

THE NEWS



Vol. LXX, No. 1

GILMAN SCHOOL—BALTIMORE, MD.

September 20, 1974

Looking Ahead

Broken promises are most abundant in two places. One is in political campaigns. The second is in the first issue of each year's Gilman News.

We cannot mend the disappointments handed out by politicians, but we can see to it that the News promulgates only realistic, feasible goals while we continue the annual effort to improve the quality of the paper.

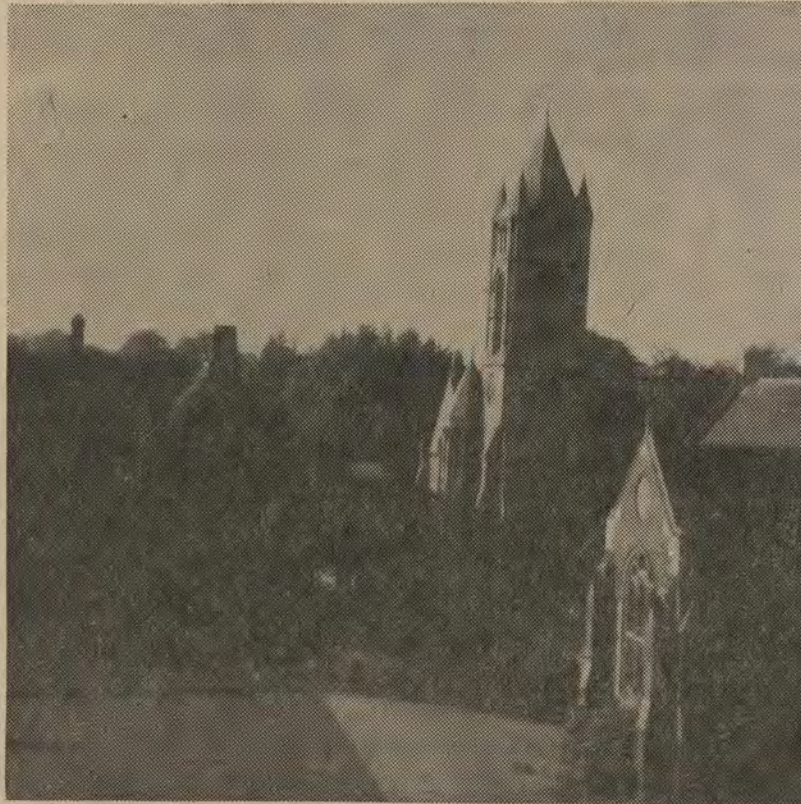
The steep climb to upgrade the school paper began last year. And still, we feel the News must continue the climb to the point where everyone in this school reads through the entire issue, with interest, before they toss the News into a round filing cabinet or make it into a paper airplane or crunch it up into a ball and shoot baskets with it or use it as a covering for the table when they eat steamed crabs. All of these things are fine, but we will strive to entice the students to read it first.

In a school that stresses diversity, we feel that the school paper should also be diverse, reflecting the interests of its readership. This goal we hope will be accomplished by a number of changes which will be instituted this year. An expanded editorial section, *Perspective*, allows a stronger student voice. *Viewpoint* is a new column which features guest writers chosen from the faculty, student body, administration, alumni, and other groups connected with Gilman. This feature, along with the Letters to the Editor column, will enable people other than the News staff to speak out on the issues of the day. We might add that we wholeheartedly welcome all signed letters on any subject, and we will consider any volunteers who desire to write a commentary for *Viewpoint*.

"Boring articles" will be replaced by informative, provocative features and studies that will grasp the students' attention. An exciting, new idea implemented this year is a series of interviews with distinguished alumni of Gilman, including an article on John C. Sawhill, the Federal Energy Administrator, which will be published later this year.

Above all, we stress that we are not afraid of change, as this issue and future ones will exhibit. Each month you will see new ideas, interesting articles, and thought provoking features. And we hope you will take the time to read them.

—The News Editorial Board



A Maryland Yankee In King Arthur's Court

by Hank Young

David Cross, recipient of the Harry Hardie Anglo-American Prize in 1971, wrote in the News, "Sir Walter Raleigh brought two things with him when he returned from the colonies: potatoes and tobacco, and the English use both in great quantities." I had always wondered what he meant. One of the many things I learned during my stay at St. Edward's, Oxford, was the validity of such a statement.

The prize provides for an exchange program between Gilman and St. Edward's School, in Oxford, England. It is offered by Mr. T. G. Hardie, Gilman '39, in memory of his father, to "promote relationships between English and American students." The prize provides for both a full scholarship and a cash award for both the Gilman student, and his English counterpart from St. Edward's. This was the first year in which both the English student came to Gilman, and the Gilman student went to England within the same year. From my point of view, this year's "double exchange" was a great success.

My plane landed at Heathrow Airport in London an hour late on the morning of June 5. I was met by Geoff Boulton, the exchange scholar from St. Edward's, who attended Gilman this spring, and his mother. After getting all my baggage together, I was swept off my feet and driven to Oxford, a mere 65 miles from London.

I had seen pictures of the campus in books, and yet, I was still not certain of what to expect. My first impression of the campus was a positive one. The campus is really beautiful. The main campus itself, consists of a center quad, with closely cropped lawns, hedges and gardens, surrounded by the administration buildings, dormitories, the chapel, and the academic buildings.

Connected by a subway, the games facilities stretch out from the main campus. There are ninety acres of playing fields, six covered squash courts, four hard and seven grass tennis courts, an indoor swimming pool, and an outdoor pool which is brought into use in the Summer Term. There is also a gymnasium used for Physical Education, Fencing and Judo, to mention a few sports. St. Edward's also owns a number of crew boats which are kept at the Club House at Godstow. There is also golf for Seniors at the North Oxford Club. And as the catalogue states, "The Boat Houses and Club room are situated on the Northern reaches of the Thames..."

And yet, even with all these facilities, athletics is not pushed upon the students. Many of the students do participate in sports, but the pressure that is felt at Gilman is not found at St. Edward's. Team sports include rugby, soccer, tennis and track, to mention a few. For the individual there is squash and tennis. I am pleased to say, I took a chance at rugby, and I think I'll stick to track! I was "pitched out" after I earned one run.

The actual classes do not differ from Gilman's classes in any one great aspect. I must say, however, that Gilman's academic facilities are superior to St. Edward's, although this will change in the near future. Even as I was leaving St. Edward's, the beginning of a new library-auditorium complex was on its way.

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As I Remember...

by Henry Rinder

If you were at the gym this summer, you might have noticed an old, patched, beat-up, brown soccer ball on the top shelf of the equipment room. You would have to look up to see this ball, and if you did, you would notice the inscription on it, reading "Mr. Russell's Soccer Ball." We all look up at the soccer ball; in the same manner, we all looked up to Mr. Edward T. Russell.

That soccer ball would appear at the wrestling room only on the day before a match. It would sit at the far corner of the room near the exit door. No one, not even Mr. Russell, would touch the ball until formal practice was over. Then, afterwards, Mr. Russell might pick it up and give it to a wrestler, and anyone who wanted to hold it, could. That soccer ball was so worn that no one dared drop it for fear of destroying it. Why was this ball treated with such respect and awe? I am not sure, but to me, it seemed to represent experience and knowledge. It must have been touched by a thousand different hands in its lifetime, and it seemed to be the great equalizer of all those who had touched it. As that ball touched our hands, he touched our lives in many ways.

In my mind's eye, I can see him in the wrestling room at the far end, where he always worked with the lighter and younger boys. He always wore his soft, red, cotton shirt, light tan, khaki pants, and white deck shoes. That was Mr. Russell's practice uniform. I never heard him raise his voice or saw him become impatient. He was like a river, smooth and slow, patient and wandering, yet strong and straight. His patience was incredible, for sometimes he never saw the results of his work with his wrestlers. When he corrected someone, it was never criticism, it was careful advice which was almost always right. When he praised someone, he never exaggerated; yet, his few words, more than any others, made one swell with pride and pleasure.



In Memoriam

EDWARD T. RUSSELL

1894-1974

That was one way he touched the lives of his wrestlers.

I can see him standing in the Common room greeting all the students by their first names and chatting with them about their personal affairs, which he always took an interest in. That was typical of Mr. Russell. He slighted no one and took a genuine, personal interest in everyone.

A short account of Mr. Russell's life will serve to enhance the personal respect one has for him. He came to the school in 1915 and served the school until 1963 when he retired as head of the Latin Department and as Assistant Headmaster for twenty years. He had been the head wrestling coach for 39 years, since 1920. His teams won 18 interscholastic championships and placed second 13 times. Most notable are the years 1924-35 when his team won eleven MSA championships, nine in a row, and compiled a meet record of 69 wins,

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Faculty, Administrative Changes Cited

Gilman students were greeted this new year with a number of faculty and administrative changes. A number of teachers leaving Gilman prompted an equally extensive influx of new faces in the Gilman community. Because several of the absent teachers held high positions in the Gilman administration, there are also many alterations in the handling of the major responsibilities in the day-to-day running of the school.

Students immediately noticed the absence of Mr. Campbell, former Assistant Headmaster for Academic Affairs and Director of Admissions, who has moved to Oregon to teach in the public school system there.

His numerous duties will be di-

vided among several faculty members. Mr. Woodward, who has moved into Mr. Campbell's former office, has become the new Assistant Headmaster for Academic Affairs. Because he is now occupied with the many responsibilities of his new position, along with his teaching of English, Mr. Woodward's college counseling duties will be handled by Mr. Lay. Mr. Neale will handle admissions, and Mr. Bulkeley will be in charge of Project Encounter. The former will take over what was once Mr. Jewitt's office, forcing the Dean of Students to take up residence in a room adjacent to the English office on the second floor.

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THE NEWS

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Henry Rinder

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PERSPECTIVE

*a forum — editorials,
commentaries, analysis*

A Matter Of Reflection

The concept was given birth under the Baldwin administration, and grew and matured under the Finney administration. It's had its ups and downs, debatable failures and successes. But even today, social and community activity is still an essential part of our school's program.

When Mr. Baldwin assumed the headmastership in 1963, many new ideas were initiated. The Tutorial and Hospital Projects were founded, both of which involve Gilman students with other children outside of the school in a beneficiary manner.

Operation Challenge, begun in 1967 with funds from the Office of Economic Opportunity, paved the way for Upward Bound. The Upward Bound program is responsible for the education and college preparation of some inner city youths.

Today, under Mr. Finney, the concept has flourished and still continues to grow. Operation Greengrass, through the auspices of Echo House, brings children from the congested milieu of the city to the open and spacious Gilman grounds for a day of excitement and activity.

The Ecology Club shows a new awareness and concern for our land, by bringing a center of can, bottle, and newspaper recycling to Roland Park.

The amount of generosity is visible in monetary units, also. Gilman's United Fund campaigns are supported by nearly 100% of the students.

Gilman has long prided itself in areas of political affairs. Many students to this day are working on election campaigns. Throughout the year, political forums are held to better inform the public.

The image of Gilman is strengthened by its attempts to gain further diversity. What other local private school has a student body consisting of such a broad range of students.

Students should be proud that they attend a superior institution of learning, and also an institution that is concerned with its surrounding public. In a world where the image is one of self-survival and greediness, I am proud to belong to a community that works for the community.

—KBK

A Working Idea

The new work program instituted this year by the Gilman administration is a laudable attempt to enable the students to feel they are making a larger contribution to the welfare of their school, while the school saves money by hiring fewer people to do the maintenance work the students will do. Instead of assigning men who have nothing to do with the school to clean up after us, this year the students and faculty, who make up the heart of Gilman, will be in charge of keeping the Gilman grounds respectably clean. The appearance of the campus grounds and the buildings will reflect the degree of dedication and concern of the Gilmanites.

The program plans for over thirty teams, each equipped with a student and faculty leader, to take care of separate areas of the campus. Supervising the project is the Work Force Committee, which consists of five upper schoolers who have already put much work and time into the program and will put even more effort into the experiment in the upcoming year.

In the era of inflation, a bare market, and the rising costs of everything from looseleaf paper to toilet paper, one must pinch every dollar and nickel he possibly can. This is even more true for private schools who are facing a financial

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Yankee

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The whole idea of education in an English public school differs from our ideas, and therefore a general comparison is difficult. In both, the class situation is almost identical, but the final goal of the secondary school student is completely different. In America, the student strives for both a good academic record as well as good C.E.E.B. scores for his college transcript, while the English student works solely towards his "A" level tests comparative to our S.A.T.'s and Achievements. It is with these tests alone that the universities decide on their applicants. The previous school records are all but worthless. In this aspect, I believe that the American system of academic achievement is far superior to that used in England. Other than this, I genuinely

enjoyed my classes in English, history, geography, and Russian.

If I had to give one general impression of St. Edward's, it would be of a school in the midst of a great deal of change, breaking away from the rules, hardened by the years since the school's origin. One of the newest additions, brought about by these changes, is the J.C.R. (Junior Common Room). The J.C.R. is a student organized pub serving wine and beer to the students over 17 years of age. It is right on campus, and was really a great place to go after dinner, and relax.

After my six week term at St. Edward's ended, I travelled with Geoff into Scotland, where we made a loop from Edinburgh to Aberdeen, and then south again to Lon-

As I Remember...

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9 losses, and one tie. Even after his retirement, he stayed on as a coach of the wrestling team. He coached for fifty-four years. The number of wrestlers and people in sports that he personally influenced is astounding. He believed that in wrestling, as in everything, one had to give one hundred percent in training, dedication, and concentration.

However, one would have respected Mr. Russell even if his accomplishments in life were unknown to that person. Everyone was his friend and confidante. Whenever you talked with him, your situation was foremost in his mind. Mr. Russell was supremely dedicated to teaching. During every wrestling match, he would dictate notes on each wrestler's performance. How easy it would have been to sit back and watch the match, but Mr. Russell never relaxed when there was room for improvement.

I have talked mostly about Mr. Russell in connection with wrestling because that is where I knew him the best. This last winter, he had the wrestling team at his house for a meal before the MSA tournament began. He and Mrs. Russell made us feel completely at ease and went out of their way to cater to the nervous and anxious wrestlers. That was the way Mr. Russell always was. His words and actions exuded a calm and relaxed air and always made one feel completely welcome, because to Mr. Russell, every man was welcome.

I remember the bag of sugar cubes and tiger juice that Mr. Russell never once forgot to bring the team for a wrestling match and which always disappeared within minutes. I remember lying in the locker room hours before the start of a big match, nervous, unsure, and scared. Even so early before the match, Mr. Russell would be there, and invariably, his calm reassurance and easy confidence would steady my nerves. His words were never hollow, but always deep with significance and meaning. I remember in the middle of a match, glancing over to the bench and seeing Mr. Russell clench his fist and nod to me even though the rest of the room was in near-hysteria or anger.

We will all miss Mr. Edward T. Russell. I will miss his calm and careful manner, his solemn words of advice. I will miss the satisfying praise and the reassurance coming at a low point in my spirits. I will miss Mr. Russell's getting down on the mat and showing how to execute a move. I will miss his hand on my shoulder and the strength of his character and his generosity. I will miss an old, brown, beat-up, patched soccer ball being passed around by a man in a soft, red shirt and light tan, khaki pants.

This lasted for 18 days, and finally I returned to the Boulton home in London for a more or less restful week, before returning to the Americas, landing in Montreal.

It would be an understatement to say that I enjoyed the summer. I hope to return someday, and, without sounding overly sentimental, I hope to meet again many of the people who made my experience enjoyable.

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viewpoint:

Wm. Brewster



Although 1974's first quarter 12.3% inflation rate dropped in the second, the outlook for the full year is not at all bright. With present crop forecasts gloomily predicting reduced ton-nages of food products due to adverse weather conditions, 1974's inflation record will most certainly exceed 10% even if the most optimistic forecasts in other areas are accepted at face value.

This unhappy fact of life has rekindled the interest of many in the independent school world in the possibility of state or other governmental financial assistance of some nature. Some very knowledgeable people even go so far as to say that without some kind of government help, the independent school system as we know it today will all but vanish within 10 years. Let me hasten to assure you that these thoughts are not those of "gloom and doomers" but of highly respected people who remain quite optimistic about other aspects of our society and economy. These people believe that our independent schools are bumping up against that dangerous tuition level where the majority who are called on for these payments are finding it very, very difficult to fit tuition payments into their private budgets. Although it would seem that Gilman has not witnessed a drop in applications, it is true that many schools in The Association of Independent Maryland Schools have witnessed such a curtailment. If the American economy should unfortunately witness a depression or even a fairly protracted recession, I feel certain that Gilman would see a sizable drop in its application flow.

As matters now stand, Gilman receives the bulk of its operating income from four sources. In order of importance these are: tuitions, endowment income, annual giving, and fees of one sort or another. Fees provide a relatively lesser amount. Annual Giving is greatly affected by the state of our general economy and by the level of return which friends of the School receive on their private assets. Endowment income cannot hope to keep pace with a double-figure inflation rate which leaves the burden of maintaining an operating income flow to offset our increasing operating expenses squarely where it has always been, on tuitions.

I do not believe myself an expert or even very knowledgeable about the various attempts made in the past several years to institute some type of governmental assistance to the independent system, but it is no secret that most such attempts have run afoul of various laws of the land, and have been struck down by the courts or, in some cases, by the general public itself through the mechanism of referendum. There are many law-makers who feel that the independent system should be supported by public funds in some manner if for no other reason than to keep the large number of students attending such schools from being thrown into an already burdened public system. However, I believe that the general public rejects the idea of their tax dollars being used to support what they consider to be elite schools for the privileged. For this reason alone, I don't feel that the chances for public support are very strong at all.

Finally, I must give my personal feelings on the subject. The strength and the reason for being of the independent school is in offering a strong alternative to a monolithic state system which we see every day in the news exemplifying governmental bureaucracy in its most virulent form. Our sociological system is at its strongest when people are offered competing alternatives, and this is exactly what the independent school does. It seems to me that if the independent school is to remain independent, it must find its own financial answers. I, for one, would be wary of state aid, for with it will come some measure of state control. How much, no one knows, but any amount of control leads to more, and this strikes right to the heart of the strength which we have. I cannot say I have the answers, but I believe that these answers will be found in areas which do not include governmental assistance. Let's see what we can find.

Mr. Brewster is the Gilman Business Manager and is a graduate of the class of '49.

Sports Rap:

Dave RITTERPUSCH

Dave Ritterpusch is Director of Scouting for the Baltimore Orioles.

What are the responsibilities of the Scouting Director?

"... The Most Critical... is the acquisition decisions as draft choices. I make all the draft choices for the Orioles. Related to that would be the bonus and negotiation decisions that follow the principal June draft... this is the 15,000 college and high school teams in the country that are sources for free agent talent. The critical thing is to get them into the organization... Complimentary to this is the signing of free agents who aren't drafted. The major area here would be free agents outside of the country, such as those in Latin America. The two other functions would be the management of the scouting staff, salary negotiations with them, maintenance of the bird dog system or the associate scout system, scouts who are recommended by other scouts who are under commission agreements to us... The management of this network and personnel is my responsibility. Then we talk about the maintenance and preparation of information. The bulk of information supports the acquisition decisions I made, but we also collect information that the general manager uses for the pro-draft and for trades. Our principal role falls in scouting other minor-league systems... Scouting is working to get superior talent. There is some effort put into day to day strategic and tactical aspects for Earl Weaver and his people to use.

What part of the country produces the most major league prospects?

"... That is definitely California, and in California, Southern California. Yet, in the Oriole peak years '66-71, one would find that the players came from the entire country... Talent is distributed, but because of weather and increase in population concentrations in one area of the country, California is highly productive."

How do you conceive your job?

"... My job is an administrative job, a management job in which one requisite has to be a desire to do the job because of the hours and some ability to make decisions and to manage the systems and in turn to have a love and concern for the game."

What is the scouting situation in the South and in Latin America?

"... Scouting in general and specifically for the Orioles has

definitely increased. During my tenure we have added scouts and personnel to these areas. The reasons are partially because of the success of players from this area and also because here the life is rugged, the climate is conducive to baseball and there is very little else for a youth to do but baseball. Their arm strengths are developed by playing baseball day in and day out for long hours. They do not have cars. They cannot drive around and have a date. There is no football, very little basketball. There is nothing competing for their time and attention so they play baseball all the time and develop patterns of coordination.

Do you see the main importance of scouting as long range?

"... The success of the Orioles from '66-71 was largely the result of talent acquired in the 1950's and early 1960's. Even with the great deal for Frank Robinson, we could not have made it without somebody to trade for him. If you do not bring the talent in, you are not going to be able to maintain success... The magic formula to this is hard work, systematic application of effort to select the best talent in the country... If we stopped signing ballplayers today, the results would be seen five years from now, maybe sooner if our best players are old, maybe not for ten years. But once the results hit, they are going to be there for a while. The turnaround in baseball is not rapid. The longevity is one factor in this.

How do you protect your top draft choices?

"... I have a system in which our 14 or 15 territorial scouts must determine who the major league prospects are in that area and then rate them on their skills and compare the prospects within his territory and then the three regional scouts compare the better ballplayers within each of those zones. The two national cross-checkers will see the very best prospects... The objective is to see the best ball players, to know the most you possibly can about them. The more information you have, the better decisions you can make. The information falls into playing value and motivational factors. You must determine the fellow's ability and compare him with others across the country... We must be exacting and precise as we can to determine who is better and who to sign first. Of the top 100 men, the 24 teams may have 80 the same but in differ-

ent order. That is why it is so important to know who is better than whom. In the long run, all you are striving for is to get the best... The player does not have to sign with the team that drafts him. The team that drafts him has the exclusive right to negotiate with him until he is drafted again or until he enters a four year college... I draft by potential value of a player. Many teams draft by position. Say you have a shortage of catchers. Your first round choice will be a catcher, but he may be the 30th best ballplayer in the country.

How much weight does a scout's report carry?

"... The territorial scout will turn in several reports after the cross-checking system has been set in motion... The associate scouts will also report... The scout must go in several times to gauge whether the player is progressing as he should be. If something happens, the scout in the area must be on top of it. You should not leave anything to chance.

How long do players stay in the Minors?

"... This depends on their ability, their stage of development when they are acquired, and the situation in the organization at the time... If he is good enough, he will make the Majors, and the very best make the Majors in a surprisingly rapid time.

Has the draft system outruled any circumvention of ethical tactics?

"... The free agent draft would seem to accomplish just about everything it was set up to do... I don't believe there's any circumvention of the draft system. The weak draft first and the strong draft last is a pretty clean system.

Do you concentrate on High Schools more than colleges?

First of all, there are more high schools than colleges. There are many more players drafted out of high school than college. You would really rather have a fellow when he is 18, because if he is really good, he can be in the majors when he is 21... Colleges are not in session in summer and baseball is a summer sport. Colleges do not play the amount of baseball necessary to develop superior talent... A baseball player, when he comes out of college, will most likely need some minor league ball. We still need a farm system. Football has the colleges as a farm system. Baseball only has the minor leagues.



Fun And Fitness

by Henry Rinder,
Sports Editor

To many high school athletes, the word "conditioning" is an anathema. It was only used by idealistic coaches and players who never got anywhere. But, believe it or not, all the work that athletes do during their practices is not just for the benefit of filling a time slot. That work is the athletes' conditioning.

Many young athletes have responded to the word "conditioning" in similar ways. Most shrug, grin, laugh, or say "surre." They don't realize that the added surge of energy, the second wind, and the last effort which is often the difference between winning and losing is also the direct result of conditioning. It is often the contention that workouts and practices have no value and that the performances on the field would be the same no matter what. This opinion is very much in error.

The serious athlete must not take conditioning for granted; if he recognizes its value, he has come one step closer to achieving whatever goal he has set up for himself. A dedicated athlete must work consciously at conditioning because it is all too often the deciding factor in athletic contests.

Two basketball players or two wrestlers may be equal in speed, strength, skill, and experience, but the one who is in better physical condition will prevail over his opponent. Two football players may contend for a pass. Though they might be equal in all other aspects,

the one who is in better physical shape will gain the extra step or leap higher. He will win because his conditioning paid off at the critical moment.

Thirty years ago, breaking the four-minute mile was unthinkable. Yet, today, spectators are disappointed if no one runs it in under four minutes. What distinguishes today from thirty years ago? Certainly, individual desire has never abated. Our physiques are basically the same. The answer must lie in physical conditioning. Today's training methods and techniques are more effective, more sophisticated, and more complete. It is the same with swimming where records are broken every week. There is very little difference in swimming techniques, but oftentimes a great difference in methods of training and conditioning. If you are skeptical, try to swim a mile in June after playing basketball all winter. As long as physical training and conditioning improve in effectiveness and in techniques, the performances of athletes will improve. Physical conditioning is the added factor in athletic performance which is as important as it is un-glamorous.

Those who do not acknowledge the importance of conditioning will not be too badly hurt. If they have good instruction, they will not lack for physical training. Yet, if an athlete recognizes the need for conditioning, he will work harder to achieve better physical stamina and endurance. Sometime, someday, in or out of sports, he will have to physically prevail, and physical conditioning will allow him to out-endure all opposition.

Idea

(Continued from Page 2)

assigned the task of removing his creation. On the other side of the coin, someone who would like to see the school become more pleasing to look at will now get a chance to personally produce his wish.

This same idea was attempted last year in the aftermath of the notorious Revue. As a punitive measure for the sick humor and poor taste exhibited in the show, the Gilman hierarchy commanded the Seniors to spend a Saturday working on the school grounds to improve the condition and appearance of the campus. After a tiring day, the majority of the Seniors felt proud of the work they had done and perhaps felt more respect for the school that had reacted so angrily to their production.

Another attempt at this type of venture was the effort to institute a work day last year. It was promoted on the basis that, while cleaning up the school, the students could feel more a part of their school. However, the idea never bore fruit until now. This year, every day will be work day.

In addition to the above plus, the major advantage of this project is the inevitable increased concern and respect the students will feel for the school. By being responsible for the appearance of the campus, it is plausible to assume that there will be less vandalism and littering on the campus grounds. If someone writes some witty graffiti on the bathroom wall, it may just be possible that the same would-be author may also be

—CRW



Greyhounds hustle through early-fall passing drill.



Summer Of Upward Bound



New Teachers

(Continued from Page 1)

Mr. Gamper, who serves as Assistant Headmaster for Student Affairs, will take a sabbatical this year. During his leave of absence, Mr. Brewster will be responsible for the Financial Aid duties. Mr. Chandlee will handle the scheduling of important dates and the publishing of the bulletins, Fr. LaPointe will be in charge of planning the chapels, and Mr. Tickner will oversee the Roland Park Exchange program. While Mr. Gamper is not here, Mr. Jewitt will take complete faculty responsibility for the Student Council and student discipline, duties which he has shared with the absent math teacher.

The Gilman community has also said goodbye to French teacher Dugan, who will teach at Eastern Michigan University, and do research into 16th century French literature.

Dr. Morrison (with a new wife offering him moral support), and Bob Hoderny, who left in the middle of last year, will not be back.

Mr. Brown will be teaching in England this year as part of an exchange program with Tunbridge School. Tunbridge's representative in the program is Michael Duncan, who has taught for ten years in British public schools (our equivalent of private, boys' boarding schools). He will replace Mr. Brown in the math department and will perhaps introduce Gilman to rugby, a game which he coaches.

Other additions to the Upper School include Mrs. James H. Burgunder and Mr. Syed S. Hasan. A native of Caracas, Venezuela, Mrs. Burgunder is the mother of eleventh grader Jimmy, and has been doing volunteer Spanish teaching in our Modern Language Department for the past two years. She has experienced eight years of service as an English-Spanish translator and three years in charge of training for the Baltimore City School's Museum of Art program. Mr. Hasan, who was born in India, is qualified at all levels of mathe-

atics, and in addition to teaching in the Upper School, he will assist Mr. Ned Thompson with the Computer program.

