, and Woodward, then voted Greg Lee's paper the best.

Funds for this scholarship were donated by Thomas G. Hardie in memory of his father

to promote an Anglo-American friendship. To achieve this, there is an exchange of students between England and the U.S. in that a Gilman student goes there in the summer, and a St. Edward's student comes to Gilman in the spring.

Senate Scholarship

"It is an opportunity to learn something rather than to get some material thing," commented Brad Wheeler, Treasurer for the eleventh grade and recipient of the U.S. Senate Scholarship. Since Jerome

Hughes won the first scholarship of Maryland two years ago, Brad has been the only other Gilman student to win this prestigious award.

In terms of the number of students exchanged, the scholarship is the largest in the country, as 2,400 students apply for it every year. Youth for Understanding (YFU) directed by Dr. Scott D. Thompson, who co-sponsors the scholarship with Japanese businessmen, asked Gilman to participate by picking an applicant.

Mr. Neale picked Brad Wheeler along with the consent of the faculty.

Brad proceeded by filling out an application that basically dealt with his activities and interests. He then became one of the twelve semi-finalists and went to Columbia, Maryland to be interviewed by the State Selection Committee.

The committee (in Maryland) is composed of Mr. Delastatio, from Glen Elg High School, chairman and representative of the National Association of

Secondary School Principals, a Brad "was freaked!" on February 12, 10:30 PM when he learned that he would go to Studies, a representative from YFU, an appointee from each Senator, and a screener from YFU.

During the interviews, Brad met Susan Vissers (coincidentally interviewed just before him), the other winner of the scholarship in Maryland, from Ellicott City. Brad said that the interviews involved personal questions, and the family unit in America.

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SENIORS GAIN HONORS

Harlan Wins Jefferson, To Attend U. Virginia

It was announced last month that senior Joseph Benson Harlan was one of the recipients of the Thomas Jefferson Scholarship to the University of Virginia. Harlan has decided to accept the scholarship, making him the first Gilman graduate to attend the University of Virginia under its auspices. Harlan stated, in connection with the scholarship, "It is a tremendous honor and a good opportunity."

The Jefferson Scholarship covers all tuition and college expenses for the recipients' four years of undergraduate study. The scholarship was established five years ago by University of Virginia alumni to fund the undergraduate careers of exceptionally talented students. J.B. Harlan was one of sixteen scholars selected.

The process through which the nominees are selected is, according to Harlan, "one of the most grueling experiences that I have undergone."

Gilman School has the option to nominate one candidate for the Jefferson Scholarship each year. The nominee is selected based on his scholarship and leadership abilities. Then he is considered by local University of Virginia alumni through three formal essays, a school recommendation, and an alumni interview. Once he passes this stage of the selection process, the nominee goes to the University of Virginia to complete the selection. There he is judged on a written exam, his performance in seminars, and a final interview.

J. B. Harlan stated, in connection with the final stage of the selection process, "It was hard to figure out where you stood in relation to others. A lot of different people were thrust together all in hopes of being selected."

Harlan will attend the University of Virginia as a Jefferson Scholar in the fall.

Stratton Earns All-American Status

Gilman swimmer Bill Stratton has automatically qualified for All-American in the 500 yard freestyle event; he is under serious consideration for the 200 yard freestyle All-American selection. Although the official All-American winners will not be announced until the summer, All-American standings can be determined fairly accurately based on last year's qualifying times.

A five-year Varsity team member and a consecutive recipient of the Margaret V. Perin Swimming award, Bill Stratton has been one of Gilman's most successful swimmers. His Gilman swimming career has culminated into a very successful year. He has set numerous Gilman records and MSA swim-

ming records. Stratton's success can be attributed to his hard work and determination. He has been swimming year-round since the age of nine, averaging between five and six hours of practice each day. Stratton finds swimming "enjoyable but challenging."

He supplements his Gilman Varsity career by swimming for NBAC, a Baltimore aquatics club. He has also swam with the Mission Viejo Swim Team of California, one of the most highly acclaimed team-clubs in the nation.

Stratton's plans for the future include swimming in college and competing in the NCAA, the nation's largest college swimming meet.

Spirit Committee Established To Garner School Spirit

by Van Durrer, II

Several posters have been seen in the Common Room expressing such sentiments as, "Section 35 wants you!" On February 7, the Spirit Committee or "Section 35" was introduced to the Student Council by Jack Cavanaugh, president of the tenth grade. "Section 35 is our answer to Section 34," commented newly elected committee president, Sackett Cook. The first meeting of Section 35 was February 11, where the committee decided upon its name and several goals: to gain enough financial resources for noise-makers, pom-poms, etc. and to bring together huge turn-outs to games.

Composition

As the turnout of juniors and seniors at the first meeting (none) suggests, the committee needs junior/senior support. Ray Harris, president of the Student Council commented on this, "Juniors and seniors have other stuff to do," such as being on interscholastic teams and the Student Council and looking ahead to college.

Why?

The school needs a Spirit Committee because, recently, attendance at games has fallen off. "It's sad to see" the little support teams get, so the committee is trying to "restore it to the Gilman community" through promotions, t-shirts, hats, etc., commented Chip Linehan, vice-president of the committee and ninth grade representative.

Middle School

Chip Linehan suggested that the committee promote spirit jointly with the Middle School (M.S.). Mr. Pearre, the representative from the M.S. in the Spirit Committee, said that, recently, cheering has become "uncool" and that it has "become more social, than it should." "Positively cheering



Sophomores gather in a meeting of Section 35 in room 310.

schoolmates makes you feel good" and is "contagious" in that it makes the players feel good and play better. Mr. Pearre, however, said that he does not condone negative cheers.

Negative cheers are demeaning to an opposing team and are what the committee hopes to get

approved through Mr. Finney and Mr. Neale. Through interviews, Msrs. Neale, Tickner, Bristow, Pearre, Snyder, Schmick, and Finney denied ever condoning negative cheers. Mr. Finney, in particular, said, "I don't like negative cheers, I like positive cheers," although he praised the Upper School

(U.S.) for "exercising leadership" and joining with the M.S. and urges that they get together with the Lower School (L.S.).

Mr. Tickner said, "Cheers are meant to encourage, not to demean." Probably the worst negative cheer he ever used went like this, "Georgia peaches, Arizona cactus, we play McDonogh just for practice!" he disclosed.

Lower School

Mr. Snyder, principal of the L.S., said that it would "love to participate in the Spirit Committee." He suggested that the committee send representatives down weekly to address the L.S. on upcoming events. Also, he said it could help with bake sales and possibly "I've got GILMAN spirit!" buttons.

Also, to promote spirit the committee is working with "V.I.C.O." (a rapping group composed of freshmen: Muldrow, Bentley, Bryant, and Towns) to come up with a cheering rap. They also hope to hold a school-wide contest for a cheer which Mr. Tickner endorses wholeheartedly.

School Endowment Saves Students \$1000 Each Year

by Julien Meyer

A substantial percentage of Gilman students receives financial aid; however, Michael Goff, Gilman's Director of Planning and Development, states that "every [Gilman] student is receiving aid because the tuition doesn't cover all the student's expenses."

The students receive aid from the endowment which covers some operating expenses and provides scholarships, faculty salaries, and other services. Indeed, each Gilman student saves approximately \$1000 from tuition expenses each year because of the endowment.

Since the endowment is so integral to the operation of

Gilman, it is important to examine and evaluate how the endowment is managed and used.

Its Parts

Gilman's endowment is divided into five parts: the scholarship endowment (the largest fund of the endowment), faculty support (second), restricted funds (third), unrestricted funds (fourth), and the plant fund (fifth). The restricted fund contains prize endowments, academic department funds and supports the Upper School Library, while the unrestricted endowment is used at the discretion of the Trustees. Finally, the plant fund provides for physical changes and renovations of the school.

All of these funds are managed by a group of professional investors and analysts who are appointed by the Board of Trustees of the school.

At this time, these managers are T. Rowe Price, the Investment Counselors of Maryland, and Alex Brown and Sons, Inc. The records of these managers are evaluated by the Trustees so that the endowment remains in competent hands. The Trustees also designate certain guidelines for the managers as to how much money should be invested in certain areas, and they set certain goals for the performance of the managers.

The different types of investment, including stocks, bonds, and others, are usually secure



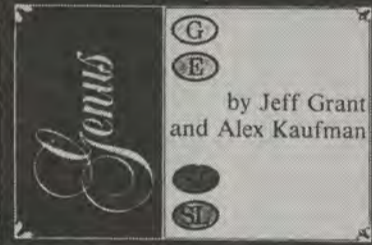
Mr. Michael Goff is the Director of Planning and Development in the Gilman Development Office.

investments.

To prevent a financial market disaster from hurting Gilman and to maximize the endowment's earnings, the endowment is spread out and is invested in areas of varying security, return, and rates of growth, favoring capital appreciation as well as income for the endowment.

The Trustees do not solely focus on short term profits. Indeed, a substantial portion of the endowment's earnings are reinvested in order to enlarge the endowment in the long run.

TRIVIA CORNER



by Jeff Grant and Alex Kaufman

Well, there is some good news, and there is some bad news this month. The good news is, we have a winner for last issue's Trivia Corner—senior Mike Mitchell, who got 90% of the questions correct. (Congrats Mike!!) The bad news is that Mike was the only entrant. It would be nice to have some more entries.

This month, our theme revolves mostly around television programs as usual, and also again this month, there is a contest.

Those who wish to enter should write their responses to each of the questions down on a full sheet of paper with a name and grade at the top. The entry should be placed in the News mailbox by April 1. (Note that News Staff members are not permitted to enter.) If there is a tie, there will be a drawing to select the winner. By the way, since the Country Store no longer carries Gilman scarves and hats, the prize this time will be a sweatshirt.

Good luck to those who enter.

- 1) What was the name of Buffy's doll in the TV series *Family Affair*?
- 2) Who won a beer-chugging contest on *Cheers*?
- 3) In the TV series *Get Smart*, who played the chief of CONTROL?
- 4) Who plays Malorie Keaton on *Family Ties*?
- 5) What was the name of Lash LaRoue's horse?
- 6) What was the name of Tonto's horse in *The Lone Ranger*?
- 7) Otto Klemperer was a famous German conductor. His son is known for his musical talent and acting ability. His son starred in a TV show dealing with World War II. What was the show's name? Who was the character he portrayed?
- 8) Who was Darin's boss in *Bewitched*?
- 9) Who portrayed Mary Ann on *Gilligan's Island*?
- 10) What are all the spinoffs of *Happy Days*?
- 11) What are the spinoffs of *All in the Family*?
- 12) Who played Orson in *Mork and Mindy*?
- 13) What was Mrs. Howell's first name on *Gilligan's Island*?
- 14) What beer was the largest promoter of early boxing matches?
- 15) What was the name of Speed Racer's brother(s) and sister(s)?

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Nick Schloeder dribbles past the opposition in a Varsity basketball game.

V. Basketball Defeats Friends To Make Finals

51-59 vs. Loch Raven
51-56 vs. Patterson
54-38 vs. Lutheran
43-55 vs. John Carroll
51-49 vs. St. Mary's
40-66 vs. City
39-57 vs. Eastern
63-70 vs. Loyola
72-46 vs. St. Paul's
26-66 vs. City
38-53 vs. McDonogh
55-46 vs. Severn
57-20 vs. Park
38-60 vs. Arlington Baptist
57-47 vs. St. Paul's
66-52 vs. Boys' Latin
47-68 vs. Martin Spalding
51-58 vs. Friends
77-56 vs. Mt. Carmel
70-49 vs. Lutheran
52-55 vs. John Carroll
56-27 vs. Lutheran
59-57 vs. Boys' Latin
59-58 vs. Friends
48-60 vs. John Carroll

Final Record: 13-11

by Jeff Taggart

This year's Varsity basketball team started slowly as many players had to make the transition from fall sports. The early season consisted of non-league opponents, combined with the loss of Harry Halpert and Tom Horst to injuries.

Led by co-captains Nick Schloeder and Harry Halpert, the team improved steadily. Its strong finish was led by the rebounding by big men Jeff Davis, Mark Agent, and Jay Davidson. Forwards Steve Ciccarone, Nick Schloeder, and Joe Miller gave the team some outside firepower, while Rory Holley, Eddie Rosemond, and Joe Jennings did the play-making.

The late season surge was timely because of the newly instituted championship tournament. After crushing Lutheran in the opening round, the team played Boys' Latin, whom it had defeated in the regular season 66 to 52. In a very well-played game, Gilman escaped with a 59 to 57 victory on Steve Ciccarone's jump shot with 27 seconds left in the game.

Advancing to the semi-finals, Gilman met Friends, unbeaten in league play. The game was close from the opening tip with both teams looking to win with their inside play. The Davis-Agent-Davidson trio was able to limit the production of Friends' star center Jon Pittman, and the game went down to the wire. Jeff Davis made a shot with less than a minute left, giving Gilman the lead, 59 to 58. The Greyhound defense held off Friends' scoring to preserve the victory.

The tournament finals pitted Gilman against John Carroll, who had defeated Gilman in both of their previous meetings. Gilman played the game with Jeff Davis recovering from an illness and Mark Agent playing with an injured hand. Despite this, the game was still close in the fourth quarter

er as Nick Schloeder kept Gilman close with clutch foul shots.

In the end, great hustle and loud fan support was not enough to hold off John Carroll. Eventually, John Carroll pulled away to a 60 to 48 win, and then went on to defeat regular season champions Friends for the league championship.

J.V. Basketball Wins Championship

45-30 vs. Loch Raven
53-58 vs. Patterson
56-28 vs. St. Mary's
55-40 vs. City
70-43 vs. Eastern
46-63 vs. Loyola
58-39 vs. McDonogh
83-36 vs. Severn
46-23 vs. Park
84-12 vs. Arlington Baptist
75-30 vs. St. Paul's
65-56 vs. Boys' Latin
91-70 vs. Martin Spalding
55-28 vs. Friends
63-20 vs. Lutheran
59-38 vs. John Carroll
65-30 vs. Park
64-33 vs. St. Paul's
57-43 vs. John Carroll

Final Record: 17-2

MSA "BB" Champions

by Jon Niemeyer

Following the bout between the MSA "B" Conference powerhouses, Gilman and John Carroll, one team would leave with its first conference loss. John Carroll opened a 12-2 lead at the end of the first quarter. The tide was reversed as Gilman scored 20 points and proceeded to oust John Carroll 59-38.

This team, noted for its extensive depth, posted a lofty 16-2 record, and was undefeated in conference play. The John Carroll game simply epitomized the dominance which the year's team has extended over the "B" Conference. Gilman drubbed its many conference rivals such as Eastern, City, Park, and St. Paul's, by margins greater than 30 points.

Often with more height than their opponents, high-scorer Bob Zura, Carl Eggleston, Brad Lebow, Rob Saltzman, and Doug Godine made up the starting team. However, in light of their play, Coach Jacobs was hesitant to emphasize the role of individuals over the role of the team as a whole.

He stated, "I have more depth on this year's team than on any [team] in the past. I have a lot of outstanding players." Coach Jacobs praised this year's team, as characterized by error-free ball, hustle and determination. The stingy defense, with an average of 25 to 30 rebounds a game, played a key role as well. The top rebounders were Bob Zura, Carl Eggleston, and Leon Newsome.

Gilman faced John Carroll in the championship game. Once again the Greyhounds faced an early deficit, trailing by one point at the half. By means of an early second half surge, led by junior

FINAL TEAM RECORDS: 76-28
WINNING PERCENTAGE: 73%
CUMULATIVE FALL/WINTER RECORDS: 125-48-5
CUMULATIVE WINNING PERCENTAGE: 70%

Rob Saltzman, Gilman recaptured the lead and subsequently clinched the conference title 57 - 43.

Outstanding Season: F/S Basketball

88-32 vs. Curley
68-37 vs. J.C.C.
38-36 vs. Roland Park
74-72 vs. Mt. St. Joe
75-60 vs. Gibbons
62-42 vs. Loyola
62-27 vs. McDonogh
73-13 vs. Curley
39-20 vs. John Carroll
50-52 vs. Mt. St. Joe
39-41 vs. Loyola
61-25 vs. Boys' Latin
77-57 vs. Gibbons
64-57 vs. Calvert Hall
55-28 vs. McDonogh
85-24 vs. Boys' Latin
63-53 vs. Calvert Hall

by Brent Powell

As time ran out on the Cardinals, the Greyhounds were headed for their final victory in an exciting and rewarding season. Gilman had once again defeated Calvert Hall and finished with a shocking 16-2 record.

This record is the best any Fresh/Soph team has ever posted. The team was led by captains Scott Kurlander and Clark Wight. Matt Eastwick, the teams leading scorer helped out down low, as Matt Gordon, Sackett Cook, and Brent Powell all saw a lot of time at guard.

Defense and hustle were the keys to this team which consistently held its opponents below its preponderance and virtually shut down the weaker teams such as Archbishop Curley whom it held scoreless for a whole quarter.

Varsity Swimming Finishes 3rd In M.S.A.'s

113-57 vs. John Carroll
103-69 vs. Salesianum
85-87 vs. Bishop Ireton
57-111 vs. Loyola
96-70 vs. Mt. St. Joe
55-18 vs. McDonogh
69-103 vs. Calvert Hall
119-49 vs. Mt. St. Joe
106-64 vs. McDonogh

Final Record: 6-3

by Eddie Barker

1985 was the year for the Gilman Varsity swim team. As Conference Champions in 1984 their sights were equally high for the 1985 season. With a strong core of seniors, as well as some impressive juniors and sophomores their goal was not only to win the "BB" Conference again, but to beat a perennial Baltimore swimming power, Calvert Hall.

As the holiday vacation approached, so did two big out of conference contests. The first, on the first day of Christmas Vacation, was a traditional matchup against a strong team from Delaware, Salesianum. Again the Gilman machine rolled over its competition. Then on January 5, Bishop Ireton came to town. In the battle that followed, the Gilman boys came up 4 points short of their third victory of the year.

Loyola followed Ireton's lead, and also handed the Greyhounds

a defeat. Unlike their loss to Ireton, the loss to Loyola was expected and swimmers were placed in events other than their best events, in order to find other strengths.

Mt. St. Joe became the next to fall to the Gilman team. After a shaky start, Gilman responded with a strong second half to hand the Gails defeat.

Then travelling to McDonogh, Gilman beat the arch-rival Eagles by winning 10 of 11 events, and placing second in many others.

The meet of the season followed. Calvert Hall travelled to Gilman and met a shaved, psyched crowd, most Gilman swimmers had the meet of their lives. Almost all swimmers did personal best times in all events they swam, and Gilman swimmers qualified for Eastern Invitational Championships during that meet, and although Gilman lost the meet, Coach Brooks Ensor and most swimmers were pleased with their performances.

After the moral victory over Calvert Hall, McDonogh and St. Joe fell again to Gilman's aquamen, as our sights were set upon MSA's and Eastern Championships at Lawrenceville, NJ.

At the Easterns, Gilman swam excellently. Senior Bill Stratton placed seventh in the 200 yard freestyle races, and in the 400 yard freestyle placed ninth. Moreover, Gilman's other individual qualifiers also swam well.

The Varsity swimming M.S.A. came at an inopportune time, because they were after the Eastern Invitational Championships in Lawrenceville, N.J. As a result, many swimmers were psychologically down for this meet. Nonetheless, Gilman swimmers showed they were no pushovers. Many swimmers swam best times as Gilman easily defeated McDonogh and Mt. St. Joe and splashed to a third place finish in the M.S.A.'s. Senior Bill Stratton won the 200 and 500 yard freestyles while Gilman placed other swimmers in the top six places in five events.

J.V. Swimming Captures Conference Title

63-107 vs. Salesianum
104-42 vs. Bishop Ireton
55-117 vs. Loyola
82-88 vs. Mt. St. Joe
44-39 vs. McDonogh
35-136 vs. Calvert Hall
98-58 vs. Mt. St. Joe
94-74 vs. McDonogh

Final Record: 4-4

MSA "BB" Champions

by Billy Hess

Once again the J.V. swimming team managed to capture the "BB" conference championship to carry on the five year tradition of holding this title.

It emerged with a 5-4 record including only one loss to a team in its conference and with a platoon of swimmers from a freshman-dominated team.

Stars included Paul Lee, Bob Yeganeh, John Owsley, and diver John Stinson. From the Middle School there were also John Pollard, Justin Brown, and

Jeff Zeitung. All of these swimmers ended the year with spectacular times.

Under coach Brooks Ensor, they started off the season with a win over John Carroll, but then they were defeated by an overpowering team from Delaware — Salesianum. This loss was mainly due to the absence of several key members.

The team went into the Christmas workouts with an even record. It emerged losing several swimmers to the Varsity squad, but it was ready to face Bishop Ireton. After a win over this team from Washington, the J.V. squad lost to Loyola, the powerhouse of the "A" Conference.

Mt. St. Joe came after Loyola and, "they proved to be a challenge compared to last year's decisive win," said John Owsley. The J.V. squad was surprised to find what Mt. St. Joe had in store. "Swimming a relatively new lineup, not having any divers, and missing some key swimmers were all factors which worked against the team," said Coach Ensor. Gilman lost to Mt. St. Joe in spite of scoring some best times.

Despite the loss, the team bounced back with a close win over McDonogh. It was then beaten by Calvert Hall, the only other team in the "A" conference. The team then faced McDonogh again and it managed to overpower the Eagles with very fast times in most of the events.

To end the season the J.V. swim team went to the MSA's. The team came in third behind Loyola and Calvert Hall.