Joining the Middle School are Mrs. Jules Levin, a Reading Specialist, and French teacher Samuel C. Gwynne, III. Other changes include the re-joining of Mr. Carr with the Upper School, and Dr. Faria joining the Middle School. Rick P. Gilbert and John E. Schmick are newcomers to the Lower School faculty.

Archives Preserves History

Where can one find a picture of Mr. Chandlee throwing a snowball at a woman? How about Mr. Gamper crouching behind the plate with catcher's equipment on and giving a signal to the pitcher? These and other interesting relics of the past, including back issues of the *News* and a collection of yearbooks, can be found in the Gilman archives. The archives has all of the above along with group and individual pictures of the people who have made Gilman history throughout the years.

The archives once was located in a back room adjacent to the Development office. However, one had to travel through an inextricable maze of doors which led one through the development office to get to the archives room. Now, Miss Holmes, the curator of the archives, has been given the use of a room near the library on the first floor as she had wished.

Miss Holmes feels that the Gilman students should have easy access to the remembrances preserved here. Chris Lambert, the junior who is Miss Holmes's assistant, compares the archives to a library. He feels that the students should come in the former book store room and browse around. "This is the place where history is kept," he states, stressing the importance and interest of the archives.

The archives serves the purpose that the name implies; it stores the historic relics of Gilman's past for reference. It holds bound issues of the *News* up until recent times. The latest *News* are placed singly in a box. The *Cynosures* can be found placed in chronological order on one of the shelves, as are the catalogues or "bluebooks." Group and individual pictures of classes and faculty members can be found in a file cabinet. Also, the large number of alumni and faculty who

succeeded in the outside world is exhibited by a collection of newspaper clippings preserved by the archives.

While there is no question as to how much the archives can offer Gilmanites with its collection of extremely interesting tokens, students and teachers can offer much to the archives also. The most imperative need at the moment is for individual pictures. According to Lambert, the archives has failed miserably in its attempt to save pictures of all of the students and faculty. For instance, this year's senior class is represented in the archives with individual pictures of only five members of the 1975 graduates. "Twenty years from now those are the only students of this class who will be remembered," theorizes Lambert.

To remedy this problem, help is needed from the students. According to Chris, "Any snapshots parents have of their sons will do." If students can bring in pictures of themselves to the archives, the record of history stored in that room will be more complete and accurate.

The archives also needs help in finding a 1971 *Cynosure*. While this is the only void in its collection of yearbooks, Miss Holmes is not so lucky with the *News*. She is missing a number of the newspapers and she would appreciate anyone's donating one or more of the missing issues in the cause of preserving Gilman's history.

The missing *News* issues are:

Year	No(s).
1959-60	2, 7, 8, 9
60-61	6
65-66	2
66-67	5, 6, 7
73-74	2
33-35	ALL
56-59	"
19-28	"

Tribulations Of Cycling

Due partly to the increased popularity in the sport of bicycling, a new Maryland law was created governing bicycle riding in the state. In the law, many specifications were made.

First, on every bike there must be a front light which can be seen for 1000 feet, as well as a rear reflector which should be visible for 600 feet. According to the new law, there must be a brake which "... will enable the operator to make the braked wheels skid on dry, level, clean pavement." Unknown by many people, there must also be a bell or horn which can be heard at least 100 feet away on every bike.

Bike riders may travel on any road where the speed limit is less than 50 mph, but they must always stay on the right hand side of the road. When two or more riders are travelling together, they must proceed in single file.

As with motorists, bicyclists must obey all traffic rules such as signalling before turns, and stopping at stop lights and stop signs. Cyclists must also stay within the speed limit, a rule which is not too hard to follow unless one is travelling down a steep incline, i.e., a mountain.

If a cyclist violates any laws, he may receive points against his motor vehicle driver's license, or, if he is under sixteen years of age, his legal guardian or parent may receive the points. If the incident is a serious violation, a juvenile petition may be filed.

The police emphasize that they are not against cycling, but they do intend to enforce traffic laws applying to bike riders in the name of safety.

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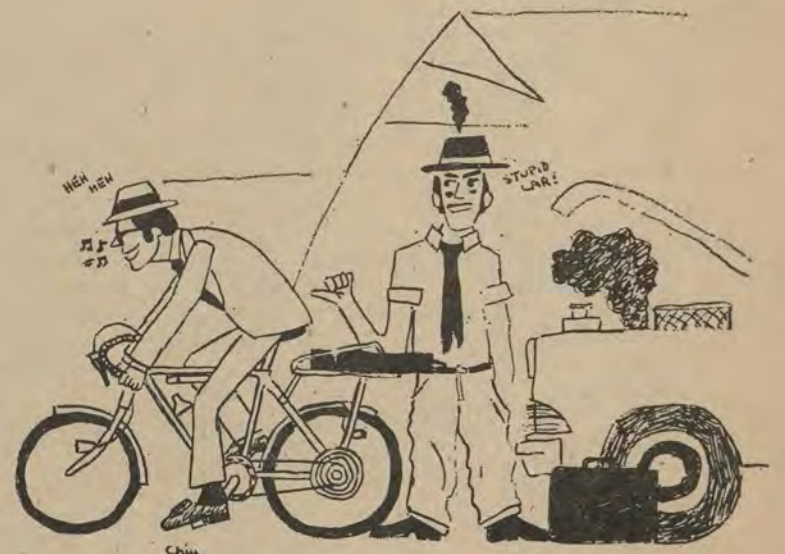
Peek Into The Past

(Our school song has been rediscovered. The following is a re-print from a banquet held at Gilman on December 21, 1910.)

THE SCHOOL SONG

Come, boys, troll out a lusty chorus,
And praise the men of Baltimore,
Who set this cup of life before us,
And bid us take of wisdom's store.
CHORUS:
Get a good grip and learn the way,
To score again for Blue and Gray,
To score, score, score again

For Blue and Gray.
We're ready set for joy or pain,
lads,
To take the sunshine or the storm;
We're growing here in brawn and brain, lads,
Let heads be cool and hearts be warm.
CHORUS—Get a good grip, etc.
And new boys, old boys, short boys, tall boys,
Remember still the gentle rule
Of "All for each and each for all," boys,
For that's the way to build our school.
CHORUS—Get a good grip, etc.



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Will the new work job system change the scheme of things this year?



Circus Capers Retold

By GARRETT WATERS

Certainly the circus, which dates back to 1921, ranks high among the activities at Gilman. At its inception, it was promoted as a fund-raising "country fair" by Headmaster Morrow. Holding it on Halloween every year was said to give each boy a sense of "constructive satisfaction" and to keep the younger lads "out of mischief!"

In those days, the school was divided into the Blues and the Gray's and the Lower School. There was much school spirit as each team vied to profit more than the others.

In the '20's, the circus got second billing to the football games and boasted of profits of \$1,000. The booths were bedecked with corn husks and hay provided by the farm boys.

The circus used to be held in the cage on an all-dirt floor. Dust was kicked up, and it got into everything, including eyes and hair when children scraped confetti off the ground.

Some of the old booths and rides



Circus Chief Porter playing around between classes.

at past circuses were the window smash (in which the contestant attempted to drive a golf ball through a set of windows), a merry-go round, and the Baltimore Zoo (Continued on Page 5) (Picture on Page 6)

Gilman Has "Academic" Failures

By JOE HOOPER

The Gilman *It's Academic* season began and ended on September 24 beneath the hot and glaring lights of WBAL studios. Matching last year's dubious third place finish, the Greyhound trio of seniors Cal Bond and Joe Hooper and junior Mike Ward were torn apart by a Randallstown squad whose captain broke the show record for most individual correct answers.

The Randallstown leader's incredible quickness on the buzzer during the show's two rounds of open competition between all three teams (grab bag rounds) proved largely responsible for the sizeable margin of over 300 points separating the victor's score from Gilman's 250 points and Severna Park's 290 points.

It may seem odd that a quiz show team drawn from the ranks of one of the finest secondary schools in the Maryland area should fare so miserably on the air. Although the scores may indicate otherwise, Gilman did not field a team of cretins. Precisely because Gilman had fared so well in the preliminary tryouts, the squad was placed against top competition in the form of Randallstown and Severna Park.

In this author's opinion, both losing teams could conceivably have placed first in a second round contest taped earlier that evening.

The response of the average Gilman student who attended the Sept. 24 debacle was not one of sorrow or humiliation that Gilman had been defeated; rather a strange personal loss was felt. Everyone had been denied the chance to participate actively in another *It's Academic* spectacular. One may sympathize with this point of view, for, if *It's Academic* is nothing else, it is a spectacle.

On that night of infamy, nine nervous young men sat huddled



It's Academic: Wait 'till next year!

into groups of three, racking their brains in the name of quick recall. The cramped TV studio overflowed with wildly cheering students. The atmosphere was not unlike that of a high school football game except for the A & P WEO signs carried by the Gilman students in reference to the show's Giant sponsorship, and the Levi Pants Corral commercials which periodically flashed on the monitor. ("Ten thousand pairs of Levis, all under one roof, we love our Pants Corral and that's the truth.")

In between cheers ("Hey black, hey gold, you look so good to me . . ."), the Randallstown pom-pom girls, Diane and Barb, managed to get themselves invited to the Loyola-Gilman football game and received tentative promises for dates with the Gilman cheerleaders. And always there was the presence of the inimitable Mac McGarry, the moderator with a

special talent all his own.

Meanwhile, Gilman was being throttled by the powerful team from Randallstown. The end was unofficially signaled by Gilman's last cheer of the night, "Elevator, elevator, we got the shaft," even before the final gong had sounded.

Gilman will be back next year, with returning veteran Mike Ward, who should provide the necessary game experience and preparation that this year's team lacked. A few practices under game conditions might also improve Gilman's chances of bringing home a \$300 scholarship, instead of one of the \$100 variety.

For those students who enjoy movies about Custer at Little Big Horn or relish watching re-runs of Evel Knivel's jump across Snake River Canyon, the Oct. 24, WBAL 7:30 telecast of Gilman's *It's Academic* performance should be a definite must.

Sawhill Reveals Energy Plan

On September 13, the *News* interviewed John C. Sawhill, the Federal Energy Administrator who is a graduate of the class of '55. The following is the text of that interview.

News: Do you feel Gilman gave you a head start in your career?

Sawhill: I certainly felt it was a good school and I do not have any regrets about it. I did not feel when I got to Princeton that I was better prepared than most of the other students coming from private schools or even some of the other students from public schools. But I certainly do not think I was poorly prepared.

N: What is the Federal Energy Administration doing to prepare us for the future?

S: We are preparing a very comprehensive report called the "Blueprint for Project Independence" and this is going to lay out the energy future for the United States. It is going to talk about how much we have to reduce consumption, where we can do it, what government action should be taken to insure that it gets done, how much we can increase supplies, and where government should provide



John C. Sawhill

incentives to make sure these supplies do get increased. That's really what my job is.

Price of Oil

N: How high is the price of gasoline going to rise?

S: The reason it has risen so much is that of the higher prices of the Middle Eastern nations who have cut production to maintain high prices. If they would expand their production, prices would go down.

I do not see any trend away from the current level of high prices. But I think they will probably stay at about present levels.

N: What can we do to hold down the price of oil?

S: We could roll back prices until they were very low and the oil companies were making almost no profits. But wouldn't that be sacrificing our future? If they do not have the profit to reinvest or bring on new supply, we will become even more rapidly dependent on the Arab nations and more at their mercy. So the question is, should we permit the oil industry to earn an adequate rate of return so that we can reinvest and bring on new supplies in this country or should we reduce their profit margin till its so low that we just do not get that reinvestment.

N: By law, are they committed to reinvest?

S: I would say that without exception every company is investing more than it is earning.

N: With the prices as high as they are now do you feel it would be beneficial to have some sort of federal control over the oil companies?

S: Right now oil company profits are equal to those of the average industry in America. The oil company profits will get ahead of the average industry's profits for awhile and go behind it for awhile, but I do not know if you can evaluate it on a quarter by quarter basis. And also, you have to take into account that the oil business is riskier than other businesses. The oil companies have to make tremendous investments in offshore drilling equipment and nine out of ten holes they drill are dry. So

it is probably riskier than a company making steel which, by and large, can sell whatever it produces.

Arab Embargo

N: What are the reasons the Arab embargo affected us as much as it did?

S: Before, we were importing about seven million barrels of oil a day. With the embargo, our imports fell to about four and a half million barrels a day. We lost as much oil during the embargo as West Germany consumes.

N: Then how do you explain the Shah of Iran's statement that the U.S. was importing more oil at the end of '73—after the embargo began—than in '72?

S: We were getting more oil in '73 than '72, but that is because our imports were expanding very rapidly.

N: But has our consumption increased that much?

S: Not only is our consumption increasing, but our domestic production is declining because we have not found any new fields and all our wells are running out. The Shah was technically right; we imported more in the fourth quarter of '73 than in the fourth quarter of '72, but that was not true for the first quarter of '74 when the embargo was in full force.

N: What about the rumors that the oil companies were holding tankers filled with oil and were not allowing them to port?

S: The Coast Guard investigated all of the rumors and never found any truth to any of them.

N: Can anything be done to prevent another embargo?

S: Not in the short term. If they put another embargo on us now, the same thing would happen that happened last time.

N: How long are the world's oil supplies going to last?

S: 30 or 40 years.

Most Economical Energy

N: What is the most economical form of energy?

S: Electric is the most wasteful and inefficient. Natural gas is probably the cheapest form of energy but the problem is that the prices

(Continued on Page 3)

PERSPECTIVE

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Meet The Professions

A major complaint of the Gilman students in the past have been that the courses offered at Gilman are irrelevant to the outside world and the sort of opportunities awaiting in the future. To help remedy this situation, the administration has begun a program of seminars to be presented by men of different professions in order to give the students an insight into these jobs. Law, medicine, and economics are a few of the seminars scheduled. Many students feel that they should have some idea of what they would like to spend their life doing before they enter college, because knowing could influence which college they apply to. The new program should help these students make a more certain decision.

Only junior and senior students can participate in these seminars which are scheduled to take place about once a week. Different professions will have a different number of sessions. For instance, law may be here for five weeks, economics for three.

Mr. Finney announced this innovative feature on October 9 immediately following a chapel. He stated that this program is solely in response to student demand and is offered only because of it. He asked how many people were interested in this program, and an overwhelming majority raised their hands.

This step by the administration is very commendable and should appease those students who feel they do not have a voice in the running of the school. The seminars should offer some valuable insight into many of the professions Gilman students are thinking of going into, and should attract a maximum of student participation. The seminars are not mandatory, nor are they graded. They are presented only for the benefit of the students.

Mr. Finney deserves a pat on the back and a ringing of the school bell (usually reserved for athletic victories) for his fine performance and achievement in founding this program. The Gilman students are definitely fortunate to have access to these seminars.

—C.R.W.

A College Assembly Line

It's time to take a break from Gilman. It is only October, but it is still time.

Seniors have been told that this is their most important year. It is the year of decision, the year of the college choice.

But what does that mean? Gilman has been turning out college students in assembly line fashion. In come naive youngsters, eager for learning. Out come college preppies, heading for Conn., Mass., and New Jersey. They head for college because, for all their years at Gilman, they have been told that they are being prepared for college.

Perhaps this year, students will think not about what college they want to attend, but rather first decide what they want from college. A college degree has become so basic that it loses its value. Too many students go right through college, take appealing courses, get their degree, and wind up without a profession to support themselves. There is already an overabundance of taxi drivers with Ph.D.'s or painters with masters degrees.

Before we come out of the assembly line and go into the college factory, shouldn't we decide whether we really need to go to college at all? Stop the assembly line; I'm getting off.

—L.B.K.

THE NEWS

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Sports writers: '75—Brush, Dize, McDonald, Millen, O'Shea, Phelan, Wong; '76—A. Finney, Heubeck, Huang, Matthai, Mikush, Moore; '77—DiRenzo; BMS: '75—Holland.

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Letter To The Editor

Sir:

I'd like to clarify the reason I stood up in chapel during the first week of school. I felt my rights as a person had been infringed upon. Several times since school began, I was informed that I would have to shave my beard that I had grown during the summer. I had gotten to like my beard and had received several compliments on it. My parents liked my "facial hair" and were disappointed when I shaved it off.

The school's insistence that I shave angered me because it was a typical example of its interference in matters of personal appearance. Whether one shaves or how one dresses are questions which should be decided by the individual and his family. It is not the school's duty to play the role of a parent, nor does it have the right to do so.

I find it very hard to believe that the reputation of the school will be hurt by an increase in freedom of choice. In my opinion, a school which can offer individual freedom as well as an excellent education is to be admired.

To many, the matters of the dress code and "facial hair" may seem trivial; however, it is not the specifics which are important, but the principles involved, that of free choice and individualism. If it is Gilman's policy to surpass these principles, then I think it is time for Gilman to do some self-evaluation.

—John Coleman '75

(All letters to the editor must be signed and placed in the NEWS mailbox.)

Mandel, Finney Are Favorites

By DAN SCHERLIS

The NEWS conducted a survey among Gilman students, asking the following question: "If you were a registered county/city resident, what candidates would you support for the offices of governor, Senator, state's attorney, and county executive?"

STATE:

Governor—
Mandel (Dem.) 49%
Gore (Rep.) 17%
Other, undecided 34%
Senator—
Mikulski (Dem.) 7%
Mathias (Rep.) 76%
Other, undecided 17%

COUNTY:

County Executive—
Venetoulis (Dem.) 19%
Finney (Rep.) 67%
Other, undecided 14%
State's Attorney—
Long (Dem.) 43%
O'Connor (Rep.) 24%
Other, undecided 33%

CITY:

State's Attorney—
Swisher (Dem.) 50%
Caplan (Rep.) 25%
Other, undecided 25%

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viewpoint:

wayne
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It was a normal school day at Gwynns Falls Junior High School. Mr. White, the principal of the school, called all ninth grade boys to the auditorium. Mr. William Greene had arrived to speak to us about Gilman School. This was a surprise to all ninth graders, including myself, for we had never heard of Gilman before. During the meeting, he spoke about the type of school which Gilman is. Several references to Gilman's high standards of academic achievement were made. He also spoke of the necessary requirements for admission.

Well, I was tempted to apply. Gilman would be a new learning experience for me as well as an opportunity to raise my level of education. I would meet different people, and I would learn different things.

The night when Mr. Campbell called me was the most exciting ever. I was admitted! Gilman offered financial aid provided that my parents pay a small percentage of the tuition. Also, I was assigned to a work job under the supervision of Mr. Taggart.

The act of going out to other schools to recruit students is very beneficial to Gilman. This act diversifies the student body by bringing together young men from various backgrounds and enabling them to enjoy the learning experience at Gilman. It also helps to broaden the range of the Gilman family by reaching outside the usual Gilman community. The act is also beneficial to those students admitted, for at a very low cost, they are offered the opportunity of obtaining a well-rounded education which would otherwise be unobtainable. The school offers financial aid for those in need.

Financial aid is a good idea for any institution on any level. The financial aid program at Gilman enables talented students to maintain their abilities and further develop their skills.

Financial aid also requires that each student be assigned to a certain department where, under the supervision of the head of that department, he does a minor work job.

I am very pleased with the work job program, for it is a learning experience as well as a job. During my first two years at Gilman, I was taught to record tapes onto cassettes. Under the instruction of Mr. Weller and Mr. Taggart, I recorded Spanish tapes onto cassettes to provide them for students for take-home purposes. I am now in the process of sorting test booklets for teachers in the language department.

As a part of my education, I can say that the work program has been beneficial to me as well as to the school. I would hope that the program would have positive influence on all students working within it. Students should develop a sense of responsibility. The job then becomes a commitment or obligation

(Continued on Page 3)





Federal Energy Chief John C. Sawhill talks with NEWS editors.

Sawhill

(Continued from Page 1)

have been artificially kept low by the federal government, so our natural gas supplies are drying up. There has been no incentive to invest in new natural gas supplies since 1956. And actual drilling activity for natural gas has been declining over the last 15 years. So right now we are facing a situation in which industry is being curtailed and this is probably going to result in some unemployment. We are running out of natural gas.

Future For Energy in U.S.

N: What is your long range prediction for the energy situation in this country?

S: Well, the way we look at it right now is that there is going to be a continuing imbalance between demand and supply. Our demand for energy is growing at 4% to 5% a year and our supplies are relatively stable. Actually, our supply of petroleum is declining. And that will continue to decline for awhile. So our energy budget is going to be out of balance so we are going to have to depend on imports to an increasing extent. And our job is to try to close that gap between demand and supply as rapidly as we can by cutting back demand and increasing supply, but neither of those things can you do very much about in the short range. So for the next few years that gap is going to get wider.

Future Energy

N: What prospects do you see for new forms of energy in the future?

S: Nuclear energy probably holds the brightest prospect. Solar energy is important but we do not know how to use it very economically. After the oil supplies run out, coal and nuclear energy will probably be the main energy sources.

Pollution

N: Are we taking more pollutants out of automobiles?

S: We have already taken 90% of the pollutants out of cars since 1968. Getting that last 10% is extremely expensive and very costly from an energy standpoint. Recent legislation was passed to keep present environmental standards at present levels in automobiles because it was so costly. The present amount of pollutants will remain the same, but there has been a very dramatic reduction of what we had before. We have not lost the momentum of the environmental movement.

Viewpoint

(Continued from Page 2)

rather than an assignment. The program should also influence the rest of the student body, for it is everyone's obligation to aid in the maintenance of the school.

In conclusion, I feel that the program can be made no better than it already is. The program is very sound and stable. However, the students may be assisted in the cleaning of the buildings by those non-members of the work program. This idea has already been incorporated into the school system by the Work Force Program. This requires that all students participate in the group cleaning of the school and school grounds. With the help of the maintenance department, the financial aid work program, and the Work Force Program, we, as students of Gilman, should be able to maintain the beauty of our school.



Mr. Chandlee in the Senior Dump at the 1952 Circus.

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Gilman Auditorium—Parents and Students Welcome

The Graduate's View:

Johns Hopkins University

By CHRIS PHILLIPS
(Gilman Class of '74)
JHU Correspondent

Johns Hopkins University was founded in 1876 as the first American institution to give both faculty and students the freedom of choice and opportunities necessary for learning and creativity to flourish. On the Homewood campus, 100 acres in a residential area of North Baltimore, are the faculty of Arts and Science and Engineering. The Johns Hopkins Hospital and medical schools are in East Baltimore; the Applied Physics Lab, which deals with applied science in a number of fields, is near Columbia and the School for Advanced International Studies is located in Washington, D. C., with another center in Bologna, Italy.

On all the campuses together, there are about 2,000 undergraduates, 1,000 graduate students, 200 "post docs." and 300 faculty members. As can be expected, the most popular major is pre-med with political science running second. SAIS accepts ten sophomores each year from the International Relations majors to study at Washington, D.C. The pressure among these IR majors is as intense as pre-med. Hopkins is co-ed but, unfortunately, in the freshman class, (over 500 strong), only 27% are women. In the upper classes, the percentage is even lower. Goucher College is closely affiliated with Hopkins and shuttle busses are run between the campuses.

Undergraduate students have

complete independence in choosing their courses, although faculty and student advisors will give assistance. Except for advanced courses, very few courses are limited. Yet, one does not find the huge freshman lecture courses usually seen at other universities. Often, well-known professors, rather than graduate students, will teach the freshman courses.

The student at Hopkins can find an overwhelming number of things to do on campus. In addition to the intercollegiate and intramural athletics offered by the Physical Education department, there are organizations covering a wide range of interests. Freshmen are required to live either in the dorms or commute from home. Upperclassmen may live off-campus, yet some stay in the dorms. This means that there are quite a few people on campus on weekends. Each weekend, one can find movies, dorm parties, fraternity parties, and other such diversions. These parties range from the normal drunken brawls to one party last year that featured some dancers from the Block. A repeat performance has been promised this year.

In the class of 1978, one can find Gilman graduates Emala, Phillips, and Richards. (Walter Baetjer is at Hopkins prior to entering Middlebury in January).

Although Hopkins is in Baltimore and many people do want to go out-of-town for college, it is still a good choice for anybody who wants complete freedom, academic and otherwise.



Josh Tsai plays to students in Assembly.

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Soccer Looks To Victory

By SUBER HUANG

Once again the varsity booters kick off a new season of intense action at Gilman. Since the Varsity is comprised mainly of juniors, the team is quite young; only four varsity vets are returning again this year. However, this is not to say that this year's team is inexperienced, as most of the team has been tried in combat, as is amply demonstrated by last year's near-championship team (J.V.).

This year the scoring punch is provided by those ageless wonders Watty Galleher, Ken Volk, Thomas Kohlerman, and "the eraser man," Kevin Lynch. Dominating the midfield are Lucien Brush, Pip Smith, John Eliasberg, and D. Harvey. But the bulwark of the team lies in its defense, as led by John Tompkins, Sandy McDonald, Bob Merrick, and two great goalies, Dave Pletcher and Sandy Bauxbaum. Mr. Lay and James Murphy are the coaches for this year.

Despite this winning combination, their exhibition record is not impressive. The varsity suffered in their pre-season as they lost to Friends (on a penalty kick) and Hopkins in tough overtime competition (3-2) and (2-1), respectively. Gilman's only win came in a (1-0) edge of the Hopkins J.V.

Part of the team's regular practice includes a slew of individual drills such as "soleing the ball," circuit drills, and the ever popular drill of "keep-up." "Keep-up," for those of you who do not know what it is, is a drill where a person must keep the soccer ball in the air for ten kicks—under penalty of a quick mile run. The individual drills, according to many members of the varsity, are a great asset both to the members, as well as the soccer team as a whole. Mr. Lay, in order to stress the individuality of the varsity, has provided each member with a soccer ball and practice jersey. (Many thanks to Mr. Sotir).

Under the directions of captains Brush and Galleher, the varsity soccer team should have an exciting and winning season this fall.

J.V. Booters Hopeful

By PAT O'SHEA

Although the J.V. Soccer team lost many of its players to this year's Varsity squad, hopes are high for a repeat of last year's fine 11-2-1 record. Coach Joe Whedbee has found quite a few good freshmen to do the job this year, and he feels that their only major obstacle will be lack of experience.

In their first game of the season, on Sept. 26, the jayvees took Lake Clifton, 1-0, on a goal by Doug Rice. The potential was definitely there as the Greyhounds kept the ball on the opponent's half of the field for 95 per cent of the second half. Coach Whedbee was particularly impressed with the fine defensive hustle in the last fifteen minutes of the game. The team to beat this year is probably Park, whom the Greyhounds tied, (0-0), on Monday, Sept. 30. Gilman will play Park again later in the year. An interesting sidelight is that this year's J.V. Soccer team has stolen a few former football players, namely Whit Harvey, Dave Pearce, and Bill Pacy. If this trend continues, the soccer team can expect more personnel, and therefore, more talent, in the future.

Everything considered, the outlook for this fall's J.V. Soccer team is one of promise and high hopes for another successful season, and a "B" Conference championship.



V. Football Looks Ahead

By ROSZEL THOMSEN

What worlds are left to conquer for a team which, in the previous year, went undefeated in winning its conference and compiled a 9-1 overall record? Not many, you say? Look again. The 1974 version of the Gilman Varsity Football Greyhounds will not rest on the laurels earned by the 1973 team. They have a lot to prove.

This year's team welcomes any challenge and maintains four fundamental goals, which, while they are not the only criteria for a "successful" season, nevertheless are good indicators of this squad's desire to succeed. Two are rather obvious, and two are relatively covert—known only to a few dedicated, intimate followers of Gilman's football fortunes over the previous two years.

The first two goals held by this year's squad can apply to any sport at any level of competition. They want to win the conference (Maryland Scholastic Association "B") and be able to say that they did their best and played their hardest at all times. Both the *Sun* and the *News American* have called the Greyhounds the class of the conference this year again, despite the *Bryn Mawr* publication's disparaging remarks in its most recent edition.

The other two goals of the 1974 Varsity team are to beat St. Albans and Loyola, and to prove that they, the Gilmans, are capable of playing competitive football with any team in the state. In the coaching tenure of Alex Sotir, who is

now entering his third year as head coach at Gilman, his teams have lost to only three schools, two of which, St. Albans and Loyola, appear on this year's schedule (the third school is Northwestern).

This alone is incentive enough to work overtime in practice, but these two games, along with the third outside the conference game against Catonsville, take on added significance with respect to the Greyhound's last goal. St. Albans is a perennial Washington metropolitan area team; Loyola is a power in the M.S.A. "A" Conference; Catonsville was a county "A" division co-champion one year ago. Strong showings against these teams could only enhance Gilman's reputation as a first rate team, regardless of which conference they participate in.

In the three games to date, Gilman has shown that it can field football teams which are indeed competitive with any team in the state. Catonsville and St. Albans fell to the Greyhounds by 22-6 and 20-0 scores in the first two weeks of the season. Then Loyola pulled out a 14-12 victory in a torrential downpour on September 28, after the Greyhounds had jumped out to a 12-0 halftime lead. To say that the loss was a disappointment would surely be the understatement of this still young season; however, the game demonstrated two points beyond any doubt. This team has character and guts, and can play with any school and in any conference in the state.

They deserve your support.



Dave Campbell Crunches St. Alban's ball carrier.

Rapping With Earl

By HENRY RINDER
Sports Editor

The first thing that you notice about Earl Williams is size. The next impression is that of a deep, resonant, and clear voice. His articulate way of expressing himself added to my first impressions.

Earl Williams is from New Jersey, has a wife and one young child. He is also a baseball player. I asked him what position he enjoyed playing the most. With a smile, he said, "hitting." Then seriously, he said that first base was his favorite position, but that by catching, he could be in the lineup every game. His attitude toward baseball was very businesslike. Earl stated that it had to be that way because it was how he earns a living, adding that it is not a job when playing as a youngster.

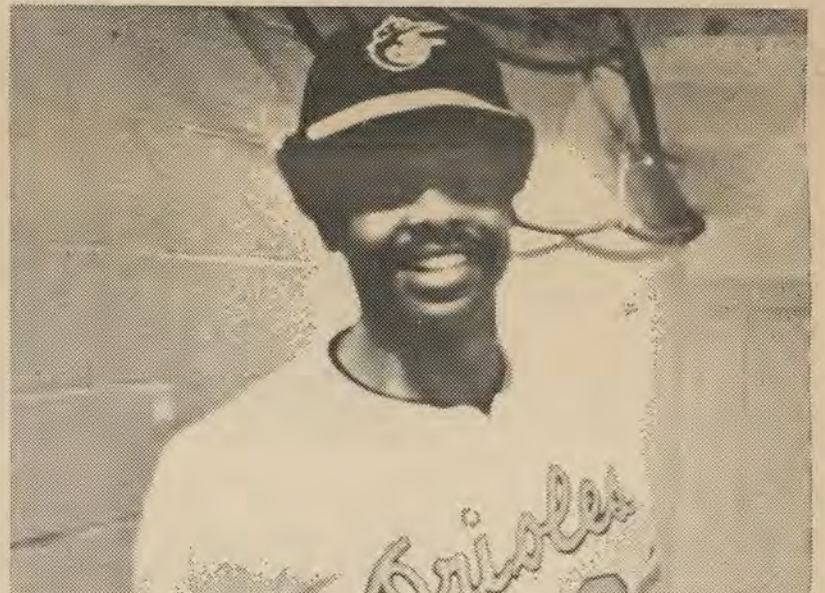
He mentioned that the atmosphere among the players is fantastic. Everyone knows that he has a job to do, but there is no friction at all; everyone gets along well. In relation to Earl Weaver and the Oriole front office, he stated that this administration liked to have things done a certain way. In his first year, Earl said that his disagreements with Weaver were "personality conflicts that have been resolved now."

On the subject of heckling and Oriole fans, Earl was very definitive. "Some fans come to a game with only thoughts of heckling me or other players." We talked about black managing. Earl said that "it was about time" even though he hated to use the old cliché. He felt

that if a situation arose in which a qualified black man had the chance to become a manager, he hoped that the "owner of the team would have the guts" to make him the manager.

I wanted to follow up the reasons for the lack of acceptance by Oriole fans. Earl stated that many thought that trading four players for him had been a mistake, especially when one of the players, Dave Johnson, hit 43 home runs. Yet, Earl felt he had lived up to his potential. Perhaps if he hits even better in later years, fan acceptance will be immediate.

What were my impressions of Earl Williams? I was very much impressed by his command of the language and his easy ability to express himself. Yet, I was uneasy over the difference between the Earl Williams I talked to and the Earl Williams in the news. We talked about the off-season, during which his interests range from traveling and billiards to finishing work for his college degree. The Earl Williams I talked to was open, careful to choose the correct words, and receptive to my questions. The Earl Williams most people read about is different. I need not go further. Either my impressions were wrong, or the press and public have given Earl Williams a tough time and no chance to explain himself from the start. Judging from the history of baseball's actions with players in the same situation as Earl Williams, I would say that Baltimore owes Earl Williams an apology and an open mind.



Earl Williams

Frosh-Soph Fables

By BRIAN DIZE

Ah. Autumn is here. Along with this season comes the humdrum existence at Gilman. I am lucky. My school day is shorter than most. Although I will probably not receive a Gilman blanket for my efforts, I am a proud four-year man. For the last four autumns, I have succeeded in shaving off the last period of the day. The last period is called athletics, which I know nothing about. My class-mates describe my actions with the crude term, "cutting athletics." It is customary for me to take a walk through the campus at half past three.

I have forgotten why, on this particular day, my walk started late. I looked over the beautiful fields, which I had so often seen in the past. Wait. As I descended the hill and got a closer look, I saw some peculiar creatures.

I had stopped in my tracks by now, and examined the suspicious beings. They had enlarged shoulders and heads larger than

ordinary. My fear finally subsided so that I could move my muscles. I sat on the hill and saw the beings glisten in the sun and move to and fro in complex formations. They also threw an egg-shaped ball with amazing grace and accuracy. I looked far into the distance and saw big and burly beings similar to the ones I described earlier. I watched these bigger beings attempt the same maneuvers as the little fellas, but they lacked class. I later learned more of these occurrences. (I was told that the little fellas were called Frosh-Soph and the burls, Varsity. I also learned that in their only meet so far, Frosh-Soph beat Loyola, 26-6).

Oh, to be young again. Maybe I could have taken part in that ancient ritual of football, and been one of the little fellas; what fun that would have been. Well, I can still watch them play.

Although the reader might like to know who I am, I must remain anonymous for obvious reasons.

X-Country Plimpton Style

By CHARLES MOORE

As I sit at my desk writing this article, I am soaking my feet in a large bucket of nice, hot water. When I am finished, I will take a long, hot shower and hit the sack. Today, imitating George Plimpton's style, I ran with the Gilman Varsity Cross Country team. Little did I realize that Coach Pheil had planned a tough practice to prepare the team for next week's opener against City. I learned today that Cross Country is not simply a sport for non-football or non-soccer players. It takes a special type of person to force himself to run, and run, and run. The mental discipline is as great, or greater, than that in any other sport in which I have participated.

Before practice, elections were held to determine this year's team captains. Coach Pheil urged that since there were only ten members on the team, they should have only one captain. Mr. Pheil left, leaving me to preside over the elections. Of course, the team decided to elect as co-captains Henry Rinder and Hank Young. We then had a quick five minutes of calisthenics. Having been used to highly regimented, highly vocal calisthenics, I was amazed by the "hacking around" in this period. I soon found out why, however, as we warmed up with a quick "scenic." This is simply one romp around the upper fields and the school proper. We then were told the agenda for the day. Fritz Haller's expression, as if to say, "You gotta be kidding," was typical. First, we ran the new Varsity course, which has been lengthened to three miles. We were told to go as fast as we could, but to leave enough to last the rest of practice. After this, we walked laps in order to recover. Walking is a runner's relaxation. During this period, a variety of subjects is discussed, ranging from possible modifications in the varsity course, to a pair of "honeys" walking across the field. The weekend is an inevitable topic for any student, and naturally a common thought was "I can't wait for this weekend."

Next, we ran a mile on the track, jogging the curves, and sprinting the straightaways. This was the toughest part of the practice, as your legs gradually turn into lead; your mouth dries up like a ball of cotton; your lungs and heart violently protest the exertion, and yet you do it all at top capacity. This was followed by another rest break of walking around the track.

The final touch was a "Deepdene." This is a hill run, as you run from Roland Avenue to Falls Road via Deepdene Road. Needless to say, a half-mile uphill strains every muscle.

The usual "warm-down" followed. This was a little jog around the school and then in.

Talking to Mr. Pheil after practice, I learned that the team's greatest weakness is the lack of a great number one runner. However, he feels that with the great attitude the team exhibits and with improvement, the team should do quite well. Tomorrow the team will run seven miles and two "Deepdenes." But tomorrow, I will be watching the varsity football game! I know when I'm licked.



The Other Half At Play.

GIRL'S EYE VIEW

By KATIE HOLLAND
Bryn Mawr Correspondent

It is 3:45, and the Gilman athletic fields are bustling with activity. Swarms of miniature football and soccer players scuttle over the grass in front of me as I thread my way through the turbulent fields. Soon these amateurs begin trickling off, making way for the big-time, the all important varsity teams. The doors of the locker room open. In regular succession, one varsity giant after another pops into view, is momentarily framed in the doorway, then trots out onto the battlefield. Meanwhile, I meet the head coach, Mr. Alex Sotir, who naturally tells me that I have good taste in wanting to observe Gilman football. He proceeds quickly to ask me if I have any brothers at St. Alban's, the school Gilman is to play that Friday. With the coast clear, Coach Sotir informs me that his team is having "a flawless season." I was, of course, duly impressed and became all the more so when I later found out that up to that time, Gilman had played a total of one game.

The Gilman varsity team is an impressive-looking group, granted that one football player in uniform tends to look markedly like the rest. If it weren't for the numbers on their backs, one would be hard-pressed to tell them apart. The thirty-six players have a combined height of about 215 feet and combined weight of 6,150 lbs.

One cannot fail to notice the peculiar nature of the football uniform. The shoulders are swollen to enormous proportions with pads that cover the neck from sight. The mammoth shoulders dwarf the rest of the body. Indeed, everything below the shoulders, especially the trim waist, appears to be too small to support the shoulders and helmet. One has the impression that if a hook were inserted in the back of the shoulder-pads, one could hang the football players up like coats with little risk of their ever escaping.

By the time the coaches reach the

field, the zealous players have already climbed under their helmets and have been fervently throwing both each other and the football around for some time. The most interesting aspect of this behavior is the noise that accompanies it. There is a continual chorus of grunts and growls issuing forth from somewhere deep inside all that padding. When asked about these beastly sounds, one player responded, "I guess that it's just a natural reaction."

The players go through such strenuous exercises as back push-ups, beating on their stomachs, boxing their ears, falling flat on their faces, and smashing their heads into the ground. In between each exercise, they give themselves a standing ovation, no doubt to make up for the lack of an audience. A certain exercise particularly impresses me. One player runs up to another one and jumps in his arms in an embrace. The other fellow responds by lifting his mate off the ground, and carrying him for a short distance before setting him back down. After witnessing this seeming reconciliation, I am sorry to see the players resume their hostilities.

After a good deal more organized violence, the players finally remove their helmets and trudge back to the locker rooms. Each one is ready to remove his armor and hose off his share of Gilman turf to become once more a man of reason.

What is it about football that makes it so popular? I'm certainly baffled on this point. Why people like to play football is another interesting question to consider. After observing football practice at Gilman and numerous games in the past, it is hard to understand why. Perhaps I should write and ask President Ford; he would surely know.

(This article is the first in a series of sports reporting in conjunction with the Bryn Mawr Quill. The Gilman Sports Editor welcomes any rational comments on this or any other article to be printed and will reserve space for such.)



Senior Hank Young vacuums his way through the library, as the Work Job program continues.

Circus

(Continued from Page 1)

train which featured a circuit of the Gilman track. At one point we even had the Fire Dept. giving rides out on the fields. Then there was the perilous jeep ride which Mr. Woodward remembers driving at a "breakneck pace down the road and through the woods" behind the old cage.

But what Circus Chief Porter calls the "best single game" was the "senior dump" in 1952. It consisted of a chair suspended precariously by means of a system of pulleys over a mammoth wooden bin was 9 feet in diameter, 6 feet deep, and filled with water, similar to a small swimming pool. Many teachers spent hours in it that day, and loved every minute of it. Mr. Chandler agreed to be the star attraction for as long as people wished, on the condition that his varsity football team defeat the formidable City team, which they did.

At earlier circuses there used to be an admission ticket, but that practice has been alleviated to assure larger crowds.

Recalling some of the old circus themes, one can go from Shakespearean characters, to colonial days, TV programs, Africa, and mythology. Mr. Porter, now beginning his 25th year as head of the circus, announced this year's theme as Flight. Citing the death of Charles Lindbergh, he heralded the aviation pioneer as "possibly the last real American hero."

Mr. Porter, has also announced a model-building contest for the finest replica of Lindbergh's biplane—the Spirit of St. Louis. As well as counting in form competition, the contest offers monetary rewards.

Another innovation is the restriction of decoration to only the upper and lower front panels of the booth. This is in an effort to curb the "tremendously wasteful use of material." In addition, all wood used this year will be stained as a preservative measure.

Again, this year's circus profits will be devoted to augmenting the pool fund. The pool project, which has actually been on the drawing board since 1929, is closer to reality than ever before. Mr. Porter said that the pool can become a profitable enterprise, and that it will eventually pay for itself if it is opened to the public on a membership basis. To power the pool's heaters, the plan to convert a portion of the gym into a solar heater is being considered.

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J.V. Football Surges Ahead

By RODDY WONG

The Junior Varsity Football team looks hungry this season. The 'B'-Conference Championship has come often to Gilman in the past few years, but last season, a defeat at the hands of Patterson lost the title.

Thus far, the team has appeared determined and more than impressive in their quest to regain the championship. Their chances, after winning the first two games, look good, but six conference games are still to be played, and also won, if the title is to be claimed.

To win the title, the team must also play a little better than last year's J.V., a team which was 6-1... a team which outscored its first five opponents with a combined score of 163-0. However, after its first two wins, this year's J.V. has forty-two points while holding the opposition scoreless, but more importantly, the teams that were defeated were 'A'-Conference teams. Both looked, therefore, tougher than any upcoming competition.

The game against City was expected to be, and turned out to be, an uphill battle. City was bigger, stronger, and quicker, than Gilman, but, as the game progressed, the junior Greyhounds took on the air of being the better team. In familiar football terminology the reason was better execution, the result of good coaching. Play by the team was mature for the high school level, especially for a J.V. team. It was their first game, one against an 'A'-Conference team, and they looked good.

Against Loyola, it was much the same story. The victory was a coordinated team effort, as it pushed on to a 28-0 victory. The team began to roll and play confidently.

Yes, this year's team has the potential to take the crown. Reviewing the team itself, there is reason for optimism. The entire offensive line is back from last season, which, of course, forms a base for the rest of the offense. This would include Hap Cooper, Paul Englert, Jim Burgunder, Bill Spragins, William Whitehurst, and Bill Matthai. Terry Kline, who is also back from last year, is at tailback, not a bad place to have a little experience. On the other hand, the defense is less experienced, but Ted Pearre and Tim O'Shea are back. The first two games give no indication that the defense is lacking in strength, however.

With six games still remaining, the biggest question lies in Mason Lord at quarterback and Tim Holly on defense (newcomers from Frosh-Soph; Lord has moved the team well, but how he will do in a close game is important. Holly will have to keep up his performance. New to the school are Mike Davis, Scott Hillman, and Jim Grieves, and they too will have to follow up their fine efforts of the first two games to keep the team moving.



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Gilman Makes Ecological Strides

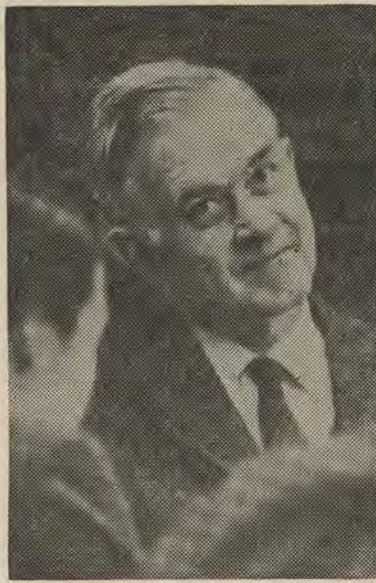
By JOHN TOMPKINS

Since the "Earth Day" fad of several years ago, ecology has become a household word. However, surprisingly few people have a true understanding of its meaning and its importance. Ecology is the investigation of the complex web of interrelationships between the organic and inorganic elements of the environment. The term was first coined by a German in the 19th century for the study of the struggle for existence.

In more recent times the word *ecology* has come to represent interest in the well-being of the environment. This interest is now quite widespread, but unfortunately it is not very real or deep for many people.

At Gilman, our interest in this subject is manifested in a club appropriately named the Ecology Club. Comprised of some 25 members of varied ages, this organization operates the Gilman collection center for recycling bottles, cans, and paper.

Some of the club members participate in community clean-ups. Their expressed interest in maintaining the Stoney Run region prompted the formation of a work force team charged with the above task.



Biology teacher Williams stresses the importance of ecological concern.

Another exhibition of the interest in the study at Gilman is the minor elective Ecology course, now in its second year, under the direction of Mr. Williams. This class of 12 seniors has an interesting year-long project. Mr. Williams charted and divided the Stoney Run region of the campus into six sections. The students are to do

field work to familiarize themselves with the various forms of life that exist in their regions. Mr. Williams explained that this project was designed to generate true appreciation for our surroundings.

The Gilman campus to date has not been without its share of ecological problems. In the fall of 1973, Reid Johnson discovered that the detergent from the gym's laundry room was draining into Stoney Run. It wasn't until after school was over the following spring that the situation was resolved.

The stream has been continually haunted by thoughtless dumping, indicated by the number of places where the water looks orange. This condition is apparently due to rust from dumping of worthless auto parts.

Unfortunately, this rust condition cannot be stopped. A while ago Mr. Jewitt discovered that a sewage main had burst, and raw sewage was flowing into the stream. After a lengthy battle against red tape, the city repaired the main.

Ecological thinking is an attitude of respect for life that must



Primary School Head Whaling bicycles his way to work.

penetrate the consciousness of every member of a community. Some efforts have been made at Gilman to achieve this goal. But we cannot stop working until a true feeling for the wholeness of life reaches the entire community. One can't say enough about the importance of widespread and deep ecological awareness.

Merit Students Honored



Dom Tocci

Dominick Joseph Tocci, son of Mrs. Valeria A. Tocci of Winterbourne Rd., has achieved semifinalist status in the eleventh National Achievement Scholarship Program for outstanding Negro Students.

Dom was chosen out of 50,000 black students in some 6,000 high schools who entered the competition by taking the 1973 Preliminary Scholastic Aptitude Test (PSAT/NMSQT). Dom is now eligible for a total of over \$6,000 in college scholarship tuition. Commended students were David Morton and Selwyn Ray.

County Executive Candidates Speak To The Issues

Jervis S. Finney (Rep.)

The popular State Senator easily rode to victory in September, defeating his sole opponent, lawyer Joseph Kaufman. And now, Republican Jervis Finney looks toward a real "issues" campaign as he vies for the office of Baltimore County Executive.

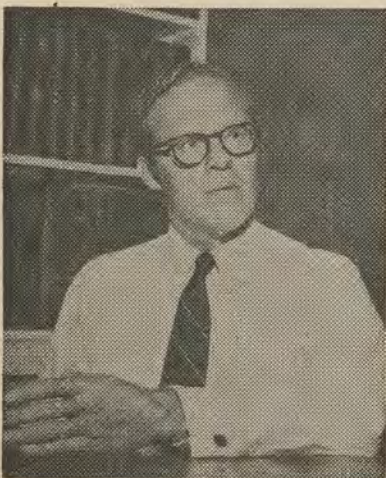
Senator Finney, a former County Councilman, has issued position papers on some of the more popular subjects confronting the county today.

Economy In Government

"Specific programs stem from experience," said Mr. Finney. "High sounding words alone cannot produce economy, especially when a candidate also promises high cost programs to special interest groups." Finney cited his record as a member of the County Council since 1962 and his terms as a State Senator since 1966.

The Senator bases his new program on (1) program analysis, (2) personnel management, and (3) personnel classification overhaul.

"Program analysis, (based on a Finney-sponsored bill in the State legislature), is designed to eliminate duplication and overstaffing,



Jervis S. Finney

and to determine goals and the department and program effectiveness. Personnel management and personnel classification overhaul are designed to provide specific programs to increase efficiency, versatility, and performance for

county employees. The ultimate result of these measures will be a direct savings of taxpayers' money and greater service to the public.

Control of County Development

"The county has been robbed of its tax dollars, robbed of its eco-

"Specific programs stem from experience. Through experience we know what to look for and how to achieve the goals."

logical heritage, and robbed of its beauty in our neighborhoods by improper development. I have called for the completion of the County General Development Plan and have proposed zoning reform in three ways. *Adequacy of facilities legislation* will limit development to those areas which have existing or planned utilities, schools, police, and fire services. *Environment disclosures* will show development impact on ecology and economy. And a cost-benefit analysis will reveal costs to the county. This is not an anti-development policy, but a policy to direct constructive, productive development that can be justified."

County Citizen Participation

A Finney plan has been structured to "permit private citizens through committees and community meetings to identify the overall needs and objections to secure and maintain a high quality of life for county residents.

The plan would establish a diverse citizen task force, which would meet with neighborhoods to discuss goals and plans. These measures are then sent to appropriate channels, whether it be the Council or the voters themselves. The program, which would be financed through private funding, will be constantly watched over and reviewed periodically.

Theodore G. Venetoulis (Dem.)

On September 3, Baltimore County Democrats dealt a crippling blow to the brand of organization politics that has been winning elections for decades. The primary win of Ted Venetoulis, candidate for Baltimore County Executive, killed all chances for a continuation of what has become commonly known as the "machine."

"My goal in this campaign is to restore pride in local government and faith in the integrity of public officials," says candidate Venetoulis. "The only people behind me are people. My administration will be open, honest, efficient, and responsive."

Mr. Venetoulis briefly outlined his positions on some of the issues:

Grass Roots Government

"I intend to end secret sessions and encourage open meetings, and I will implement a series of 'town meetings' to give people a voice in their government. I think that there should be open neighborhood information centers to clear away red-tape, promote citi-

"My goal in this campaign is to restore pride in local government . . . My administration will be open [and] honest . . ."

zen participation, and decentralize some government functions. Government has to be accessible to the people."

Education

"My administration will trim bureaucratic waste, and redirect the priorities towards classroom programs and teacher salaries. Our

school system can be the best in the nation." A former teacher himself, Mr. Venetoulis advocates a higher salary for teachers. "We must hire the best teachers, and their salaries and benefits must be competitive with the best in the region. We should also make the school board more responsive by working for a 'trial basis' board with four elected and five ap-



Theodore G. Venetoulis

pointed members." Mr. Venetoulis was not in favor of public financing of private schools. "I think our priorities should begin with the public school system. State aid would mean state control, and that defeats the purpose of having the private school as an alternative to the public school."

County Funds

"County funds will be spent wisely and honestly. My administration will save money by re-directing budget priorities and trimming bureaucratic waste. I'm going to end corruption and favoritism in county contracts, thus having money while cleaning up the government."

On other issues, Mr. Venetoulis stated that he opposes bussing for racial purposes and is against public housing.

Peek Into The Past

The following editorial is reprinted from the Oct. 9, 1929 issue of the News.

The tardiness of the boys since the beginning of school has been very marked, especially in regards to athletics. Several times the lower squads have not been able to start practice until quarter after or 20 minutes past 4. Since the squads are usually sent in at 5 o'clock, the lateness does not allow much time for practice. This laxity can and ought to be corrected immediately. There is sufficient time for boys to get to the gym, and out to athletics on time if they do not delay on the way. Therefore, it seems that the only way to combat this is for the coach of the squad to appoint certain boys to hurry the slow ones, for demerits seem to mean nothing to some boys.

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Fate Of Proposed Pool Uncertain



Students working behind the grill: Is it justified?

Servomation Controversy Clarified

Students may have been surprised at the sight of fellow classmates working behind the grill for the profit-making Servomation corporation here at Gilman. Contrary to popular belief, these students are not part of the work force program, nor are they being paid for their efforts by Servomation. There has been much controversy among students about Servomation in the past year, resulting in a virtual boycott of all Servomation items at the close of last year. The *News* investigated the Servomation controversy, and through a series of meetings with Mr. Brewster, the Gilman Business Manager, and Mr. Michael Mallis, the District General Manager of Servomation, the facts have been presented.

Servomation Has Corporate Loss

The truth of the matter is that, far from making the grand profit that students might envision, Servomation's Gilman operation actually took a 12.8% loss on total income for the past year. Mr. Mallis outlined the reasons that he attributes the loss: 1) Poor sales and high investment cost of machines in the Primary School cafeteria; 2) High labor cost in staffing the manual hot food line; 3) The commissions which were paid to the school this past year. The school received an 8.1% commission on sales last year; 4) The high food cost of the manual hot food line, primarily due to low retail prices.

New Proposals Suggested

To recover from the deficits incurred, Mr. Mallis urged that the following recommendations be enacted: 1) Removal of vending machines from the Primary School cafeteria. This reduces the Servomation investment by \$4,700 and their depreciation by \$588, 2) The elimination of all commissions on vending sales. This reduces expenses by \$2,382; 3) A subsidy from Gilman equal to the wages of a part-time employee to run the food line. The cost of a part-time hostess would be approximately

\$2,000; 4) The purchase by Gilman of any manual line equipment not currently owned by Gilman.

Mr. Brewster became quite worried about the future of Servomation at Gilman. "A normal corporate gain is a 12% profit," Mr. Brewster explained. "Servomation took a 12.8% loss, which amounts to \$3,788 in monetary units."

Gilman Makes Proposals

Mr. Brewster outlined his agreements to the Mallis proposals. The school agreed to: 1) The removal of present vending equipment in the Primary School cafeteria which has already been completed; 2) The elimination of commissions on vending sales for the present with the possibility remaining open to reinstitute these when and if Servomation reaches its corporate goal of 12% return on investment at the Gilman operation. In past years, Gilman made a percentage of the profits on the soda, candy, and ice cream machines.

Instead of paying \$2,000 for a part-time hostess, Mr. Brewster proposed that students who are on financial aid fill in as the hosts. This saves the school money, and retains the hot grill that so many members of the Gilman community patronize.

Speaking for Servomation, Mr. Mallis said, "We will proceed on this basis (as outlined by Mr. Brewster) and review the operation in 90 days to determine the effect of the action being taken."

Students Make Complaints

The problems of Servomation stem from the dissatisfaction of students last year. The students complained about: 1) The high cost of food; 2) The "skimpy" meals offered by Servomation; 3) The "high-profit" margin that Servomation was allegedly making, and 4) The poor relations between students and Servomation.