Henry Franklin prepares to pin his opponent in a V. wrestling match.

V. Wrestling Places Four In M.S.A. Finals

48-17 vs. Randallstown
58-12 vs. McDonogh (C.C.)
21-30 vs. Mt. St. Joe
26-25 vs. Old Mill
26-30 vs. Poly
22-36 vs. Arundel
28-35 vs. Arch. Curley
49-9 vs. St. Paul's
46-19 vs. Calvert Hall
27-23 vs. McDonogh
45-9 vs. Cardinal Gibbons
52-11 vs. Peddie
52-15 vs. Bishop McNamara
41-24 vs. Woodberry Forest
30-22 vs. Boys' Latin
59-8 vs. Loyola

MSA Tournament Fourth (Angelos, Rody - Champions)

Final Record: 12-4

by Josh Sarubin

This year's Varsity wrestling team, led by coach Chris Legg and assistant coaches Dave Mason and Mark Harbold, finished the season with a 12-4 dual meet record, a first place finish in the McDonogh tournament, a third place finish in the Bishop Ireton Tournament, and a 4th place finish in the M.S.A.'s.

Many people had doubts as to how the Varsity wrestling team would do this year. With eight seniors graduating from last year's team, things did not look good for the 1983-1984 season. However, the team surprised everyone with a strong start by first destroying Randallstown 43-17 and McDonogh of Carroll County 58-12.

The next match was against Mount St. Joe. The Varsity wrestlers prepared hard and they had a great deal of confidence. Strong performances in the match by Teddy McKeldin and David Rody brought Gilman close to victory, but the team fell short, losing 30-21. Gilman did not lose confidence in themselves and the wrestling team was able to beat a good Old Mill team 26-25.

The first match in the second half of the season was the Gilman Triangular with Poly and Arundel. Gilman lost both matches 30-26 and 30-22 respectively. The next match was against top-ranked Arch Bishop Curley. Gilman was leading 22-17 after the 147 pound match, unfortunately the next three Gilman wrestlers were pinned, and Curley had won the match before the heavyweight bout and the final score was 35-28.

The Varsity wrestlers refused to quit and they won the next seven meets including a first place finish in the Gilman Duals. Gilman was able to beat two of its top contenders, McDonogh and Boys' Latin. These wins were led by the captains John Angelos and David Conway.

The final test for the team was the M.S.A.'s. But, the team came up short and finished in 4th place behind Mt. St. Joe, McDonogh, and Curley respectively. Once again Gilman had to take a back seat to St. Joe's wrestling domination. David Rody and John Angelos both finished first in their weight class, while David Conway and Henry Franklin finished second.

J.V. Wrestling Has Outstanding Season

59-6 vs. Randallstown
63-6 vs. McDonogh (C.C.)
44-15 vs. Mt. St. Joe
22-41 vs. Old Mill
21-42 vs. Poly
36-33 vs. Arundel
42-13 vs. Archbishop Curley
48-12 vs. St. Paul's
60-6 vs. Calvert Hall
49-14 vs. McDonogh
26-23 vs. Boys' Latin

Final Record: 9-2

by Louis Angelos

Old Mill was favored to take the 1st Annual Gilman J.V. Invitational, which took place February 9, and they did exactly that. With eight finalists, six finished as champions, while Poly, who finished second had 6 finalists of which two were champions.

Gilman, who finished third in front of Curley and Mt. St. Joe had only 2 finalists, Leon Sachs and Yong Kim. Sachs, captain of the team and wrestling in the 147 pound weight class took first while Kim, wrestling at the 140 pound class pulled second.

Other Gilman wrestlers also received honors: Andy Hawes placed third, while Josh Ringel took fourth at 107 pounds. In the 125 pound weight class Ned Gans placed fourth and at 169 pounds Walker Jones, also team captain took third. Josh Sarubin claimed honors at heavyweight placing third.



(Center) Bill Stratton, an All-American, dives into the pool to race another fast time.

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NEWS

Vol. LXXXIV, No. 8

GILMAN SCHOOL - BALTIMORE, MD.

April 1, 1985

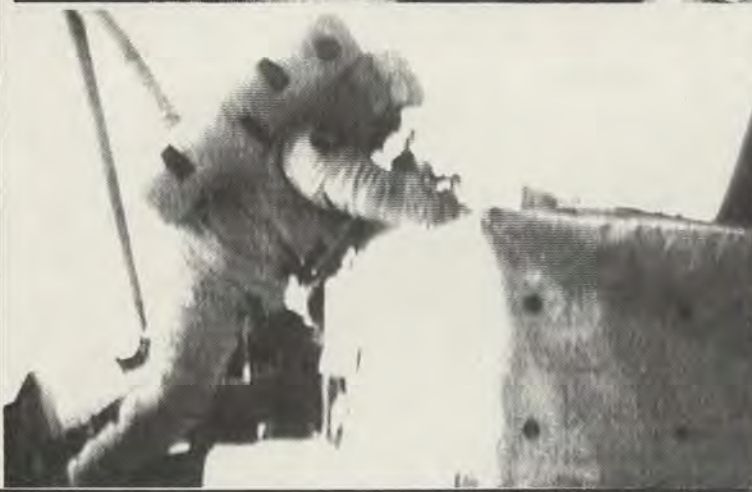
Confessions of a Faculty Son

Daddy Dearest: Son of "Tony-V" Reveals All

Lewis Really in Space...



Gus Lewis (above, center) poses with the crew of the Columbia whom he worked with during the last shuttle mission, a privilege he won from the Presidential Commission On Education. (left) Gus looks really spaced while experimenting with space-torque accelerated gama particles. "It's better than spinning on a rotating wheel with Physics books," he disclosed.



Ask anyone what they think of Mr. V. Yeah, you. Go ahead, ask somebody. The same adjectives will keep cropping up, I bet — 'shy', 'outspoken', 'quiet', 'tactful', etc. Well, they've got another thing coming; those adjectives are a pack of lies — filthy, dirty, Commie lies! Now the truth of what Mr. V is really like must be revealed by someone who has lived with him, fought with him, been whipped by him with — but I'm getting ahead of myself. I have sold my life story to the *Snews* on the conditions that they not reveal my name, that they do not edit out one glory, slimy drachma of the truth, and that they provide me with unconditional asylum. (Editor's Note: The *Snews* refused to reveal where the author is, only that there's not much air left in the *Snews* office closet.) Well, dear reader, prepare yourself for the greatest journalistic expose of the millenium! (Editor's Note: And remember, you heard it here first!)

Things really got bad in the summer of '80, when certain old acquaintances of my father began appearing very frequently — but to understand how bad things became then, you should have seen them before. We — my four siblings, my mother and I — had always felt there was something strange about Dad. For instance, after yet another coaching defeat in basketball or football, Dad would take all his frustrations out on us — he never got mad at his players or cursed out the referees, believe me. He would come home with the same



"I told you I would get my revenge, Dad, I warned you! Now, everything's out and I'm finally free. You'll never abuse me again, never..."

alicious, Cheshire-cat grin, and make us first listen to Wagner operas for hours on end, and then at nighttime sing them stark naked while marching around the Gilman campus. We were often joined by a bald, bespectled music teacher who would insist on singing all the soprano roles while dressed in a Valkyre warrior maiden outfit. If any one of us missed a note, he would pull out — I shudder at the memory — the 'family heirloom', bringing thirty lashes. (After one particular harsh night, the 'heirloom' disappeared, never to be seen again.) We — my siblings and I — always wondered how Mom could bear these injuries without a word of complaint, until we discovered that Daddy cut out her tongue when they married. (Needless to say, she didn't know what she was getting herself into.) Another thing is that he has

claimed never to have enough money for Christmas/birthday/anniversary presents, bookshelves and records seem to triple every year...

And, oh God, the "jokes". He would strap us to the couch and try out his latest feeble attempts at humour, and we would not be allowed to eat or drink until we broke out in hysterics. It must be said, however, that this is a punishment inflicted on his students daily.

But now to the heart of my tale. One late night in July of 1980, we received a knock on the door. My father answered and quickly slammed it. He was white as a sheet — his nose looked like a snow Mt. Everest. He refused to reveal any details, and sent us all to bed. He then proceeded to disappear for a few weeks. It was only later that I found out that my father — my own dearly beloved father — was none other than the infamous 'Tony' V. of the dreaded Albanian Mafia, wanted in seven continents for his activities. After his return, mustachioed visitors in black suits were received at the house every night. All us kids were eventually forced to go through the initiation rites which consisted of singing the Albanian national anthem ("O there's no mules like our Albanian mules") while pulling the tail of a black cat, reciting our Father backwards while drinking a glass of water, and memorizing all the names of the Albanian royalty. This was the last straw; now I decided to fight back. "Dad," I screamed, "you dirty —"

Macke Added to Sequential Science Program

Recently, Gilman's Sequential Science Program has been enhanced through the use of Macke Mart Cafeteria food in the laboratories; also, all of the classes, Physics, Chemistry, and Biology, conduct "Macke Units" to better understand the organic (?) material which so many students must consume.

The program culminates in the 628 biology class. At that point, students have had much experience with physics, chemistry, and biology. First, in class, the Macke Unit is begun, and students are introduced to the basic anatomy of the Macke-burger. Then, they are called upon to use their chemical knowledge to explain what chemicals make up the different parts of the organism. Finally, physics know-how is used to explain any new sub-atomic particles discovered in the "secret" turkey club sandwich sauce, for example.

Student response has been better than expected. Stated one student, "It's really interesting to discover the different parts of the body of, say, a "Gilman-burger" or to find out what's really in that gooey, slimy, cheesey-looking nachos sauce. Oh! and you'll

never guess what's in one of them submarines! Oooooo!" After students have mastered the Macke anatomy on paper (and passed a 40 minute "Macke practical"), then it's to the lab.

"Well, I've done sheep eyes, I've done frogs, I've

done perch, and I've kept my manliness throughout; but this time, it was rough...we did a Macke-burger," muttered one student as he left the laboratory disgusted.

Each student had to open a burger, and, using his scalpel, remove the different organs found in what has been nicknamed "the meat" of the burger. One student received extra credit for observing a strange wiggling motion in one of the sesame seeds on the bun. Upon further investigation, it was found to be the pupa of a fruit fly (*drosophila grotesqua*). Other students located over 12 hearts, 7 areas of some form of kidney tissue, and 2 "mystery tissues."

It has been reported that one Gilman senior has been selected as Maryland's representative to the National Science Fair; his topic is: "The Quadruple Helix Structure of Macke Mayo."



A.P. Biology students are pictured here doing the basic "Macke-burger" dissection. Later, the organic(?) content of Macke meat will be discussed in the Chemistry Laboratory.

INSIDE THIS ISSUE:



New Teachers to Join Middle School

— See Page 26

Next Issue...

Special swimsuit issue featuring Billy "God" Stratton
Model UN crashes Atlantic City Convention

Mickey Mouse Succeeds Fenzel as Varsity Lacrosse coach
Feature Spread: Women of the Lower School

The Raving, Roving Reporter...

This year, my raving, roving question is: what is $2 + 2$? While this question may appear simple, various faculty members gave some surprising responses. Here is just a sample of what I heard..

Mr. Neale
Two plus two? That's a very good question and I'm going to attempt to answer that for you briefly. But first, there are some things you should know.

Our modern number system is a pernicious abstraction at best. Now, let me explain that one:

There are basically two approaches to counting. One is deductive by nature; the other is inductive. To illustrate the difference, I want to examine an event that happened during the Princeton Math Exam. In fact, it was on the Princeton Prize Exam that the event occurred.

Rushika Ferhandodulle, a truly remarkable student, was confronted with a work problem. In the word problem there was a trick—there was something wrong. The printers of the Princeton Prize Examination had committed a typographical error. Every faculty member in the Cochran Room was aware of this error; everyone knew. Now you gotta put all this stuff in context. You got a guy a brilliant student-taking a jerry-rigged mathematics exam.

Rushi Ferhando, RF, had two options: He could've protested the unfairness of the situation, or he could have resumed the continuation of the sustained computation problem. In other words, he could've buckled down and finished the problem—and that's just what the guy did. Nothing short of incredible, a real victory.

Mr. Bartkowski & Johnny Starr
J.S.: Mr. Bartkowski
Mr. B.: Ma'am?

J.S.: What's two plus two?
Mr. B.: Patience, faithful jack-ass, patience; I was just gonna get to that. Now look. Pay attention and don't get complacent, because this stuff is gonna come back to haunt you. You're gonna see it in the supermarket, down at the automobubble station, and even when Mr. Taxman comes callin'.

Mr. B.: I'm gonna try to lay all my work out for you, so just listen. You start off with the first digit; now he checks in for how many units, Mr. Starr?
J.S.: I'm not exactly sure.
Mr. B.: Cheesn crackers buddy, what's it like?

J.S.: What...?
Mr. B.: What's it like to be so dumb? It's great, isn't it? Ignorance is bliss. O.K., Mr. Starr, all kidding aside, how much does this guy check in for?

J.S.: Two?
Mr. B.: Two what?
J.S.: Two units?
Mr. B.: Hot damn, baby, you're good! How much does the other digit go for?
J.S.: The same—no, I mean one half.

Mr. B.: Hey, baby, you pays your money, you takes your choice.

J.S.: The same.
Mr. B.: All riiiight! Each digit checks in for the same shake with respect to units.
The next step is what, Mr. Dudgeon?

Derek: Wo. Blow me away!
Mr. B.: Now Derek that really frosts my pumpkin! Mr. Starr asked an intelligent question and you're takin' a beauty rest. How 'bout it Mr. Logue?

Billy: Add them?
Mr. B.: Add what?
Billy: The digits
Mr. B.: I'm sure glad someone's paying attention in here. So Mr. Starr, once I add them, what do I get?

J.S.: Five?
Mr. B.: Johnny, your intelligence is exceeded only by your ignorance. J.B., what the hell's the answer to this bloomin' thing?
J.B.: Four, sir.

Mr. B.: You can pick up your check after class, J.B. Any questions, Mr. Starr?
J.S.: Could you go over that again?

Mr. Daniels
Yes, Brother Jones, Two plus two? Well, that's a good question. Now uh, let's see, I used to know that when I was younger. Well now, I think Shakespeare said it best when he said, "Cowards die a thousand times before their deaths; the valiant never die but once." Now let's see, that narrows it down to between one and one thousand. Now, Shakespeare read plenty of Sophocles, so I am sure that he read Oedipus, just as I am sure that all of you have not yet done, no, I'm sure you're all up to date on the reading.

Now, uh Shakespeare read Oedipus, right? Now, you see, Shakespeare wanted to give us a clue to this problem, and he used the riddle of the Sphinx to do it. Shakespeare read Sophocles, you see, so he knew all about the Sphinx. Now, if you all don't, I suggest that you find out the same way that Shakespeare did.

Now, you see, Brother Jones, Shakespeare helped us narrow down the problem, but Sophocles gave us the real answer, right? Of course he did. It's as plain as the zits on your face, no, I didn't mean that.

Now, you see, Sophocles knew that the first part of one's life plus the last part of one's life is equal to twice the center part of one's life, right? Of course I'm right. Now, uh you see, one plus three equals two times two which equals two plus two, and, of course, that equals four. There. I knew my logic was sound.

Mr. Vishio
All right, shut up everybody! No, just kidding! I was just being serious!! Ha, ha, I'm some joker! Let's see $2 + 2$? Why don't you take a stab at it, Brutus? Ha, ha, ha, ha, boy that's an oldie but goodie! Well since its $2 + 2$, why don't I ask Frick and Frack from RPCS? Or, how about Bobby? Hey! Where's Susan Anton? (Tee hee!) This ain't a class it's a zoo! All right, what's $2 + 2$? Why it's 4! (My lips didn't even move, only the dummy's) Ha, ha....

Mr. Siwinski
tally, if you feel like it, or you can write it vertically or horizontally, whichever way you like. Now, we add them then write down the sum, or we could write down the sum and then add them, but wait! What's wrong with that? Good, we can't do that because we don't know the sum before we add so we can't write it down, can we? Hmmmmmm... OK, next step, uh, let's write this one on the back chalkboard... OK, now, back row, what next? No, Phil, not 6!!! We set up a series from 2 to 2 or from 2 to 2, or from 0 to 2, then 2 to 2, then 2 to 0, but I like 2 to 2. Now, we add, or do we subtract? Back row? No! We add! OK, next, use the associative property, or the commutitive or the associative, if you feel like it, or the... (Continued on page 8).

Mr. Peard
You know, I used to know 328 ways to add 2 and 2 — addition has way of asserting its own reality (the rest has been censored).

Mr. E. Lewis
Hmmm (ahem, ahem) m m m m m (a h e m, ahem).....Oh! 4! (ahem, ahem)

Mr. Bachman
Well, since my company is making about \$20,000 a day, you know, this is quite easy. I'm very good in math, you know. But, I don't have time to answer your silly lame-brain question lawyer!
Mr. J. Thompson
Ah, all right, let's go to the board... Ok, $2 + 2$... uh huh. Now when you see a problem like this write it vertically on your paper, or write it horizon-

ally, if you feel like it, or you can write it vertically or horizontally, whichever way you like. Now, we add them then write down the sum, or we could write down the sum and then add them, but wait! What's wrong with that? Good, we can't do that because we don't know the sum before we add so we can't write it down, can we? Hmmmmmm... OK, next step, uh, let's write this one on the back chalkboard... OK, now, back row, what next? No, Phil, not 6!!! We set up a series from 2 to 2 or from 2 to 2, or from 0 to 2, then 2 to 2, then 2 to 0, but I like 2 to 2. Now, we add, or do we subtract? Back row? No! We add! OK, next, use the associative property, or the commutitive or the associative, if you feel like it, or the... (Continued on page 8).

Mr. Schmieck
O.K. that's it, Punk, you're busted. You think you're so smart, right? Well, let's see. Two demerits for not signing in and being obnoxious and two more for not having a belt. That makes four hours of labor on Saturday! See you then, Punk.

Car of the Month



This month's Car of the Month Award goes to Mr. "Shorty" Robert "de-Mule" Demeule for his stunning, yellow, '69, uh-car (make unknown). Congrats from the entire Snews staff.

EDITORIALS

Why Should You Read This Editorial?

Why in Billy Stratton's name should you waste time to read this stupid editorial? Even I don't read them—I only write them! Well, the fact of the matter is that we had this empty space in the middle of page 2 just before final layout. And what does Big Man BRM say but, "Write an editorial while I go to Florida. Those B——won't know the difference!" Well, here I am again trying to attract your worthless attention. What? Am I losing it? Let me tell you something, you lame-brain scuttle-butts I don't have to take this abuse. I'll tell you why you should read these bruising words (give me a minute...OK) It's because of Greyhound spirit. That's right! I feel that if you flowerpots are willing to watch Gilman Lacrosse Games without fail then you should have the decency to read just one lousy Editorial! And sing out in Chapel, I can't hear you! (whew! I sure got out of that one quick, didn't I...)

Stop Cuttin' Down The News

Alright! I'm sick and tired of all the complaints about the News. All I hear is: "This is wrong! You misspppelled something! Blah! Blah! Blah!" I can't take it any more! If all you guys think your such hot-shots, why don't you publish a school paper! Let's see you guys get a bunch of lowly freshmen to write complete sentences! Let's see you guys try to get Big Man JMO to put down typesetting in STRAIGHT columns! Let's see you guys fold each and every issue! Go ahead, make my day!!
By the way, where's Wenny/Crank?

Letters To The Editor

Dear Editor,
I am not soft and cuddly like a Teddy Bear, In fact, I'm big and tough and I enjoy PAIIIIIN!!!! Ask Mark Agent.
Love,
Poooh

Dear Editor,
We work so hard at the Cynosure Office. You don't know how hard we work. Let me tell you how hard we work up there. We work so hard that it makes newspaper work seem wimpy (of course we're studs and we do all the cool stuff!) Well, I can't waste any more time telling you how wonderful the 1985 Yearbook will be. Gotta go to lunch. Hey, where's Rachica? That little...
Stevie-"I'm in Control"-Brecher

Dear Scuz,
You're all slimey pigs, all of you!
Sincerely,
Country Boy Roli

P.S. Especially you, Johnny Wise! And I'm not giving you any more rides home, you worm!

Dear Editor,
I do not speak like Latka from "Taxi." Actually, you are the ones with ze accents! I talk normal, ya! (At least I don't speak "Hogan's Heroes" German, ya.)
Tobias Urban

Dear Editor:
Hey, if anybody knows of any contests for a prize, an award, or a scholarship, please contact me ASAP.
Also, if any faculty member needs me to help them understand the subject they teach, see me.
(Boy, am I sly to sneak in this free advertising in the Snews!)
Oh yeah! MAKE SURE YOU SPELL MY NAME RIGHT!! FOR ONCE! Rhooscheekah Fornanpuloope.