This year, through the efforts of all involved, there have been few complaints directed to Mr. Brew-

(Continued on Page 3)

Visions of taking a refreshing dip in a cool vessel of water behind Gilman's gym may not be realized after all. Because of the precarious economic situation in our country, Gilman has decided to delay until next spring a final decision on whether to go ahead with the construction of the pool which Circus funds have gone to annually.

At first, the Board of Trustees had planned to make a decision around January or February of next year, when the final drawings of the plans for the pool are due. However, according to

Mr. Brewster, the Business Manager of Gilman, the "economic environment is too uncertain" to acquire a reasonable perspective of the factors involved. Furthermore, if the economic situation does not improve, the money which was supposed to go towards the pool may be used, instead, for any possible upcoming problems.

The proposed pool, if built, should cost around \$325,000 of which only \$65,000 dollars would be supplied by the entire circus fund. Between \$4,500 and \$6,000 will be spent for preliminary

and final plans for the pool.

In coordination with the construction of the pool, which would be located adjacent to the gym, the administration had also planned to renovate the gym, a process which has begun and will continue, even if the projected pool is not built. The proposed expenditures at the gym include \$2,000 for new locker room facilities, \$6,000 for wrestling room renovation, and \$10,000 for the main gym floor. This money has already been budgeted and raised through various fund-raising programs.

THE NEWS



Vol. LXX, No. 3

GILMAN SCHOOL—BALTIMORE, MD.

November 22, 1974

Disciplinary System Is Questioned

by Mackay Wolff

The following infractions are subject to automatic punishments, and demerits will be served as specified, unless decided otherwise by the Dean of Students or Judiciary Committee based upon a requested hearing:

- (A) *Unexcused lateness—one demerit*
- (B) *Unexcused absence from academic, athletic or other school commitment or appointment—two demerits*
- (C) *Failure to report for scheduled hearing—one demerit, additional to assigned punishment for specific offense*

Any student who wishes to appeal his case may speak directly to the Dean of Students or the Chairman of the Judiciary Committee and must appear at the next scheduled meeting of the Committee.

Ultimate responsibility for all disciplinary actions rests with the Dean of Students.

—Student Handbook 1974-75

The disciplinary system at Gil-

man has seen a major change this year. For the first time, automatic demerits are being handed out; thus, much power has been taken away from the Judiciary committee. The *NEWS* feels that a survey of how students, faculty, and the administration have reacted to the change is in order.

The tone of the students is one

Other articles relating to the disciplinary system:
HISTORY OF THE DEMERIT SYSTEM . . . page 3
SURVEY OF SYSTEMS IN OTHER SCHOOLS . . . page 3

of frustration and misunderstanding; the tone of the administration is one of optimism and apprehension; and the tone of the faculty is that of relative acceptance.

Administration

In an interview with the *NEWS*, Mr. Finney clarified the administration's view of the disciplinary system.

According to the Headmaster, the



RCSF explains the new disciplinary system.

faculty and the students made a common decision that the system of automatic demerits was in order.

(Continued on Page 3)

Pass / Fail System Retained

by Hank Young

During the last Student-Council meeting, among other topics dis-

cussed, it was decided that the pass-fail system for seniors would remain.



Student Council in action.

Before the discussion of the pass-fail system got under way, topics that had already been brought up in past meetings were reviewed. Included in these topics was the question of freedom for the ninth and tenth graders on campus, and the use of the Cochran Study Room during the study-hall periods of the day. Finally the topic of the evening arose: "Should the senior pass-fail system continue as it had in the past?"

The history of the pass-fail system is not a long one in Gilman's history. It was in 1970 that the topic was first seriously considered. The reason for such a proposal was that Gilman was much too competitive academically, and the pass-fail system would relax the situation. A final, attenuated, proposal was written up, stating that seniors, in the latter part of the year, would go on the new system. It was passed, and went into effect at the end of that year.

The continuation of such a system was discussed between Messrs.

(Continued on Page 2)

PERSPECTIVE

a forum — editorials,
commentaries, analysis



The Real Controversy

It now seems that the student boycott of Servomation products that began around February of this year and lasted to around May was unjustified and unproductive. The common belief among students was that Servomation was "ripping off" its customers. Students felt that Servomation was charging exorbitant prices for low quality food. Students felt that Servomation was an impersonalized institution at Gilman solely for a profit. Students felt that Servomation was uncooperative in attempts to "patch up" the differences between the company and the student body.

The truth of the matter is that the students were almost entirely wrong. The vision of Servomation laughing on its way to the bank to deposit Gilman dollars is completely untrue. Through investigative reporting, the NEWS found out that Servomation actually took a near \$3800 loss at its Gilman operation.

(Continued on Page 4)

A Long Way To Go

"It was decided . . . that Gilman should stay as a boys' school with emphasis on coordinating with nearby schools."

—Owen Daly II

In an interview in the June issue of the NEWS, Owen Daly II, the President of the Board of Trustees of Gilman, stated the above quotation. He explained the reasoning of the administration by mentioning that "Gilman offers an alternative to those who may not desire the coeducational experience." If this logic is the best excuse for limiting Gilman to coordination, and denying it full coeducation, perhaps the Board should reevaluate its position. Not only is the lack of complete coeducation not attracting new students, but it also may well be acting as a deterrent to many prospective applicants.

Of course, the coordination program with Bryn Mawr to which Mr. Daly alludes has been a stride in the right direction. Any problems experienced have been more than offset by the advantages. But the process is too little, and for many, too late.

While there is more coordination today than ever before in Gilman's history, only a minority of students actually witness the process. Only a small percentage of upper formers, mostly seniors, enjoy the privilege of having coed classes while those in the younger grades do not even have the opportunity to encounter females during the school day.

The entire question of diversity is pertinent here. While the administration has taken great pains to incorporate members of minority races into the lower forms, they have not made any attempts to populate the younger grades with members of a group that makes up half the world population. Upon realization of this fact, it is hard to agree that Gilman is as diverse as it should be.

In the aforementioned interview, Mr. Daly added, "That does not mean that, two years, five years, ten years from now, Gilman might not be coeducational, because times do change." Times have changed already.

—CRW

Letter To The Editor

(This letter was originally directed to the editor of the Sunpapers.)
Dear Sir:

I feel compelled to clarify Mr. Brinson's reporting of the Gilman School Political Club Debate of the Baltimore City State's Attorney candidates. As moderator of the debate, I feel that I am in a position to clarify exactly what happened.

Mr. Swisher, contrary to comparing "coming to Gilman as garbage," had feelings of discomfort and regret in getting involved in the kind of debate that merely ends up in name-calling. Immediately after the debate, Mr. Swisher explained to me that in his opinion these debates (not just Gilman's in particular) are a waste of time, because they only result in constant bickering and name-calling. Mr. Swisher went on to say that he felt the issues were never discussed and a fair proceeding could not exist.

Mr. Swisher came as a personal favor to me and the Political Club, and in fact, he stayed to the very end, answering all questions posed to him. Mr. Swisher and I were the very last to leave the building.

Also, Mr. Brinson's charge that the students "loudly booed" Mr. Swisher is simply not true. I feel that political reporting should be done in a fair and unbiased manner, and that the true evidence should be stated.

Overall, we at Gilman feel privileged to have had all three candidates, and our students benefitted from the experience.

Sincerely,
Kevin B. Kamenetz
President, Gilman Political Club

Pass/Fail System Retained

(Continued from Page 1)

Finney and Jewitt, the twenty-nine seniors, five juniors, two sophomores, and the one freshman attending. Contrary to the popular belief of the senior class, Mr. Finney did not propose that the system be dropped because of the performances of any past senior class. Instead, the reasons were quite sensible and relatively simple.

Mr. Finney felt that the system put too much pressure on the Administrative staff (i.e. the secretarial staff). It was this fact, primarily, that brought about the decision. Much discussion followed. It was the general consensus of the seniors present that the main reason for the system was not to see how close one could get to the minimum seventy percent that is needed in order to receive a P, but that the system would minimize the competition in academics in the senior year. A final vote was cast with the results of thirty-six for, and one against the system. Thus it was decided that the system would remain for at least one more year.

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viewpoint: leonard bowen



What is intelligence? This is a debatable and unanswerable question because it has so many discreet, yet interacting, parts that no one understands them all, or agrees on which to include. Intelligence is merely a word that attempts to label an only partially understood human function. The days are past when a person was presumed born and hence predestined to a specific and unchanging intelligence. I.Q., which is man's attempt at measuring this phenomenon, is neither fixed nor representative of intelligence, but rather is a fallible label saying little about a person except his performance on a certain test and day. To say, "My I.Q. is 130, and your's is 120, makes me smarter," is wrong and ignores many issues. Intelligence has many forms.

Jim is an athlete, a football star, superb at remembering, visualizing and executing plays. In his mind's eye he can visualize the movement of circles, triangles, and men forming a pattern and play. After visualizing he can recall, revisualize and reexamine that picture. He remembers what he has seen and what he has been told. Academically he does well in math, using its symbolic language with understanding and accuracy. When someone says, "What's 28 plus 48, minus 16," he visualizes and calculates the numbers as if on a blackboard before him; yet in English he is a disaster. He can neither understand nor follow a character's intent, motives, direction or subtleties. When he writes he is disorganized, awkward, ambiguous, and wordy.

Sam is articulate and writes similarly; he explains thoughts concisely and draws on previous knowledge, experience and memory to embellish and 'humorize' his points. Although not his forte, he does well in math, is fifth in his class, and scored in the seven hundreds on his College Boards. If you try to teach him a card game, you would think him an idiot. He confuses the cards and rules, plays a diamond when he means to play a heart; and when he sorts his cards, he has to think twice in determining which is higher—a jack or a queen. He'd be lost if he attempted a puzzle, or if you asked him to remove a splinter. Athletics are out of the question.

Bob is socially adept. He's gregarious, fun and attractive at parties, informal groups and one-to-one meetings. He always seems to know what and when to say something. His sensitivity to others and emphatic awareness fill his mind with insights into peoples' feelings, motives, needs and responses. He's a leader who can persuade people to do almost anything, and he even gets them to enjoy doing it.

I'm sure you could continue with other combinations and examples of strengths and weaknesses. The point, though, is that people have strengths and weaknesses and are neither smart nor dumb, and misunderstanding or mislabeling a person's capabilities is a trap we all too often fall into. While it is true that society rewards certain skills, it also retards the development of others. When a person is born, he possesses a

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THE NEWS

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Photo Board: '75—Hutchins, Simmons, Schweizer, Wong; '76—A. Finney; '77—Casey, Goldstein, Warfield; '78—Boldt, Brown, Eisenstein.

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Punitive Systems Surveyed

by Garrett Waters

Discipline is a word which has unpleasant overtones for many, but most students concur that its presence in a school could not be dispensed with. However, the methods employed to administer it are about as sundry as the clothes we wear. Even though many schools in the Baltimore area have similar disciplinary systems, an extensive probe discloses distinctive quirks in each of them.

Notre Dame has a demerit system like many independent schools. These demerits are issued as a result of a relatively small infraction compared to what Gilman would give a demerit for. The explanation behind this is that five demerits at Notre Dame constitute a Saturday detention, whereas at Gilman each demerit requires a student to come back on Saturday. In general, students approve of the system at Notre Dame.

The law at Loyola is yielded by the individual teachers. Sometimes, old-fashioned tortures such as writing a sentence one hundred times, are utilized. One innovative punishment was used last year when a teacher was struck by a snowball. He made the students stay after school to make one hundred snowballs each, and then told them to smash every one.

At Garrison Forest, there is a Student Court analogous to Gilman's Judiciary Committee. The Dean describes it as flexible and effective. Punishments meted out are negotiable and proportional to the offense. The student body prefers this to a demerit system. A stock punishment is the rescission of afternoon privileges for day students, which is equivalent to being placed in restricted study hall at Gilman. Boarders are subject to having their weekend privileges taken away if the breach is serious. Garrison used to have a work system for punishment, but it is no longer in practice because the school feels that it lends negative connotations to its fledgling work force program.

Punishments at McDonogh are not negotiable. A certain number of demerits are given out for various actions. When a certain number

are accumulated, the students watch out. This is akin to the scheme of things at Towson Catholic which is a parochial school. As the points add up, the progressive punishments are suspension and expulsion. Maryvale also runs on a demerit system. A general conduct code coerces students to toe the line.

At Friends School, discipline is handled usually by detention given out by a teacher. The philosophy there is that "if you violate rules, you have to go out of your way to make up for it." During detention, a student washes windows or picks up trash. Demerits are termed a "step that isn't needed."

The Dean at Roland Park Country School feels that although "demerits don't mean much," there are very few disciplinary problems. If there is a serious problem the Honor Board, also parallel to the Judiciary Committee at Gilman, is convened.

Bryn Mawr has a punishment system which correlates to that of Gilman. Student Government Association members can mark down others for an offense. The granting of disciplinary powers to Student Council is used also at St. Paul's School for Girls.

Demerits as a punitive measure are used by St. Paul's School for Boys as well. There are certain areas on the school grounds which are "out of bounds" because in previous years they have proven to be "havens for smoking." Demerits are given out at the rate of one hour of Saturday work per demerit. These must be worked off at once when five are accumulated. A built-in "incentive system" allows the total number of demerits to be dropped by one for every week of good behavior.

In the Baltimore City public schools, discipline provides a major dilemma. In fact, a few teachers spend the better part of the class period endeavoring to maintain the upper hand. When a serious disciplinary concern arises, the parents are called. For the most part, small transgressions are dealt with by the Vice Principal and the individual teacher. Punishments in public schools are swift and impersonal due to the large volume of student enrollment.

Demerit History Reviewed

by Chris Lambert

The demerit system at Gilman has experienced a diversified existence.

The system was inaugurated in 1910. At that time the system was different from the one Gilman has today. Each demerit meant less than it does now, for they were handed out in lots rather than one's and two's. The penalty for cutting athletics, for example, was five demerits. If a student collected more than fourteen demerits at any one time, he had to come in on Saturday and copy pages from the dictionary. The student did have a chance to reduce his demerit total, for after each week he didn't receive any demerits, his total was reduced by three.

Mr. Lamb and Mr. Pickett were in charge of the demerits during this period. Later, the number of demerits each student received was determined by Miss Holmes, although the punishments were announced by the headmaster, Mr. Morrow.

The system remained relatively unchanged until after World War II. Mr. Carter and Mr. Chandler handled the demerits after the war.

This time, demerits were given out in ones and twos as they are today. The punishments were also changed. The student now did such jobs as shoveling coal, rather than dictionary work, on Saturday mornings. Since the boarders were around the school more, and they had more of a chance to collect demerits, they were allowed to accumulate more demerits than the day students.

Mr. Campbell was the next to alter the system. He added seminars for the groups of demerit recipients to help them better understand what they had done to affect the school. Mr. Campbell felt that if a person understood what he had done, and why it was wrong, then formal punishment could be lifted. In addition, he tried to make the punishments assessed relate to the original act of misconduct.

Mr. Campbell handled discipline from 1968 to 1971. Mr. Jewitt then took over in 1971, and still handles the system today. During his administration of the discipline system, the concept of "automatic" demerits for certain actions has been introduced.

Merit Students Honored

Mr. Dennis O'Brien, assistant to the Headmaster for Developmental Affairs, announced that eight Gilman seniors have been named Semifinalists in the competition for 3,400 Merit Scholarships. In addition, sixteen seniors have been named Merit Program Commended students by the National Merit Scholarship Corporation.

The students who received semifinalist status are: Gregg Campbell, Joseph Hooper, Andrew Kaufman, Thomas A. Miller, Giovanni Prezioso, Dominick Tocci, and Adam Wizenberg.

The Merit Program Semifinalists were the highest scorers in each state on the 1973 Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), administered to over one million students in about 17,000 schools nationwide.

Semifinalists must qualify as finalists to advance in the competition for Merit Scholarships. To become Merit Program Finalists, the Semifinalist must be endorsed by their schools and recommended for scholarship consideration, confirm their high PSAT/NMSQT scores with an equivalent performance on a second examination, the SAT, provide evidence of high academic performance, and supply information about their other accomplishments.

The students who received Letters of Commendation are: Brian Benninghoff, Calhoun Bond Jr., John Coleman, Walter Cromwell, John Davis, Jr., Anton D. Fitzpatrick, Mark Foster, Thomas Hornick, Mark Levedahl, Lee Magness Jr., John Niholson, Henry Rinder, John Tompkins, MacKay Wolf, Charles Wolhoff, and Rodney Wong.

These students are among the 38,000 Commended students named on the basis of their high performance on the 1973 Preliminary Scholastic Aptitude Test (PSAT/NMSQT). Commended students are in the upper 2 percent of those who are expected to graduate from high school in 1975.

Disciplinary System

(Continued from Page 1)

"Though we didn't take a vote on it, I feel they felt the change was a good idea and I believe that the members of the Judiciary Committee approved of it also."

In this system, one is "not exactly guilty before proven innocent." Rather, "if a person is late to school, he's late to school; if he misses an appointment, he misses an appointment . . . If there's a legitimate reason for that person being late, there is an automatic recourse and that is simply to go to the Judiciary Committee and explain it. . . . This simply transfers the burden to where I, personally, think it should be transferred; if a student is late or absent, he should tell somebody the reason why, not have somebody chase him around trying to find out.

The system was changed because it was cumbersome. "Last year, we just got very bogged down and way behind in follow-up and accountability." But, "if I did not think that people were going to end up getting fair justice, I would support rejecting the new system. The fact is, all a person needs to do is to say, 'I want an appeal' and that does it."

Students

This year, because of the new set of rules, it is apparent that students are being caught by nets that they had previously slipped through last year. Many students find the system degrading, biased, and ridiculous. Still others, however, feel that they can work very well under this year's changes and the alterations in punishment affect them very little.

The majority of the students find themselves with demerits for offenses which in the past they usually would not have been punished for; now, they serve them on Saturday (or resort to appeal) and do

not commit the offense again—perhaps because of the threat of the punishment alone.

Finally, there remains the group who are caught under a snowballed product of demerits that starts with a demerit for one "minor" offense and multiplies in direct proportion to the time that the student ignores it.

The final irony is that the easiest way to save the weekend time is to either appeal the case, an option that is virtually ignored by students, or to take less time and move around the system by obeying it.

Faculty

It was the faculty who last year agreed on a change from that impotent system and compromised to produce this year's. It was the feeling that nothing was being done to curtail the common delinquencies that brought about this year's change of the "instant accountability and follow-up." The faculty now seems to be relatively content and satisfied with the changes, mostly because there are fewer accounts of lateness and absence that some directly associate with the increased responsibility placed on the students' shoulders. Their jobs have changed little as far as reporting people. Meanwhile, their recognition of the technical aspects of the Committee's work is not as extensive as it should be.

The wide difference of opinion regarding this year's judiciary system reflects both the harder stand taken by the school in fighting the problems that have arisen in the past, and a misunderstanding on the students' part regarding appeal, the rules themselves, and obedience (civil or otherwise). A change in perspective will eventually bring an advance in cooperation.

Servomation

(Continued from Page 1)

ster about Servomation. "We feel that with students behind the grill, the return of Miss Millie as the hostess, and better public relations have settled the problems between Servomation and Gilman," said Mr. Brewster. "We hope that the Servomation review at the end of this year will reveal no new problems, as well as rectify the old ones." Figures Disclosed By Servomation

With original gross revenues of \$29,335, Servomation, ended up with a \$3,778 loss before Federal income taxes. Expenses were, cost of merchandise, depreciation and investment on machines, hostess service, general and administrative expenses, operating and other misc. expenses, plus the Gilman commission.

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Controversy

(Continued from Page 2)

Throughout the summer and fall, Servomation representatives met with Gilman's Business Manager in an effort to clear up the problems that have been mounting. Servomation was seriously considering leaving Gilman, which would have posed a new problem for Gilman—how to feed their students.

As a result of the corporate loss by Servomation, which was contributed to by the boycott, Gilman School has suffered. The school has lost their commission that they had previously received, and they are now responsible for supplying a part-time hostess—a position Gilman has filled with students.

If Servomation's Gilman operation does not make a profit this quarter, the school might be faced with the obligation of buying \$3000 of Servomation equipment in the school (as Servomation would like to help offset expenses or face the dilemma of having Servomation withdraw its operation.

The NEWS is not urging that students support Servomation financially so that Servomation will make a profit and thus stay at Gilman, but we do feel that students should make a better attempt to get along with Servomation, not against them.

The irrational and hasty behavior that resulted in the boycott seems to have been more of an attempt at cheap activism than one of supplying a real solution to a real problem.

—KBK

viewpoint

(Continued from Page 2)

certain range of potential intellectual functioning—a potentiality which unfolds in a process of maturation, which itself is heavily influenced by environmental factors, be they stimulating or barren. Intellectual potential can be fostered, hindered, reversed, specified and even arrested in interaction with one's inner and outer world. Many students underachieve because of their negative perceptions of themselves and their capabilities.

The human intellect does not function in a vacuum but through a personality of motives and reactions, emotions and needs. Checking or blocking on an exam, getting nervous on meeting someone and not 'hearing' what they say, being distracted and unable to concentrate, experiencing depression which closes one's senses to the outside world or being paranoid and having those senses wide open, are all examples of man's personality influencing his intellectual reality and potential. Some people deal with people, life and themselves in an excessively intellectualized manner. When an "intellectualizer" has personality difficulties, his strongest conflict is yielding to the more fundamental and emotional aspects of his being—often a prerequisite to health.

Many incorrectly assume that we all learn similarly, and individual differences and styles in learning are unwelcomed visitors to schools all over the world and are often viewed as deficits rather than differences. If something goes wrong with a particular intellectual (neurological) function, we call this a learning disability. When one experiences perceptual difficulty, for example, in differentiating between the letters *b* and *d* when nothing is wrong with his vision, but rather with the brain's interpretation of that vision, then this leads to major problems in learning to read and write; yet, these people are often very bright. Information can get in and out of the head in various ways despite the road blocks to some of them.

Man's intelligence, both realized and unrealized, to be whatever it is, interacts with heredity, its host, and the environment. Nonetheless, intelligence can be quite plastic. To those of you who are hard on yourselves and inappropriately devalue your intelligence, take heart. You have many more talents than you imagine. To the already larger egos among you, down fellas—you've just got a piece of the action.

(Mr. Leonard Bowen is Gilman's resident school psychologist.)



City State's Attorney candidates Swisher, Caplan and Allen debate as Kevin Kamenetz moderates.

Swisher Attacked In Heated Debate

by Andy Kaufman

"Garbage . . . a waste of time." Such were the words used by William A. Swisher, Democratic candidate for Baltimore State's Attorney, to describe political debates of the type which took place in the Gilman auditorium. The Political Club, under the leadership of president Kevin Kamenetz, presented its second in a series of debates on the evening of October 30.

This was not the opinion of all present, though, and many spectators felt that the audience was presented with an excellent opportunity to view the candidates, their platforms, and their reasons for running, without the standard front put up by a candidate in a campaign speech.

Speaking, besides Mr. Swisher, were Hilary Caplan, the Republican nominee, and incumbent Milton Allen, running as a write-in candidate after being defeated in the Democratic primary by Mr. Swisher.

Speaking first, Mr. Allen emphasized that voting in this election should be based on the candidate's records and experience.

He brought up the decrease in the backlog of cases, the increase in the salaries of prosecutors, the lowering of their attrition rate, and the establishment of such squads as the Violent Crime Unit, the Major Fraud Unit, and the Narcotics Strike Force as evidence of the fine job he has done in office.

He particularly stressed the formation of Project Found, set up to deal with first offenders between the ages of eighteen and twenty-six, which was developed during his first term in office.

During the questioning period, Mr. Allen stated that Mr. Caplan had worked under him, and that he had never noticed any administrative ability whatsoever in Mr. Caplan.

Mr. Allen said that Mr. Swisher had been "one of the poorest trial lawyers" he had known and that Mr. Swisher was, in actuality, just a clerk and is trying to pass that off as administrative experience.

When asked why he had entered a race he had already lost once in the primary, Mr. Allen responded that in that primary, 80% of the eligible voters had not voted and that the result was, thus, inconclusive.

Mr. Caplan began his statements by saying that he would not become involved in the mud-slinging tactics or political alignment that both of his opponents had resorted to.

He called for specific reforms in the state's attorney's office. Most notably, he asked for the position of state's attorney to be changed

from an elected one to an appointed one, for the prosecutors to be professionals who work solely for that office, for stiffer gun control laws, and for more severe narcotic penalties.

Mr. Caplan feels that Mr. Allen has made evident his inability to administer the office, by spending over \$100,000 and still losing the primary.

He stressed also, that, according to experts, Mr. Allen stands no chance of winning the election as a write-in candidate anyway, and that a vote for Mr. Allen will only support Mr. Swisher's cause.

Referring to one of Mr. Swisher's televised campaign commercials, Mr. Caplan called it "the most racist thing I ever heard." Making mention of Mr. Swisher's political machine backing, Mr. Caplan projected that he would be a mere puppet in office if elected.

Mr. Swisher, who, after arriving an hour late, missed most of the questions and did not make an opening statement, explained that there is nothing wrong with political backing and that he is no one's puppet.

He felt that his experience as a trial lawyer is good enough to warrant his election, and that he represents the needed swing toward law and order.

Claiming that the beefing-up of the juvenile department is the key to this, he called for the placement of better professional lawyers and the institution of stiffer laws here.

Mr. Swisher accused Mr. Caplan of switching parties in an attempt to be the only white running against Mr. Allen in the general election. This then prompted Mr. Caplan's remark about Mr. Swisher's commercial.

N.B.: On Nov. 5, Baltimore City voters elected Mr. Swisher as State's Attorney.

United Fund Hit With Apathy

by John Wharton

This year's Gilman United Fund drive, headed by Bill Miller, Sandy McDonald and Joe Wingard, had perhaps one of the lowest percentages of participation in its history. Still, seven hundred and eighty-two dollars were collected, which is fifty dollars better than the seventy-three level. Perhaps the reason for the poor turnout is that the circus and the drive took place at approximately the same time. And, as everyone is well aware, the nation's economy is suffering.

While the upper school had a bad year, the primary and middle schools both had one hundred percent participation in the drive. The lower forms, grades one through five, ended up with one hundred and thirty dollars. Those in the middle school came up with approximately the same amount. However, from there on, it was all downhill, except for the senior class which netted one hundred percent as well, with a strong one hundred and seventy-five dollars.

The freshman class had only thirty percent cooperation, and only forty dollars. This was a tremendous disappointment, but the sophomore and junior classes didn't do much better, with sixty and fifty-five dollars, respectively. The sophomore class had only half the class involved in the drive, and the juniors had only thirty percent.

The Gilman car wash, under the direction of Lucien Brush, was able to add about fifty dollars to the total, which was a big help. The coffee house made a whopping one hundred and seventy-five dollars which was also significant in the final total.

The seven hundred plus dollars is indeed a large total, all of which will go to the United Way and its programs, which were outlined in an assembly given by Bill Miller and Joe Wingard at the start of the drive.

As far as next year goes, it is hoped the school participation will be back up to one hundred percent where it should be. Until then, the school will rely on C.I.S. operations to raise money for these organizations. This includes both mixers and some more coffee houses.

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Heading It In

by Roddy Wong

I was minding my own business when the Chief tapped me on the shoulder. "See what you can dig up on this Whedbee's Wizards team." I caught the next plane into Baltimore.

Now, I knew that soccer was growing at the Gilman Country School, but I didn't fully realize just how big it was until I got stopped outside their practice field by a team official.

"It ain't just anybody that can watch the Wizards," he said, "even though they're only J.V." I knew how to handle the situation, however, and pretty soon he was all smiles. He even offered to show me around.

From him I got the run-down on the team. They had only lost one game of the nine that they had played, but that included three ties. One of the ties had come against Park, the team that won the conference last year and was leading the competition again this year. "We should have won the tie," my escort pointed out; "we out shot them twenty to three." He was understandably less eager to talk about the Wizards' 3-0 loss to the same team, but he let me know that two of the 3 goals were scored on free kicks on rather strict calls by the officials.

The team's forte lay in the defense. In four games against Lake Clifton and City College, they had shut them out four times, while they were tallying eighteen goals. A couple of the ties were scoreless affairs as well.

"The Wizards are actually better than their record," he was saying; the real trouble was that they didn't seem to work as a team. He made it clear that this was in spite of the unifying of coach Whedbee. "It must be them football drop-outs." There were three that he told me about: Whit Harvey, who started as fullback, Peter Pinkard, who started at forward, and Bill Pacy, who started on the bench, saving his talents for tight situations. "They ain't bad for football players," he admitted.

We had reached the practice field by that time. He showed me what he called the "real" soccer players. A kid had just put the ball in the goal. "That's Doug Rice, our leading scorer." He also pointed out the captains, Happy Warfield and David Pearce. Other players roaming around the field were Robbie Baker, the goalie, Jim Ebeling, the fullback, Brian Dubin, Bob Johns, and the ubiquitous Peter Brown. On the sidelines with a bad knee and a good foot was Tyler Gearhart.

The escort began talking about the rookies the Wizards had brought up from Tickner Tech. He gave me a list: John Gephart, Earl Galleher, Luis Dibos, Jeff Himiles, and Tony Hall. After looking around a while, he said, "I can't see that Lancaster kid around, though. Good hustler; he scored in the first two games he started after he was brought up."

It was then getting on toward six o'clock, and I had a plane to catch, so I excused myself from his presence. En route to my car, I cut through the locker room. Hearing the whir of television cameras, I turned around to see some kid, a rookie, Cary Lancaster no doubt, doing what appeared to be a razor blade commercial. "These soccer players sure are getting cocky around this country school," I thought as I disappeared out the door.

**Gilman 26
McDonogh 20
3 in a ROW!**



Frosh-Soph Follies

by Bill Matthai

This year, the sports articles in the NEWS are getting away from the traditional team lists and the lengthy game descriptions, yet so far this year no one has taken an inside look into any of the teams.

The frosh-soph football team, with an excellent record of 4-0-2, has many interesting quirks. How many teams have a defensive tackle who gets an order of french fries for each unassisted tackle? The immovable 220 pounder, David Bealmear, does; however he hasn't cashed in yet. The other tackle, Kirk Millsbaugh, is known for his well-fitting pants. The coaches are convinced that Gilman has no pants that will fit him. Coach Allen says that a clock would have better hands than linebacker and wingback Gary "Turtle" Campbell. Starting defensive back Tim Parker doesn't even know the lightning and thunder calls yet.

The secret of another defensive back, Tim Reilly, is that he is so small runners don't see him until contact. In the Walbrook game which Gilman won 24-0, Tim covered a 6'4" end whom he hit so hard that he was knocked out twice.

On the offensive side, free-lance quarterback Bill Baldwin is known for his excellent running on broken

Reply

Dear Katie,

First of all, we would like to reiterate Coach Sotir's comment on what fine taste you had in observing a football practice at Gilman. The Varsity football teams at Gilman have compiled an impressive 21 win, 4 loss, and 0 tie record over the last three seasons. Can the Bryn Mawr field hockey team boast of such an envious record, given the quality of opponents?

We play for the love of the game, not for the glory one might receive from his football experience. We love "ferently throwing each other around," and we especially enjoy the drill in which we "jump up in the other guy's arms in an embrace." This drill really turns some of us on. As for our "continual chorus of grunts and growls," we can only say that our animal instincts sometimes get the best of us. The proof may be found on scoreboards around the city at five in the afternoon on most Fridays in the fall.

In conclusion, we would like to take this opportunity to invite the entire Bryn Mawr student body and faculty to Gilman to watch the mighty Greyhound machine meet the McDonogh Eagles on November 15, 1974. We promise to provide quite a show.

Bob Ehrlich
Greg DeFrancesco
Co-Captains
Gilman Varsity Football Team

plays and his constant attendance at Thursday practices. Although he gets sacked nine times out of ten executing this play, back up quarterback Dave Willis's favorite play is the Waggle.

Tailback Rob Miller is known for his always smiling face, yet he has gotten at least one hundred yards in every game so far. The ends are so good that the only difference between them and the rest of the line is the number. When Mike Sotir shifted from guard to end, he wasn't allowed to have an end's number until his first reception.

Before the Carver game, which the Frosh-Soph won 10-0, tackle George Cosby lost his shoes. They were subsequently found on the bus. The other tackle, Charlie Albert, is the only tackle on the team who knows the pull trap technique, so the counter can only be run to his side. Therefore the 34 counter is called his play.

In one game, guard John Dandy lined up on the wrong side to give Gilman an unbalanced line. The offense still gained a few yards. Guard Kraig Holt always manges to sustain an injury in every game, but he recovers very quickly.

The coaches have quirks too. Coach Allen, who has been known to kick the yard markers onto the field when he gets mad, recently was given a penalty for mentioning something to the referee about his "maternal heritage." The only arguing on the sideline is between Coach Allen, who likes the fancy glory plays, and Coach Bendann, who likes to go back to the basics.

Besides the games I have already mentioned, Gilman beat Loyola 26-6. They tied the Friends J.V. 6-6 and a very tough Lake Clifton 12-12, and they are looking forward to a championship with only Curley, Poly, and archrival McDonogh left to conquer.

by Wayne Thompson

This article, unlike most other sports articles, doesn't deal with wins or losses, heroes or clunks, or optimistic or pessimistic views of the team's future. Instead, the article is focused on cross-country as a sport at Gilman. Presented in the article are factors which distinguish cross-country from most other sports, and factors which explain its unpopularity at Gilman.

Why is cross-country unlike most other competitive sports? First of all, let's observe the runner. The cross-country runner is an athlete who runs a minimum of seven miles per day in preparation for a race. These runs come in the form of a few long runs with a break between each, or several short runs. The runner is constantly conditioning his body, for he is always either running, jogging, or walking. Such body conditioning is

Football Eyes Championship

by Roszel Thomsen

The 1974 Gilman Varsity Football Team has already played eight games of its nine game season; however, the season is at most only half over. This year's schedule has five distinct segments, including the Conference championship game on November 22.

The first segment of the 1974 season ran from the opening game, against Catonsville, through the third game, versus Loyola. By sweeping two out of three of these games and going down to defeat grudgingly against Loyola, 14-12 in the third game, the Greyhounds proved that they were a solid team and could compete in any surrounding area league.

On October 4, the M.S.A. B Conference regular season opened, and the second division of Greyhound Football 1974 began. In this segment the Blue and Gray Gridders demolished three straight foes before ending the section with a flat, uninspired 6-0 victory over a tough Forest Park team.

Two games remain in the Divisional race for the right to play in the championship game, yet these two games are of such importance that they may each rightfully be considered a new and independent, albeit short, segment.

The Patterson game on November 8 at that school's home field will determine which team will take the Division I laurels. Both teams are undefeated in conference play going into the game. Last year the Clipper varsity went down in defeat 49-0 to the 1973 Greyhound Varsity machine; however, Patterson's Junior Varsity squad handed their Gilman counterparts the only

loss suffered by that squad the entire season to the tune of 14-6.

The McDonogh football game is traditionally one of the biggest events of the school year. A victory in the past has salvaged many a disastrous season for both teams. The 1974 game is the fifty-ninth renewal of this grand old rivalry, which dates back to 1914. Despite McDonogh's rather poor (one win, four losses, and one tie) record, this game still promises to be very exciting. Gilman leads the series with thirty-four wins to McDonogh's nineteen, and the teams have played to five ties. Gilman coach Alex Sotir is quick to point out that "their [McDonogh's] record does not reflect the team's ability and capabilities," and said that "to defeat McDonogh, the team must be alert to special plays, and play their usual tough football." McDonogh coach Pfeifer stated that "the most obvious problem will be stopping the good players, such as Austin (Gilman's outstanding junior tailback) and if we hope to win we will have to execute better as a team." Both teams realize that their respective records going into the game mean very little. Emotions run high, and the best effort is brought out in all players.

Whether or not the 1974 Gilman season is to enjoy a fifth segment—the championship game on November 22—depends on whether or not the Greyhounds can beat Patterson. However, this game is not a prerequisite for a "successful" season. The 1974 campaign has already been a "success" by virtue of the enjoyment and educational experiences it has provided for thirty-six players, three coaches, and numerous fans.



Mike Austin

OPINION

less painful that that of football or wrestling; yet, having had experience in both, I felt much more of an athlete after running seven miles than I did after having my body receive excruciating blows from my teammates or after having entangled myself with another wrestler. The runner, who spends the entire practice period conditioning his body, is more of an athlete than the player who spends most of the time throwing, batting, shooting, kicking, and running with balls of various shapes and sizes. Each runner strives to achieve the highest level of efficiency by combining speed, endurance, and skill. He faces the very forces of nature itself by running in the coldest season of the year without helmets or equipment! Such a runner must have a high level of perseverance, pride, and discipline to stay on the team and en-

sure such punishment.

Now, let's observe the race. Cross-country, unlike most sports, is a race against time. When runners are matched against each other, everyone has an idea of how he stands among the others. Therefore, the purpose of the race isn't to beat the opponent. The race holds no glory, for there aren't crowded stands of people to cheer the runners on. The race, which consists of hills, rocks, gravel, fields, and pavement, is an obstacle itself to the runner. It is here that the greatest level of perseverance is needed in order to complete the course without stopping.

Cross-country isn't very popular at Gilman, for there is a lack of prospects from the student body. Football and soccer draw the majority of the students. These are

(Continued on Page 7)



It's a bird! It's a plane!

Varsity Soccer Frustrated

by Guy Phelan

When the Varsity Soccer Team had completed their fifth game of the 1974 season unbeaten it seemed as though no team was strong enough to match the mighty Greyhounds. The squad had shown the qualities of a championship team by displaying a potent offense and fielding a stingy defense. By the end of the fifth game, they had devastated their opponents by outscoring them 20-6, but suddenly the machine started to fall apart right in front of Coach Lay's eyes; they lost their next two contests and then proceeded to tie a weak Lake Clifton team. Once this happened I approached the Captains, Watty Galleher and Lucien Brush, to find out what the problems were and what the chances would be for a championship.

The first question I asked the two captains was what they thought of the team, from the beginning of early fall to the present time? Lucien explained to me that many of the players had worked hard on improving their soccer skills over the summer; he thought that this had helped the talents of the individuals. Watty believed that the greatest asset to the team was the fact that many of the players on this year's squad have been playing soccer since the sixth grade. Both of the seniors agreed that the basic skills are much better than in previous years.

I asked them next who they thought were the individual standouts? The short, but stocky Galleher said that he was much impressed with the fullbacks (the defensemen) and in particular the little red-headed sophomore, Bobby Merrick. Watty was also impressed with junior Tommy Kohlerman at the right wing because of his ability to cross the ball from one side of the field to the other. The tall blond-haired Lucien Brush thought along the same lines as Watty, but added that Sandy McDonald is always dependable on defense. Both

of the seniors thought that without a doubt, injuries had hurt the team.

The third question I asked the two, was why they have so much trouble with the Crusaders? The first idea that popped into Lucien's mind was that they are always psyched to play Gilman. Watty thought the big problem was that St. Paul always takes advantage of Greyhound mistakes, as in the first meeting when they scored twice on penalty kicks. "Even though we controlled the first game," Lucien continued, "there were no goals generated." Lucien pointed out "if Gilman is to beat St. Paul's in the next meeting, we will have to get the tradition of them beating us out of our heads."

To stop Bob Teasdale, they will play Sandy McDonald on the St. Paul's star, like they did in the first battle. Gilman must score more than one goal to deflate "Big Head" Fred Koler and the rest of St. Paul's in that final game.

Now that the team is 4-2-2 the chances for a championship are slim, but the enthusiastic captains are optimistic. They must win the remaining games, and in particular the game against Park; because if the squad does not beat Park, the St. Paul's game is only for pride.

"Since it is such a tight race," Lucien continued, "we have to pray that the other teams knock each other off." Watty believes that the Park game will be all the marbles for this year, because if history repeats itself, St. Paul's will find a way to choke.

The 1974 Soccer Team is probably one of the finest teams Gilman has ever fielded. Watty said to me, "every year the soccer program grows, and if there is not a championship won this year, then you can expect one next year." Although the team is now in fourth place, with less than half the season remaining, there is a small fragment of life, and when there's life, there's hope.

Soccer Program Expanded

by Sandy McDonald

There's a new team practicing on the lower fields this fall. It's the Frosh-Soph soccer team, which is made up of 30 boys from the lower two forms. Despite the fact that the program started three weeks into the school year, the team has set up a tough, ten game schedule. The two coaches of the team are Mr. Buck Gwynne of the Middle School and Gerry Brewster, a senior. Together they have molded a very disciplined and enthusiastic group of athletes.

With five games completed, the frosh team has an impressive 3-2 record, very good for a first year team. Both losses came at the hands of Towson Catholic, which started four juniors, since they have no J.V. program. The captains of this year's team are Herb Egerton and Todd Parker. Through their play, they have gained the respect of the players and coaches.

The highlights of the season so far are two devastating wins over St. Paul's, thus thwarting the St. Paul's jinx. Todd Parker led the offense with a hat trick in one game, and the powerful fullback line held the Crusies to just one goal in two outings. Against Lutheran, the defense came through again as the Greyhounds slipped by, 1-0.

One of the most rewarding experiences for the coaches has been seeing the day-by-day improvement of the team since the start of the season. The team has always demonstrated 100% effort on the field and in the practices. The players have even requested weekend practices. It is not uncommon to see the team running a scenic around the school.

The Frosh-Soph team will be a great boon and strengthening for the soccer program here at Gilman. With the game experience gained this year, the players should be ready for varsity competition in the next few years. Coach Brewster summed it up this way:

"Fresh-Soph is a real asset to the soccer program at Gilman, and I have great hopes for its future under Mr. Gwynne. He has done an excellent job with the team this year."

With all the game and learning experience acquired this year by the Fresh-Soph team, the soccer program at Gilman should be fortified for a long time to come.



Moore scores.

Field Hockey EXPOSED

by Charlie Moore

On Monday, Nov. 4, a strange sight was seen on the Bryn Mawr hockey field. Racing up and down the field was an odd-looking figure, clad in blue, and surrounded by a swarm of green bodies. Not so unique was the uniform as was the figure inside. In an effort to broaden the base of coordination between Gilman and Bryn Mawr, I was invited to partake in a Varsity practice in preparation for this article. Male chauvinist that I am, I took the invitation as not only a personal challenge, but also as a threat to the better half's sense of superiority.

First I watched several practices, picking up tidbits of information on the regulations and strategy of the game. Field hockey has much in common with the basic concepts of ice hockey, soccer, and lacrosse; however, the rules tend to slow the game down somewhat. For instance, the ball may be hit with only one side of the stick, making dribbling difficult. A player may not touch the ball with any part of the body, thus eliminating kicking the ball. A player may not "obstruct" another player by cutting in front of her in an effort to get to the ball. The greatest difference between hockey and most sports, as we know them, is the lack of physical contact. On this subject, Mrs. Simmons, coach of Varsity and Junior Varsity hockey, remarked that "the female body was not made for body contact." This is certainly open to conjecture.

Mrs. Simmons went on to describe the team as a strong one, which had defeated or tied all but one of their opponents. Dee Dee DeMuth, the team captain, has been out for the past few weeks due to injury, perhaps substantiating Mrs. Simmons' previous comment on contact. Mrs. Simmons did not pinpoint any stars; instead, she termed the squad as a solid group of players who play as a team. After viewing the team, one might disagree on the terminology of "solid." Mrs. Simmons is a firm believer in conditioning and so at the start of the season, whips the team into shape. However, during the season, she believes that strenuous scrimmage serves this purpose, and with limited time, she believes that playing experience is most expedient.

Practice started with a few minutes of stickwork warmup in an informal air. Mrs. Simmons then called the team together to briefly discuss the previous week's contest against Garrison Forest (which they won). She then introduced me, amid snide comments and snickering, to the rest of the team. The rest of the practice was devoted to an hour and a half of scrimmage with the combined Varsity and J.V. teams. It was finally time to put my chauvinism to the test. I felt much as George Plimpton must have on his first set of downs with the Lions. Actually, I was not too great a handicap to our side, and by the end of practice, I had even scored a goal. Granted I had had six opportunities to do so. With a great deal of effort and acting skill, I managed to appear unwinded most of the time. I'm afraid no one was fooled.

While playing, I managed to talk to a few of the girls including Peggy Brooks, Geraldine Nager, and Lissie Holiday and generally absorb the atmosphere. I found not an intense air of competition but rather a very relaxed outlook on the benefits of athletic endeavors. There is a great emphasis on team spirit and the enjoyment of the sport. The girls rarely criticize each other. Instead, they joke and yell encouragement. Exclamations include "go, go," "nice hit," or possibly "Oh." The kindest compliment came when one girl asked me if I had ever played before. At least I hope it was a compliment and not a gesture of sympathy.

Tired, but trying not to show it, this reporter left the field amongst good-natured jokes, never to return.



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JV Football Triumphs

by Reilly McDonald

The J.V. football team, under the guidance of head coach Sherman Bristow, seems to be rambling toward a "B" Conference championship. The team has gone undefeated in six games with two tough games remaining to be played against Patterson and McDonogh.

Coach Bristow attributes the team's success to its desire, ability, and dedication. The foremost factor of success is the discipline displayed both on the practice field and in the games. As Coach Bristow put it, "the key to our team is our ability to execute as near to perfect as possible. We don't have a 'big play' type of offense: therefore, we must discipline ourselves to sustain the long scoring drive."

Discipline has not only been evident in the offense's ability to sustain this "long scoring drive," but it has also been demonstrated in the defense's ability to stop opponents. The powerful defense has held its opponents scoreless in six straight games. This is the first time J.V. football has accomplished such a feat.

Every player on this year's squad deserves credit for what has been an outstanding season. There are several players who deserve special recognition. On the offense, Terry Kline, behind a hard blocking line, has provided the J.V. with a running threat. Kline has averaged 140 yards a game, quite an accomplishment for a running back on any level in football. Quarterback Mason Lord has not only guided the team's offensive punch, but has also helped to generate the spirit within the team.

This spirit is imperative to any successful athletic team. On defense, Tim Holley, a nose guard, provides a strong interior to a hard-charging line. Linebacker Stuart

Finney calls the defensive plays and leads the team in tackles.

Two additions to the coaching staff have also added to the winning formula. Headmaster Redmond Finney provides a great deal of enthusiasm and football knowledge to the team. Martin Smith concentrates on instructing the linemen and linebackers.

This year's team has exhibited all the characteristics that are necessary to gain a championship. The team not only works hard in the games but also in the practices. Many feel that the coaching staff on the J.V. is superior to any in the MSA. Due to this extraordinary combination of coaches and players, the Gilman J.V. football team appears to be the strongest contender for the "B" Conference championship.

fitzpatrick

(Continued from Page 8)

you and we want you out of office." But it seems to me that it is essential that, when a major issue like this arises, people have the courage to stand up and say what the right thing is and not just what is going to get them reelected.

Quality of Education

NEWS: What do you think about the quality of education offered in Baltimore City?

RJF: It obviously needs to be improved and many people are trying to do it. The problems are massive. You are not talking about a new problem that developed this year or even five years ago. You are talking about some consistent inequities in funding from the state that have lasted over the years.

Baltimore City, for the first hundred or hundred and fifty years of this state's existence, supported the rest of the state—literally. It generated the capital and taxes to allow the development, the education, and the building of every one of the suburban counties. Now that Baltimore City is in a time of need, there is no reciprocal help coming in. There was an article in the paper talking about poor families in Baltimore county having to move out of the county and into the city because they could not find housing. That is true of the elderly, and it is true of the sick, who need extended care. None of those facilities exist and education is perhaps the most serious and the most obvious example. It is going to take massive funding and that funding has not been coming forth yet. It cannot come from the city when the money just is not there.

Until we get that kind of funding, and until we perhaps change the structure of the educational system so there is greater equality of the teaching facilities on a regional or statewide basis, I don't think you are going to solve the problems.

You are also dealing, for the most part, with a black population which has traditionally and unfortunately gotten less than it should have in terms of government assistance for everything from housing to health. If you have inadequate housing, inadequate job and financial security in a family, those things alone are going to impact the education even if the educational system was superb, which it is not.

(Continued next issue)

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Senator Charles McC. Mathias prepares his speech.

FORD CRITICIZED BY MATHIAS HERE

Republican Senator Charles McC. Mathias has been elected to a second term in the U.S. Senate and with his impressive victory comes a strong indication of future national prominence. On November 4, the morning before the election, Senator Mathias took time off from the frantic campaign trail to speak at Gilman.

From public school in Frederick County to assistant Attorney General of Maryland to City Attorney of Frederick to the U.S. House of Representatives, and finally to the Senate, Senator Mathias has enjoyed a long and distinguished career as a free-thinking public servant.

At times, this ability to follow the dictates of conscience over party lines on such issues as Vietnam and Watergate have landed Mr. Mathias in his share of hot water.

The Senator began the assembly talk with references to the reasons for the decline of the Roman empire. Obviously, reasons like the breakdown of the family unit, exorbitant taxes, lack of discipline in the people, obsession with defense armaments, and the downfall of religion may be applicable to our precarious situation. Solutions must be found.

More specifically, issues such as agricultural price spirals, the general state of the economy, and the energy crisis call for immediate attention. Sen. Mathias called upon the various sections of our nation to sacrifice any particular advantage in areas of economic and energy resources for the common good of the country.

The bulk of the November 4 assembly was devoted to questions from the floor. In response to a question, Mr. Mathias criticized President Ford for not rising above the level of partisan politics and for not advocating a stronger economic program.

Mathias supported a bill which would stimulate the housing construction by making mortgages easier to procure and another measure that would allow farmers to grow all the grain they wished to grow.

Elaborating on the Senate race with Ms. Mikulski, the Senator stated that a major difference would become apparent if he took a step away from the podium. Another less physical difference was her promise to faithfully follow the Democratic party line, which ran counter to Mathias' belief in voting by independent judgment.

The Senator proposed to cut the budget of federal agencies like the Dept. of Health, Education, and Welfare without cutting into services they offer. He noted the tendency of federal agencies to increase funds for redecoration of offices and

Exec. Hopefuls Sound Off In Forum

by Hal Gann

On Wednesday, October twenty-third, at seven-thirty p.m., a group of students, parents, and faculty assembled in the Gilman School auditorium for the much publicized debate between the two candidates for the office of County Executive, Jervis S. Finney, the Republican nominee for the office, and Theodore G. Venetoulis, the Democratic nominee.

Political Club president Kevin Kamenetz welcomed the audience to the Gilman Political Club's first Forum-Debate, and introduced Mr. Venetoulis, using an excerpt from an article about the County Executive Candidates which had appeared in the October edition of the *News*.

Because Mr. Venetoulis could only stay for a short while, he disposed of the normal format of an initial statement and called immediately for questions from the floor. The hope of a debate between the two candidates was all but destroyed because Mr. Finney had yet to arrive.

The first question asked of Mr. Venetoulis was, "What are you going to do about air pollution?" Mr. Venetoulis responded that he planned to make sure that federal, state, and local laws are enforced. He encourages biking and mass transit, and strongly disapproves of autos.

Among other points he made, he stated that he is opposed to regional government. He also would like to bring back the New England tradition of town meetings. Mr. Venetoulis is opposed to bringing urban low-cost housing into the county. While he wants to control, plan and stage growth in the county, he would like to concentrate on existing communities. Mr. Venetoulis said his campaign is "Probably the most open campaign ever." He said that he would not run on the "Watergate Principal" that winning is everything.

Mr. Venetoulis closed by saying that he thought he, as an educator and an experienced person in politics, could bring a new angle into the office of County Executive of Baltimore County.

John Carroll Holzer, an Assistant



Theodore G. Venetoulis

for travel expenses while cutting down on real services.

Mr. Mathias explained why he got into politics. He felt politics was partly an ego trip, but also a vehicle for a person to participate fully in the life of his times and perhaps even to improve them in some small measure.

In the Gilman Room discussion, the Senator issued an open invitation to any Gilman student who wished to visit his Washington office and receive a tour of our government in operation.

State's Attorney then took the stage to answer some more questions for Mr. Venetoulis. When Mr. Holzer was asked what was going to be done about a new law enforcement plan, he replied that the main emphasis would be put on decreasing the number of robberies and that more patrol cars would be put on the road. At this point, Mr. Finney arrived.

Kevin Kamenetz introduced State Senator Finney, again using an excerpt from the October edition of the *News*. In his opening statement, Mr. Finney said, "County Government is no walk-on job" and underlined the importance of qualifications and experience. Mr. Finney also stated, "Mr. Venetoulis has yet to make a responsible political decision."

Mr. Finney stressed the fact that problems such as zoning are not solved through concepts; you need laws. In response to a question from the audience, Mr. Finney said he favors an income tax over a property tax and wants to ease the property tax in steps. When asked what he had against the town meeting program, he contended that the meetings would turn into gripe sessions, and, thus, accomplish nothing.

Mr. Finney favors expansion of the police department to attack community problems. He would like to use zoning reforms to make even low-income neighborhoods a useful part of Baltimore County.

Mr. Finney was asked whether he would change county government. He replied, "I couldn't even if I wanted to." Mr. Finney completely disapproves of state aid to private schools and does not believe that Baltimore County should aid Baltimore City financially. He thinks that the main issue of the campaign is zoning, but the process of zoning is slow moving and grinding "like World War I." He is opposed to bussing, as well as to segregation.

When asked whether he wanted to increase the black population in Baltimore County, Mr. Finney responded that the black population was already increasing and that he didn't plan to take any steps to stop it. He said that governmental experience is necessary for a County Executive and that in this respect he didn't feel Mr. Venetoulis was qualified. Mr. Finney wants development of sewer and water facilities, not for new development, but for present neighborhoods.

The State Senator advocates a good recreational system with a strong bond between the recreation councils and the government bureaucracy. It would cost \$85,000 to \$95,000, but he feels it would be worth it. Mr. Finney also wants to put more state police on the roads.

It was now eight-fifty, and Mr. Finney sat down as Kevin Kamenetz thanked the audience for attending.

N.B.: In the general election on November 5, Baltimore County voters elected Mr. Venetoulis as County Executive.

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NEWS

robert j. fitzpatrick ... interviewed

On October 14, the NEWS interviewed Robert J. Fitzpatrick, who left his position as the Language Department Chairman of Gilman to become Dean of Students at Johns Hopkins University as well as the youngest member of the Baltimore City Council. The prominence of Fitzpatrick, who previously served on the Democratic State Central Committee, is reflected by his being chosen one of the top 200 future leaders of this country by TIME magazine (July 15, 1974). The following is part one of the two-part interview. Part two will follow next issue.

NEWS: What prompted you to run for the State Central Committee?

Fitzpatrick: Partially it was an accident. Let me give you a little background. I got involved in politics in a very round about way. I started out as a specialist in Medieval French at Hopkins when I first came to Baltimore in '64. I then went to France and got married to my wife Sylvie. Then I returned to America and taught at the University of Maine. While I was in Maine, in '68, my wife and I had dinner with Gene McCarthy, and he asked me if I would be interested in running his campaign in Maine. I explained that I had just become an American citizen, had not yet voted, and did not even know what a precinct was. His response was a classic. "Well," he said, "that makes you eminently qualified for my campaign." So I started the next morning. That was my political baptism.