Dear Editor:
Yeah, everybody, you listen to this guy!
Won Oh

Dear Editor:
Excuse me, but does anybody know in what district of Paris the Treaty of Paris was signed and the exact time?
Josh Ringel


Dear Editor:
If anyone has seen the legs from my pet dog lying around, could he please return them to me as soon as possible.
Mrs. Mazaheri

Dear Editor:
Well, here I am in a cauldron in Africa about to be eaten by canibals, and what do I receive? An advance copy of the 1985 Snews! Boy, how terrible! I've never seen anything like it. You guys are really messed up! Your brains are warped! W-A-R-P-E-D! Warped! Do you hear me! This is the most tasteless stuff I have seen yet. I mean, first there was Tony the Laser, then Joeliel-boy, then Mo/A-ron, then Mattie-boy and Howie, and now this! I can't even imagine what the future will be like. Now, I don't even wanna come home! Hey Ed Boyd, can I hide out with you? Where are you?
Mr. Chuckles H. Pletcher

Dear Editor:
Many proposals have been put forth by the student council this year and few have passed. I have a suggestion that even Mr. Neale could go for. We should have at least one day off on Bill Stratton's birthday. This may seem senseless to the average freshman who does not know Bill, or Allah (as he is more commonly referred to around the swimming pool), but the real senseless thing is that we don't have off on his birthday. We got two weeks for Christmas. How stupid!! Why is it that we have no holiday during which we can remember Gilman's first diety? I will submit this to Ray Harris and he should be able to do something with it if he can do anything. Maybe we can kill Bill and have off on that day, too. Sometimes, that is a very tempting thought.
A Religious Follower

Dear Editor,
I have 5000 copies of Chuck Egerton Wrestling. Get yours soon! Time is running out! Rasta Photography is going out of business! This is your last chance! Decorate your senior room with the portrait of this idol of millions!
Peace and Love, mon,
The Rasta-man

Dear Editor,
Stop ragging on us!
Rotica Fernhambolluke, Stevie-boy, Chef Jeff
Dear Editor,
Yeah!
Paul Leand

	
<p>THE</p> <p>Ortiz Editor-in-Chief</p> <p>Alfalfa Thinks He Is</p> <p>Shteve Howard Wishes He Were (But Shares The Office)</p> <p>Miller, Ortiz Always, always there</p> <p>Wenny/Crank Not</p> <p>Teddzie-boy Rastaphotographer</p> <p>Siggy Money-man</p> <p>Alex Kaufman Trivial Editor</p> <p>Alex Kaufman Trivial</p> <p>Alex Kaufman Resident Resident</p> <p>Langdon Lawrence Art Editor (Ha! Ha! Ha!)</p>	<p>2NEWS</p> <p>AJV, JR. Unsung Hero (Or so he thinks!)</p> <p>Jeffy B. Resident Blamer</p> <p>Tom Off. Josh Phillips There? (I hope)</p> <p>Ari Zaiman Resident Psychiatrist</p> <p>Josh Ringel Waterboy</p> <p>B. Mehlman Golash Winner</p> <p>Entire School Avid News Readers</p> <p>Kurt Avid News Critic</p> <p>Mr. Campbell Innocent Victim</p> <p>AJV, SR. Wishes He Were</p>

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.

Snews Staff: Cordish, Harlan, Howard, Kang, Kaufman, Meyer, Miller, Naktin, Ortiz, Sigman, Vishio, Winstead, Svolos, Park.

News Briefs:

STD Awareness Day Spreads to Gilman

Excited by the example set by students who directed Famine Awareness Day and by the News editorial concerning that subject, the Cynosure Staff has decided to sponsor an STD Awareness Day today.

Turnbull Named Pet by Faculty

In a recent Snews Poll, Upper School teachers were asked who their favorite student was. Surprisingly, all teachers polled chose sophomore Kenneth Turnbull. Physics instructor, Gus Lewis, reasoned... "I chose Kenny because he has a genuine interest in science and he always helps me set up for labs and classes. Also, he is not afraid to come and see me for help to improve his grades."

Censored Material Uncovered by Snews

As many seniors already know, Mrs. Sarbanes has been quite cautious about what she is allowing to go on this year's senior pages. Many seniors are outraged by the fact that completely innocent comments that they want to remember have been deleted from the Cynosure.

Radical" Pres. Harris Demands Amendments

Senior class president Ray "I am not radical," Harris today announced that he is planning to propose an extreme amendment to Gilman's "constitution" in the upcoming Student Council meeting. Allegedly, Mr. Harris plans to end the grading system completely and to push for no homework during the entire school year. Furthermore, it is believed that President Harris has aspirations of completely ending the dress code at Gilman and legalizing chewing tobacco at the school.

Have you gotten a ticket or lost a race recently? You need...

Recently, a crack reporter for this paper managed to get a list of these eradicated comments. Here are a few excerpts from the list:

staying up until 1 A.M. - doing calculus homework in class - trying (unsuccessfully) to stay awake in chapel - studying in scene T-shirts are encouraged.

Bachman and Bloom Teller Machines Installed

Bachman and Bloom enterprisers have announced that they agree. From this day forward, the Valentines cards to his day to day eagerness to please his teachers, it is no wonder that he's a favorite.

Dear Dirtball...

My dude, yeah, it's me, Dirtball. Am just sitting here in the lounge, taking it easy, you know. I just want to let you know how looove this newspaper has been...well now, I mean, the only cool part about it was the "Tear Corner, which I always read, yeah know!" (By the way what was name of Dino's house on the "Fictionists"?) Now, I got my own intelligence and participating in this pile of feces, man. So, ask away dude and don't forget to Rauch. Crank it up!!!

Dear Dirty Ball,

Where's the party, ay? Where, ay? Could you tell us where it's at, ay? (signed) The Great White North

Classified:

I need a ride home.-(John Wise)

Teen tours to New Hampshire offered.

Contact Charles "Duck" Gamper. Quack!

Soccer anyone?-(Alex Kaufman)

Sure, any time, any place (I'm only one of the greatest there ever was...)-(P.R.S. Katta)

Dear Fellow Scuzball Chef,

You definitely have a SERIOUS problem. I suggest you go see a psycho-analyst. Immediately. Even better, Go talk to Ropulle Fernandosihika. He knows everything. EVERYTHING.

Dear Shorty,

Hello, you're on ze air! What?! Stand up-I can't hear you (ha/ha!)-Dirt

Dear Dirtball,

If I rarely comb my hair (or what's left of it!), make strange grunting sounds while playing soccer, and am the shortest male member of the French Department, do I have a problem?

Dear Steve,

If I have red hair, shower once a month, am addicted to chewing tobacco, talk like a guy named Spicoli, and run like Jeffrey Bachman, do I have a problem? Sincerely, Dude

Dear Steve,

I do exactly the same things-except with Homework and my teachers! No need to panic. Just do what I do: relax and take a long vacation off-like for the rest of your life.-Dirt

Dear Steve,

I'm seventeen years old, a senior at the Gilman School, yet I have an obsession of making obscene outbursts during student forums and I walk with my feet at a 90 degree angle. Also, my picture appears on every page of this newspaper. Do I have a problem? (signed) Chef Jeff

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Chuck on a String!



Chuck on a String® resembles Chuck Egerton in his Response to the Chuck Egerton famous double-neck-on-pin last month has been overwhelming. "People love Chuck on a String. Now Senior Room Pro-fine Brute while under the show-ducts" has come up with a new er, and he lathers like no other." confection. Chuck on a string! commented designer Steve This carved piece of lavender Ciccarone.



Dear Dirty Ball, Where's the party, ay? Where, ay? Could you tell us where it's at, ay? (signed) The Great White North

Classified: I need a ride home.-(John Wise)

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Join the Club Busters...



Ray Harris (right), "I am sorry, very sorry, but you're club has been too inactive. We will have to terminate its existence, immediately. (left) T-shirts with this beautiful emblem are forthcoming, while a movie and rap-song are in the making. Anyone interested in joining may contact either Ray Harris or Mr. Finney.

Peard Banned From Chapel



English teacher Trevor Peard has been permanently banned from Gilman chapels following his controversial speech on sex. Reasoned Mr. Neale, "His description of 328 different aspects was a bit too much for the boys, I must say." The task of detaining the ill fated Trevor has been given to Vigilante Pete "the Grimreaper" Heusler (right) who will lock Mr. Peard in his second floor office (left) fifteen minutes before chapel until its conclusion each school day.

◆ TOWSON STATE UNIVERSITY ◆

A STATE OF MIND WITH UNIVERSAL APPEAL

OPEN HOUSE

The first Thursday of each month, 2-5 p.m.:

- October 4, 1984
- November 1, 1984
- December 6, 1984
- January 3, 1985
- February 7, 1985
- March 7, 1985
- April 4, 1985
- May 2, 1985

Prospective students, parents and counselors are invited to participate in open house. Available: Tours, admissions information, on-site interviews and instant admission if you qualify.

Stop by, no appointment is necessary, at the Administration Building, Towson town Blvd. and Osler Dr.

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Senior Room Dedicated To Chuck Egerton, '84

On June 10th, in connection with the Class of 1985's Graduation exercises, the Senior Lounge will be renamed and dedicated in honor of Chuck Egerton, Class of 1984. The ceremony will take place after the awarding of the diplomas in the Senior Lounge. Refreshments will be served while videos of Chuck's wrestling matches and home are shown. All are welcome.

In anticipation of the event, senior Steven Brecher ordered several hundred copies of Chuck Egerton's senior page. Head decorators Steve Ciccarone and John Wise then set to the task of wall papering the room with the pages. Various designs emerged such as the tremendous "1985" on the wall facing the north. However, this was not enough. Entire walls were covered with Chuck. With the dedication of the room still months away, seniors were in a frenzy to set the mood for the Egerton's Lounge.

Chuck's formal portrait was extracted from the page and put on the one, three, nine, and twelve of the senior-room clock. Then Chuck's head was meticulously cut from another page and set upon the second hand. Chuck now goes round and round day and night.

Chuck was even placed around the senior-room's original decoration, the Sports Illustrated centerfold swimsuit model Kathy Ireland. While seniors were undecided as to whether Chuck deserved the honor or not, the faculty was able to sway their minds. It seems Mr. Neale took a great interest in the glorious photograph, and even Mrs. Sarbanes made a special trip just to see it.

Everyone is getting into the act. Senior Teddy Winstead, the photographer who snapped the photo of Chuck wrest-



ling, is marketing the original uncropped 8x10 glossy for an undisclosed fee. A poster of the shot will be available in May. Other pictures of Chuck, his family, and his sister are flooding the market, although Teddy warns, "stick with the original. I have been talking personally with Chuck and we have a photo session planned in mid-April. He has agreed to pose in the nude if the price is right." Teddy is confident the deal will work out and has taken up collections at Gilman, Bryn Mawr, and RPCS to assure the monetary backing is sufficient. If all goes well, a family album highlighting Chuck will hit the Gilman bookstore in May.

Mr. Finney has insisted that a copy of Chuck's page be inserted in the Gilman handbook and the other school brochures.

"Chuck" wallpaper will be on sale soon, and Mr. Eristow has ordered enough to cover the walls and ceilings of the wrestling room.

And while it is still early to speculate, the Bookstore sees no reason why it can't market ties, frisbees, jackets, and eraser tips with Chuck's page on it. One salesperson called it a "goldmine."

Indeed "Chuck mania" has hit Gilman. It has brought prosperity and thrills to seniors as well as Gilman. The only question now is if the seniors can wait until June 10th to re-name the room. Many have started failing courses in hopes that they won't have to go on "Encounter." One senior said, "He's become a part of me and I don't know if I can be away from the room for very long."



A wall of the senior lounge shows Chuck Egerton in his celebrated wrestling pose. The background is decorated with Senior Room Wall Paper.

Chef Jeff Returns!

On the Slopes With Chef Jeff:

Garbaggio's Reviewed

Former News restaurant critic Chef Jeff has denounced his former mentors to join the Snews staff. He recently went with the ski club to Hunter Mountain, New York, where he reviewed the infamous bistro, Garbaggio's. Bon Appetite!

Hunter Mountain in New York offers one of the nicest ski resorts on the East Coast, and brings back memories. Upon my arrival, I was courteously fitted with the best pair of rental skis, boots, and poles. The ski conditions were fantastic as I

easily conquered every slope ranging from the easiest "Grandma" slope to the top notch expert, "Razor's Edge." Of course, I was a bit rusty and unused to my binding fittings and boots, and after the many painful collisions with the trees, pretty females, and signs, I decided to retire to Garbaggio's, a local resort hotel.

Garbaggio was the epitome of an excellent European ski resort. Garbaggio's provided the highest quality of food ranging from their exquisitely prepared platters to their famous chopp-

ed steak. I enjoyed my evening watching Webster on the television, swimming with the guys, and relaxing in the hot tub.

Garbaggio in my book can be considered one of the best places that I have reviewed. Not only was Garbaggio's food and accommodations worthy of commendation, but their apres ski and night life proved to be exciting. Along with my unforgettable experiences on the slopes, I will always smile warmly inside when I dream about Garbaggio's.

Make Your Own College Letter

College fever will soon overwhelm you up-and-coming seniors. To ease the pressure of the application process, The Snews has benevolently included this

special do-it-yourself school recommendation! Just fill in your name in the blanks provided and send it off to the college of your choice!! Hassle-free and no ugly

mess. Do it in the privacy of your home. They'll never know the difference! (Editor's note: VOID WHERE PROHIBITED)

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To Whom It May Concern:

Can the Arab speak the name of Allah? Can a Nairobi tribesman know of atomic energy. How can I presume to write the praise of _____? What heights of human folly! What pride, what presumption that his very printed name should exist in the self-same room with a humble creature like me or you. Yet I must dare, I must whip myself up into a frenzy of self-righteous arrogance, to set down in mere ephemeral words the glory that is his. Before _____ achieved satori at the age of six he distracted himself by dabbling in nuclear bio-chemistry and

genetic recombinant engineering punctuated with periods of massive literary out-pul that culminated in the first of his long succession of Nobel prizes. It was during this earlier phase that _____ ended world hunger and instituted a global system of free medical care based on his cancer cure. Later, _____ often went weeks on end without sleep or nourishment in order to complete his unified field theory of gravitation while training to compete in the olympic decathlon and tutoring Ronnie Reagan in moral reasoning. (It is perhaps only fair to other

candidates to add that _____ failed in his last attempt). Soon _____ increasingly rigorous spiritual training permitted him to transcend mere physical being. I would of course urge any college to admit _____, but this is a misuse of the word. _____ is all around us, he permeates all institutions of higher learning. We cannot admit _____, he flows through all living beings, he is in the flowers and the grasses of the meadows, he is everywhere that Good and Truth, Justice and Beauty reign.

Thank you for your consideration.
Respectfully,

The Head Man
5407 Roland Ave.-Roland Park
Baltimore, Maryland, 21210

Snews Contest

This is for real! At various points around the school, pictures of a certain student (you'll recognize him after reading this issue) and of a certain bogus check have been carefully placed. If you are the first person to name 15 spots (i.e. what floor, what room, what wall) where these photos have been stuck and turn in the locations to the Snews mailbox, then you will win a free Gilman Sweatshirt, courtesy of the Country Store and the Snews. Remember, this is not a joke!



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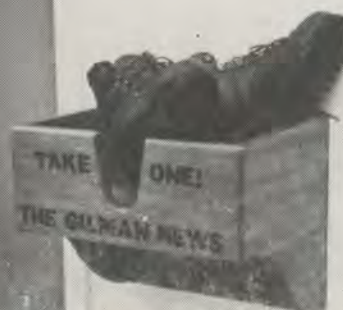
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Senior Room To Host W.W.F. Bout

Two Seniors Challenge Piper To The Death!

The Senior Room is currently being renovated in preparation for what has been called "the wrestling match of the century." Celebrities from all over the world will soon converge on the Gilman Senior Room to witness the WWF (World Wrestling Federation) tag-team title match between two Gilman seniors, "Groucho Marx" Shapiro and his new sidekick Mark "Mr. T." Agent, known collectively as the "Marx Brothers," and those two villainous Bad Guys of Pro Wrestling, "Mr. Controversy" Rowdy Roddy Piper

and Bruto Sabantino. In addition, this monumental match will be shown on big screen t.v. at various locations across the U.S.

The rivalry between these two teams has really been built up over the last few weeks. It apparently started while two seniors were playfully wrestling in the senior lounge as Roddy Piper happened to be passing by. Brothered by the loud racket made by these fun-loving seniors, "Mr. Controversy" busted in and confronted them



Varsity wrestler "Groucho Marx" Shapiro, Gilman's third All-American athlete this year, puts a head lock on an unidentified opponent. "Groucho" immediately decided to turn pro after completing an extremely successful M.S.A. season. He is now a member of W.W.F. (World Wrestling Federation).

saying, "You guys can't wrestle anyway!" Unfortunately, these seniors happened to be Mark Shapiro and Mark Agent, who were not about to have their Gilman Pride, as well as their Personal Pride, blemished by this fiend. A loud, angry exchange of words followed, most of it unprintable in a family paper such as the *Snews*. It culminated with Mr. Piper cutting down Shapiro's idol, Cyndi Lauper, and challenging him to a tag-team wrestling bout.

Over the past week, the "Marx" brothers have been rigorously training in the Gilman Gymnasium. Two hours of running, four hours of wrestling, five hours of weightlifting, and one hour of t.v. interviews crowd each busy day of these dedicated men. "Mr. T" was quoted as saying, "I'll get them. They don't know what they're up against. I'll tell you what they're in for. They're in for Pain with a capital 'P'. Mark me. Me Mark. You're starting to bother me, boy. Get out of here." Shapiro was reportedly, "very, very Psyched."

When *Snews* reporters tried to interview Roddy Piper and Bruto Sabantino, they were met with much scorn and con-

tempt. Growled "Mr. Contro- tle anyway!" Unfortunately, these seniors happened to be Mark Shapiro and Mark Agent, who were not about to have their Gilman Pride, as well as their Personal Pride, blemished by this fiend. A loud, angry exchange of words followed, most of it unprintable in a family paper such as the *Snews*. It culminated with Mr. Piper cutting down Shapiro's idol, Cyndi Lauper, and challenging him to a tag-team wrestling bout.

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Leighton To Guide Spirit Comm. With Transcendentalist Ethics

Reverend Christopher Leighton, Gilman's Head Chaplain, recently gave a chapel concerning his appointment as "spiritual leader of the Spirit Committee. While he praised the obnoxious behavior of Underclassmen at Gilman basketball and wrestling matches as the work of "an enthusiastic bunch of scum-balls of the great spiritual fabric," he also criticized them for not being of the "highest religious order." He commented, "It really baaahthered me."

The reverend was quoted as saying, "The basically essential goal of this committee is to conquer our most deepest fears so that the sea of mankind can unite to reach Nirvana and so each and every student of this heterogenous body can live in Peaceful harmony." When asked what he meant, Mr. Leighton could not be reached for comment.

The day following his most enlightening chapel, Father Leighton apparently disappeared from the campus, reportedly to seek Philosophical guidance from the ghost of Mohandas Gandhi in the jungles of northern India. Nonetheless, specially

trained *Snews* reporters were able to track down Mr. David Neun, Gilman's Community Service organizer, who willingly revealed the missing reverend's proposed programs. "First of all, the reverend hopes to implement a seminar program through which those who cheer on Gilman interscholastic teams can develop an inner sense of fulfillment by realizing their intrinsic value, versus their extrinsic value, as human beings so that a true transcendental reality can be attained. Furthermore, a sense of Altruistic giving must be fostered in conjunction with the community service program in order to ostracize the egotistical monster which is devouring today's society. By the way, are you serving..."

Unfortunately, the reporter at hand had to prematurely end this interview due to a total lack of comprehension.

In any case, Reverend Leighton returned to Gilman just last week, upon which he was immediately swarmed by several inquiring *Snews* reporters. An irate Mr. Leighton would only say, "This reminds me of a story..."

(continued on page 8)

Tickner's Fossils Unearthed: Is Reg Really Human?

BALTIMORE (AP) — It has been an extremely popular question in recent years: Just how old is this guy Tickner anyway, and when did he start teaching? Well, thanks to incredible advances in modern technology and the process of Carbon-14 dating, we can at last move back from the edges of our seats and hear the real truth.

At a Gilman Varsity Football game earlier this year, referees stopped play for a few minutes when a large, strange-looking rock turned up on the playing surface after a jolting tackle by Pete Kwiterovich. As one might expect after an occurrence as strange as this, top archaeologists in the Baltimore area were whisked to Gilman to survey the situation. No more notable objects were uncovered, but the scientists did numerous tests on the first rock and discovered some fascinating things. One of the most intriguing aspects of the rock is the large imprint of a human hand found on it. The fossil is so clear that the exact fingerprints can be determined. The scientists' first impulse was to match these prints with those of the senior members of the Gilman faculty. After several days

of searching, the prints were positively identified as those belonging to our beloved RST. Next, a Carbon-14 test was done and the rock was determined to have evolved from the Cenozoic Era, when mammals were first evolving.

Could Mr. Tickner be that old? If in fact he is, he has been holding something back for quite a while.

"I'm not really trying to, eh, pull the wool over anyone's eyes," he said. "In my 'twenty-five years ago' speech, I just left out the six zeros when I said twenty-five."

Such a touchy issue brings up moral and ethical questions. Has Reggie been human all his life? Could he have sprung from the waters and actually evolved into an English teacher? (After all, it's debatable as to whether or not English teachers are nothing more than planeria anyway.) And, we must also wonder if RST could have been a prehistoric caveman with a primitive language and lifestyle. With a guy who goes around all day saying things like "Akka-lakka chee chee," you have to wonder.

In a bizarre incident recently on the athletic fields, a member of the French department was attacked by two unidentified hawks. The victim, Mr. Demeule, was immediately rushed to the hospital where he was treated and released. Experts say that this is the first case in recent times when a hawk attacked a man, thinking that he was a small forest animal.

The culprits have not yet been positively located, but, as other faculty members noted, it was curious that Mr. Siwinski's hawks had human blood on their beaks. Because the case is not yet in court, the following is merely speculation, but it is the most plausible explanation which has been expounded at this time.