I came back to Baltimore in '68 to become head of the language department at Gilman and to continue working on my doctorate at Hopkins. I got involved the following year in running the Vietnam moratorium of October, '69. One of the speakers was Joe Tydings who took a lot of grief for having spoken at that anti-war rally. He asked me to work on his staff, which I did. Then, when I was organizing for his staff, they asked me if I would run for the State Central Committee and I did, but I really did not campaign because I did not have the time on account of the Tydings campaign. However, I discovered, much to my surprise, that I had won and led the ticket. It appears that an Irish name seems to have helped.

I suppose that your next question is about the City Council. That mostly came about because of some young people. Joe Sandler, Jim Johns, Steurt Thomsen from Gilman, Meg Ross at Bryn Mawr, and a couple of students at Roland Park Country School asked if I was interested and said that they would help on the campaign. The next thing I knew, I was running for City Council.

NEWS: When you first entered politics, what did you expect to get out of it?

RJF: Well, I expected to get beaten. I did not, though, and I think that was mostly due to the fact that there was some incredible energy and organization on the

part of volunteers. It was Joe Sandler's idea, for example, that, instead of having a campaign committee and announcing my candidacy from some hotel room like most politicians, I should stand on a garbage strewn lot. The result of that decision was that there was enormous media attention focused on it. Joe and some of the other students had passed some questionnaires among the potential constituents and decided that, if I had a chance, as an outsider, of getting into the Council, it would have to be through demonstrating a lot of concern and energy, capitalizing on my youth. I say "youth" because the average age of most of the members of the Council is around 65.

Those things all helped. But I really got into politics simply because I believed very strongly in what John Kennedy said; he was

"I believe in what John Kennedy said; people should be willing to give a limited ... time to public service."

the one who convinced me to become an American. His kind of leadership really inspired me to go into politics. He said people should be willing to give a limited period of time to public service. I am not interested in spending fifty years as a politician or in elected office. But I am interested in serving a limited period of time in office. I think more people should be willing to do that.

work. The most discouraging thing is to find that it is an extraordinarily small minority who are willing to get involved in choosing a candidate or in working door-to-door for a candidate or in contributing. Yet, unless people are willing to do those kinds of things, they really do not have any effective voice. Perhaps the worst thing that has come out of Watergate is not the deceit and dishonesty of Richard Nixon or some of the other

"If you are willing to mortgage your freedom of conscience ... you can pick up funding from special interests."

people who were in government with him, but the kind of discouragement that has been communicated by that whole thing, coupled with Agnew, Anderson, and Green and all of the Baltimore County trials. The effect of all of those has been to turn many students and community people away from politics so that they are not interested in working for a candidate or working for a cause. That is the worst problem.

NEWS: Do you think the government should finance campaigns in local elections?

RJF: I would like to see something like that, although it is hard to conceive how it would work mechanically. The problems of fund raising for a good candidate are enormous. Somebody like Barbara Mikulski, who is running for the U.S. Senate, had a hard time trying to find money. If you look like you

pendent, he does not have that big flow of cash coming in and must spend an enormous amount of time trying to fund-raise.

The good candidates are going to be at a constant disadvantage. The only reason I was able to be elected is that a number of the Gilman students sat me down with their parents and we put together a volunteer committee and went out and asked people for contributions of fifty to a hundred dollars and five dollars and raised the ten thousand dollars necessary to run for City Council. But some of my opponents, for example, by sort of mortgaging themselves to political machines or special interest groups, were able to raise that amount of money in just a couple of weeks. The real dilemma is getting enough people interested enough in good government that they are willing to pay for it.

Bussing

NEWS: What are your thoughts on the bussing situation in Baltimore City?

RJF: Bussing works very well in theory and very poorly in fact. One of the terrifying things is that HEW is much more interested in statistical analysis—what percentage of third grade whites and third grade blacks are in a given school—than they are about the educational process. They have not been coming to Baltimore to look at the schools, the teachers and the students but to look at the charts, which is a rather damning commentary on what their own priorities are. They have mandated such things as pupil locator charts, which take thousands of man hours to produce, showing that x student is of this race and so far away from

served Baltimore thus far, and they are the main difference between us and a Newark, New Jersey—the fact that we have a Hampden or a Highlandtown or a Charles Village, an identifiable neighborhood with an identifiable community school. This is true in the black community as well. Dunbar school has probably been the most important social and political phenomenon in East Baltimore in fifty years. When that school became a community school, it became the center for adult education, the center for political organizing, and the center of business attempts among my black constituents. You destroy that by interchanging pupils, teachers, and principals without any consistency.

I think, again, the HEW intent may be good, but the way it has been gone about is bad. I also think it is a practical impossibility when you have a school population that is close to 75% black, to successfully integrate that with a 25% minority. You have ridiculous situations such as schools in Charles Village which are already 60% black being told that they are not black enough and therefore bussing white kids out of there. There is something tragically warped about

"I think [the mayor] has been a coward on ... [bussing]. He decided it was a tough issue and ... he disappeared."

that perspective.

It really dates back to the Federal government's dumb decisions concerning housing and the FHA in seducing people out of the city and in the refusal to give adequate support for social services to the elderly, to the poor, and to the jobless within cities over so many years. All of this has come back to haunt us now.

Mayor "Has Been a Coward"

NEWS: How do you feel the mayor has handled the situation?

RJF: I think he has been a coward on this issue. I think he decided it was a tough issue and basically disappeared. I fault him on that. I think the mayor is a good mayor when things are going well, but when things are going poorly, I think he tends to freeze. And I think that is what he did on this issue.

Frankly, this relates back to my whole concept of public office. When I went to the stadium and told a group of mothers and children who were protesting the HEW guidelines in rather violent terms, that they had no right to harm their kids and deprive them of an education, I was literally chased off that lot. It is not a pleasant experience to be booed. It is not a pleasant experience to have people physically chase you. It is not a pleasant experience to have hundreds of people stand up at a meeting and say "We are never going to vote for" (Continued on Page 7)



Councilman and Dean Fitzpatrick converses with NEWS editors.

The Political Process

NEWS: What do you feel are the problems of the political process today and what should be done to alleviate some of these problems?

RJF: We must keep a substantial number of citizens interested in the political process and willing to

are a big winner, or if you are willing to mortgage your own freedom of conscience and your freedom as a legislator, you can pick up all kinds of funding from special interest groups. We saw that on the national level with things like the "milk deal." But for somebody who is going to try to remain inde-

this school which is predominantly of x or y race. I think the motivation is good but I am not sure it is going to work in its present form.

The Neighborhood School

We are destroying the concept of the neighborhood school. Neighborhoods are, frankly, what has pre-

THE NEWS



Vol. LXX, No. 4

GILMAN SCHOOL—BALTIMORE, MD.

December 20, 1974

Pastor Disagrees

Work Job Considered Success By Finney

by Dan Scherlis

Despite all rumors to the contrary, the work program is not failing. There are difficulties, however, and these fall into two categories, as pointed out by Mr. Finney.

The first one, and the one he feels to be the major one, covers the organizational-communication problems inherent in organizing 375 people into cohesive force. This sort of problem is cured by experience, and, Mr. Finney noted,

is to be expected the first year a major program is instituted.

The second problem is what Mr. Finney calls the "Human Problem." This is, he feels, "the most depressing sort" of problem. The term refers primarily to the difficulties caused by people who do not show up for their assigned work jobs. The problem has been alleviated somewhat by the handing out of demerits, but there are still those, although a definite minority, who fail to appear.

The major reason for the very

existence of the work job program, however, is to help the maintenance department and to prevent the necessity of hiring more men. The program has been only partially successful in this regard, however, for although no new maintenance men have been hired, the lives of those presently on the staff have not been made any easier.

Mr. Massey Pastor, former Superintendent of Buildings and Grounds, is unimpressed. At best, the program is "50 per cent effective," at worst, "it is totally ineffective." He sees, as a cause of this, the lack of supervision and organization of the program. The boys often do not know how to do their job properly, and when they do, they tend not to be committed enough to do a good job. The regular maintenance crew must then work behind the boys.

Tad Stollmen, the senior head of the work job executive committee, also sees a need for increased supervision. He is proposing an increased involvement of the teams' faculty advisors, who have not been very heavily involved. He feels, like Mr. Finney, that the program is not failing. In addition, many feel that the school is the cleanest it has ever been.

PLAY IS FOR "THE BIRDS"

by Brian S. Goodman

Ninth and ten graders entered the dramatic scene on December 6 and 7, presenting their version of *The Birds*, a famous comedy by Aristophanes. Under the fine auspices of Robert D. Bulkeley, who directed the show, these new thespians entertained their audience in a commanding fashion.

The plot revolved around two Athenians searching for a utopia. Lead roles were played by Dave Robinson and Page Hearn, and were supported by Brig Berney,

Milton Boone, John Downs, Peter Northrup, and Brison Ellinghaus. Many young actresses from Bryn Mawr were also in the cast.

The realistic set, designed by Mr. Pletcher, was admired by all. Indeed, the technical aspects of the show were very well-run.

Highlights of the play included scenes in which Milton Boone played a very sophisticated real-estate broker scared off by Robinson, and Hearn warning the critics to wear hats on public streets if they should give the play bad reviews.



The Work Job program: A success or a failure?

Robert J. Fitzpatrick, former Gilman Language Department Chairman and current Baltimore City Council member, was interviewed by the NEWS on October 14. Fitzpatrick, who was named one of the top 200 future leaders by "Time" magazine, is also Dean of Students at Johns Hopkins University. The following is Part 2 of the two part interview.

News: What do you see as the private schools' role in the educational system in Baltimore City?

Fitzpatrick: The private schools have an incredibly important role. Baltimore, from the very beginning, has had a strong private school tradition. It is not like some of the cities in the South that develop private schools as a way of avoiding integration. I think the private school's presence has been one of the things that has helped to preserve Baltimore and I would hate to see the day when public education meant black education and private education meant white education. I think that would be disastrous. You would not only have racial, but also class, economic, and social kinds of differences built in if that happens. For this reason, I think it is important for the city to continue to woo the white parents into keeping their kids in public schools by responding to middle school programs such as that in Mount Washington. And, simultaneously, for the private schools to continue.

When you think back fifteen years ago and realize that Gilman did not admit any Jewish students or any black students, it is rather unbelievable. To me, that is synonymous with the medieval period. But an incredible amount has been

done since then and I think that same effort has got to continue.

I think private schools will have a problem in making sure that they do not just have the very rich and the very poor on scholarship. They have got to continue with partial financial assistance to parents in that middle income range.

and I think that it provides an opportunity for the city to sensitize people, if the responsibilities are used right, to their responsibilities to the community. Gilman has been one of the leaders in that. When I organized the Viet Nam moratorium, there were some disgruntled trustees and others who raised their eyebrows at that. And yet, I was strongly supported by Reddy Finney. The same situation applies for the time I ran for the Central Committee and City Council. The school has also supported Nick Schloeder in his political involvement and has supported students getting involved. I think the critical thing is to continue to increase that kind of emphasis towards the community and towards one's responsibilities.

Just as a total parenthesis, one of the shocking things that I found in my work on the Regional Planning Council studying cultural institutions has been, if it were not for the Jewish community in this city, most of those organizations would have been bankrupt. The rest of the city population in the surrounding county, the Protestant and Catholic families, have contributed far less than their share to many of the cultural and civic things that make this an exciting city to live in. I think it is particularly incumbent upon schools

like Gilman to communicate some of this sense of responsibility.

News: As Dean of Students at Johns Hopkins, how would you explain the transition of the college students from an activist role to a more lethargic one?

RJF: There have been three or four factors together. One is the very absence of the Viet Nam war, the fact that it is over and was a focal point for protest and dissatisfaction.

country has contributed to the decline in activism. Today, there are an awful lot of people who have finished their doctorates—people with superb engineering degrees, architects' degrees and all the rest—and are having a hard time finding a job. That tends to make one a little more serious and a little less frivolous. I don't find students are less aware of things in the outside world, but I find them much more realistic in knowing what they cannot do.

robert fitzpatrick sounds off

Another factor is the final departure of Richard Nixon, the fact that students for so many years had been the leaders in saying look at the kind of corruption and the false leadership we are getting from Washington. They were finally proved right and Richard Nixon has gone. Both of those things remove some of the pressure and yet, also, take away the need for people to come together and to focus on outside society.

But, I think, more than any thing else, the economic situation in this

range of experience. Another factor is that so many of the experiences that used to be at a college level are down into the high school level or even below. For example, in 1968, it was the college students, and not the high school students, who were involved in Gene McCarthy's and Bobby Kennedy's presidential campaigns. By 1970, when I ran the volunteer effort for Joe Tydings, the main core of the volunteers were not college students but high school students. By the time kids come to college, they have a far wider

News: Do you foresee a recurrence of the college activism in the near future?

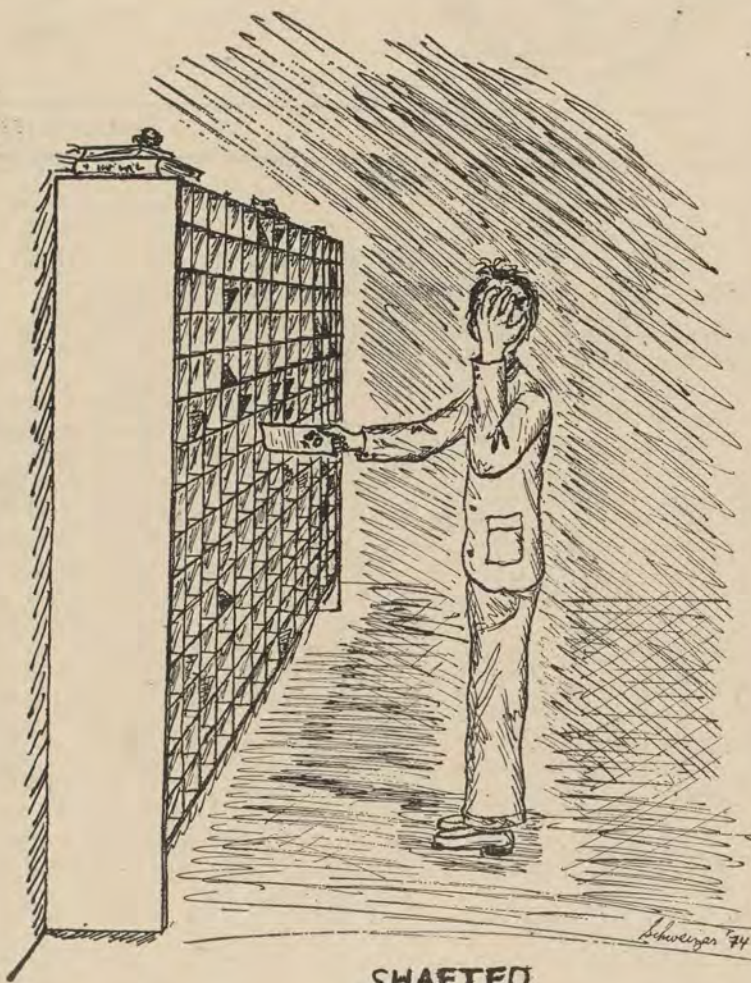
RJF: I think it is quite possible at some point, but not in the immediate future. You don't have the focal points that you had before. Also, there were many legitimate complaints made in the '60's around the country by students who said that the faculty and administration were simply not cognizant enough of some of their needs and not responsive enough. And that was true. But, as a result, changes were made.

Let me give you some examples. At Hopkins, when I first came, although Hopkins was already coed, there were very few facilities for women on this campus. Now there is a woman's athletic program. There are also complete health services, a far better counseling service and a women's movement that is very strong on this campus. So there are all sorts of things that have taken place in response to needs. This reduces some of the intensity of the pressure, although it generates some pressure too.

And I really don't see the kind of anger that we had in the late sixties and in '70-'71 coming back for some time. I think students have learned to make themselves heard pretty effectively in both academic and non-academic areas of the university. It is rare now that a campus committee is formed without full student participation. There is far more budget responsibility for students and they are involved in the selection process for various offices that are to be filled. So there is a sense of control which helps reduce the frustration.

PERSPECTIVE

a forum — editorials,
commentaries, analysis



SHAFTED

I Dare You To Read This

Gilman is infected with a contagious disease called apathy. This is nowhere more explicit than in the lack of student use of the Gilman NEWS.

The students are constantly complaining about such issues as the dress code, mandatory athletics, the demerit system, Servomation, grades, etc. When asked why they don't try to do something to change things, the standard answer is that they don't have a voice. Perhaps they have a point. Their protests against the dress code, for instance, only achieved a temporary alleviation of the mandatory tie rule.

However, the students really will not know whether they have an effective voice until they yell as loud as they can. The students have never tested the one real, powerful medium they have, the NEWS. This is a vehicle for the students and the students alone. Yet, with exceptions, it seems the majority of people who read the NEWS thoroughly are the faculty members. Students, as far as this editor can tell, for the most part, look for their names, look for the cartoons, glance over the headlines, and throw the issue away. They rarely, if ever, comment upon subject matter in the newspaper, let alone take the trouble to write a letter about a controversial topic.

Every student in this school can voice his opinions by writing a letter to the editor about any topic of his choice. And, if a student has an especially strong feeling about something, he is entitled to more than 30 inches of space in the NEWS for a "Viewpoint" which appears on the editorial page every issue. Yet, when we had a study on the demerit system, a favorite pet peeve of the student body, there was not a single letter or response (except for an angry reporter who complained about the editors' treatment of his article). There was not one comment about the Servomation controversy or Robert Fitzpatrick's candid remarks about reality.

But these remonstrations are probably pointless since few students read the editorials anyway. Therefore, to all you faculty members reading this perfunctory editorial, if you see a student nearby, push this editorial in his face and make him read it. And if he doesn't like it, he can always write a letter. . . .

—CRW

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Letter To The Editor

Dear Sirs:

For the past fifty years Gilman and McDonogh have been competing both academically and athletically. Both have always been fine academic institutions and have emerged to be among the finest in the area. At times in the past, the two schools dominated the athletic scene, and both still compete on high levels. McDonogh was founded to provide an academic opportunity for orphans. Gilman has traditionally been an institution for the wealthy. McDonogh was a military academy, whereas Gilman was a private "prep school." The student bodies of the two schools were very different. McDonogh's students were poor, while Gilman sported the social and financial elite. Despite these outward differences, a friendly yet highly competitive rivalry was produced.

The outlet for this rivalry was primarily that of athletics. Over the years, Gilman has gained a slightly better record. Winning streaks generally cover two, three, or four years, and then the other school takes over. Gilman has also gained a slight edge academically, being rated just higher than McDonogh, and yet, both are rated among the top in the country. Today, with the greater diversification of Gilman, along with that at McDonogh, the student bodies have far more in common, and yet, something may have gone amiss with the rivalry.

Somehow the atmosphere has changed. Pointed cheers, directly aimed at the other school rather than support of their own team, are often heard. Fights break out on the field, not in the heat of battle, but rather in animosity. One often hears classifications of the other student body. McDonogh students are "big, dumb, and ugly." Gilman students are referred to as "rich preppies." These remarks have been said in earnest and in anger. McDonogh often roots against Gilman in outside contests and vice-versa. The administrations of both schools seem to be concerned about the development of a Poly-City relationship. McDonogh had state police on campus last year during the football game. This year, both schools emphatically stated that no students should invade the other school's campus the night before the football game, which is an old tradition.

Is this a friendly or productive rivalry? The handwriting seems to be on the wall. If something is not done, the rivalry may well deteriorate into a Poly-City situation. The responsibility lies with the student bodies. Students must learn to put past records and anger behind them. They must learn to understand one another. The rivalry should be a precious tradition which promotes the pride and spirit of each school. It's up to us! What are the students of Gilman School going to do about the rivalry?

—Charlie Moore, '76

viewpoint:

alex sotir



A short time ago, the editor of the *News* came to me and asked if I would like to write an article for a future edition of the *News*. He mentioned that the topic could be of my own choosing and was not necessarily restricted to the "sports scene." I must admit, my personal desire would be to discuss my views about other areas, but because this opportunity does not always present itself, I feel compelled to discuss a matter from the area of athletics.

The topic I would like to mention is the so-called "minor sports" scene. We have, without question, become victims, and it almost seems at times, tools, of the "media." The "media" has created a hierarchy of sports in the United States that have the masses believing that there are certain sports that are played by "gifted" athletes that places them, the players, and their respective sports above all others.

As an athlete and a coach, I had the wonderful experiences of being part of those "minor sports." I am convinced now, after sixteen years of coaching, that there is no such thing as a "minor sport." To these individuals who work hard to prepare themselves for a season,—who practice hard every day,—who do their very best in every contest,—who have the support of their family and the encouragement and guidance of their coaching staffs and school administrations, there is no such thing as a "minor sport."

The "media" creates their "major" and "minor" categories based on the amount of money spent by various professional teams in their publicity and public relations departments. The "media" becomes educated about various "major" sports, and then feels more at ease and better prepared to cover the college and high school activity with greater expertise. Can you imagine trying to cover high school gymnastics if you have never seen or never read anything about it? If it wasn't for television coverage of the last few Olympic games and Olga Korbut, 75% of the media would still think that a Balance Beam was a test that policemen gave if you were a suspected drunk-driver.

I don't mean to sound unappreciative for the support the media has given my teams over the years, but there are some realities of life that must be taken into account when establishing your own personal athletic aspirations.

Each sport, I feel, possess a personality uniquely different from every other sport. Your ability to identify that personality will allow you to make a wiser decision concerning your happiness in that environment. *You* must be the one to make that decision—not the "media." If *you* understand what the activity is, and the demands it places on you—physically, mentally, and emotionally,—then you can establish your goals and your rationale for being part of that sport. I feel you can then do what has to be done, knowing full well that what you are doing is of "major" importance to *you*; and that, I feel, is the key. If what you are involved in is important to you, and the people you identify with—your classmates, your family, your coaches, and the school administration, then I guar-

(Continued on Page 4)

THE NEWS

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Greyhounds Run To Glory

by Brian Goodman

Two Gilman football stars received impressive post-season honors.

Gilman's Mike Austin was voted "Prep Football Player of the Year." This award was announced by the *News-American* on December 3. Austin led the Maryland Scholastic Association in rushing, gaining 1,325 yards in ten games. The scrappy tailback also accounted for ninety-two points.

The honor is especially flattering when one considers the fact that he is only a junior, and will be back running through enemy defenses again next year.

Austin was greatly responsible for Gilman's 8-1-1 record, and a share of the B conference title. Coach Sotir stated, "I just wonder where else we would've gotten 1,325 yards and all those points?"

The Gilman star is the first one to praise the offensive line for his success. While the line often made holes for him, there were times when Austin's natural instincts, terrific speed, and ability to break tackles paved the way for a long gain.

Senior linebacker Bob Ehrlich received post-season honors of similar merit. He was named to the **Defensive First Team** picked by *The Sun* Magazine. This selection achieves even greater significance when one realizes that the team is picked from football players all over the state and that a majority of those selected did not even hail from the Baltimore area. Ironically, highly touted Mike Austin failed to make the Second Team.

Gilman selections on the All-MSA First Team, picked by the *Morning Sun*, include Mike Austin and Bob Ehrlich. Defensive Safety Bruce Matthai made the Second Team, and Mike McCarthy, Pete Lohrey, and Chris Hutchins achieved Honorable Mention.

varsity football

Gilman, undefeated in Division I competition, stormed its way past a tough Patterson team to capture the Division honors by a score of 28-7. Before meeting Walbrook for the "B" Conference championship, the Varsity had to contend with the traditional rival, McDonogh. The underdog Eagles pushed two times for the lead, but Gilman roared back for two touchdowns in the final quarter to win 26-20. On Nov. 22, the Greyhounds met Walbrook for the conference title. In a game marked with turnovers, Gilman emerged with a 20-20 tie for a co-championship. Starring for the offense was tailback Mike Austin, the leading rusher in the MSA. He rushed for 1,325 yards and a 6.3 yard average per carry. Austin scored 92 points and was named the Maryland High School Football Player of the Year by the *News-American*. For the defense, Bob Ehrlich led the team with 62 unassisted tackles and was named to the All-Metro team.

varsity soccer

The Varsity booters appeared to be destined for a championship in the beginning of the fall season. After the first five games, the team was undefeated and tied for first place in the "B" Conference. From here on, injuries and bad breaks plagued the team, and they certainly did not deserve their position in the final standings. The team ended with a 6-6-3 record, and high scorer Watty Galleher led the team in the final game against McDonogh, the "C" Conference champions, to win 3-2.

junior varsity soccer

Whedbee's Wizards showed great promise for future varsity teams. The J.V. finished the season with a 6-3-4 record and a creditable showing in its division. The leading scorers were Doug Rice with 10 goals and Peter Pinkard with 8. Rob Baker in the goal provided the defensive strength.

junior varsity football

Coaches Bristow and Smith were joined this year by assistant coach Redmond Finney. Together, the coaches wielded a strong and organized J.V. football team. Storming to a 9-0 record, they highlighted the season by the 35-8 rout over the McDonogh Eagles. Leading the team to the "B" conference championship was Jerry Kline, the J.V.'s leading rusher.



Pre-Season Outlook

Basketball

by Roszel Thomsen

For many years basketball at the Gilman School has been the "other" sport played in the winter. The wrestling team draws larger crowds and has a better victory percentage, and therein lies the apparent reason for its greater support. However, this year's Varsity Basketball team maintains high hopes that it can create a new image for the sport at Gilman, beyond the obvious external improvement made this year through the acquisition of new uniforms for the squad.

The 1974-1975 Greyhound team's hopes for a good season rest on several encouraging facts. Coach Sherm Bristow and his new assistant, John Armiger, have confidence that the eight new players this year will competently complement the seven returning veterans from last year's campaign to form a team which will play determined, aggressive basketball and by doing so perform up to its potential. Realistically, one cannot expect Gilman to "set the B Conference basketball loop on fire," so to speak; however, it is entirely within the realm of possibility that they might win some games in that tough league.

Coaches Bristow and Armiger have expressed confidence in this team, especially in its scoring potential. The key to success, however, will rest on the squad's rebounding and defense—the less glamorous yet equally important phases of the game. In these two areas the 1975 Greyhounds have already suffered a major setback with the loss of Chris Hutchins, who was counted upon to contribute extensively here in particular. Also, out for at least the first two games are Carl Offit and Dave Heffler, both newcomers to the team. Hutchins has a knee injury, Offit has a badly sprained ankle, and Heffler has a broken hand.

Returning veterans Mike Phipps, Pat O'Shea, Bob Ehrlich, Bruce Matthai, Pete Lohrey, and Bill Saltysiak are going to have to step in and play harder to compensate for the loss of Hutchins, but they should get a lot of help from the six players coming up from last year's Junior Varsity and Frosh-Soph teams: Don Mikush, Guy Phelan, Dave Heubeck, Sylvester Cox, Jon Swerdloff, and Brian Benninghoff. With the addition of Heffler and Offit, the future can only look brighter.

Because of Coach Bristow's involvement with the Junior Varsity football team, the basketball team had only five formal practices and one formal practice as a unit (af-

ter final cuts) before the first game on December 2 against St. Paul's School. Although the team had installed no set pattern of offense until the day before the game, the Greyhounds went on to soundly defeat a tough Crusader team 69-55. Coach Bristow cleared his bench in the final quarter and allowed everyone to play in a game which may well portend the team's ability to be a force to be reckoned with by the likes of Douglass, Mervo and Boys' Latin.

Wrestling

This season Gilman could very possibly field one of its best wrestling teams in recent years. There is more depth, especially in the heavier weights, than ever before because there are over one hundred people who came out for the team. Every weight class will be filled with experienced wrestlers, for there are seventeen people returning who started in at least one varsity meet last year. The second team, which will also have much experience, should be almost as good as the first team.