Apparently the door to the cages was left unlocked one afternoon after the hawks had been exercised. As Mr. Demeule walked from the gym to the upper school building on March 6, 1985, he was knocked down by two very hungry hawks who had freed themselves from the unlocked cages above the gym. The hawks were extremely hungry, and, in a daze, mistook Mr. Demeule for a jackrabbit, an easy enough mistake.



Mr. Siwinski, owner of the hawks who allegedly made the attack, said only, "My hawks wouldn't hurt a fly." Since Mr. Siwinski recently said at chapel that hawks were naturally predatory animals, his case looks bad.

The question of why the cage was left unlocked is still a mystery. Some believe that it was done purposefully to take

revenge for an earlier incident which cannot be reported here due to FCC regulations. A more prevalent belief, however, is that the cage was left unlocked due to negligence. Mr. Siwinski had been seen gloating over the fact that 75% of his AP Biology class had failed his test earlier that day. It seems that he was so overjoyed that he absent-mindedly forgot to lock the cage

door. Although this seems somewhat far-fetched, it does explain why the hawks were loose the next morning.

In a written statement to the press, Mr. Siwinski said that he could never have been so forgetful. It was interesting to note, however, that the word *hawks* was misspelled.

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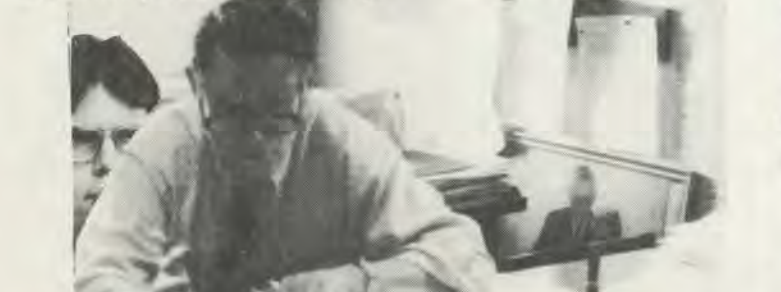
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Mr. Reginald Tickner might not only be one of the oldest members of the Gilman Faculty, but of this earth!

THE GILMAN NEWS



Vol. LXXXIV, No. 9

GILMAN SCHOOL - BALTIMORE, MD.

May 13, 1985



Brad Jacobs, author of *Gilman Walls Will Echo*, spoke at the Cum Laude ceremony.

Cum Laude Inducts New Members

On April 18, Mr. Neale opened the 1985 Cum Laude Ceremony. The ceremony served to induct nine juniors and ten new seniors into the Cum Laude Society, in recognition of their academic accomplishments.

After Mr. Neale's remarks, Mr. Bartkowski, president of the Gilman chapter, gave an introduction, followed by Mr. Edwin Lewis, the secretary, who gave a brief history of the society. Mr. Bartkowski then introduced the guest speaker, Mr. Brad Jacobs, editor of *The Evening Sun* and author of *The Thimblegriggers*, a book about Marvin Mandel.

Mr. Jacobs talked about corruption and illegal transactions in the government and gave several specific examples of such abuses.

After Mr. Jacobs, the inductees were officially made members of the society, and presented with certificates. A hymn was sung, and the ceremony was closed.

The first idea of such a society for secondary schools, came from Dr. Abram W. Harris, the Director of Tome School in Port Deposit, Maryland, in 1906. The first name chosen was the Alpha Delta Tau Fraternity. The name was later changed in 1916 to the Cum Laude Society. The Society was to give recognition of outstanding academic quality among students. Gilman first joined the chapter in 1952, and two of the earliest officers

Continued on page 2

Fenzel To Return To Cornell For Ph.D., Clark To Pursue Career At End Of Year

by Teddy Fish and Andy Fine

Recently two Upper School Math teachers, Mr. Mickey Fenzel and Mr. John Clark, announced their plans to leave Gilman at the end of this school year. Both men have spent several years at Gilman, contributing towards the athletic program as well as academics.

Mr. Clark accepted a position with Electronic Data Systems, a company involved in data processing and software engineering. He will participate in a two year training program in Systems Engineering.

Mr. Fenzel has elected to return to Cornell University to attain a Ph.D. in adolescent psychology. He hopes to pursue a teaching career at the university level in which he will also be involved in educational research.

At present, Mr. Fenzel is completing a masters degree in adolescent psychology at Loyola College. Although he will miss Gilman, he feels that the training is ideal to return to school full time. "This is the time to do it. I have been considering it for some time, and now I have the momentum to go ahead with it."

Mr. Clark, on the other hand, did not foresee leaving Gilman at the close of this school year.

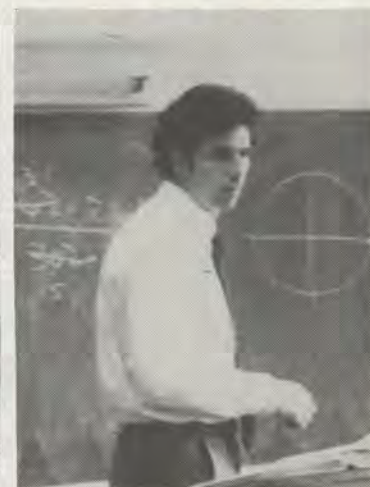
He said that the job offer "was an opportunity that arose suddenly; I chose to take advantage of it."

The departure of Messrs. Clark and Fenzel will leave a hiatus in the Math department. Mr. Mercer Neale, Head of the Upper School, commented that Gilman was "losing two very good people with experience." He then added that it will be a difficult task to find replacements of such high caliber in a "damn good department." Mr. Neale stated further that, on a larger scale, the entire Gilman community will miss two wonderful families, the Clarks and the Fenzels.

Their absence will also have a great impact on the Athletic Department. Mr. Clark acted as a J.V. Football Coach, a coordinator of the weightlifting program and a track coach. Mr. Fenzel has also been a J.V. Football coach, as well as the coach of the Varsity Lacrosse Team for the past six years.

Mr. Fenzel described his lacrosse experience as "a fantastic challenge for a coach," stating that the MSA "was, without a doubt, the toughest league anywhere."

Although there is a possibility of his acting as an assistant lacrosse coach at Cornell, Mr.



Mr. John Clark (left) and Mr. Mickey Fenzel (right), both members of the Mathematics Department, plan to leave Gilman at the end of the year.

Fenzel stated that he would miss coaching at Gilman. "I have had the opportunity to coach high motivation. It's very difficult for me to step down as Head Coach."

Both Mr. Fenzel and Clarke

stated that they felt their years at Gilman were productive. Mr. Fenzel commented, "Gilman provides a great opportunity in which the institution really cares about the moral development of each student."

Former Gilman Student, Football Star Tim Holley Joins English Department

by Will Gould

Approximately three years ago at Family Day, Mr. Tim Holley, then an officer in the United States Navy, accepted a contract from Gilman School that hired him on his release from the Navy. "I kept in touch with both Mr. Finney and Mr. Neale until I was released," he explained.

However, Mr. Holley is anything but new to this school. He spent six years here as a student and an athlete. Now, he has returned as an English teacher.

Mr. Holley first came to Gilman in 1970, entering the seventh grade. While in the Upper School, he was taught English by Messrs. Bristow, Tickner, Downs, Bulkley, and Daniels and had Mr. Bristow as an advisor. While at Gilman, he was a good student and an exceptional athlete. He played Varsity football for 2 years, basketball for a year, baseball for 3 years, and was captain of all 3 teams his senior year. However, his football career especially was phenomenal.

In 1976-77, he led the state in rushing. He was named player of the year by the *News American*, and came within 80 yards of the all-time Gilman rushing record.

"It was like a Cinderella dream." He went on to say "I was a jock first and a student second. Athletics are my greatest



Tim Holley, a member of the Gilman Class of 1977, has returned to become a member of the English Department.

love." He laughed and amended this statement on account of the fact that he has been happily married for two years. However, despite his remarkable success, he is very modest and low-key about it. He commented "I was fortunate to win the awards and notoriety."

When Mr. Holley graduated from Gilman in 1977, he went to the University of Pennsylvania where he majored in English. From there Mr. Holley entered the NROTC, the naval part of the military's ROTC program.

He entered the Surface Warfare Basic Officers course. He was assigned to the *U.S.S. Edson* in Newport, Rhode Island.

Four months later he was transferred to Norfolk, Virginia to serve aboard the amphibious ship, the *U.S.S. Sumpter*.

A little less than a year later he returned to shore for knee surgery and remained on land as a legal officer for two years and then was released from the Navy.

His attitude toward the Navy was positive. "It was good for me. I thought it was worthwhile, and as I look back, I enjoyed it."

Finally, he returned to teach English at Gilman. "I had a degree in English, so I figured I'd teach some sort of liberal arts course such as English, Philosophy, or maybe Religious Studies." When asked about his plans for the future, Mr. Holley seemed a bit uncertain. "Maybe I'll stay on for fifty years," he laughed and added "maybe not. It's hard for me to tell. Teaching is somewhat of an experience for me. I'm still learning."

Finney Sees Europe On Sabbatical Leave

Headmaster Redmond C. S. Finney is presently on sabbatical leave which was begun early last month and will last until June 3.

Mr. Finney and his wife, Mrs. Jean Finney plan to visit Switzerland, Germany, Austria, Greece, Italy, and France on a trip which was begun on April 25.

The Board of Trustees granted the Gilman Headmaster this opportunity. Board President, Mr. George Thomsen and Mr. Finney together decided that the sabbatical should be taken during this time. Mr. Finney should return in time for Middle and Lower School Closing Exercises, Baccalaureate, and Commencement.

While Mr. Finney is absent, Mr. Mercer Neale, Head of the Upper School, will take the post of Acting Headmaster.

News Briefs:

Latin Students Display Projects

In the past several weeks, a major undertaking for second year Latin students has been their Latin projects.

Their projects could be anything ranging from a map or drawing to a scale-model of a Roman building. (The project had to deal with Classical Rome.) The students had approximately ten weeks in which to complete the project which was due April 1.

All of the projects are entered in a contest. Four faculty members not involved in the classics department: Messrs. Neale, Peterson, Schmick and Mrs. Davison, will pick the three best projects. The three winners will be taken on a special tour of the Capitol building in

Washington, D.C. They will then have lunch in the Senate Dining Room. Mrs. Sarbanes, a Latin teacher, explained, "The Capitol was picked because of its classical, statuary architecture and art."

This year's projects, like those in the past, have varied greatly. The ones this year include George Bell's wooden scale-model of the Circus Maximus, a Roman hippodrome, Sam Lee and Alex Walsh's model of the Roman forum, and Pierre De Silva's Roman helmet made from a basketball and a broom.

Some past projects include a cake baked in the shape of the Roman Colosseum and a Roman road made from soap.

Mr. Vishio declared, "The Roman past lives today in the enthusiasm of the students in projects such as these."

Robert Clary Speaks On Holocaust

On April 15, Robert Clary, otherwise known as Louis Lebeau of *Hogan's Heroes*, spoke to the entire Gilman Upper School about the Holocaust. His goal is to teach students about the Holocaust and to protest against and correct false publications concerning it.

Mr. Clary, a survivor of the Holocaust, immigrated to the United States in 1949 after thirty-one months of captivity in German concentration camps. He had tried to forget his past, but as Holocaust Remembrance Day, April 19, drew closer and more false articles about the Holocaust appeared, he decided to speak out against those who try to distort what really happened.

Mr. Clary has travelled across the United States and Canada talking to high school students and telling them the meaning of the Holocaust.

Continued on page 3

Colleges Admit Seniors: Princeton Accepts Eleven

by Julien Meyer

According to Jeffrey Christ, Director of College Counseling, this year's senior class was "excellent," and the students were happy with where they were accepted.

Discussing the overall performance of this year's senior class, Mr. Christ stated that this year's college placement was one of the best since he began directing college counseling at Gilman. Indeed, Mr. Christ stated that one "has to go back to 1972 before one finds as many eleven Gilman students accepted to Princeton."

Other Ivy League schools to which many Gilman students were accepted were Yale (seven) and Harvard (five). The college counseling staff was also pleased that the seniors were interested in more schools this year. Perhaps, the best indicator of this year's college admissions success is the fact that the seniors are pleased with the institutions they will be attending.

Many college admissions trends manifested themselves this year, while other ones continued. Again this year, more seniors tended to be inclined toward big universities; however, a sizable number of students will attend small colleges, such as Bowdoin and Haverford. Southern schools remained popular with Gilman students, while more students will be attending northern and northeastern colleges this year than last year, and Gilman's college pool also expanded to the Midwest. West Coast and Mid-

Continued on page 2



Dr. Nilo S. Faria ("Doc"), a middle school Spanish teacher, has announced his intention to retire at the end of this year.

M.S. Teacher Dr. Faria Plans To Leave At End Of The Year

Two Middle School faculty members have decided to leave at the conclusion of the academic year. Dr. Nilo S. Faria will retire completing a thirty-seven year teaching career, and Mr. Mark Harbold will further pursue his education.

After having taught Spanish for thirteen years at Gilman, Dr. Faria has decided to retire. In response to his retirement, "Doc" Faria, as he is known by most Middle Schoolers, a colorful and exuberant man, stated that he wanted to have time to enjoy his hobbies, one of which is reading.

"Doc" Faria has a very interesting background about which many people do not know much. He is a man of courage, determination, and modern-day heroism. In 1948, he began instructing junior high school students in English at Santa Clara, Cuba. He then obtained Doctoral Degrees in Education and Law from the Havana University. After studying to become a lawyer, however, Dr. Faria began to study journalism. He became a professional journalist and, in 1954, a professor of law at the Santa Clara School of Journalism.

On January 1, 1959, Fidel Castro came to power in Cuba. Dr. Faria, a Castro opponent, soon made public announcements indicating his antagonism. Additionally, he began to write representing Cuba's students and workers. He then helped Cubans escape by hiding them on his boat, which he sailed up the St. Nicholas channel to eventually meet an American vessel.

Dr. Faria was only to continue his heroic actions for less than three years. On December

17, 1962, he was arrested and put into prison. The most horrible experience in his life, according to Dr. Faria, was the five years that he spent in prison.

Upon his release on December 17, 1967, Dr. Faria was eager to leave Cuba; however, before he was given an exit visa, he was put into a concentration camp. After eleven months, he was acquitted, and he flew to Mexico City. A few weeks later his wife and children were also allowed to leave.

"Doc" and his family spent eleven months in Mexico City. He then came to the United States and taught Spanish at the University of Maine. One year later, "Doc" applied to schools around the country for a position as an instructor. One of the educational institutions to which he applied was Gilman. He was hired in 1971 as a Spanish teacher and has enjoyed his career at Gilman, since then.

Mr. Mark Harbold, the 1983-84 Michael Howard Cooper Teaching Fellow, will leave the Middle School in June to attend business school at Loyola College. Mr. Harbold came to Gilman two years ago as a Cooper Fellow after having graduated from Cornell University. He has taught Middle School English, History, and Geography courses, in addition to coaching Middle and Upper School wrestling.

Born in Baltimore and raised in Indiana, Mr. Harbold has enjoyed coaching and instructing. While at business school, he plans to maintain a relationship with Gilman by continuing to coach Middle School wrestling and the Upper School junior wrestling league.

Colleges Accept Seniors

Continued from page 1

west schools still received little attention from Gilman students. Another trend which continued to grow was the early decision/early action program. Many students applied and were accepted under this program.

As to whether deferred early applicants were eventually accepted to their early admissions college, Mr. Christ stated that the chances this year were 50%.

Other observations about the college admissions process included the fact that athletes and scholar-athletes maintained a good edge over other applicants and the fact that students on waiting lists have all been accepted elsewhere, so that their college plans are not in a precarious position. Some students also noticed that this year was a difficult one for college admissions. They stated that this was due to an increased number of applications and to a heightened college awareness.

Unfortunately this year, some colleges were not so receptive to Gilman students. Two of these included the University of Pennsylvania and Georgetown University. Mr. Christ stated that these schools have become more popular and highly selective.

It's Academic Raises \$500 For Scholarship Fund

by Van Durrer

It's Academic has been a tradition at Gilman since 1971, when it was asked to participate in the competition by Altman Enterprises, the producer of the program.

Altman Enterprises, headed by Sophie Altman, creator of It's Academic, also supplies questions to Scholastic Challenge, a statewide competition in Kentucky, and produces other educational programs such as Heads Up, a children's program seen in Baltimore and Washington, D.C., Joel Kemelhor, associate producer, disclosed.

Mr. Carr, the faculty advisor, leads a team composed of Rushika Fernandopulle, the captain, Ray Harris, president of the senior class, and Pragathi Katta, with alternates: Ben Miller, Anton Vishio, Steve Choi, Andy Fine, Andy Cameron, and Weber Hoen. The alternates are important, according to Mr. Carr, because they "spur the kids on" besides filling in for sick members.

This year, although Gilman had a well-balanced team, Rushika on science and math, Pragathi on literature, and Ray on history, politics, and civil rights, the team lost on Saturday, April 6, at a close score of Gilman-280, Edgewood-310, and South River-350, to finish the season.

Teams are pitted against each other mostly by random but the producer tries to put teams from different geographical regions together. Strong teams, such as Gilman, Dulaney, and Randallstown high schools usually do not play each other until later rounds of competition.

Mr. Carr's job includes recruiting, choosing, and training members of the club, which meets every Friday, 8th period in the Language Department, and then sitting back to "chew ... fingernails."

It's Academic is an outlet,

fun competition, and expression "that is one of the few instances where kids are creative or constructive on television." Mr. Carr went on, "It's usually the bad kids who get the press. These are the good kids that get the press." Also, the team brings money into the scholarship fund, bringing in \$2,000 last year and \$500 this year.

Mr. Schmick voiced his views, "My feelings are very positive" about the team. "Year after year, they have done a really good job. I think

we can really be proud of them. The team highlights intellect rather than athletics as an example for younger students."

The team did have one last engagement this year, however. It was a Student-Faculty competition held Tuesday, April 16. Because Harris was sick, the student team was composed of Fernandopulle, Katta, and Vishio. The faculty team was not decided on until the day of the event. Mr. E. Lewis had

volunteered early, and Mr. Neale had committed himself to the task, but the third member of the trio, Mr. Downs, the captain by tenure, was not notified of this until the competition.

The faculty's team of "wisdom, great intellectual ability, and perspicacity" (as Mr. Neale had put it) lost and to pay for it, the spring dress code was implemented two weeks early. Although, according to Mr. Carr, this would have occurred even if the students had lost.

Seniors Gain Career Experiences Through Encounter Program This Month

by Mike Maccini

The Senior Encounter provides an opportunity for a senior to be in an internship with an adult, often a professional, in an area of the student's interest. The idea for Encounter originally grew out of a sense that the connection between school and the outside world was not strong enough. When Mr. Downs presented the idea to the faculty in 1968 (to go into effect in 1969) he said that a senior should know a bit about the outside world before he enters it.

Encounter was designed to be both "hands-on" experience at a job and a test of a senior in a new experience.

A senior will get his encounter by either selecting from a list that the committee has each year (called a school-sponsored encounter), or by generating his own through friends, neighbors, or parents.

"A senior must design the experience and make whatever he can out of it without the aid that you get here at school," said Mr. Downs.

Gilman alumnus and faculty member, Mr. Tim Holley said, "It is worthwhile and useful. It gives the senior a chance to see what the world is like. It is something that makes Gilman unique. It lets seniors finish the year early, as a sort of reward, and it also lets them see what the working world is like, since in four years they will be there."

The Senior Encounter Program runs from May fourteenth



Mr. Robert Bulkeley, Director of the Encounter Program, discusses Encounter plans with senior J.B. Harlan.

to June sixth this year. Although there is no grade, seniors must write a paper detailing his experience.

Eddie Barker, who will be working with Dr. Joe McLaughlin at the University of Maryland Hospital, said, "I'm looking forward to the freedom of being off campus, and seeing things, such as operations, which, unless I become a doctor, I will not see. I think that it will be significant in my profes-

sional career in that I will get a feel of what being a doctor is like and I will be able to see if a career of medicine would interest me."

Some of the jobs in which Gilman seniors will be participating include positions with Alex, Brown, The Walters Art Gallery, The Evening Sun, a veterinarian's office, sundry hospitals, the Chesapeake Bay Foundation, and WIYY (a local radio station).

National Merit Scholars Announced

National Merit Scholars

by Charlie Cahn

This past school year, three students were recipients of National Merit Scholarships. Chris Jones, Ben Miller, and Rushika Fernandopulle were all awarded scholarships.

1.1 million people took the PSAT qualifying test, and fifteen thousand students were then selected national semifinalists. Once the finalists were determined, forty percent of them were offered scholarships by the National Merit Scholarship Corporation.

The forty percent added up to five thousand seven hundred scholarships, a total of twenty million dollars was awarded nationally.

The procedure for the deter-

mination of the recipients is rather complex. The student begins by taking the PSAT test. After his score is recognized as one of the semifinalist, the work for the scholarship begins.

The student must fill out many forms. Listed in the forms are the interests, desire, and reasons for applying of the student. The school must send a transcript to the Corporation, submitting the grades and recommendations for the student. Finally, the student must write an essay describing himself and his interests.

The award, however, does not only depend upon the PSAT scores. The SAT scores also have some bearing.

Chris Jones, who will attend Yale next year, was the winner of the four year scholarship. In

each of his four years at Yale, he will receive a sum of money from the corporation to aid his college tuition.

Ben Miller and Rushika Fernandopulle both won one year scholarships.

This award does aid the student's college tuition, yet is recognized as a great honor by the school and the winners.

Chris Jones reaffirmed this by saying, "The money has little significance, yet the honor of being a scholarship winner means a lot to me."

EDDIE'S

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Cum Laude Inducts New Members

Continued from page 1

Jr., *Christopher Michael Jones, *Kenneth H. Kang, *Richard Kang, *Yong Jun Kim, *Philip Joseph Koh, Robert Berard Landon, Langdon Swain Lawrence, David Bennet Levy, Julian Herman Meyer, III, *Paul Stephen Mezey, *Benjamin Robert Miller, *David Matthew Rody, David R. Treadwell, III, *Anton Joseph Jerome Fernandopulle, *Joseph Benson Harlan,

are Mr. Williams, who joined in 1952, and Mr. Downs who joined in 1953.

The following students are members:

Class of 1985

Andrew Dudley Balfour, William McMechen Buchanan, Jonathan Ashley Cordish, *Rushika Jerome Fernandopulle, *Joseph Benson Harlan,

Class of 1986

Mark David Flaherty, Edgar Robert Kent, III, Gregory Paul Lee, Richard Joseph Maffezzoli, Jonathan Kinley Niemeyer, Roland Paul Sabundayo, Peter Woodward Tomlinson, James McCormick Webster, III, Honorio David Ylizarde.

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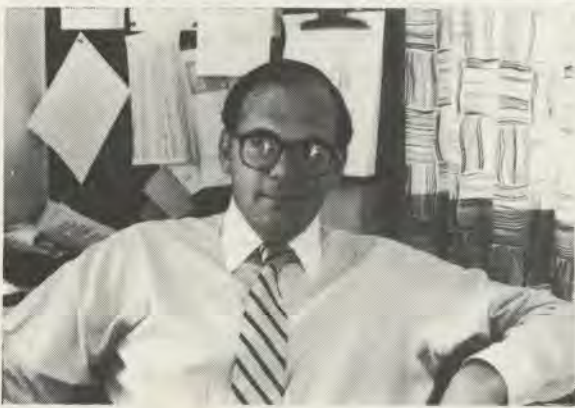
EDITORIALS



FACULTY VIEWPOINT

Why The Honor Code Works

by Mr. Schmick



Recent regrettable events have forced the School community to wrestle with some very difficult problems — problems which deal not only with Gilman's philosophy but also with matters that are basic to all of us as human beings. I am referring to the Honor Code and its overriding principles of individual honor and integrity. Such periodic examinations are good. Whenever we are forced to examine such basic tenets, we learn more about our philosophies, and, even more important, we learn more about ourselves.

The one question which I have been asked repeatedly by faculty and students has been, "Does the Honor Code still work?" To this question I reply, "Yes," and I point to the recent upsetting events as support for this statement. The Honor Code was put to a severe test, but the Honor System provided the vehicle for this problem to be resolved through the Honor Committee. Of course, such a resolution, by its very nature, leaves scars on all involved, but

these scars will heal with time, and we will emerge stronger.

The basic assumption of the Honor Code is that a member of the Gilman community is trustworthy. Such an assumption gives all of us a tremendous amount of freedom. A teacher can leave the room when he or she is giving a test, a student can make up a quiz on his own in the library, or a student's word is taken as his bond. However, along with such freedom, comes the responsibility to use it properly and not to abuse it. This freedom — trust — responsibility trilogy is the core of the Honor System; it is what determines the success of the System.

Gilman is a large community, and any such community contains people of all kinds. Some will take advantage of the trust which the School places in them. But this should not stop the rest of us from continuing to aspire to the ideals espoused by such words as *Honor* and *Integrity*. People who use the Honor System to their own advantage will be the losers in the long run. For without the trust of others, they are simply not whole people. Honesty and integrity are core components of all personal relationships.

Friendship demands trust from people, and unless complete trust is present, a relationship is incomplete and hollow. You can not "bare your soul" to an individual unless you completely trust him. One of the greatest pains anyone can experience comes when he feels a friend has violated that trust which has been placed in him or her. Thus, just as the Honor Code is basic to Gilman, our own relationships are based upon our own unique codes of Honor. Certainly they differ among individuals, but the foundation has to be trust.

The Gilman Honor Code is not perfect, nor is the School community. Both need to be scrutinized from time to time, and both need to be frequently reevaluated and reaffirmed. This is exactly the process which has recently been taking place. Personally, I am proud of both the Honor Code and the School community. I feel the system works for the vast majority of the student body; I see it working everyday when a student turns in a calculator, a watch, or a coat to the Lost and Found. The Honor Code does work and will continue to work because it is so basic to our community and to our relationships with each other. Without the basic principles of Honor and Trust, communities and relationships are torn apart; their very foundations are rendered inoperable.

Mr. John Schmick is the Dean of Students and a member of the English Department.

Prefects Should Understand Responsibilities Expected Of Them

Is the prefect system working as well as it should?

Time and time again, many of the senior prefects have fallen short of their mark. In general, they have not been "setting a standard of behavior for the entire School," as the Student Handbook dictates they should, nor have they been exercising the strong leadership expected of them.

There have been several cases this year when the prefects did not act when they should have. Perhaps, the student forums, which school president Ray Harris so valiantly attempted to reinstate, could have been saved, if only the senior prefects had shown some leadership during those chapels. The *News* is not suggesting that they should have given demerits, but only that the prefects (and *all* of the prefects) should have and *could have* asked unruly underclassmen to be quiet and respectful.

tion (if it has ever taken place at all) have yet to be seen.

Some of the other responsibilities of prefects include supervision of 310 study halls, the library, the cafeteria, and the common room. The influence and leadership of the prefects is usually not apparent in any of the previous locations except in the study halls, and the prefects themselves do not relish directing 310. That duty was even described by one prefect as "really beat."

This is not the way it should be. Prefects should be proud that they have been selected for such an honor. They should serve as an example for the underclassmen by conducting themselves in a proper manner and by upholding the rules and regulations of the school. When a prefect witnesses a case that, as the Handbook states, warrants active and positive leadership, he *should* and *must* act.

The *News* strongly urges the juniors who will soon be appointed prefects to think over the *responsibilities* which they will have next year. By accepting the honor of being selected a prefect, next year's senior prefects should be ready to set a standard of active leadership and of good school citizenship. The prefect system has much potential, but only when the students chosen for this honor realize its responsibilities will that potential be reached.

Also, as almost every Upper School student is aware, the senior room has been a constant source of trouble this year. There is almost always trash on the floor and on the tables. It seems only logical that the prefects, to set an example of "good school citizenship," should lead their senior classmates in cleaning up the lounge simply by influencing their friends and doing their own part. However, results of any such ac-

'85 News Staff Says Goodbye!

This issue, Number 9 of Volume LX-XXIV, is the last to be published under the direction of the 1984-1985 *News* Editorial Staff. This issue also represents many of the improvements and changes, we, as members of the Staff, have attempted to bring the *News*, after working on the paper for a year.

In the first place, and most importantly, reporters were taught to write in a journalistic style. This enabled the facts in news articles to be presented to the reader in a more clear and concise fashion, as well as teaching the reporters to locate many sources, confirm all facts, and write in a very straight-forward manner.

As far as content is concerned, two new contests were started; one was Trivia Corner, the more popular, and the other was "Can You Top This?". Also, many issues featured a "spread" of one or two pages sporting polls, pictures, cartoons, and in-depth articles devoted entirely to one topic, such as the Presidential Election, college admissions, or (in this issue) the Gilman Honor System.

Finally, the layout was varied and improved to provide a fresh, easily readable look each time another issue of the

News was published. Also, the Business Staff did a fine job of collecting advertisements, and the editing of articles was made more efficient.

The 1984-1985 Staff hopes that next year's Editorial Staff will continue to make improvements on the *News*. To do this, however, they will need the help of you, the reader, so that through your constructive criticism, the newspaper's weaknesses can be pinpointed. In such a way, the *News* will continue to serve its purpose as an effective source of information and news for every member of the Gilman community.

Already the 1985-1986 Staff has taken over the *News*, and it will be publishing the Commencement Issue, which will be distributed immediately following Graduation on June 10.

In conclusion, we, the members of the Editorial Staff, would like to thank our faithful reporters, generous advertisers, and the Gilman faculty, staff, and student body. We would especially like to thank Mr. William Campbell, who did an excellent job as Faculty Advisor.

We thank you for your support this past year and hope you enjoy our last issue!

Administration Correct In Rejecting Junior-Privilege Proposal

A proposal was submitted to the Student Council last fall which provided that "Juniors in good academic standing should be allowed to sign out after their last commitment and before athletics." This suggestion was raised at the October 8 Student Council meeting and modified to "...go into effect while the seniors were on Encounter." It passed unanimously and was sent to the Faculty Executive Committee which discarded it.

The correct action was taken. The wisdom of adopting a proposal which would grant juniors increased sign-out privileges in the last two weeks of the school year needs to be questioned. The period before exams is a crucial time in the academic year.

In effect, the means of determining the success or the failure of the suggestion would be junior exam results. If the proposal had become general policy, the heretofore sacrosanct senior sign-out privilege, which is by no means problem-free, would more than likely be abused by juniors. Considering that it takes at least a month for the present system to function smoothly, any change proffered in the last two weeks of the school year would be impractical.

For true parity, the proposal should have granted to each class the privileges of the succeeding class. For example, the sophomore class should have been allocated junior privileges. This is not right.

The decision to reject the proposal was wise.

THE GILMAN NEWS

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The opinions expressed 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.

Introducing Next Year's News Editorial Staff

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SPORTS:

Golf Crew Challenges For Championship

by Jon Treadwell

This year's Varsity Golf team has many new members. Among them are Tom Horst, Eric Harlan, Brooks Kitchell, Jim Brodie, John Wysong, Gary Susel, and Tobias Urban. These golfers provide a fresh new look for the 1985 team. Returning veterans Bimestefer, Treadwell, Magno, and Saltzman made the team even better.

The team easily beat John Carroll in its first match. Many members played well. However the next match, played at Archbishop Curley on a course unfamiliar to many of the golfers, was lost by more than five strokes. Since most of the golfers had not played at Curley before, the scores suffered. Greg Bimestefer posted the low



(Right to Left) Senior Tom Horst, junior Raymar Magno, and sophomore Greg Bimestefer practice their putting.

round for Gilman, a forty-one. For its third match Gilman returned to Mount Pleasant (its home course) and beat Calvert Hall. Then it was on to Chartwell, in Annapolis, to face

the Gilman-McDonogh football tradition. Despite brilliant play by Tom Horst, the team's injured lacrosse player, the Greyhounds failed to conquer Mt. St. Joe.

After Mt. St. Joe, the team traveled to the Maryland Country Club to play John Carroll. Considered one of the toughest courses in the MSA, the Maryland Country Club lived up to its reputation. Horst again played well, and this time he was able to pull out a victory from what seemed a probable loss.

Heading into mid-season with a four and two record, the Varsity Golf Team has "an uphill climb" to the top of the M.S.A., but with more low rounds posted by the starters, the Gilman team hopes to win the championship.

Varsity Lacrosse Starts Slow With Two Losses

by Tom Washburn and Joey Ortiz

Gilman beat most of its Pre-season opponents. Over spring break, the Greyhounds traveled to Virginia to shut out state Powerhouse St. Anne's by the score of 19-0 and overcome a tough Washington and Lee J.V. squad, 6-5.

After defeating Baltimore County's Dulaney 9-5 in a scrimmage, Gilman subsequently went on to rout two out-of-state teams, Cranbrook of Michigan (20-5) and Central Collegiate of Ontario (19-8). Gilman seemed to be unstoppable

after two convincing M.S.A. wins over St. Paul's (11-5) and McDonogh (7-3).

Despite these early successes, Gilman was unable to put things together for the more important league contests.

The Varsity lacrosse team lost its first M.S.A. game this year when visiting Boys' Latin thwarted Gilman 8-4 on April 9th.

The Lakers were first to score as Tim O'Leary flew one past Gilman goalie Paul Dickey. Gilman did not wait long to answer as junior mid-fielder Matt Taylor evened up the score with an assist from Jim Webster. The

two teams exchanged goals for the rest of the half so that the score was tied at 3 at half-time.

In the second half, Gilman began to have problems controlling the ball and picking up ground balls. Boys' Latin was able to capitalize on an unsettled situation and two extra-man offenses to pull ahead 6-3. After a scoreless third quarter, Gilman scored early in the fourth quarter. The Lakers went into a stall offense with less than five minutes left to play, and Gilman was forced into a pressure defense which left openings for the Boys' Latin attackmen and, consequently,

two unanswered goals to clinch an 8-4 Laker victory.

Even with the return of two key starters and Greg Gunning dominating on face-offs, Gilman did not fare much better in its first game against Calvert Hall. Again sloppy play during the first three quarters resulted in a 5-2 Cardinal lead with eight minutes left to play. But a fourth quarter Gilman rally cut the deficit to one on successive tallies by Grose, Young, and Dunkerton. But a last second shot by attackman Jim Webster bounced off the leg of the Hall goalie to preserve a 6-5 Cardinal win.

While victories over Mt. St. Joe (9-5), DeMatha of D.C. (19-2), Chaminade-Long Island (8-6), and Severn (10-4) were good indications of the kind of lacrosse Gilman was capable of playing, back to back losses to Loyola (2-10) and again to Boys' Latin (8-11) were examples of the bad luck that sometimes struck the team. Furthermore, these two losses lowered Gilman's Division I record to 4-4 (overall record 9-4) which removes any mathematical chance of Gilman upstarting the undefeated Lakers and gaining the M.S.A. title.



Goalie Paul Dickey looks up in time to make a save for the Varsity Lacrosse team.



Varsity Baseball player David Norton stretches to make a catch at second base.

Strong Pitching, Hitting Key Promising B.B. Squad

by Jeff Taggart

Gilman's Varsity Baseball team is looking forward to a rather successful season. Its championship hopes are strong because of last year's extremely competitive ten and four record as well as the large number of returning players.

Six starting players are returning from last year's team which missed the playoffs by just one game. Four of these hitters batted over .300 a year ago. To compliment its strong offensive weapons, the team's experienced pitching staff is also quite powerful.

Led by co-captains Harry Halpert and Joel Price, the team's record is a respectable eight and five at this point in the season. Although the team has experienced two tough early losses to McDonogh and Calvert Hall, expectations remain high.

Competing in the M.S.A. "BB" Conference, the Greyhounds are scheduled to play not only the other teams in this conference, but also some "A"

Conference teams. It was against Curley, an "A" Conference opponent that Gilman won one of the most incredible games in recent history. Trailing Curley seven to one, the Greyhounds came to bat for the last time. Batting through the entire order, Gilman, led by Joel Price's bases loaded triple, came back to take an eight to seven lead and win.

Gilman's 1985 Varsity Baseball team has a group of strong pitchers in John Zouck, Jeff Davis, and Steve Comfort. Joel Price plays third. Harry Halpert is at shortstop. David Norton covers second, and Jeff Davis takes first.

In Gilman's outfield, Lamar Smith, Nick Schloeder, and Jeff Taggart have returned, and are joined by sophomore Joe Miller. Splitting time catching and being designated hitters are Peter Kwiterovich and Greg Lee.

Should the Greyhounds play up to their potential, a long sought after baseball championship could be within reach.

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THE GILMAN NEWS



Vol. LXXXIV, No. 10

GILMAN SCHOOL - BALTIMORE, MD.

June 10, 1985

Mercer Neale, Ray Harris Review School Year— Student Participation In Activities Praised

by Jon Niemeyer

The head of the Upper School, Mercer Neale, and the president of the student body, Ray Harris took some time to review this past school year. Overall, they found that in student participation and enthusiasm for Upper School events they were pleased.

The SAIF program, presenting an alternative to drunk driving, continued to be a successful student-run organization. In tandem with SAIF, the Student Union was founded this year; both the Student Union and SAIF enjoyed much involvement and commitment from the Gilman community.

The financial aid fund was the recipient of \$500 raised by the *It's Academic* team, around \$350 raised by the Asian Awareness Club, and around \$800 raised by the Black Awareness Club.

Mr. Neale pointed to the outstanding college admissions record of the senior class as further evidence of a successful year. Eleven applicants were ac-



Head of the Upper School Mr. Mercer Neale and School President Ray Harris.

cepted to Princeton, the highest number since 1971, and many other seniors were accepted to Ivy League Universities.

Despite the advances made in the community and at Gilman, the year was not entirely problem-free. Acts of vandalism, cheating, and the use of drugs blemished the school year. However, Mr. Neale stated that the three incidents occurred in this one year is "highly coincidental." He felt that since two



Head of the Upper School Mr. Mercer Neale and School President Ray Harris.

of the incidents occurred in the final two months of the academic year, public opinion was exaggerated. "Mr. Neale commented further that "these incidents in no way detract from the classes involved."

Student concern for the com-

munity and global problems resulted in active participation in the United Way Fund, the Oxfam Drive, and the "Famine Awareness Day" program. The Famine Awareness program was the first of its kind at Gilman.

Under the leadership of Ray Harris, the Student Council adopted a more active roll in decision-making. Mr. Harris felt that "in order to make the Student Council responsive to the student body, the student body, itself, had to take a more active roll in the Student Council." He generated this support as the attendance, at Council meetings, on the average, was ten to fifteen percent greater than in recent years. Mr. Harris and the Council strived for such programs as grading system changes, the privilege for seniors to miss first period if no class was being held, and a Club Steering Committee.

1985 Awards

THE WILLIAM A. FISHER MEDALLION - 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.

Rushika Jerome Fernandopulle

THE PETER PARROTT BLANCHARD AWARD - awarded to the boy or boys who by their cheerful helpfulness in many ways have contributed to the successful and pleasant life in the School.

Joseph Benson Harlan, Jr.

Jeffrey Collins Taggart

THE EDWARD FENIMORE AWARD - conferred upon the senior or seniors who have best exemplified the characteristics of courage, determination, and perseverance while a student at Gilman.

Keefe Bryant Clemons

Raymond Lee Harris, Jr.

THE DANIEL BAKER, JR., MEMORIAL AWARD - given 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.

Anton Joseph Vishio, Jr.

THE LOUIS DAVIDOV MEMORIAL SERVICE AWARD - awarded each year to that senior deemed most worthy by reason of faithful and unselfish service to the community.

Leon Sachs II

THE CAMERON DEBATING MEDALLION - awarded each year by the debating advisors for excellence in debating based upon the work in the Fifth and Sixth Forms and in the Final Debate.

Rushika Jerome Fernandopulle

Continued on page 3

Leighton Awarded Klingenstein Fellowship

by Michael Heiner

Reverend Christopher Leighton, the school chaplain, will be spending the next school year, 1985-1986, away from Gilman. He has been awarded a Klingenstein Fellowship to pursue graduate studies at Columbia University in New York City.

Twelve applicants for the fellowship, all independent school teachers, are chosen from around the country. The Fellows will take part in an intensified program studying varied aspects of education. Columbia University will make it possible for the twelve participants to observe and study almost any educational environment in the New York area.

The Klingenstein program consists of two parts. The first part has a seminar format. Key educational reform movements will be analyzed and criticized, and the advocates of these

movements will come to Columbia University to discuss their educational positions directly with the Fellows. The second part of the program will be an individual research project, in which each member studies a specialized topic of particular personal interest.

Reverend Leighton has two interrelated topics in mind for his individual research project. The first is a study of the shaping of one's identity and the installation of a values orientation during the transition from childhood to adulthood, and how this occurs in various religious, cultural, racial, and socio-economic groups.

The second aspect of Mr. Leighton's project will be attempting to address the question, "Can the study of logic help one understand one's obligations and shape the development of ethics?" Another part



School Chaplain Reverend Christopher Leighton will be on sabbatical next year at Columbia University.

of this question is "Whether certain thinking skills learned in the context of school work can be better used in interpreting and understanding outside experiences."

Reverend Leighton was born and raised near Pittsburgh, Pa. He attended Dickinson College, where he studied comparative religions, philosophy, and art

and graduated in 1973. Later he worked on a fishing boat and in a steel mill, lived as a Protestant in residence at a Benedictine monastery, and travelled and studied in France. He then attended Princeton Theological Seminary, where he earned his Masters Divinity degree. Afterwards he came to Gilman School, where he has served as chaplain since 1978.

Reverend Leighton is very excited to be returning to a college campus and the political atmosphere of a university. He described the fellowship as a "candy store" of opportunities to study and compare an almost unlimited range of educational techniques and experiences. Through comparison, he hopes to better understand and appreciate the various advantages and disadvantages of a Gilman education.



Messrs. Downs and Thornbery, Heads of the English and History Departments, respectively, initiated curriculum changes.

Changes Affect History, English Departments

by Van Durrer II

As is the wont in any school, adjustment in curriculum must be made occasionally to insure that the students are well prepared for the changing trends in education. For the school year of 1985-1986, there have been major changes made in the English and History departments' requirements.

Mr. Downs, head of the English Department, disclosed that the junior year of English is now a full year course for all students except next year's seniors. In the past, juniors had to take a trimester each of *Writing Skills* and *Tragedy* and had to complete either *Novel* or *Lyric Poetry* by the end of their senior year. Since most seniors took *Reading Techniques and Vocabulary Building* for their remaining junior trimester, Mr. Downs related, the English Department consolidated *Writing Skills*, *Tragedy*, *Novel*, and *Lyric Poetry* into the junior year, putting *Reading Tech.* into the sophomore curriculum.