Mr. Paul Killebrew is the head coach this year. He is replacing Mr. Brown who is in England. Mr. Finney, Mr. Sotir, and Mr. Tom Beck will be assisting, with Mr. Bendann and Mr. Pheil, who coach the Jayvee.

Coach Killebrew is introducing the Granby system of wrestling this year. Thirteen wrestlers, Coach Brown, and Coach Killebrew attended the Granby Clinic this summer to get acquainted with the system. Coach Killebrew wants everyone to try the new method, yet he doesn't expect experienced wrestlers to incorporate it into their style of wrestling.

Although the team is very strong, many other teams in the city are also experienced. St. Paul's, Loyola, and McDonogh are always tough, but City, last year's "A" Conference champions, didn't lose many men and figures to be the toughest competition. One thing in Gilman's favor, however, is the fact that all but three meets, Douglas, Northwestern, and McDonogh, are home, and many are night meets which are usually well attended.

The team will be led by the seniors, notably Henry Rinder, two-time MSA champion, and Mike McCarthy and Pip Smith, who were runners-up in their weight classes. The team opens up on December 14 against Arundel, a county power, after only two short weeks of practice. This is followed by City on December 20, possibly the most important match of the season.

The competition against the Varsity wrestling team this year will be tough and experienced, but with the inner reserve that Gilman wrestlers have always possessed, the team should have a very successful season.

Retrospect

varsity cross-country

The Varsity harriers were plagued this year with injuries and bad running weather. At one point in the season, both captains and three other runners were injured on an already small squad. Dave Cameron and Henry Rinder were the top two runners with the sophomore sensations, Pete Jervey and Fritz Haller, close on their heels. The 4-8 record does not exhibit the quality of the top opponents Gilman faced nor the real performance of the team. The team's top meet was the defeat of Boys' Latin, 26-29. BL was the number three team in Division II while Gilman was in the second division of the tougher teams in Division I.

fresh-soph soccer

In the Frosh's first year, many young soccer players got a chance to play against other schools and improve their skills. Captains Herb Egerton and Todd Parker were probably the most noticeably improved players. Fullback J.D. Wells and goalie Barry Levin were the stalwarts of the defense. In the 6-3 season, the highlights were the two routs of St. Pauls, 4-0 and 7-1.

fresh-soph football

This year's Frosh might have been the strongest the school has ever fielded. With a 7-1-1 overall record, the team's record was marred by only one tie in league competition, thus resulting in a sharing of the "B" Conference honors with Lake Clifton. The offensive leader was Rob Miller who ran for 21 touchdowns this season.

junior varsity cross-country

The young and inexperienced runners of Coach Thompson had a long and difficult season. Facing tough and often "stacked" J.V. teams from the Division I, the

first-year runners were unable to show their true potential. The top runners were Dan Beirne and Walter Bowie, with Garrett Waters and Mike Cain rounding out the front four.

11th Grade Wins Circus

by Frank Rosenberg

Get even with your teacher for that marking period grade, imprison a friend for his practical joke, risk your own life on a shaky ladder, test your skill with a variety of guns, or after all that tough work eat at a hamburger booth; these are some of the recreations enjoyed by a few thousand people at the annual Gilman Circus. From one to nine that Friday afternoon, the Gilman gymnasium was a crowded, lively place entertaining kids of all sizes and of all ages. This bundle of fun was chaired by Mr. William Porter, with the assistance of fellow science teacher, Mr. Bartkowski. And as in the past under Mr. Porter, the annual event was highly successful.

In his annual chapel speech on December 15, Mr. Porter announced the results of the Circus. He pointed out that the net profit was \$10,500, a very respectable figure. He also noted that the class of '76 will, for the third time, receive a day off. With little complaint by the juniors, the rest of the student body will miss the fifth formers on December 20th. The juniors came in first in every category except total tickets sold. The next closest competitor was over a hundred points away.

The theme of this year's Circus was "Flight." The idea centered around Charles Lindbergh, who, Mr. Porter believes, is the last American hero. Keeping "Lindy" in mind, the chairman hoped the students would build exceptional booths and would have appropriate names. He was not disappointed.

According to the chairman, this year's circus gross profits are the highest ever. This record could be due to the nice autumn weather. For the first time in the last decade, there was no precipitation at all on the day of the Gilman Circus. This lack of rain led towards a more steady and relaxed crowd.

Another reason for such a large gross profit was the help administered by Mr. Vincent Pabst. Mr. Pabst was on hand at the Circus at the request of Mr. Porter, who appreciated Mr. Pabst's efficiency. Mr. Porter and Mr. Bartkowski both noticed their fatigue was reduced to half by the helpful presence of Mr. Pabst.

All this help, however, would have been irrelevant if it were not for the students' dedication. As a result of their hard work, there were many fine booths. Some of the perennial booths included this year were the jail, the famous country store, and the senior dunk booth. Mr. Porter noted, "This was the best faculty dunk booth ever." The seniors are grateful to the teachers for their sportsmanship. There is a special gratification from junior Ted Sotir, who dunked his father, Gilman's athletic director, three times out of three shots. The dunk booth netted over two hundred dollars.

The popular raw bar, featuring assorted seafood, returned this year, as well as the "Computer Tic-Tac-Toe," which was used several years ago. "Stairway to Heaven" was a precarious booth that involved climbing a flimsy ladder while listening to Led Zeplin's popular recordings. Also outside, there was the "Spin Art" booth, which always attracts many interested customers. And, of course, the booths of food, including hamburgers, hot dogs, and pizza, attracted many starving kids. The Middle School booths, as well, should not be overlooked. The raffle and "Frisbee Throw" contributed to the very high profits.

Yet the Circus was not all positive. Mr. Porter was very disappointed that there was no "Spirit of St. Louis" bi-plane model built. Also, this year, as there had been in the last few years, there is no anonymous donor contributing fifty cents for every dollar netted.



A close shave: Seniors get psyched for the annual Gilman-McDonogh football game.

viewpoint

(Continued from Page 2)

antee you will be involved in a "major" activity. The result of this kind of experience will be a very positive experience for you.

I personally feel we have only "major" sports at Gilman. I know that some of you would question that remark, but I feel very strongly that, administratively, we have tried to bring everything up to a high level, not drop some areas down. I feel our parents are a wonderful group of supportive individuals who want to see their sons in the best possible program, doing their best, win or lose. And I feel that the student body, in general, is supportive of their fellow students, but have their own personal interest, which, at times, comes into conflict with spectating. I think this is good for the school—I honestly believe there are a few times during the year when everyone seems to get excited about an athletic event, but these occasions don't come around every Tuesday and Friday. If they did, I would be concerned as to whether what we were doing was the right thing.

I want to see Gilman produce some "doers" for the future. I think it's good to see us all involved in areas that are important to each of us—I want us all to have some truly "major" concerns and commitments. I want these "major" concerns and commitments to be selected wisely, and then I want us to establish some personal and team goals to conquer the challenges that face us.

"Major" and "Minor" is in the eyes of the beholder, and my eyes have seen some wonderful things happen in sixteen years of coaching. I have never coached a "minor" sport, and never worked with a "minor" boy. I never will, and Gilman will never run an athletic program that doesn't strive to be "major" at all times and in all ways.

Have A
Happy
And
Safe
Holiday
Season

CORRECTION

The name of William Miller, class of 1975, was accidentally omitted as that of a Merit Semi-Finalist in the article entitled "Merit Students Honored," which appeared in the November 22 issue. The NEWS regrets the error.

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—echo house serves community—

by David Meyer

Relinquishing part of his Christmas Day a few weeks ago, Mr. Vishio, faculty chairman of Operation Greengrass, travelled to Echo House to wish some of the Greengrass boys a very merry Christmas. On his arrival, he was presented a plaque by these youngsters commending him for his fine job working for Greengrass over the past ten years. This act of thankfulness exemplifies the type of accomplishments Echo House has achieved with an entire ghetto community.

Eleven years ago, a real estate investor, interested in improving community conditions in Southwest Baltimore, started an organization which he named

Echo House, to serve as the instrument of his project. During its existence, Echo House has not only aided the community in neighborhood planning, but has expanded the assistance to include other vital areas such as alcohol and drug abuse. Now, Echo House is recognized as a successful operation in the entire city, in addition to the community which it serves.

Outlets Needed

During the middle 1960's, Echo House, under the leadership of Jane Matthews, undertook many recreation projects. Miss Matthews felt the young people of Southwest Baltimore needed an outlet from the crowded living conditions and trash-filled streets. At this time, the

Gilman Greengrass program was started, followed by immense tutoring and professional training projects. Originally, ten men and women offered their services to Echo House. However, this number grew because of the many new programs. All of the workers employed by Echo House have taken courses at colleges or universities around Baltimore. Their main training, though, comes through the actual experiences of helping the citizens of the community.

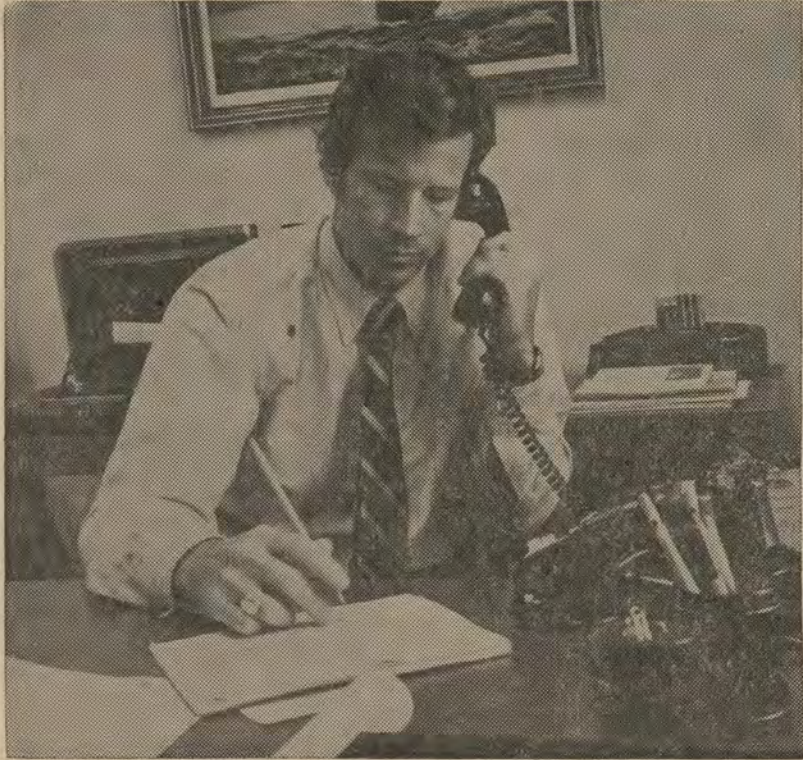
Doors Always Open

Presently, Echo House has a fine drug abuse and alcoholism program. Their doors are open

(Continued on Page 4)



ECHO HOUSE'S Wanda Hebron serves the community.



DENNIS O'BRIEN brings new ideas to Gilman.

O'Brien Voices Economic Concerns

Dennis O'Brien is a man faced with a challenge. He is in charge of the Gilman Development Office, an organization whose main responsibility is to raise money for the school. In today's trying economic times, this is not an easy profession. Because of the character and importance of Mr. O'Brien's duties, the News spoke to Mr. O'Brien about various economic concerns of the Gilman community. Among the topics discussed were inefficient management at Gilman and ideas to raise money, which include the Student Company and a proposed new Book Store.

Inefficiency

Mr. O'Brien, who is serving his first year as head of the Development office, feels that inefficiency at Gilman is a problem and may be causing Gilman to lose money. But he stressed that this inability to handle money is to be expected in a school.

"People in the academic world are not inclined to be super organized," he says. "If a guy who was

not a very good athlete had to make a living playing football, he'd go broke. If a school had to compete with a business it would go broke too." However, he added that, "although the school is not run like a business, there is no reason in the world why good common-sense practices can't be used in a school in order to save money."

"The area where inefficiency is most controllable is in good management and coordination," states O'Brien. "If everybody knows what they are supposed to do and the leadership of the school does it, the other people will follow. I do feel the school can improve a great deal in that area." He declined, however, to specify any areas in which inefficient methods were being used. O'Brien feels that he should "go through the right channels" before publicizing his complaints.

Student Company

Mr. O'Brien also spoke of some

(Continued on Page 3)

Work Program Re-evaluated

by Larry Eisenstein

Gilman Upper School students filled out a questionnaire on December 2, 1974, so that the school administration could find out how the students felt about the Work Job program, and how to possibly improve the program.

According to the results, a ma-

majority of almost ten to one felt that they had gotten adequate instruction on how to perform their specific jobs.

Although a large majority of students felt that supervision by team leaders and faculty advisers was adequate, some students com-

(Continued on Page 2)

THE NEWS



Vol. LXX, No. 5

GILMAN SCHOOL—BALTIMORE, MD.

January 24, 1975

Sexual Bias Uncovered

The News has taken a student poll on coordination, since Gilman-Bryn Mawr coordination is now a reality for the average junior or senior. The underclassman must content himself with a surreptitious look while travelling down the stairway.

But for the upperclassman, both the English and the Romance Language Departments are extensively coordinated, while token coordination exists in the Math and Science Departments. The Social Sciences remain in a virgin state of single sexdom, so far refusing to take the plunge. Despite the spectre of huge scheduling problems, efforts are underway to explore the feasibility of shared Social Science classes. The amount of Gilman-Bryn Mawr interaction would substantially increase if sexually integrated history classes became a reality.

According to Assistant Headmaster Woodward, scheduling poses the major roadblock in the way of increased coordination, although he cautiously predicts more sharing of students in the near future. The Gilman faculty and administration stand solidly behind coordination.

The idea of increased coordination seems to be picking up steam. Amid all these plans and prognoses, has anyone bothered to investigate the student's view? To remedy this oversight, the News went straight to the horses mouth, so to speak, to uncover what the students really felt about the situation. We asked a sample of Gilman young men and Bryn Mawr young ladies, identical questions and measured their response.

Both groups were asked to compare and contrast the Bryn Mawr student and Gilman student in terms of intelligence and conscientiousness. The majority of boys generously admitted that the Bryn Mawr girls were as intelligent and more conscientious than they were. One Gilmanite conceded that the girls possessed equal intelligence but added that they tended to make "female mistakes." The senior concludes, "They just don't have the sense of . . . well, they're just not men."

The majority of girls, on the

other hand, modestly answered that the Bryn Mawr students were superior in intelligence, conscientiousness, and class preparation. A few of the girls complained that the Gilman boys, if in the minority, did not sufficiently contribute to the class. An approximately equal number of Gilman students felt that the girls suffered from exactly the same problem.

When asked about the differences in atmosphere between coed and single sex classes, the boys generally responded that there was little difference. A few replied that the mixed classes were more polite. The most articulate spokesman for that group was the aforementioned senior who replied, "Sexual, bawdy, and ribald humor was kept to a minimum."

The girls found the coed classes more interesting (because of more, different viewpoints) and relaxed after the initial period of tension had worn off. One dissenter claimed that she had to shave her legs and wash her hair more often. There

are definitely some practical aspects to the situation.

More Bryn Mawr students take classes at Gilman than Gilman students take classes at Bryn Mawr. Boys offered several explanations. Gilman's superiority in facilities, faculty, and curriculum, and number of scheduling problems, were cited, along with Gilman's laziness and Bryn Mawr's attraction to the opposite sex. That same senior said he just naturally preferred Gilman because of its more "macho" environment.

In their reasons, the girls also include superiority of Gilman's facilities and course offerings, but added a few new ones of their own. A significant number believed that the Gilman English and language departments were easier than their Bryn Mawr counterparts, and higher grades were possible. One female questioned the security of the male ego as unprepared to take on Bryn Mawr students without the home field advantage. Another wondered

(Continued on Page 4)



STUDENTS HAVE quickly adjusted to coordinated classes.

PERSPECTIVE

a forum — editorials,
commentaries, analysis

Capitalism And The Company

While it is not my responsibility to formulate the policy and direction of the Development office, my conscience fervently directs me to comment on what I consider to be an effort in the wrong direction on behalf of Mr. O'Brien and the Gilman Student Company.

The Student Company, devised by the energetic Mr. O'Brien, is an effort to allow selected students the opportunity of running a business venture, selling various concessions, while dividing the profits equally among themselves and the school.

While the experience may be worthwhile, it is this editor's opinion that Gilman School is not the place to promote capitalism and profit incentives for the students. In fact, the general air is that of community helping; everyone pitches in together for the general benefit and welfare of the school (e.g., the Work Force).

To promote the idea of students receiving money is unfair. There are many students who dedicate their time and effort in activities such as the newspaper, the many clubs at school, the Work Force, etc. Their time is donated generously to help the school. If students are paid to sell concessions, why not pay the workers of the Circus, the Work Force, and other activities? Don't they serve the school, as well as gain valuable experiences?

I can think back a few years when the eleventh grade used to sell concessions at football games to raise money for their class treasury. No students ever profited then and the incentive was still there. Must we wave dollar signs in front of the eyes of students to encourage them to become active in the school? These aren't the values I have learned from Gilman.

I know of Mr. Porter's Circustime philosophy which states that, in order to raise money for the school, as few dollars as possible should go to outside sources. If the money is to be spent, wouldn't Gilman friends want to make sure that 100% of the money went to Gilman?

I feel this selfish business venture is not in the interest of Gilman, nor in the Gilman tradition.

This is not a reflection on Mr. O'Brien, who has injected a new vitality into the Development office; but rather, it is merely an editorial opinion on one of his projects.

—KBK

THE NEWS

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Letter To The Editor

Dear Sirs:

It seems to me unbelievable that you could not manage more than 1½ inches for the only undefeated, untied team that Gilman had this past fall season, i.e., the JV football team. It seems to me that this team deserves more recognition than that; your "Boys Stuff" ad on the back page was about six times as large as the article. Furthermore, the highlight of the season was not our "rout over the McDonogh Eagles." That game was more of a let-down for us, seeing as we had clinched the Divisional Championship a week before. At one point in the game, we were trailing for only the second time the entire season. We made more mistakes in that game than we had in all of the other games put together. The real highlights of the season were the opening game rout of "A" conference power, City, 14-0; the avenging of our only loss of the previous season against Patterson, 28-7; and our thorough whipping of Curley in the championship game, 23-7. You also failed to mention the fact that no team came within two touchdowns of defeating us. By the way, we have no Jerry Kline on our team; we do have a Terry Kline, though.

Sincerely,

Bill Spragins, '76

Ed. note: All sports articles were of the same length in the December issue.

(The News welcomes any letters to the editor which are signed and placed in the News mailbox.)

Questionnaire

(Continued from Page 1)

mented that communication is often lacking with team leaders. Other students noted a lack of organization in their teams. A surprisingly large number of students expressed no opinion on the supervision they had received. In addition, some students felt that the faculty advisers should be more actively involved in the program.

A majority were satisfied with the quality of the work done by their team. Possible suggestions for improving the quality included having whole teams meet at the same time, enabling the leaders to account for attendance. Extra enthusiasm could be gained by this move.

The major equipment failures reported were those relating to vacuum cleaners; they were specifically mentioned as lacking, and were requested.

Many comments were obtained on how much people felt their team could handle. Several students stated either that the job would require more than one period to complete, or that greater manpower at one time would be needed. This coincides with comments relating to the fact that too many workers are not appearing for their jobs at the assigned time, thus putting the burden of work on those who do show up.

Students were also asked if they felt that the team they were on was overworked compared to other work teams. On several questionnaires, students said that they felt the work loads were unequally divided among each of the teams. A

(Continued on Page 5)

viewpoint: robert bulkeley



Late this fall, I noticed Mr. Andrews conscientiously reading proofs for this newspaper, and I quipped something like, "You don't censor this paper, do you?" He replied that essentially he did not censor, but he did proofread and approve articles for the *News*. I commented that, as the faculty advisor to the paper of the school where I had previously taught, I read only when asked to by the editors and never acted as a censor. Mr. Andrews suggested I write a "Viewpoint" article for the *News* on the subject of censorship.

Idea about school publications and freedom of the press were running through my mind as I drove home that evening. I discovered in the mail two copies of the newspaper I had formerly advised. A large front-page picture was somewhat lewd, and lest anyone miss the jest, the caption made all blatantly clear. There was also a poem which made light of a serious illness to a prominent person. Among the letters was an obvious parody of a letter from the headmaster to the parents. I asked myself, "Doesn't anybody censor this paper?" I thought back to my years as advisor. Had we had any difficulties? Yes, we had had our problems with the free press, but not in the area of taste.

Where we had had difficulties was in naive, irresponsible criticism of the school and its administration. Back in the heyday of student radicalism, a number of juniors began publishing a not-too-quiet, underground newspaper that toyed with student revolution, freedom of speech, and the occult. The senior members of the faculty were the object of most of the invective. The students were told to stop, but they merely asserted their constitutional right to freedom of speech. The faculty was outraged. The junior radicals claimed that since the official school newspaper was censored by the faculty (It never was; the editors were capable of governing themselves), the underground paper was the only way they could exercise their God-given rights. My response to them was that they were more than welcome to join the staff of the school paper. The two leaders of the revolt were bright and capable, and so I arranged with the Editor to have them made Managing and Associate Managing Editors—positions of considerable responsibility. My colleagues on the faculty thought I was mad and were furious with my move. I could never fully understand the anger, for the underground paper had died a happy death, and the radicals were now accountable to the public.

That next fall was an educational one for many—in particular the two radicals. They soon learned what responsibility and accountability on an editorial board entailed. First, with no one there to tell them what to or not to write—save the Editor-in-Chief, they quickly learned their personal gripes and most of their former underground material had a very limited appeal. Indeed, the reading public was not interested; it was bored. They therefore focused on matters of concern to the entire community. Already they were practicing vigorous censorship. Second, all agreed that breakfast table, and "Would-you-want-grandma-to-read-it?" rules of taste were necessary.

Respecting the ideas and feelings of others came harder to the former dissidents. A rather scathing article about the Headmaster, and what they imagined was his inability to admit change, drew many comments of "I told you so" from colleagues who mistrusted the principle of a free student press. I argued that running a newspaper was part of the learning process and that the editors would profit from their mistakes; in fact they grew to see the school's problems from the point of view of the Headmaster who was retiring at the end of the year. The most appreciative and articulate words spoken that year about the Headmaster were the ones in the final edition of the newspaper, and they were written by the radicals who had discovered that their position of authority necessitated responsibility and responsibility meant good judgement, common sense, refined taste, sensitivity, and a constructive attitude. Generally it was concluded that, if the students had not been given freedom and with it the right to make mistakes, the

(Continued on Page 3)

"Newspapers always excite curiosity.

**No one ever lays one down without
a feeling of disappointment."**

—Charles Lamb

Jewitt Enters Homestead Project

by Hal Gann

Mr. Ian Jewitt, the Dean of Students, is involved in the Homesteading Program of Baltimore City, a new program that provides for the selling of old houses at nominal cost to people who are willing to put in a lot of work to rebuild a house.

Approximately one year ago, Mr. Jewitt found an article in the newspaper which advertised that houses on Stirling Street were to be sold under Baltimore City's Homesteading Program. (Stirling Street is named after the great grandfather of the donor of Gil-

man's scoreboard.) Mr. Jewitt sent in his application, and it was accepted by the city. He was then asked to go to Stirling Street and pick out the house that he liked best.

The Dean of Students was one of the lucky people who were granted their first choice of the houses. He bought two adjacent houses and now plans to break down the wall between them.

These houses were built in 1820 and were originally working people's cottages. Therefore, there is much work to be done. About one half of the new owners on Stirling

Street have hired city-approved contractors to do all of the work. Another forty per cent are letting a contractor do one half of the work and are doing one half of the work themselves.

A few, like Mr. Jewitt, are doing all of the work themselves, except for the plumbing. The city requires that the plumbing be done by an approved contractor. Mr. Jewitt spent all of last summer working on the houses, spends all of his weekends working on them, and expects to be finished by next summer.

Under the Homesteading Program, the city sells the houses for one dollar each and requires the owner to completely rehabilitate the houses until the city building codes are met. The homesteader must then live in the house for at least two full years.

The federal government will loan a homesteader fifteen thousand dollars, at an annual interest rate of three per cent, to make repairs on his house. Additional loans can be obtained from the city at an annual interest rate of six per cent. For a person who does most of the work himself, the rehabilitation should cost between fifteen thousand and twenty thousand dollars. For someone who hires a contractor, the repairs should cost about twenty-five thousand dollars.

This is the first time that a program such as this one has been tried in the United States, and Mr. Jewitt feels that it has been a total success for the city and for the people involved. The rehabilitation is environmentally profitable, for it eliminates the need for wrecking the houses.

"The rebuilding keeps Baltimore City alive, and saves the city the cost of wrecking and rebuilding," states Mr. Jewitt. Besides owning a home, the homesteaders learn from the experience, and take pride in the neighborhood that they

(Continued on Page 4)



STIRLING STREET is saved by Homestead Program.

viewpoint

(Continued from Page 2)

last edition could have been a travesty in which the radicals extracted their pound of flesh.

I read now that there is a full fledged battle over the very matter of censorship in that very newspaper. People evidently are playing the let's-see-what-we-can-get-away-with game. The administration is saying the paper is the official voice of the school and has a duty to present the school in the best light. The development office is concerned with the effect of the school paper on its public relations operations. It is in this sensitive area that the student editors encounter their own point of view but also from the point of view of all the other readers—students, parents, alumni, and prospective applicants, just to mention a few. Freedom means responsibility, not license to do whatever one please, and one of the most important responsibilities of school editors is to accommodate the needs and desires of its wide variety of readers.

As censors, the editors are compelled to make tough decisions, and by doing so, they develop that important adult quality of authority, the power of governance. The wisdom, judgement, self-discipline, and sensitivity that form the basis of authority can be learned through editing a newspaper. Editors should be given the freedom to err, as they are surely held accountable for their errors. If they promote controversy, they must be prepared to cope positively with it. If they criticize, they must suggest solutions. If they make mistakes, they must rectify them. By doing all this, the people working on the newspaper grow, and the paper itself becomes a very important educational instrument.

In closing, I would like to emphasize that learning is a long and sometimes painful process. Being editor of a school newspaper demands much—intelligence, hard work, tact, sensitivity, discipline, and even wisdom. I know no other area of secondary school life where students can learn so much and acquire maturity and a sense of authority than through a newspaper. At my former school, I saw that the process was not always smooth and pleasing to all, but I did see that, given freedom and its partner, responsibility, the editors learned much more than if I had governed their ways. Censorship always exists, but the students must learn to be their own censors.

Students Run Gilman Company

by Roszel Thomsen

Under the leadership of Mr. Dennis O'Brien, the freshman director of the Development Office, a group of approximately twenty interested students, in conjunction with the Development Office, have given birth this fall to a new extra-curricular activity known as the Gilman Student Company.

This brainstorm of the innovative Mr. O'Brien was conceived with a three-part mission: 1) to offer those interested students an opportunity to face some of the problems involved in beginning such a venture and keeping it in operation, 2) to raise a limited amount of money for the school, and 3) to provide the students involved with an opportunity to make a small amount of money themselves.

Thus far, the company has lived up to these goals to the letter. Difficult problems have been and are being faced, and the amount of money netted has been minimal. However, the outlook for the future is excellent. At this time the company is at the point of breaking even entering the fourth day of operation for the public.

The Gilman Student Company operated for the first time on November eighth, at the McDonogh-Gilman varsity football game. For that game three products were provided for the fans: "Greyhound Power" buttons, an eight-page program, and a concession stand featuring Esskay Hot Dogs and Drink-

Me Pop soft drinks. Since then, the Company has operated the concession stand two more times, at the Arundel and City wrestling meets. The plan for the rest of the school year is to operate the concession cart at all of the important wrestling and lacrosse contests where a sizable crowd can be expected. The next night of operation was January tenth at the Gilman-St. Paul wrestling meet.