A sophomore commented on this change saying, "I think that this was a good idea to have *Read-*

ing Tech. in the sophomore year and not wait until the junior year because I can now read faster which helps in my school work." "All of this," said Mr. Downs, "makes the senior year more genuinely elective than it has ever been before," but he is "delighted to have a junior take additional electives if he can fit them into his schedule."

Since the History Department became "fearful that students were becoming too specialized in history," it has decided that all Upper Schoolers, effective for freshman next year, must take *U.S. History* and a European History. Students can sidestep this, however, by taking four years of history, in which case only one course need be non-American.

Another minor change is that all *U.S. History* classes will meet fourth period, two periods out of five being lectures in the auditorium, and the rest of the periods being class discussions. All students taking the course will take the same tests, quizzes, and exams and will read the

Continued on page 3

Four Faculty Members To Leave

Four Upper School Faculty members will be leaving Gilman at the conclusion of the 1984-1985 school year to pursue other interests. These teachers are Mr. William Campbell, Mr. Trevor Peard, Mrs. Anne Mazaheri, and Mr. Fred Williams.

Mr. Campbell will be leaving after a one year stay at Gilman. He had replaced Mr. Charles Pletcher, who was on a one year sabbatical in Africa. Mr. Campbell will go to Oregon for the summer.

For almost ten years before coming to Gilman in 1984, Mr. Campbell made his home in Oregon. Beginning next year, he and his wife will make their home in southern Pennsylvania and start their own antique business. For now, Mr. Campbell says he will "take it easy" and does not plan to teach in the near future.

Mr. Peard, who has taught English at Gilman for five years, will move to New Hampshire after this year. He intends to teach again but

News Briefs:

will not return to Gilman.

Mr. Williams, who has taught science at Gilman for thirty-nine years, is retiring. During his retirement, he will work on his garden and woodwork. Mr. Williams says that he will be available to teach again.

Mrs. Mazaheri will leave Gilman at the conclusion of the academic year to travel to Cornell University where her husband will attend business school. She has taught French and Spanish in the Modern Languages Department for the past five years. In New York, Mrs. Mazaheri plans to teach at either the high school or the college level.

Chapels Concentrate On Education At Gilman, In England

In the past month, important chapels have included results of the school's self-evaluation and a speech by British visitor Robin Baldwin.

American and English schooling systems.

Glee Club Performs At Spring Concerts

On May 19, the Gilman Glee Club continued a long-standing tradition by presenting its annual spring concert. The concert, which took place at Gilman, was a joint effort by Gilman, Bryn Mawr, and Roland Park Country School. The choruses from each of these schools performed, while further highlights included the appearance of the Travelling Men, the Semi-Quavers, and the Dayseye.

According to Mr. Merrill, "The concert was an enjoyable experience for the singers and the audience...it was a great success."

The Glee Club, which is made up of sixty-five members, also performed the preceding week at Family Day.

Mr. Merrill said of the Glee Club's earlier performance, "It was one of the best Family Day concerts of all time."

Continued on page 5

EDITORIAL

Why The Honor Code Does Not Work

Recently, events have occurred which have brought Gilman's Honor System under scrutiny. In the May 13 issue of the News, Mr. John Schmick presents his view of why the Honor Code works. In the same issue, however, are the results of a student poll which indicates that nearly three-fourths of the student body does not think that the Honor System works well. Obviously, there is a discrepancy between Mr. Schmick's view and that of the students. Of the two views, it seems the students' is more accurate.

Why does the system not work well? Is it because honesty and trust are not admirable principles? Or is it because the school is just filled with liars and cheats? Neither of these reasons is correct. The problem with the Honor Code lies neither with the principles of the Code nor with an inherent dishonesty of students. The problem lies in the fact that the Honor Code is a set of rules imposed upon the students rather than a set of values which are taught to and imbibed by the students. When a student breaks a rule of the Honor Code, he, too often, sees it as "beating the system" rather than as hurting himself. If a student cheats, he is breaking a rule, but he is not rejecting his own principles. This is why the Honor Code does not work and why it will continue to be ineffectual unless changed.

The way to change the Honor Code is to insure that, from the time a student enters Gilman, he understands that the principles of the Code will make life better for himself and everyone else; the Code is not just a set of rules which, if not followed, will result in punishment. In essence, the student must willingly adopt these principles as his own rather than as extraneous laws.

Although the way in which the Honor Code is implemented is its main problem, there is one main flaw in the Code itself. In order to ameliorate the Code, the administration may have to revise or abolish the clause about turning in a friend. In the aforementioned student poll, nearly 90% of the student body said that they would not turn in a friend for cheating. Why is this? It is because when a student knows a friend is cheating, he is faced with a paradox of loyalty and honor. On the one hand, the friend has put his trust in the student. To turn him in would betray that trust; it would be a breakdown of loyalty. On the other hand, the Honor Code, which espouses trust and loyalty, demands that the student turn in this friend. Faced with these choices, most Gilman students would act on their own principles of trust and loyalty and not turn in their friend. They would be right to do so.

Basically, the Honor Code is a good and just system. It does have its flaws, for example, the "turn in a friend" clause, but the real reason that it has failed to be effective is because it is not presented as an ideal which one should live up to for his own personal integrity. Rather, it is seen as a group of regulations dictated by the administration, which do not matter if one does not get caught. To improve the effectiveness of this worthy system, Gilman must strive to emphasize the importance of these ideals and de-emphasize the punishment for failures to live up to these ideals.

Notes From Botswana, Africa

We are well settled in here as we near the end of this last term of the school year. The year concludes at the end of November with a battery of examinations, the school leavers' dinner, and other assorted festivities. We will then be free for six weeks as the new year does not commence until the middle of January. The new year will bring some changes. The school will be somewhat larger (although I have been assured that class sizes will be if anything somewhat smaller), and we will have four new classrooms and four new labs which they are now building. (Also planned is a second floor on the library and a new arts building with an auditorium and rooms for art and music.) This is by far the best secondary school in the country and the only one to offer A Level (VI Form), which is roughly equivalent to Advanced Placement and serves as a prerequisite for entrance to a university in Britain.

My teaching schedule is not very heavy; some days I have only one or two classes. I teach a course to the A Level students in European History. (They spend eighteen months on their A Level courses after which

they are examined by Cambridge University.) Their examination will cover only ten years - 1929 to 1939. (Can you imagine at the high school level spending a year and a half studying only ten years? It sounds more like a graduate school course.) I discovered that they had little or no background in European history - so we have spent this first term in a quick and rather superficial survey of some of what I consider to be the more important areas of European history - particularly in the 1800's and early 1900's. I think I shall spend the next term on the 1920's, since you could not possibly understand the 1930's without a thorough understanding of the 1920's. I am enjoying this course, and I am making the students work hard. They must do a series of research papers. (Can you believe that, with one or two exceptions, they have never done research papers? Most didn't even know what a footnote was.) I am going to make them read and write a lot. Writing in depth on fairly narrow subjects must become easy for them if they are going to do well on their examination. The eight students (will be nine next

term) I have in this class are from very disparate backgrounds - all the way from an American (son of a professor at the local university and a local Indian/Muslim who seems to be very bright and quite well prepared, to an African product of a local secondary school whose command of English is probably not adequate and who seems to have real problems dealing with ideas. (I suspect he will not make the grade.) As I did at Gilman, I will direct the students to use every library source available to them. The school has a nice little library (nothing to 'compare to Gilman's) which is constantly being improved. The town has a public library which, although small, has much the school library lacks. The University library, although new and still being developed, is certainly the best in town. Then, the British Council (an information service run by the British Government) has a small library as does also the United States Information Service (connected to our Embassy). I can see that the students are not used to going beyond the limited facilities available at school. Well - my students will become use to it.

My extracurricular assignments are varied. One day a week, I take a group of students to visit handicapped children in the local hospital. On another day, I go with a group to a nearby village school where they teach primary school for an hour. (Some of the older students teach secondary school courses in primary school classrooms when the primary school isn't using them.) And, of course, on one day a week I supervise beginners' tennis. (The school has soccer and softball fields, two tennis courts, and a large swimming pool.)

—Charles Pletcher

Mr. Charles Pletcher of the History Department has spent the past year in southern Africa teaching at the Maru a Pula School in Gaborone, Botswana, where for many years he was a member of the United States' diplomatic embassy. The following has been excerpted from a letter dated October 18, 1984 which was sent to Mr. Anton Vishio, Sr. of the Classics Department. Note that the epistolary style of Mr. Pletcher is deliberately terse to allow a maximum of coverage in his air mail dispatch.

FACULTY VIEWPOINT

Students' Enthusiasm Should be In Academic As Well As Extra-Curricular Activities

Where is the excitement at Gilman? It's in games, plays, debates, and donut days. It's certainly present today as we celebrate twelve years of

by E.A.S. Lewis

achievement by the class of '85. Is it found in the studies which form the center of that achievement?

I'm disappointed by the low level of excitement associated with academic work and ideas at Gilman. Boys often look bored. The response when a team asks for "support" at chapel is often far more energetic than was the applause for the preceding speech or program. Why can't ideas from the classroom be discussed in the lunchroom? Why is there never a reference on a senior page to an educational turning point ex-

Dr. Lewis is a member of the Science Department.



perienced here? Perhaps the senior has encoded such a turning point as "Socrates with Tony," or "Thanks to JFB,..." Some students do express curiosity and enthusiasm—usually after class. But why should the enjoyment of an idea be admitted only in a group of three or less, which includes a teacher? And shouldn't there be more than a few truly interested students?

Judging from my experience, Gilman is no poorer than other

schools in the amount of such excitement. But given our teachers, students, and other resources, we should do better. I am afraid that students and teachers have accepted the present situation because they feel there is no choice.

In its November retreat, the faculty selected as the issue of most importance: "How can we better develop in students an appreciation for education as an end in itself, rather than just as a 'passport' to a 'good college,' 'good job,' 'success'?" This spring I've been a member of the committee working on this question. We realize there is little that can be done by vote of the faculty or administrative action. "Appreciation for education as an end in itself" can be brought about only in the classroom, by the individual teachers and their students.

The question is closely connected with our choice of goals at Gilman. We work so hard on

grades for college admissions that we lose sight of intrinsic values of education and the possibility of enjoyment. Can learning for its own sake become more important for us?

A few boys have chosen academic enjoyment, at their own paces, over the push for grades. Many more have made the opposite choice. I believe it need not be necessary to choose. Good preparation is consistent with "love of learning," if we want it so.

What was fun this year? If a course did not turn you on, why not? We can't expect any course to excite everyone, nor is every day interesting in any class—yet something is wrong if the fun is completely lacking. Let's make sure to find it next year.

Gilman is giving us great satisfactions and a great education. Why can't the ideas and skills at the center of our education be more exciting for us?

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the Rotunda

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MIDDLE SCHOOL

Added Social Events, Traditions Enrich Middle School Year

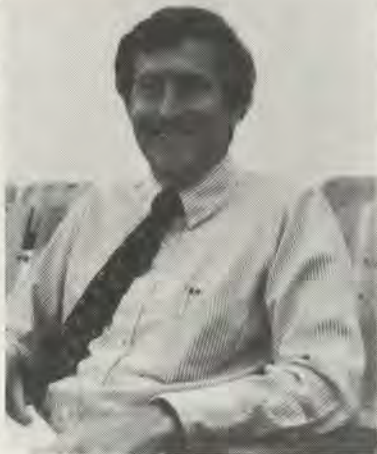
by Andy Fine

"The 1984-1985 school year has been an interesting one in terms of studying ourselves and what the school stands for," said Mr. Paul Killebrew, head of the Middle School.

It was a year in which a group of parents organized a host of new activities to complement the school's scheduled social functions. While old traditions, such as the "Superteams" competition and "Mardi Gras", continued, the year also marked the conclusion of Spanish instructor Nilo S. Faria's fourteen year career at the Middle School.

According to Mr. Killebrew, the greatest change undertaken this past year was the parental involvement in social activities. This idea was organized by four Middle School mothers who "wanted to relieve the faculty".

In addition to the more than fifteen social functions prepared by the faculty, the parent



Head of the Middle School Mr. Paul Killebrew.

group sponsored several additional activities. Students from the Bryn Mawr School and the Roland Park Country School were included in each of these functions.

While some of these activities were dances, Mr. Killebrew stressed that the new functions "provided clear alternatives to a mixer." The activities included

lessons in mime, juggling, and breakdancing. In addition, full length videos were shown. Replacing the usual soda refreshments, the parents provided pizza and hot fudge sundae bars.

In connection to the many new options that these social extravaganzas have provided, Mr. Killebrew stated students could "do what they preferred."

Sixth grader David Holder is in complete agreement with Mr. Killebrew's assessment of the sundry social activities. "They help for people who wouldn't go otherwise, and the people who used to go to the mixers come anyway. They're just pluses."

The Middle School continued to celebrate its scheduled annual events. "SuperTeams", a competition between home-rooms was won by room H. "Mardi Gras" was celebrated again. Highlights included a

school-wide "Simon Says" game led by Mr. Culbertson and a talent show.

The Student Council had an active year in addition to sponsoring mixers. For example, before the winter holiday break, the Council assisted needy families, in conjunction with a program sponsored by the Mayor's Office. The Council also planned to propose to Mr. Killebrew the possibility of creating a Middle School honor board, a subject with which the faculty has been especially concerned throughout the past year.

"I'm worried about honor at Gilman," stated Mr. Killebrew. He has been eager to listen to the proposal of the Student Council. If a board were implemented, it would make recommendations to, not decisions for the administration.

As Mr. Killebrew stated, the new social committee and the concern over honor have made the year interesting.

LOWER SCHOOL

Enhanced Computer Program, Character Development Highlight Lower School Changes

by Teddy Fish

With the conclusion of the 1984-85 school year, one can look back on various changes the Lower School has undergone. Although the mutations have not been drastic, they have affected all aspects of Lower School life.

Academically, the core subjects have been, as in previous years, math, history, English, science, and reading and study skills, all of which continue to be emphasized. However, the Lower School has not ignored the growing importance of a computer education in modern society.

This past fall, a computer counselor, Mrs. Karen Levin, was hired to head the computer department, which boasts the possession of fifteen mobile Apple computers. In the past, Mr. Richard Snyder, head of the Lower School, directed the computer program. However, feeling that a change was necessary, he stated, "It got to the point where the kids knew more than I did."

Lower schoolers attend a minimum of one computer class per week. In the first through third grades, students program

predominantly in Logo with turtle graphics. Then, in the fourth and fifth grades, students begin to program in Basic with particular emphasis on problem solving.

Character and value development have always been emphasized in the Lower School. This year has been no exception. The programs, referred to collectively by Mr. Snyder as "the extension of the Gilman experience," have been made a part of the regular curriculum.

Mrs. Joanne Frisch, the Lower School science teacher, has emerged as the coordinator of the Character Development program. Students attend one or more scheduled classes a week, in which they address issues such as cheating, teasing, thinking of others, criticizing and coaching. The classes closely resemble a more structured form of the Middle School Talk classes.

This year, fourth graders visited nursing homes in Baltimore. According to Mr. Snyder, the goal of these trips was to develop student sensitivity toward geriatric patients.

The athletic program has continued to evolve with the rest of the Lower School. In grades one



Lower School Principle Mr. Richard Snyder and Character Development coordinator Mrs. Joanne Frisch.

through three, attention is given primarily to individual skill development. Then, in the fourth and fifth grades, these skills are placed within the framework of a team orientation.

In the fall, the fifth grade battled traditional rival Calvert School in two football games. Each school won one game. Then, in the winter, for the first time, the Lower School Greyhounds competed against Boys' Latin in several basketball and wrestling contests.

In recent years, several noteworthy changes have been implemented in the dress code, and more are forthcoming. On Fridays, students are required



Lower School Principle Mr. Richard Snyder and Character Development coordinator Mrs. Joanne Frisch.

to dress in navy blue sweaters and ties. Next year, the dress code will be further restricted to Izod-type collared shirts.

According to Mr. Snyder, these changes have been greeted enthusiastically by both parents and students. Mr. Snyder commented, "I firmly believe that there's a relationship between appearance and attitude toward work."

Mr. Snyder cautioned that, although several changes have been made this year, the identity of the Lower School has remained intact. He noted, "As with any good school, we don't really change. We evolve. We have continued to evolve this year."

Areopagus Defeats Pnyx In Final Debate

Every spring, Gilman School holds an assembly in which eight of the school's debaters come together to discuss a controversial topic.

The topic debated this year was whether vigilantism should be made legal. The Areopagus, one of Gilman's two debating clubs, was against this resolve, while the Pnyx, the other team, strove to defend the proposal.

As in past years, each team consisted of three speakers and an alternate. Seniors Chris Jones, Langdon Lawrence, and Rushika Fernandopulle served as the speakers for the Areopagus, with Eddie Barker as the alternate. Representing the Pnyx were Keefe Clemons, Anton Vishio, Joey Ortiz and David Levy, alternate. The judges for this debate were Mr. McDermott, Mr. Tickner, Mr. Grimes, Mrs. Sarbanes, and Mr. Duff, a Gilman alumnus.

The debate was highlighted by quick rebuttals, fierce determination and a few biting comments. All these elements combined to produce a high quality debate. In the opinion of Mr. McDermott, a judge and faculty advisor to the debating clubs, "The majority of the speakers did a superb job. Unlike many lower quality debates, the speakers, were able to make their point in most cases."

When the last rebuttal had been given, the Areopagus ended up winning the Cooper Debating Cup, the trophy given to the winning team. Chosen as first and second best speakers were Chris Jones and Rushika Fernandopulle, respectively. The winning team which began preparing about a week before, according to Eddie Barker, got the edge it needed to win in the form of a prediction by Chris Jones. It seems Mr. Jones was

able to successfully predict the content of Keefe Clemons' speech. "Then," said Eddie Barker "all we had to do was to

wait for Keefe to actually give his speech." Jones was then ready with his rebuttal as the final punch.

Curriculum Changes

Continued from page 1

same books, contrary to past years.

Mr. Christ, Director of College Counseling, supports these changes because he feels the English curriculum will promote more reading and that the history curriculum will prepare students better for a college atmosphere. Mr. Christ also noted a "new trend" in that the colleges are looking more at science and math than before.

This is substantiated by Mr. Bartkowski, head of the Science Department, who said that he foresees a state requirement of

two years of a lab science.

Mr. Edward Thompson, head of the Math Department, said "I think the computer is going to be used more in class work in many disciplines," which indicates his thoughts about possible changes in the future.

There have been no changes in the Modern or Classical Language departments, yet Mr. Vishio, speaking for the Classics Department, said, "there are minor adjustments every year based on AP requirements and on other exigencies." By fulfilling these, Mr. Vishio hopes to make classics at Gilman "the best in the country."

AWARDS CONTINUED

THE MRS. J. CROSSAN COOPER DEBATING CUP - The names of the members of the winning team in the Final Debate between the Areopagus and the Pnyx Debating Clubs are inscribed upon the cup.

AREOPAGUS: Rushika Jerome Fernandopulle
Christopher Michael Jones
Langdon Swain Lawrence

THE DR. JOHN M. T. FINNEY, SR., DEBATING PRIZES - awarded to the two boys adjudged to have delivered the best debates in the Final Debate, irrespective of the team on which they debated.

FIRST PLACE: Christopher Michael Jones
SECOND PLACE: Rushika Jerome Fernandopulle
THE SIXTH FORM SPEAKING PRIZES - presented to the two best speakers in the Annual Speaking Contest.

FIRST PLACE: Rushika Jerome Fernandopulle and Anton Joseph Vishio, Jr.
SECOND PLACE: Edward Phillips Barker, Jr.

THE PRINCETON MATH PRIZE - 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.

Kenneth Daniel Zeitung
THE ARMSTRONG PRIZES FOR PROSE AND POETRY - awarded to the boys who write the best imaginative prose and the best lyric verse submitted to the School's literary magazine.

POETRY: Joseph Benson Harlan, Jr.
PROSE: Rushika Jerome Fernandopulle

THE ELISABETH WOOLSEY GILMAN PRIZE - 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 award is presented to that boy of the Third or Fourth Form who shows the best critical appreciation of the books designated.

SENIOR AWARD: Anton Joseph Vishio, Jr.
JUNIOR AWARD: Steven Kang

THE ALEX RANDALL, JR., MEMORIAL PRIZE - awarded to the boy or boys who have been outstanding for their interest in and contribution to literary or publication activities, or who have encouraged younger boys in these fields.

Steven Louis Brecher
Benjamin Robert Miller

THE D. K. ESTE FISHER NATURE STUDY AWARD - given 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.

Jonathan Campbell Walsh
THE JANVIER SCIENCE PRIZE - awarded to that Fifth or Sixth Former who has evidenced interest and ability of high order in the field of science.

Benjamin Robert Miller
THE RICHARD F. O'BRIEN PRIZE FOR PROFICIENCY IN FRENCH - presented to that boy in the Advanced French class deemed most proficient in French by the Modern Languages Department.

Benjamin Robert Miller
THE EDWARD T. RUSSELL LATIN PRIZES - awarded to two members of the Junior or Senior Class who are deemed by the Classics Department to be most proficient in Latin.

Benjamin Robert Miller
Anton Joseph Vishio, Jr.
THE SPANISH PRIZE - awarded annually to the student who by his proficiency and enthusiasm has contributed to the study of Spanish at Gilman.

William McMechen Buchanan
THE CLEVELAND ESSAY PRIZE - 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.

Mark David Flaherty
THE HERBERT E. PICKETT PRIZE FOR PROFICIENCY IN HISTORY - given 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.

Raymond Lee Harris, Jr.
THE HAROLD HOLMES WRENN ART PRIZE - awarded annually to the Junior or Senior who, upon the recommendation of the Art Department, is judged by the Faculty to be most deserving for his work in Art.

Stacey David Brown, Jr.
THE CLASS OF 1952 DRAMA PRIZE - awarded to the member or members of the graduating class who have shown exceptional interest and aptitude in dramatics during their school career.

Christopher Michael Jones
Laurence Woodward Thomsen
THE DOROTHY BENJAMIN CARUSO MUSIC AWARD - given to that Junior or Senior who, through his response to teaching and personal endeavor, reveals a superior understanding of and dedication to the art of Music.

Anton Joseph Vishio, Jr.
BROWN UNIVERSITY ALUMNI BOOD AWARD - presented to that member of the Junior Class who best combines a high degree of English expression, both written and spoken, with those personal qualities which give promise.

Gregory Paul Lee
THE HARVARD BOOK PRIZE - 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.

Edgar Robert Kent III
THE RENSSLAER POLYTECHNIC INSTITUTE AWARD - given to an outstanding member of the Junior Class whose record in the combined Mathematics and Science fields is judged strongest by the Departments concerned.

Edgar Robert Kent III
THE UNIVERSITY OF VIRGINIA BOOK AWARD - given to the Fifth Former whose extraordinary academic achievement, extracurricular accomplishments, integrity, and character mark him as one of society's future leaders.

Bradley Emerson Wheeler
Continued on page 5

FEATURES



German exchange student Tobias Urban.

Tobias Urban Reflects On Year In America

by Bo Fowlkes

There are few persons in the Upper School who do not know who Tobias Urban is. He often dresses as though he were going mountain climbing and wears little round eyeglasses, personifying the image that most Americans have of Germans.

Tobias comes from a small town in Bavaria, near Munich. He came to America because he had to learn the English language. His father publishes medical books and has an office in Baltimore, so it makes sense to have Tobias stay in Baltimore.

As the close of the school year draws near, I asked Tobias exactly what it is that he has gotten out of his Gilman experience.

Tobias does not think that Gilman is a good example of a typical American school. The average German thinks that the average American is never without his cowboy togs and that they are all just like "J.R." and

"Sue Ellen." He obviously must have been disappointed in Gilman. He said and for more reasons than that.

Tobias expected people to be more friendly and more interested in him and was shocked to find that the only German words that the average Gilmanite knows are "Heil Hitler!" The first six months were very hard for Tobias as he knew very little English. He says that the only questions people asked him were ones such as: "What are German girls like?" "Do they shave their armpits?" "Is it true that Germans only shower once a month?" Tobias has made many close friends at Gilman, but he regrets that more people did not make an effort to be friendly with him.

Tobias loves America and loves American people, but at Gilman he feels that the average person is too self-centered and preoccupied with the party that he will attend on Friday night to take notice of anything else.

"There are so many different kinds of Americans," says Tobias. "They are all different, so one cannot like or dislike all of them." However, he loves America and Americans and has grown especially fond of Gilman. "Gilman is a wonderful place," says Tobias, "but if you come here thinking that everyone will like and accept you, you are in for a shock because most will not take notice of you."

Tobias has completed his "Encounter" on Assateague Island and will return to Germany in late July. He leaves Gilman with many fond memories but looks forward to seeing his family once again. He will miss Gilman and all of the friends that he has made there, and he wishes all of the seniors good luck at college.

Baltimore Chamber Orchestra Concludes Season With Performance At Gilman

by Bengy Ballesteros

In a teenage music world dominated by such figures as Madonna, the Talking Heads, and the Angry Samoans, the concert performance of the Baltimore Chamber Orchestra was a refreshing and exciting change for some Gilman students. On Friday, May 3, the B.C.O. concluded its 1984-1985 season in the Gilman Auditorium. They had performed at Gilman in November, and their return was eagerly awaited by the community.

What is a chamber orchestra? It is a musical ensemble composed of at most thirty or forty members. This was the approximate size of most orchestras during the era of Handel,

Mozart, and Haydn, and it was not until the rise of Romanticism in the nineteenth-century that the orchestral size increased.

The Baltimore Chamber Orchestra was founded only a few years ago. Miss Anne Marrigan is the current musical director and conductor. It is made up of members from the Baltimore Symphony Orchestra and students from Towson State University and Goucher College. The performance, which started promptly at 7:30 p.m., was attended by over one-hundred and fifty concertgoers. This crowd was a colorful mix of students, faculty, and outside patrons.

The sound was unfortunately

muted since the stage fire curtain fell down, forcing the musicians off the acoustically-enhanced stage onto the cement, sound-damp floor. Nevertheless, by an extra effort on the part of the musicians, the crowd was not disappointed with the sound, and they enjoyed the performance immensely.

The Orchestra began with the upbeat *Cenerentola Overture*. The joyful mood of this piece was conveyed through the elaborate and intricate string melody which unified the composition.

The program then proceeded to a french horn concerto by Richard Strauss. The audience was captivated by the skill of the horn soloist and his mastery

of the music.

In the spirit of the Oscar-winning movie *Amadeus*, the B.C.O. concluded its performance and its season with Mozart's *Symphony Number 38*. This cheerful and exuberant piece was curiously begun with a series of deep ominous notes. The pace then proceeded to pick up as the familiar melody was heard.

This symphony performance was also unique in that it only had three movements, all of which were lively and upbeat. The recapitulation finished in a flourish of violins and cellos.

The Gilman community can only hope that the B.C.O. will return next year with an equally as good classical music performance.

COLLEGE CHOICES

Agent, M. Univ. of Maryland	Fox, K. American University	Keenan, B. Kenyon College	Sachs, L. Haverford College
Alexander, D. University of N.C.	Freeland, J. New York Univ.	Kim, Y. Cornell University	Schloeder, N. Franklin & Marsh. Coll.
Angelos, J. Duke University	Garland, C. Yale University	Koh, P. Yale University	Schmidt, D. Duke University
Bachman, J. American Univ.	Ginsburg, R. Kenyon College	Landon, R. Stanford University	Schultheis, K. Hobart College
Balfour, A. Princeton Univ.	Goldstein, M. Johns Hopkins Univ.	Lasky, M. Tulane University	Shapiro, M. Princeton Univ.
Barker, E. Dartmouth College	Gorman, P. Tulane University	Lawrence, L. Yale University	Sigman, D. Northwestern Univ.
Benedict, C. Williams College	Grant, J. Univ. of Michigan	Leand, P. Boston University	Smith, M. Univ. of Maryland
Bishop, C. Univ. of Maryland	Gunning, G. Johns Hopkins Univ.	Lee, D. Morehouse College	Stith, W. Kenyon College
Bloom, I. Univ. of Maryland	Halper, D. Morehouse College	Levy, D. Haverford College	Stratton, W. University of N.C.
Brecher, S. Duke University	Halpert, H. Wash. & Lee Univ.	Logue, W. Vanderbilt Univ.	Taggart, J. Haverford College
Brush, J. Franklin & Marshall Coll.	Harlan, J. Univ. of Virginia	Meyer, J. Univ. of Pennsylvania	Testa, P. Davidson College
Buchanan, W. Duke University	Harris, R. Princeton University	Mezey, P. Yale University	Thomsen, L. Harvard University
Caplan, M. Bowdoin College	Heusler, P. Hampden-Sydney Coll.	Miller, B. Harvard University	Treadwell, D. Princeton Univ.
Carroll, A. Univ. of Virginia	Holley, R. Lehigh University	Mitchell, M. Oberlin College	Urban, T. Did not apply**
Cho, S. Bucknell University	Horst, T. Duke University	Murray, A. Univ. of Maryland	Vishio, A. Princeton University
Ciccarone, S. Johns Hopkins Univ.	Howard, S. Washington Univ.	Naktin, J. Johns Hopkins Univ.	Walker, M. Tulane University
Clemons, K. Princeton Univ.	Jenifer, W. Hampden-Sydney Coll.	Neun, D. College of Wooster	Walsh, J. Vanderbilt University
Comfort, S. University of N.C.	Jennings, J. Univ. of Maryland	Nice, C. University of Maryland	Washburn, T. Hobart College
Cook, D. Vanderbilt Univ.	Jones, C. Yale University	Oh, W. Duke University	Washington, F. Morehouse Coll.
Cordish, J. Univ. of Pennsylvania	Jones, T. Denison University	Oppenheim, M. Univ. of Virginia	Watts, J. Princeton University
Dates, V. Johns Hopkins Univ.	Jones, W. Tulane University	Ortiz, J. Duke University	Weinstein, R. Univ. of Michigan
Davidson, J. Princeton Univ.	Kang, K. Yale University	Price, J. Duke University	Winstead, E. Northwestern Univ.
Dickey, P. Johns Hopkins Univ.	Kang, R. Dartmouth College	Rhee, B. Univ. of Maryland	Wise, J. Univ. of Wisconsin
Elliott, R. Univ. of Vermont	Katta, P. Washington University	Rody, D. Brown University	Zaiman, A. Princeton Univ.
Fernandopulle, R. Harvard Univ.	Kaufman, A. Franklin & Marsh. Coll.	Rosemond, E. Univ. of Maryland	Zouck, J. Univ. of Vermont

**AFS Student

University of Maryland 9	Franklin & Marshall College 3	Vanderbilt University 3	University of Michigan 2
Princeton University 9	Harvard University 3	University of Virginia 3	Northwestern University 2
Duke University 8	Haverford College 3	American University 2	University of Pennsylvania 2
Johns Hopkins University 6	Kenyon College 3	Marmouth College 2	University of Vermont 2
Yale University 6	Morehouse College 3	Hampden-Sydney College 2	Washington University 2
Tulane University 4	University of North Carolina 3	Hobart College 2	Other Colleges (1 each)

Summer School, Sports Programs Among Gilman Summer Activities

by Joshua Ringel

This year's summer activities at Gilman run the gamut from educational to fun and sports camps. The coordinator of these summer activities is Mr. Reginald Tickner.

The Gilman Summer School will be open for its twenty-third year as of June 24 and will close on August 2. Its main purpose is to provide traditional academic enrichment and review courses, as well as non-traditional courses which develop useful skills, such as typing.

The Summer School is co-educational and each year has a heterogeneous student body of about three hundred pupils; however, most academic classes are very small. According to English teacher S. Butler Grimes, the Summer School has a relaxed atmosphere, for instance, short pants are allowed, but the student's responsibility to do his homework is greater than during the regular year because time pressure forces courses to move faster.

The Gilman Upward Bound Project is now in its eighteenth

year. It is a federally-funded program run by Mr. William Greene. Upward Bound gives tenth through twelfth grade students an opportunity to improve their basic skills and motivation in preparation for "success in and beyond the secondary level." It is designed specifically for those who have been "constrained by their socio-economic background and/or...simply have not been 'turned on' academically." The summer session of Upward Bound centers on helping students with their individual problem areas and on preparing them for further education.

In 1977, Mr. Greene worked with Mr. Richard Snyder, head of the Lower School, to develop a no-fee Lower School Learning Camp patterned after Upward Bound. Like Upward Bound, the Learning Camp combines cultural activities with academics to try to help students entering first and fourth grades who otherwise could not afford the experiences provided. Language arts, math, geography, and computer skills are taught to be

fun as they are incorporated into a program based around field trips.

Many camps will be held at Gilman this summer. *Summerworks*, a program administered by Mr. Ron Culbertson for girls and boys entering sixth through ninth grades, combines fun math and computer work with athletic activities. The Bob Scott lacrosse camp will be held at Gilman during July, while Gilman's lacrosse clinic will be held in June. Tennis, soccer, wrestling, and weight training clinics will also be held this summer at Gilman. Day Camp and Kiddie Camp will once again be held for youngsters six to twelve and four to five, respectively.

Finally, the Young Victorian Theatre company will provide sophisticated entertainment for the fourth through sixth summer at Gilman. In early August the troupe will put on Gilbert and Sullivan's *Iolanthe*. For the first time, Young Vic will also be performing at Rash Field in the Inner Harbor. There the company will be doing *H.M.S. Pinafore*.



Senior Kieran Fox in a scene from "Dracula."

Area Schools Stage Successful Production of "Dracula"

by Alex Hoen-Saric

With eerie background music and a haunting scene of vampires dancing across the stage, that would have done an old Christopher Lee movie proud, the Roland Park Country School play, *Dracula*, began. Weeks of practice came together in a spectacular performance in which the organ music and fantastic backdrop enhanced the effect of the great acting.

Mrs. Mainolfi of R.P.C.S. and Miss Tuttle of Gilman worked together with students from R.P.C.S., Gilman, and Peabody in grueling rehearsals and stage construction. Will Gould, a Gilman thespian, said of the practices, "Working at night from seven to ten on weekdays sometimes made it hard to get any school work done, but in the end it was worth it."

The play began with Dracula (Eddie Barker) going to England in search of Harker's bride to be, Lucy Westenra (Alex Lee), for she reminds him

of a long lost love. Professor Van Helsing (Brad Wheeler) discovers Dracula's actions and begins his undoing. In the end Dracula and his host of ghouls are killed in a mass of blood only to have the viewers discover that Harker, who disappeared in the third scene, reappears as the last vampire and kills Lucy.

Although the entire play was well received by the audience, there were some parts, as in any play, that received exceptional plaudits. The special effects of fog, flash powder, and blood, produced just the right scary effect to capture the audience into the mood. Out of the entire play, however, the scene in which Dracula grabbed a victim from the audience and the antics of Renfield (Michael German), were greeted with the greatest applause.

The play went off quite well with all doing a very good job. It was good enough to have made one look over his shoulder and avoid shadows well after the play was over.

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Student Involvement, Athletic Contests, Reunions Characterize 1985 Family Day

by Andy Gross

Gilman School held its thirty-ninth annual Family and Reunion Day on Saturday, May 11. This event was organized to increase alumni and faculty relations with the school.

Unlike Homecoming, Family and Reunion Day is not centered on a single event such as an athletic competition. Family and Reunion Day is designed so that an alumnus or a student can spend the entire day there with his family. An alumnus can also bring himself up to date on Gilman's progress since his graduation.

Family and Reunion Day was created to bring alumni and families of students to the campus and to encourage them to increase their participation in school activities. It has also become the focal point of the reunions for the ten classes having them. This year, alumni from the classes of '35, '40, '45, '50, '55, '60, '65, '70, '75, and '80 gathered together. The reunions have added to Family and Reunion Day's success, according to the Development Office.

Mr. Nicholas Koas, Director of Alumni Relations, said, "Having a classmate invite you back to a reunion gives the per-



Former Trustee Oliver Reeder and Former Headmaster Ludlow Baldwin under the Reunion Tent.

sonal touch that we need."

The Day itself lasted from early morning to the late afternoon. At ten-thirty, the Middle School lacrosse team faced Loyola. This was followed by the Middle School Blue - Grey track meet at eleven o'clock. The Lower School Festival featuring the 7:45 Club play was at noon. And at twelve-forty-five, the Middle School chariot race was held on the track.

Alumni were able to bring out their old school spirit at the Varsity lacrosse game against St. Mary's, which commenced

at one o'clock. During halftime, the class of 1950 dedicated the lacrosse field to George M. Chandlee '32, a lacrosse coach and faculty member for many years.

Alumni were not only passive participants during the day. About twenty alumni signed up to play against the Varsity baseball team. Although the varsity team won the game, 9-3, the game was deemed a success by the Development office because of the increased alumni participation.

In the late afternoon, the reunion aspects of the day were emphasized. The Glee Club and school band performed a concert at three o'clock. At three forty-five, Mr. Tickner gave a tour of the campus to show alumni recent changes on campus. One individual from the class of 1935 had not visited Gilman's campus since his graduation fifty years ago.

All alumni were invited to attend the cocktail and hors d'oeuvre reception at four o'clock under the Reunion

Tent, which was located next to the Harris Terrace. The reception featured an archive display for each of the ten reunion classes.

In addition to these events, all throughout the day there were food booths, rides, and exhibits. As a result of the discontinuation of the Circus this year, each grade and/or school division had a booth during Family and Reunion Day. This gave the entire school an opportunity to participate in the day's events.

Mr. Koas emphasized this when he stated, "Family and Reunion Day is an important event because people from all parts of the school community participate."

The response to this year's Family and Reunion Day was greater than that of past years. Around three hundred alumni and family members came to the Day, compared to two hundred and fifty last year. The class of 1975 had the highest response with over forty class members returning for its reunion.

The alumni were mostly responsible for organizing their own reunions. Each reunion class formed a committee in the late fall to decide what to do for their private reunions. The choices varied from dinner at a classmate's house to going to an Orioles game.

This is the thirty-ninth year that Gilman has held Family Day. In the past it was directed more towards the families of students. The reunion aspects of the day were added four years ago.

As Mr. Koas stated, "It is good for the school to do something with the alumni besides fund-raising events."

Sports: Feature Another Successful Year For Gilman Squads

by A. T. Layton

This sports year was a truly remarkable one for Gilman. While only six M.S.A. championships were won during the year, all interscholastic teams combined a winning percentage of 73%. This year also sported several dramatic comebacks, lots of excitement, and three individual champions.

In the fall, we saw Varsity football shutout five of its opponents and yet only finish with a 6-2-1 record. The team's stingy defense, led by hard-hitting linebacker Marlon Smith, continually dished out pain to opposing ball-carriers. The offense, averaging nearly twenty points a game was led by All-American center Mark Agent and the thunder and lightning backfield of Lamar Smith and Rory Holley.

The Varsity cross country team once again came close to capturing the championship. Coach Thompson's troops led by seniors Billy Logue, Keefe Clemons, and Pete Heuissler, constantly left opponents behind and captured a third place finish at the M.S.A.'s.

The soccer team, once again, was the true success story of the fall season. The Varsity, led by seniors Sang Cho, Richard Ginsburg, Mitch Caplan, and all-state goalie Paul Leand, had a 11-3 record. It should be noted that they narrowly missed the playoffs by losing to nemesis Calvert Hall 1-0 on the last game of the season.

As winter rolled through town, we saw the Varsity basketball team overcome a disastrous 3-8 start to win ten out of its last thirteen games. Led

by shooting guard Steve Ciccarone and center Jeff Davis, the Greyhounds coasted through the playoffs beating Boys' Latin and Friends before losing in the finals to John Carroll 60-48.

Although many people considered this year to be a year of rebuilding for Gilman Varsity wrestling, the squad fought its way to a 12-4 record. Led by individual champions Dave Rody and John Angelos, the Greyhounds smothered such adversaries as McDonogh and Woodberry Forest.

While Varsity basketball and wrestling were dreaming of championships that could have been, Varsity and J.V. swimming captured the M.S.A. "BB" conference championships. Led by All-American Bill Stratton, Gilman wasted many an opponent, only losing to traditional powerhouses Loyola and Calvert Hall and by two points to Bishop Ireton.

As the warmth of springtime crept over Baltimore, lacrosse, baseball, track, golf, and tennis were well underway. For Varsity lacrosse, it was another long and traumatic season in which we witnessed the team once again pull off its annual choke in the stretch drive, losing four out of its last five, thwarting the Greyhounds of their long overdue championship. However, a few players, such as Steve Ciccarone, Greg Gunning, Dave Young, and the "human assist" Jim Webster played impeccably throughout the season.

The Varsity baseball team once again proved that it was capable of playing with the big boys of the "A" conference,

AWARDS CONTINUED

THE WILLIAMS COLLEGE BOOK AWARD - given to that student in the Junior Class who has demonstrated general excellence in his studies and who has exhibited the best combination of interest in and understanding of American History.

David Lawrence Cahn

THE YALE BOOK PRIZE - given annually to a member of the Junior Class whose helpfulness and service have contributed to the welfare of the School.

Frank Lee Fleming, Jr.

THE HARRY HARDIE ANGLo-AMERICAN PRIZE - 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.

GILMAN RECIPIENT: Gregory Paul Lee

THE THOMAS G. HARDIE III AWARD - given to a Fourth Former who gives of himself to others without being asked, who has the courage to stand up and live by what he believes, and who is dedicated to helping others.

Andrew MacGregor Cameron

THE LEWIS OMER WOODWARD AWARD - given each year to a member of the Third Form who has revealed in largest measure qualities of leadership, enthusiasm, and loyalty.

Matthew Clarence Dates

THE WILLIAM CABELL BRUCE, JUNIOR, ATHLETIC PRIZE - awarded 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.

David Matthew Rody

THE CULVER MEMORIAL FOOTBALL CUP - awarded annually to the varsity player who, in the opinion of the coaching staff, is deemed to be the best player.

David Matthew Rody

THE C. B. ALEXANDER, JR., WRESTLING CUP - awarded annually to Gilman's best wrestler.

David Matthew Rody

THE EDWARD T. RUSSELL WRESTLING TROPHY - awarded annually to the varsity player who scores the highest number of points in the Maryland Scholastic Association Wrestling Tournament.

David Matthew Rody

THE CLASS OF '39 BASKETBALL TROPHY - awarded annually to the varsity player or players who best combine fair play, leadership, and skill.

Steve William Ciccarone

Jeffrey Lee Davis II

THE TYLER CAMPBELL LACROSSE CUP - awarded to the player who is most valuable to his team and who has shown leadership and true sportsmanship throughout the season.

Victor Hugo Dates, Jr.

THE ALUMNI BASEBALL CUP - awarded to the player or players who have been of greatest service to their team.

Harry David Halpert

Joel Foster Price

THE C. DAVID HARRIS, JR., TENNIS AWARD - given annually to that varsity player who in his ability and dedication has made the greatest contribution to the team.

Jonathan Ashley Cordish

THE DONALD HOFFMAN MEMORIAL CROSS COUNTRY CUP - awarded to that boy who, in the opinion of the Cross Country coach, has best combined effort and achievement in the sport.

William Andrew Logue

THE FRANK W. ANDREWS, JR., GOLF TROPHY - awarded annually to that player who has displayed the largest measure of loyalty, dedication, and enthusiasm.

Thomas Damer Horst

THE DR. PHILIP WHITTLESEY SOCCER TROPHY - awarded to that boy who, in the opinion of the appropriate coaches, has made the greatest contribution to the School in his soccer participation.

Paul Matison Leand, Jr.

THE ALFRED H. WEEMS, JR., MEMORIAL TRACK AWARD - given each year for the conspicuous achievement in Track and Field to that member of the Junior or Senior Class who has demonstrated the characteristics of courage, determination, and leadership.

Keefe Bryant Clemons

THE MARGARET V. PERIN SWIMMING AWARD - 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.

David R. Treadwell III

THE EVANS DIVING AWARD - awarded annually to the boy or boys who honorably and consistently strive to perfect the art of Diving.

David Lloyd Alexander

Richard Decker Ginsburg

but its season was marred by inconsistency. The bright spots were back to back no hitters by Jeff Davis and John Zouck, the power of Joel Price, the consistent fielding of Harry Halpert and Dave Norton, and a playoff birth.

The Varsity golf team had a very good season finishing with a 7-3-2 record. Led by Tom Horst, Greg Bimsteffer, and Rob Saltzman, they captured amazing victories over the likes of Archbishop Curley and Severn.

Tennis had what appeared to be a mediocre season with a 5-4 record, but one must consider that they lost to Calvert Hall twice. Led by Jon Cordish and Rich Anderson, the team mutilated the likes of Mt. Saint Joe and Loyola.

The track team had its best season in years. They went undefeated in conference meets and placed third in the prestigious Gilman Relays. The key to the season was converting an individualized sport into a team effort.

Senior Honor Roll

Jeffrey David Bachman
Andrew Dudley Balfour
Edward Phillips Barker, Jr.
Charles Levering Benedict
Steven Louis Brecher
William McMechen Buchanan
Mitchell David Caplan
Alexander Campbell Carroll
Steven Todd Comfort
Jonathan Ashley Cordish
Robert Seubert Elliott
Rushika Jerome Fernandopulle
Charles Stedman Garland III
Marc Allen Goldstein
Joseph Benson Harlan, Jr.
Thomas Damer Horst
Christopher Michael Jones
Kenneth H. Kang
Richard Kang
Philip Joseph Koh
Robert Berard Landon

Langdon Swain Lawrence
David Bennet Levy
William Andrew Logue
Julien H. Meyer III
Paul Stephen Mezey
Benjamin Robert Miller
Jaan Peter Naktin
Won Teak Oh
Michael Jon Oppenheim
Jose Mari Ortiz
Joel Foster Price
David Matthew Rody
Douglas Edward Schmidt
Mark Andrew Shapiro
David Bryan Sigman
Peter Miles Testa
Laurence Woodward Thomsen
David R. Treadwell III
Tobias Urban
Anton Joseph Vishio, Jr.
Jonathan Stansbury Watts
Ari Lev Zaiman

News Briefs

Continued from page 1

1985-1986 Class Officers Elected

During form meetings in April and May, students elected next year's class officers. The future president of the student body is junior Brad Wheeler; Jon Kagan will be vice president and Greg Lee second vice president. Greg Gurtner was elected secretary, and Andrew Dunkerton will be the senior class treasurer.

The tenth grade elected Jack Cavanaugh, Pierre Silva, and Stocky Williams as president, vice president, and secretary-treasurer, respectively. Next year's tenth grade officers will be Matt Dates, Mike Taylor, and Trey Muldrow.

This year, Student Council president Ray Harris modified the election process. Presidential candidates had to be nominated by a certain deadline, a few days prior to the elections, by two other students in their forms. They then had to deliver a speech on election day which lasted no longer than three

minutes.

"Las Vegas Night" Fundraiser Large Success

On April 27, the Gilman School Upward Bound Program held its first "Las Vegas Night" Fundraiser at the Pikesville Armory. Complete with an array of casino-type games including a raffle and an auction, the event made profits of around \$1300. According to Mr. Greene, some 225 people attended and enjoyed themselves. He commented, "It was a lot of hard work but a lot of fun."

In addition to this year's first "Las Vegas Night," Upward Bound has a big raffle once a year and a disco every other year. Part of the money raised will go to the small scholarship fund available to students graduating from the program and heading towards college.

Profits will also help provide for some of the necessities that some students lack. On more than one occasion, Mr. Greene has had to buy a pair of shoes for a needy youngster in one of the classes.

Upward Bound Thanks Business Contributors

Acme Packing Company, Arena Players, Armand's Chicago Pizzeria, Automobile Lubricants, Baltimore Orioles, Baltimore Spice Company, Baltimore Symphony Orchestra, Bendann Galleries, Bon Voyage Travel, Inc., Burke's Cafe, Carey Machinery & Supply Company, Chipparellies', Commercial Credit Company, Dryden Oil Company, Dunkin Donuts (T.A.), Enterprise Fuel Company, Equitable Trust Company, F. Scott Black's Townsontowne Musical Dinner Theatre, Fair Lanes, Inc., First National Bank, Giant Food, Inc., Gilman School Bookstore, Goetze's Candy Company, Golden Arm Restaurant, Greetings & Readings, Hair Cuttery, Hechinger's, Helena's Beauty Shop,

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A special thanks to Mrs. Julie Lee for coordinating the financial contributions.

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SPORTS: SPRING SEASON WRAP-UPS



Senior John Zouck pitches in a game against Martin Spalding.

Varsity Baseball Reaches Playoffs

- 4-5 vs. Glenelg
- 4-2 vs. Spalding
- 13-5 vs. Boys' Latin
- 11-5 vs. Carver
- 7-1 vs. Mt. Carmel
- 2-8 vs. McDonogh
- 10-2 vs. Mervo
- 2-5 vs. Calvert Hall
- 12-9 vs. Boys' Latin
- 3-4 vs. Spalding
- 8-7 vs. Curley
- 4-5 vs. Poly
- 12-11 vs. Walbrook
- 5-3 vs. Patterson
- 3-5 vs. Carver
- 9-10 vs. McDonogh
- 6-17 vs. Mt. St. Joe
- 1-0 vs. Loyola
- 2-5 vs. Gibbons
- 7-10 vs. Mervo
- 10-2 vs. Alumni
- 4-0 vs. Walbrook
- 4-0 vs. Patterson

by A. T. Layton

Varsity baseball's season could be best described as a roller-coaster ride. At times the team seemed unstoppable as seen by its 4-1 start. At other times, however, it seemed as nothing could go its way, as best exemplified by one run losses to Martin Spalding, Poly, and McDonogh, in which they blew a 9-1 lead. The bright spot of the season is that they qualified for the playoffs.

Pitching was one of the main reasons why Gilman was unable to hold leads. This can be attributed to many reasons. First was the inability of Steve Comfort to become the stopper that he was a year ago. Another reason was the inconsistency of pro-prospect Jeff Davis. Though he was shelled a few times during the season, Davis showed his knack of living up to his reputation under pressure, as seen by his no-hitter vs. Patterson, which clinched a playoff spot. The savior of this staff was John Zouck, who consistently came through in the clutch, always overpowering the opposition. It should be emphasized that it was his no-hitter versus Walbrook, which snapped Gilman out of a 1-5 skid.

The two aspects which stand out about Varsity baseball were its ability to constantly put runs on the scoreboard and its immaculate fielding. Power hitters Joel Price, Lamar Smith, and Greg Lee put fear in the hearts of opposing pitchers by constantly nailing extra base hits. Though not hitting with the authority of the previous three, Harry Halpert and Joe Miller hit for extremely high averages. In the field, though, there is no better middle infield than Halpert and slick fielding second baseman Dave Norton. One should also note the extraordinary catching provided by super sophomore Pete Kwitervitch.

J.V. Baseball Second In League

- 7-9 vs. Spalding
- 9-5 vs. Boys' Latin
- 12-3 vs. Carver
- 19-14 vs. McDonogh
- 6-5 vs. Mervo
- 2-10 vs. Calvert Hall
- 6-8 vs. Curley
- 4-3 vs. Poly
- 1-12 vs. Walbrook
- 14-5 vs. Patterson
- 7-0 vs. Carver

- 12-16 vs. McDonogh
- 5-17 vs. Mt. St. Joe
- 4-5 vs. Loyola
- 0-5 vs. Gibbons
- 9-6 vs. Mervo
- 4-2 vs. Walbrook
- 15-3 vs. Patterson

by Mike Maccini

The Gilman J.V. baseball team finished the regular season with a record of 9-7, which was second place in the "BB" division.

The team did very well against other "BB" teams with a record of 8-2, losing only to Walbrook and McDonogh. They also played six "A" conference teams, finishing with an "A" conference record of 1-5, beating only Poly 4-3, but losing a very close game to Loyola, 5-4.

The two most dramatic plays of the year were against Mervo and Carver. Against Mervo, in extra innings, Louis Angelos came in to score from second base on a passed ball; and Chris Edsall hit a game-winning home run against Carver.

Mr. Lewis says the best hitters were Matt Eastwick and Dan Cavanaugh, who is co-captain along with Teddy Gibbs and Alex Vishio. He said the best infielders were shortstop John Creamer and second baseman Todd Crandel.

Tough Opponents Challenge Varsity Lacrosse

- 19-0 vs. St. Anne's (Va.)
- 6-5 vs. Wash. and Lee JV
- 19-8 vs. Central Collegiate
- 11-5 vs. St. Paul's
- 7-3 vs. McDonogh
- 19-2 vs. Dematha
- 4-8 vs. Boys' Latin
- 5-6 vs. Calvert Hall
- 9-5 vs. Mt. St. Joe
- 8-6 vs. Chaminade (NY)
- 10-4 vs. Severn
- 2-10 vs. Loyola
- 8-11 vs. Boys' Latin
- 5-14 vs. Calvert Hall
- 9-12 vs. Mt. St. Joe
- 10-9 vs. St. Mary's

by Jim Webster

The 1985 Varsity lacrosse team had both highs and lows as an underdog, but it did not turn out to be the kind of season the team wanted. The Greyhounds finished with a 11-6 record and were 14-6 in the league. Team captains were seniors Paul Dickey, Steve Ciccarone, Greg Gunning, and Chip Dates.

Although it had a tough season, this team had its pride, and in Coach Mickey Fenzel's last game, Gilman went out in front of a large Family Day crowd and beat a good St. Mary's team.

Juniors Matt Taylor and Dave Young, along with Greg Gunning, led two strong midfields. Roli Breitenacker and Paul Leand teamed well with Gunning. Another junior, Tim Oursler, ran with Taylor and Young, and came on very strong at the end of the season. The longsticks midfield of Ginsburg, Jones, and McCambridge also saw a lot of time. Senior Mitch Caplan saw action at both midfield and attack. Joey Ortiz, Randy Waltz, and Gordon Dekuyper rounded out the midfields. Ciccarone and junior Jim Webster headed the attack. David Grose, yet another junior, joined the starting unit six

games into the season and improved a great deal. Andy Dunkerton also contributed to the attack, and should be a force to deal with next year. Junior John Spilman and sophomore Brent Powell rounded out a deep attack. Goalie Paul Dickey and defenseman Chip Dates, All-Metro performers, anchored an aggressive defense along with Michael Oppenheim, a midfield transfer and unsung performer! Bob Zura and sophomore Brian Voelker alternated at the third spot. John Brush, John Wise, and Tom Washburn also saw action. The team also had the utmost confidence in sophomore goalie Billy Barroll.

Underclassmen formed the bulk of this team and contributed a great deal. Next year's Gilman team should have a lot of experience and will be poised for an all out effort at the M.S.A. championships.

J.V. Lacrosse Loses Championship

- 11-3 vs. McDonogh
- 5-9 vs. St. Paul's
- 12-3 vs. Boys' Latin
- 9-4 vs. Calvert Hall
- 8-3 vs. Mt. St. Joe
- 9-1 vs. Severn
- 9-5 vs. Kelly Post
- 5-8 vs. Loyola
- 10-6 vs. Boys' Latin
- 7-3 vs. Calvert Hall
- 10-4 vs. Mt. St. Joe
- 4-2 vs. St. Mary's
- 4-5 vs. St. Paul's

by Brian Sher

The J.V. lacrosse team, under the direction of head coach Don Rogers and assistant coaches Hunt Brawley and Gary Campbell, compiled a final record of 11-3, falling literally just one second short of a championship.

The powerful, high-scoring attack led by Byron Lawson, John Guth, and co-captain Doug Godine, would have to score goals.

The well balanced midfield powered by Alex Hendrickson, Bruce Taylor, Mike Manzo, Bobby Kent, and co-captain Clark Wight, would have to continue out-manuevering opponents, having a strong transition game, and getting ground balls.

The defense anchored by Brooks Matthews, Henry Franklin, and Sandy Colhoun would have to keep up its strong, hard-hitting style.

In the Boys' Latin game, after being down 5-2, Gilman came back to beat the Lakers 9-6.

The Greyhounds next faced Calvert Hall and won 7-3.

After polishing off Mt. St. Joe and St. Mary's, it was time for the championship against St. Paul's. On a cold, rainy Thursday, the teams took the field in what Coach Rogers later called the most exciting J.V. game that he had ever seen.

With goals by Byron Lawson, David Clapp, Clark Wight, and Doug Godine, Gilman took a 4-2 halftime lead. The score remained 4-2 until St. Paul's scored with five minutes left in the game.

Gilman was still ahead 4-3 with seven seconds left when St. Paul's inbounded the ball, passed it into the middle, and slipped a shot by the defense and goalie Brian Sher with no time



Junior midfielder Randy Waltz receives the ball.

on the clock, sending the game into overtime.

The Crusaders scored in the sudden death overtime and won the game 5-4 over a tired, frustrated Gilman team that had come so close, yet so far from winning the championship.

Young Golf Squad Excels

- 173-189 vs. John Carroll
- 170-163 vs. Curley
- 168-173 vs. Calvert Hall
- 180-182 vs. Severn
- 170-162 vs. Mt. St. Joe
- 194-198 vs. John Carroll
- 171-171 vs. McDonogh
- 161-195 vs. St. Paul's
- 169-169 vs. Loyola
- 170-183 vs. Calvert Hall
- 161-178 vs. Curley
- 172-169 vs. Mt. St. Joe

by Jon Treadwell

Despite the loss of Gilman golf prodigy Henry Schumann, the Gilman golf team of 1985 fared quite well. New talent and experienced veterans contributed to give the team a respectable season, with a finishing record of 7-3-2.

The Gilman team had it ups and downs. Losing to golf powerhouse Mt. St. Joe twice; the Greyhounds had an uphill climb. Ties to McDonogh and Mt. St. Joe further frustrated the Gilman team. But victories over every other squad in the M.S.A., with the exception of Archbishop Curley, showed others that Gilman had a solid golf team.

The high point of the season came near the end, when Gilman shot a season best of 161 against Archbishop Curley. After the loss to Curley in April, the team had vowed revenge. They got it.

At the M.S.A. tournament, Horst, Bimstefer, and Kitchell qualified. Horst came in fourth place, shooting 80 and 81. Bimstefer took sixth place, shooting 80 and 85. Freshmen Kitchell came in nineteenth, shooting 85 and 96. Gilman showed strength at the tournament.

Varsity Tennis Has Successful Season

- 0-7 vs. Haverford
- 3-4 vs. Calvert Hall
- 7-0 vs. Mt. St. Joe
- 6-1 vs. Loyola
- 5-0 vs. McDonogh
- 2-5 vs. Calvert Hall
- 5-0 vs. Mt. St. Joe
- 4-2 vs. Loyola
- 3-4 vs. McDonogh

by Charlie Cahn

Gilman's Varsity tennis team, consisting of three seniors, two juniors, and one sophomore, spurred a 6-3 record this year.

The team began its season with a scrimmage against Loch Raven. The league play, however, commenced on April 9, when the team travelled to Calvert Hall. Trying to start off with a victory, the team was unsuccessful and fell to 0-1.

The second match was again against a non-league team, Haverford. Gilman lost, dropping to 0-2.

The team consisted of seniors John Cordish, David Sigman, and Steven Brecher; juniors Richie Anderson and Chad Biggs; and sophomore Weber Hoen.

With Cordish and Anderson sharing the first and second singles spots and Brecher and Hoen sharing the fifth spot, the team was well balanced.

Large matches against Mt. St. Joe, Loyola, and McDonogh filled the schedule. The team played well in all three matches, winning all of them to break to the .500 level for the first time at 3-2.

The biggest match of the season was approaching with the Greyhounds travelling to Calvert Hall. Calvert Hall once again proved to be a formidable competitor as the Greyhounds

suffered their third defeat.

Once again, the team beat Mt. St. Joe, Loyola, and McDonogh in order to finish its season at 6-3 and in second place behind Calvert Hall.

With Jon Cordish and David Sigman playing singles in the M.S.A. Tournament, as well as Chad Biggs and Richie Anderson playing doubles, the team looked to be in good shape. In a tournament plagued by bad weather conditions, David Sigman lost in the first round. Yet John Cordish and the team of Biggs and Anderson both performed well in the semi-finals.

Determined J.V. Tennis Has Good Year

- 7-0 vs. McDonogh
- 2-3 vs. Calvert Hall
- 3-2 vs. Calvert Hall
- 9-1 vs. McDonogh

by David Walpert

Gilman's J.V. tennis team completed its season with a 3-2 record. Under Coach Jeffrey Christ, the team played more matches this season than in previous years. "All in all," said coach Christ, "it was a good year."

The team started off its season well, with a victory at McDonogh. However, the team lost its next two matches. The first loss was against Calvert Hall, and in their second and final loss the Greyhounds were overwhelmed by a much stronger team from Churchill High School in Montgomery County.

On the rebound from the devastating Churchill loss, the team came back to beat Calvert Hall in a match that Coach Christ called "the season's highlight." Next, Gilman made it a winning season with a second victory over McDonogh.

The J.V. team had an even number of sophomores and juniors. Completing the team were one freshman and one eighth grader, Mark Ortiz, whose play continues to be excellent in his second year on the team.

The sole freshman, Steve Kang, performed well. J.V. veterans, junior Steve Branoff and sophomore Kevin Daniels, continued to improve. Juniors Keith Michel, Honorio Ylizarde, Paul Sabundayo, Tom Offit, and Richard Park and sophomores David Strouse, Bruce Mehlman, Randy Riesner, Chris Brendler, David Morales, and Stuart McCaughy also tossed in key victories throughout the season.

Next year, Coach Christ would like to see an increased number of matches against more varied teams. This is made difficult due to the fact that there is no formal J.V. league. Coach Christ points out that there is "a lot of interest in tennis" and he would like to see this interest meet with the formation of a J.V. league.

Varsity Track Captures Title

- 89-53 vs. Poly
- 74.5-66.5 vs. McDonogh
- 94-51 vs. Curley
- 106-39 vs. Douglass
- 94-48 vs. Edmondson
- 113-32 vs. Carver
- 87-55 vs. Forest Park

by Kevin Daniels

It has been nothing less than an outstanding season for this year's Varsity track squad. Compiling a perfect 8-0 mark which included a 6-0 conference

record, the Greyhounds captured their first M.S.A. "B" Conference championship since 1978.

Says Coach Jack Thompson of Captain Keefe Clemons, "I can't think of anything we did well in this year that he didn't have a part in." He has been undefeated all season in individual races, a record which has included a stunning victory over the seemingly invincible Jim Hessianauer of Archbishop Curley.

Senior Billy Logue had a fine year, including a dramatic, come from behind tie against a heavily favored runner from Forest Park.

Mark Agent, who will play football for the University of Maryland in the fall, performed well in the shotput, as he demolished all school records with a gargantuan toss of 53'3 and 1/4".

On the team level, the Greyhounds have been able to work superbly as a unit. In the four-man relay, Rory Holley, Tony Murray, Keefe Clemons, and Joe Jennings, with occasional substitute Ron Noble, were unstoppable. This unit beat the odds at the Franklin Invitational when, ranked twelfth, it placed a close second behind top rated Dematha.

This season marks the first year the track men have taken a trophy home from their own invitational meet (the Gilman Relays) since 1977. They finished a solid third in a very competitive field.



Senior Keefe Clemons leading a Franklin High School opponent.

J.V. Track Wins Championship

- 70-74 vs. Poly
- 74-68 vs. Curley
- 77-68 vs. Carver

by Tony Shin

With the cornucopia of popular spring sports, including lacrosse and baseball, many other sports, such as track, are overlooked by the majority of the Gilman student body.

However, this attitude should change, especially with the winning of the MSA "B" conference track championship and the positiveness of Mr. John Foreman, the new J.V. track head coach, who said, "This sport is going to be popular before I'm finished. I'm going to make it popular."

This year's team is relatively young, with freshmen Ted Smith and Trey Muldow as sprinters and Charles Edwards and Sun Kim as long and middle distance runners, respectively, just to name a few. These "rookies" were supported by the experience of junior Billy Boswell in the middle distance, sophomore Andy Cameron in the 3000 meter event, and junior Eddie Sharkey in the quarter-mile relay and shot-put.

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