The hierarchy of the Student Company for 1974-75 is composed of the adviser (Mr. O'Brien) and two officers selected by him in the first week of existence from among all the students who expressed interest in an interview. He selected a Senior as President and a Junior as Vice President, ostensibly to provide some continuity from year to year. This year's officers are Jon Farber and Roszel Thomsen, respectively. Jim Burgunder, a junior, has taken over primary responsibility for the concessions stand. Under the agreement of the company, the school will divide the profits with the students participating, with 50% going to the students.

The future of the Student Company promises to be bright indeed. With the initial purchasing of materials accomplished and the cart for the sale of concessions finished and now even on wheels, the most difficult problems have been overcome.

O'Brien

(Continued from Page 1)

of his ideas designed to raise money. One of these is the Student Company, which is a student-run organization. The students participate in activities such as selling refreshments at sporting events. They get half the profit and contribute the other half to the school.

Mr. O'Brien is not enthused with the financial progress the Company has shown thus far. "If you talk in terms of profit, the company is still slightly unprofitable," he asserts. "The costs of the supplies are big initial expenses."

However, he believes that "it's been very successful if you judge by the number of kids involved and by the number of dollars taken in. We've earned about \$350." Furthermore, he feels that the profits will soon be coming in.

Proposed Book Store
Another project intended to raise

money is the newly proposed book store, which is expected to start by next summer. The school will hire someone full-time to run the book store, thus enabling the store to be run efficiently. The school will split the profits with the person hired.

Involvement

Of course, a major source of revenue for the school is the contributions from people within the community. O'Brien feels that the more a person feels involved in an organization, the more he is willing to contribute. Therefore, to enable people to feel more involved, he plans to organize social functions which do not preclude any member of the community from feeling comfortable and from participating.

In his drive to let people feel more involved, he also plans to change the title of the Development Office to "The Gilman Family Office."

Laws To Live By:

EDSEL MURPHY'S LAW:

If anything can go wrong, it will.

O'SHEA'S LAW:

Murphy was an optimist.

GEORGE'S LAW:

Nothing is impossible for the man who doesn't have to do it himself.

MacDUFF'S COROLLARY:

An experiment may be considered a success if no more than 50% of the observed measurements must be discarded to obtain a correspondence with the theory.

PALMER'S THEOREM:

If you don't know where you're going, any road will get you there.

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Jud. Comm. Announcements Stir Protests

by Barry Saunders

Last year's Student Council decision to have Honor Committee verdicts announced to the student body was exercised for the first time on December 11, 1974. There have been many strong reactions to Mr. Jewitt's announcement that day at chapel when, as advisor to the Honor Committee, he read their decisions concerning three upperclassmen.

The idea to make students aware of Honor Committee verdicts arose last winter at a Student Council meeting. According to President Bill Harwood, their decision was not exercised until recently because "there were so few cases where it had to be." Reasoning behind the idea was explained by Mr. Jewitt. Honor Committee decisions, normally kept private, often drifted out anyway; rumors and speculation distorted the facts. Students felt that such rumors and misinterpretations were harmful to the individuals involved as well as to our Gilman community.

In making their decision to announce Honor Code violations in chapel, Mr. Jewitt noted, the Student Council did not intend such actions as punishments or deterrents to future violations. They simply wanted to open the closed doors behind which the Honor Committee had operated for so long.

Reactions to the first chapel Honor announcement were generally negative. Students and faculty members were uncomfortable hearing names and facts presented so openly. Mr. Jewitt commented: "I think that the student body should know, certainly, but whether reading out decisions [in chapel] is the best way I'm not at all sure." He admitted feeling somewhat sensitive about it.

Headmaster Redmond Finney thought Mr. Jewitt, as reader of the verdicts, was in a tough position. "I felt very uneasy about the kids being named," he said. "I feel it takes an awful lot of maturity and responsibility and respect for human beings to handle that kind of declaration of information. I'd like to believe our student body has that kind of maturity."

Various opinions on Honor Committee announcements reflected some doubt as to the reasons behind them. Some students and faculty suspected a desire of the Student Council to hold up violators as examples. One faculty member suggested that the Council explain in

Homesteading

(Continued from Page 4)

actually helped to rebuild, and receive a broad sense of satisfaction. He adds, "this experience teaches cooperation and understanding, is technically educational, financially sound, and is a great personal experience."

Another advantage that these new owners have is that they have

Sex Bias

(Continued from Page 1)

whether the boys were capable of crossing Northern Parkway during heavy traffic.

The Gilman men were not able to come to a consensus over the social aspects of coeducational classes. Most of the students' views fell in the middle ground between the attitudes that coordination "lessened the sexual tension" and that it had no social effect whatsoever.

Most of the people polled did not object to the way faculty treated

chapel their rationale so that no one would misinterpret such announcements.

Many think chapel is not the place to present Honor decisions. Bill Harwood, having received comments from several people, suggested that announcements in chapel "might blow an incident out of proportion." Alternatives were cited by a few individuals, including Mr. Jewitt. He mentioned giving announcements at form meetings as an option, except that Student Council discussions had emphasized getting facts out as early as possible; a weekly form meeting might come too late to stop rumors and speculation. Another possibility cited was posting information on the bulletin board, which he thought might be a good way to keep the student body informed and not hurt those individuals involved.

One faculty member pointed out that it was embarrassing to have had the first Honor Committee announcement on the day of the CIS exchange. He suggested that it would have been better to give it when all our students were present and when there were no visitors.

Mr. Finney felt that mentioning violators' names was perhaps the most harmful aspect. "I'd rather not have a student's name read," he said, "and if it had to be read, to have it read just to the individual's class." A lowerclassman sharing Mr. Finney's views suggested that a violator might be given his choice as to whether or not his name would be declared.

Exactly how does one feel having his name associated with an honor violation in chapel? One of those whose verdict was read on December 11th called the announcement "totally unnecessary." Although he thought it would be effective as a deterrent to future violations, having his case presented so openly embarrassed and humiliated him. Another of the Honor Code violators felt differently, however; he didn't really mind. He thought the announcements should be continued in order to familiarize Gilman students with their Honor Code and Committee.

Student Council President Bill Harwood is aware of the problems with the new honor announcement policy. He feels that there is a very good chance that the Council will modify their decision somewhat this month. "At least," he said, "it's definitely up for revision."

been meeting for a year, and have ironed out most of the neighborhood problems that might confront a community.

The new Homesteading Program is truly a milestone. Under it everyone involved wins, except for the wrecking company that the city would have hired to wreck all of the houses on Stirling Street.

students from the other school. A couple of students detected an atmosphere of patronization, and a girl claimed that her Gilman teacher acted like a "benign father" in class.

Although the Gilman and Bryn Mawr responses did differ significantly (as did responses within each group), there was one area of definite agreement. Every Gilman student and nearly every Bryn Mawr student questioned favored increased coordination. Someone must be doing something right.

McDONOGH TO ADMIT GIRLS

The declining number of single sex schools in the country has been reduced by one with the announcement that McDonogh School will begin admitting girls in September.

Within the first four years, McDonogh plans to admit 200 girls as day students, while holding the boy's enrollment at its present level of 775. The school, which has held a friendly rivalry with Gilman for over fifty years, hopes to admit at least ninety girls by September, 1975.

A special committee of faculty, staff, and trustees was appointed in 1971 to study the desirability of co-education. Subsequently, the committee strongly recommended that girls be admitted to McDonogh. Since then, further studies have been conducted. In view of the findings, and in light of the school's strong financial difficulties, the Board of Trustees, under the chairmanship of Dr. Albert H. Dudley, Jr., approved coeducation at its meeting on December 19.

School officials expect a minimal amount of physical work will be needed on the campus to prepare for the girls.



McDONOGH SCHOOL'S decision reflects the national trend of co-education.

Aptitude Differences In Girls, Boys Cited

There is some bad news for those women's libbers who claim that men and women are inherently equal in their mental ability and personality characteristics. According to *Psychology Today*, a monthly magazine, there are four definitive differences that punch holes in the equality theory. The December issue of *Psychology Today* asserts that males are more aggressive than females, and that boys excel in visual-spatial ability and in mathematical ability. But hold on to your hats, male chauvinists; the magazine also says that girls have greater verbal ability than boys.

"A sex difference in aggression has been observed in all cultures in which aggressive behavior has been observed," states *Psychology Today*. "Boys are more aggressive physically and verbally. They engage in mock-fighting and aggressive fantasies, as well as direct forms of aggression, more frequently than girls."

A possible point of contention for sexual sadists is that "the primary victims of male aggression are other males, not females." Boys are doomed to be more aggressive through college, "although both sexes become less aggressive with age." There is too little information to discern whether males remain more aggressive as adults.

Male superiority is not limited to aggression. Boys also excel in visual-spatial ability which "involves the visual perception of figures or objects in space and how they are related to each other." *Psychology*

echo house

(Continued from Page 1)

at all times, and meetings for alcoholics or drug abusers are frequently held. References are made to the Baltimore Summer Corps for persons seeking employment. Also, the recreation program is expanding as Bryn Mawr recently began their own Operation Greengrass for girls. Although Bryn Mawr has not had great success because of a lack of interest, there continues to be very optimistic feelings about Greengrass.

There is also an excellent tutoring program affiliated with Echo House involving ten or fifteen Gilman students helping young people from Southwest Baltimore. However, as Watson Galleher, president of this tutoring project, states, "We are more like big brothers to these kids. They are taken to baseball games or wrestling meets just to have a nice time once in a while."

Obviously, the major problem at Echo House is their miniscule budget. They are not funded by the city, and there is not one

organization or company which contributes to their worthwhile cause. However, under the direction of Wanda Hebron, Larry Staton, and Alfred Craig, Echo House is now attempting to secure a contribution from both the Baltimore Gas and Electric Company and the city, money that would finance all of Echo House's transportation costs.

Greengrass Successful

According to Larry Staton, the Gilman Greengrass program has been a major success in giving the youth of Southwest Baltimore beautiful recreation facilities. Echo House is "happy and proud to utilize Gilman's facilities, for they are the best in the city." All of the boys connected with Greengrass, ranging in age from five to fifteen, love to spend the three hours each week just enjoying the spacious grounds, uncluttered streets, and "sparkling streams" of our Roland Park neighborhood. There are Saturdays for swimming at Notre Dame, picnics, or an Oriole game; all privileged parts of life which these boys are not normally exposed to.

The student interest at Gilman for Greengrass and Echo House has been excellent over the years. However, the major problem which mars an otherwise perfect program is one of organization. There are a few Saturdays that Greengrass must be cancelled because of confusion either between Echo House and Mr. Vishio or Echo House and the kids in their community.

Welcome Wearing Thin

A major concern at Echo House is that they will "wear their welcome thin" at Gilman. Because of this, an alternating system between four or five schools in the CIS program (probably Bryn Mawr, Friends, Park, Boys' Latin, and Gilman) has been suggested. Under this system, Operation Greengrass would be held at a different school each week. However, students would not be restricted to working only at their own school. This way, Echo House could enroll more boys and girls in the program, as there would be many more volunteers at our end. Also, there should be better faculty representation and organization.

In the future, Echo House would like to bring more tutoring into the community in addition to some enrichment courses in fields such as science and math. Before these things are accomplished, though, Echo House needs both the moral and financial support of the entire city, which they do tremendously deserve.

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Grapplers Look Ahead

by Bobby Thomas

Under the tutelage of head coach Paul Killebrew and assistant coaches Redmond Finney and Alex Sotir, this year's Varsity wrestling team has started off in a strong style. The team is comprised of wrestlers from all four Upper School classes; this unusual coordination of experience and youth presents an optimistic outlook for this season and future ones.

Arundel High School was the first dual meet opponent and the Greyhounds avenged last year's loss with a convincing 35 to 14 thrashing of the out-classed Arundel wrestlers. The Gilman wrestlers had run up a 30-0 score before giving up a point. This victory was especially commendable considering Gilman had only one week of preparation. The sophomores led the team in this match with their aggressive style.

The next match was with City College. This important MSA contest was unfortunately scheduled early in the season. An unprepared Gilman squad lost a close match by a score of 31-20. Coach Killebrew cited a lack of aggressiveness and physical conditioning as contributing factors to the loss. This can partially be explained by the premature scheduling of this traditional contest.

Over the winter holiday, McDonough sponsored a tournament in which the Gilman wrestling team placed fourth behind Mt. St. Joseph, McDonough, and Howard High Schools. This seemingly mediocre performance can be attributed to our lack of mental preparation for the tourney. The Gilman team was not ready psychologically until the final round, after many of our wrestlers had been eliminated. The McDonough tournament did, however, provide the twelve wrestlers who participated with good match experience in preparation for the regular season.

Noteworthy performances include Henry Rinder's victory in the finals to repeat last year's first place finish, and the second place finishes of Stuart Gray and Tim Reilly.

All the matches in the future, with the exception of Northwestern and McDonough, are scheduled at home. This provides the student body with an excellent opportunity to support the wrestling team as we host several very worthy adversaries. It is hoped that the entire school will respond to this opportunity.

The outlook for this year's team is indeed a bright one. One can only be optimistic in light of the return of such seasoned veterans as two-time MSA champ Henry Rinder, runners-up Pip Smith and Mike McCarthy, as well as Fritz Haller, Watty Galleher, and Mark Foster. The combination of these experienced wrestlers and the new, younger wrestlers comprises a very strong squad. Other boys who will contribute greatly to the wrestling program include: Charlie Moore, Stuart Lacher, Walter and Keating Bowie, Mike Austin, Ted Sotir, Reilly McDonald, and Rich Lundvall.

One noticeable strength of this year's team is depth as demonstrated by the success of the J.V. team. The second line has started off with solid victories over Arundel and City.

St. Paul's, Mt. St. Joseph, and McDonough should all provide Gilman with stiff competition, but we have enough sound wrestlers to be optimistic for the upcoming dual meets.

With the winning combination of experienced veterans and poised young wrestlers, the Varsity wrestling team has tremendous potential. As several key meets approach, the Gilman wrestlers are faced with a tough, challenging season. With proper conditioning and a good mental attitude, they should respond with their normal enthusiasm and success.



STUART LACHER helps Black Knight inspect the mat.

Students Honored

by Roszel Thomsen

Each year since 1940, McCormick and Co., Inc., has underwritten the Unsung Hero Awards Banquet, honoring the Unsung Hero of each school which plays football in the Maryland Scholastic Association. The individual winners are selected by the schools' coaching staffs. This year's winner from Gilman is defensive back Bruce Matthai.

On the night of the banquet (this year's banquet was Friday, December 13), the McCormick Co. presents the Unsung Hero Trophy of the Year award, which since 1969 has been accompanied by a scholarship of \$2,000 in the name of Charles Perry McCormick. Gilman has had three winners of his award: D.C.W. Finney, guard, co-captain and an all-Maryland selection from the 1942 Greyhound squad; Ward Coe III, an outstanding player from the 1962 team; and Benson E. Legg (co-recipient of the award with James Gilpin from Patterson High), who was an end on the 1965 squad and is Bruce Matthai's half-brother.

In addition to honoring the schoolboy heroes, the McCormick Co. also presented a Civilian Unsung Hero Award from 1948 through 1970. Included among these winners was the 1954 recipient—Henry Callard—then the Headmaster of Gilman.

Another prestigious award, the one presented at the Scholar-Athlete Award Dinner, has been financed by the Greater Baltimore Chap-

ter of the National Football Foundation and Hall of Fame, and by the Quarterback Club of Baltimore, Inc., since its inception in 1964. Each of approximately 75 schools in Baltimore and the surrounding counties selects the one student who best combines academic and athletic excellence. He must be a member of his school's Varsity Football team, although other sports are taken into consideration. This year a group of football coaches and administrators have chosen Peter Matthews, a member of both the Varsity Football and Lacrosse teams and an honors student, to represent Gilman at the banquet to be held on February 5.

At the banquet a winner will be announced for each of the seven areas within the Greater Baltimore Area, and one winner from among these seven is designated as the one student who best demonstrates "outstanding football ability and performance, outstanding academic achievement and application, outstanding school leadership and example, and promise for a useful and productive future." These 7 winners are selected by an awards committee of eight men, one of whom is our own Athletic Director, Alex Sotir. Each area winner receives a \$400 scholarship, and the final Scholar Athlete receives a \$1,000 scholarship.

Gilman has never had this honor bestowed upon any of its nominees, but perhaps this year, that trend will reverse.



PAT O'SHEA (42) AND MIKE PHIPPS (44) battle for the rebound against Bruins' Anthony Knight (35).

J.V. B-Ballers Show Strength

by Mike Phipps

Southern High School's J.V. basketball court is not recommended for anyone who has claustrophobia. Their gym is literally a hall with two baskets at each end, and the Bulldogs rarely lose there. But on December 20, the Gilman J.V. surprised Southern, 42-40.

The win over Southern demonstrated the J.V.'s ability to remain cool under pressure, which has been their trademark in their first five games in which they have emerged with three victories and two defeats. Unflappable Jerry Wolf, the soft-spoken head coach, whose excitement during games can be gauged by the number of times he yawns, explains, "They're a very young team, but all of them want to play basketball. I'd rather have them stay cool and just get the job done. I don't have to get excited because I know they're going to do what they're told. They all have good attitudes. . . . We rely on tough defense and an offense that gets us short range jumpshots, and we have a balanced scoring attack."

The scoring punch is supplied by the forwards; six-foot freshman Stanley Ruff and 5'-10" sophomore Mason Lord average 9.4 and 7.4 points per game respectively. Ruff's knifing drives and offensive rebounding get him his points, while Lord is the best athlete on the team. 5'-10" sophomore Tim O'Shea, who is allergic to shooting, is the floor leader and runs the offense. The starting line-up is rounded out by 5'-8" junior Duane Smoot (5 points per game), who handles the guard slot opposite O'Shea, and six-foot freshman Gary Benninghoff, who leads the team in rebounding at the center position. Backcourt reserves are juniors Scott Graham and Steve Cwieber. Junior Keith Christian, whom Wolf considers as his best rebounder, and sophomore Paul Englert give Gilman adequate help under the boards. Swingman Tim Holly, a sophomore, comes off the bench to provide offensive spark, sometimes firing shots from the vicinity of Roland Avenue.

The Gilman five crushed St. Paul's in their opener, 35 to 17, as Mason Lord scored ten points while Englert added eight. Gilman's J.V. teams always play badly against Park, and this year was no exception. The heating broke down in the Green room, and the Greyhounds shooting matched the temperature. It was even too cool for Coach Wolf, and Gilman was subdued 37 to 20. Boys' Latin was next on the schedule, and the Roland Parkers were very quiet in warm-up drills. They then calmly tripped the talented Laker quint 37 to 28 behind Ruff's fourteen points. Benninghoff chipped in with eight. In their first league tilt, the J.V. was outmanned by a huge Southwestern five, and were defeated 64 to 31, despite Mason Lord's sixteen points. The story was different against Southern. O'Shea and Smoot refused to be rattled by the bulldog press, and the Greyhounds played tenacious defense, forcing their opponents to take bad shots. Coach Wolf said, "They stayed cool," and the J.V. will have to remain unperturbed if they are to deal effectively with their other tough "B" conference opponents. Walt Frazier of the New York Knicks, the "king of cool," may even be impressed with our J.V. basketball team.

Varsity Quint Fast Break

by Charlie Moore

The Gilman Varsity Basketball team is having another difficult season. At this point, the team has won three out of eight games played. Prospects for the second half of the season are higher as co-captain Mike Phipps predicts several wins in upcoming weeks.

Phipps has led the team with an average score of 24 points per game, shooting fifty percent from the field. The team has sorely missed co-captain Chris Hutchins who is out for the season with an injured knee. Hutchins was Gilman's leading rebounder and focal point of the offense.

In their first game, Gilman defeated rival St. Paul's, 69-55. Phipps was high scorer with thirty points.

Gilman then lost in the first round of the Episcopal Invitational Tournament to Sidwell-Friends, 68-56. Phipps scored twenty-one points and forward Pat O'Shea scored ten.

In a consolation game, Gilman defeated host Episcopal High, 70-60. Third guard Jon Swerdlow came off the bench to score twenty-two points, earning all-tournament honors.

Gilman narrowly won over Park School, 57-56, with a come from behind effort led by Phipps who scored eighteen points that game.

The team then lost to rival Boys' Latin School, 73-57. Boys' Latin, led by sophomore star Kevin Waters, shot sixty-five percent from the field. Mike Phipps was again high scorer with twenty-seven points.

Southwestern, ranked seventh in the state, defeated Gilman, 91-61.

Phipps commented that the score was deceiving and that it was Gilman's best effort to date. Gilman was down by ten points in the third quarter, but in the fourth the score was run up by the substitutes. Phipps put out a twenty-nine point effort while guard Bob Erlich had ten rebounds. Forwards Bill Saltiesiak and Guy Phelan each had eight.

Southern, led by star Nate Spithit, who had twenty-six points, defeated Gilman 84-60. Phipps had twenty-seven points.

In the U.M.B.C. Holiday Invitational Tournament, Gilman lost to number one ranked Loyola 106-56. With six minutes left in the game, Loyola was winning by twenty points but ran the score up in the end.

Gilman has a high-powered offense led by Carl Offit on the point. On the other hand Gilman is weak defensively and is especially hurt under the boards by the loss of Hutchins.

The team is looking optimistically forward to upcoming games with McDonough, Forest Park, and Patterson.

— Questionnaire —

(Continued from Page 2)

"minimum-maximum guide or standard" was suggested.

Cooperation from the student body in keeping facilities clean, so that the work force job is made easier, was another suggestion cited.

Through the Work Force Questionnaire, steps have been taken to improve the program.

Changes can be expected by the end of January.

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THE GILMAN NEWS

Vol. I.

ROLAND PARK, MD., TUESDAY, JANUARY 13, 1904

No. 1

THE NEW GYMNASIUM. Proposed Plans.

The trustees have announced that, sometime in the near future, they expect to erect a splendid gymnasium, which will be one of the finest in the country. Plans for this building are now under consideration, and a campaign to raise the necessary amount of money will soon be entered upon. The building will be of the same general plan of architecture as the school, and will probably be built near the spot upon which the tackling dummy stood last fall. The structure will be between 150 and 175 feet long. On the bottom floor, facing the track, will be two entrances for the teams. The athletes will enter the building over a cinder stretch which will extend on both sides of the track. On one side of the first floor, there will be locker rooms, rubbing rooms, showers, etc., for the home team. On the corresponding side of the building will be locker rooms for visiting teams, some of which can be utilized by the main student body, if necessary. Between these rooms will be a heated swimming pool, about 100 feet long and half as wide. This pool will be used in both Summer and Winter, and will be fed with the purest of water. For the spectators to watch the swimming, there will be a half floor or gallery, while there will also be spaces around the pool which will be available for visitors.

The main entrance to the building will be from the side opposite the team entrances, facing Roland Park. This entrance will be an outside covered staircase going directly to the second floor. Here you will enter a rectangular trophy room, which will be decorated with banners and pennants, as well as footballs and baseballs, while around the wall will be hung shields with the school athletic records engraved upon them. To the left and right of the trophy room will be offices for the athletic director, testing and equipment rooms, and manager's offices. Adjoining these will be locker rooms for those players who are not on the varsity team.

(Continued Page 4, Column 2.)

ALL-AMERICAN TEAM

Chosen by Walter Camp. First Eleven

End _____ Hogsett, Dartmouth
Tackle _____ Ballon, Princeton
Guard _____ Pennock, Harvard
Center _____ Des Jardien, Chicago
Guard _____ Brown, Navy
Tackle _____ Talbot, Yale
End _____ Merrilat, Army
Quarter _____ Huntingdon, Colgate
Half Back _____ Craig, Michigan
Half Back _____ Brickley, Harvard
Full Back _____ Mahan, Harvard

Second Eleven

End _____ Fritz, Cornell
Tackle _____ Butler, Wisconsin
Guard _____ Busch, Carlisle
Center _____ Marting, Yale
Guard _____ Ketcham, Yale
Tackle _____ Weyland, Army
End _____ Hardwick, Harvard
Quarter _____ Wilson, Yale
Half Back _____ Spiegel, Wash. and Jeff.
Half Back _____ Guyon, Carlisle
Full Back _____ Eichenlaub, Notre Dame

Third Eleven

End _____ Solon, Minnesota
Tackle _____ Halligan, Nebraska
Guard _____ Munns, Cornell
Center _____ Paterson, Michigan
Guard _____ Talman, Rutgers
Tackle _____ Storer, Harvard
End _____ Rockne, Notre Dame
Quarter _____ Miller, Penn. State
Half Back _____ Baker, Princeton
Half Back _____ Norgren, Chicago
Full Back _____ Whitney, Dartmouth

CHRISTMAS GIFT OF MISSION ASSOCIATION.

The Mission Association collected, at the close of the Autumn term, a sum of \$23.75, which was sent as a Christmas gift to the Locust Point Social Settlement Association. When Miss Loudon, Superintendent of the Settlement, wrote to express her appreciation of the gift, she extended an invitation to any boys who would care to come down to Locust Point and see what work was being done among the poor there. She said that in addition to the gift from the Gilman Country School, they had received presents from Park, Friends, and Calvert Schools, and also from Smith, Holyoke and Goucher Colleges.

THE CHRISTMAS

TREE THEFT.

As most of the boys of the school know, in the corner of the school property between Belvedere Avenue and the railroad tracks, there is a group of young evergreens. These are just the size for small Christmas trees, and at Christmas, 1912, some were stolen for that purpose. So this Christmas, about the 15th of December, Tom Oldham stationed a guard there to see that it should not happen shifts: one man all day, one man from 7 to 12 P.M., and one from 12 to 7 A.M. These men kept their guard carefully, and while they were there nothing happened. But one week before Christmas, the 17th, the day man went to eat his dinner at 12 o'clock, and returned at 12:30. But the damage was done! Six of the finest of the trees had been stolen, and there were no traces. Whoever took the trees must have been a finished artist in his line. From that time until Christmas no more attempts were made.

VARSITY 7, FACULTY 1.

On Saturday, January 10, the Faculty was humbled by Captain Davis' soccer team to the tune of 7 to 1. The fast school forwards found no difficulty in evading the Faculty backs and shot for goal again and again. Davis' goal shooting and Ellicott's defensive work were of the highest order. Mr. H. Froelicher shot the Faculty's goal while Mr. Morrow played well at center halfback.

THE WORLD'S TOUR OF THE GIANTS AND

THE WHITE SOX.

The New York National League and the Chicago American League baseball players arrived in Yokohama, Japan, after a very rough sea voyage from Vancouver. Because of the delay in reaching Japan, only two games were played there. After leaving Japan the two teams expect to stop at Cairo, Alexandria, Africa, Phillipines and Australia, finally reaching home in March; one month before the opening of the Big League Season.

THE DRAMATIC

ASSOCIATION PLAY.

"The Ladies' Battle."

The Dramatic Association has decided to have its annual play on March 27, at Lehmann's Hall. Formerly the play has been staged at the Belvedere, but the larger space at Lehmann's Hall made it seem more suitable. The piece chosen is a comedy, entitled "The Ladies' Battle," translated from the famous French drama "Un duel en Amour." The time of representation will be one hour and forty minutes, and the period is 1816. The scene is laid in the castle of the Countess D'Autreval. Monsieur Henri de Flavigneul, condemned as the chief of a Bonapartist plot, flees to the home of his mother's friend, the Countess D'Autreval, a beautiful widow about thirty-two years old. Here Henri acts as a servant, his real character known only to the countess. Leonie de la Ville-gontier, who is a niece of the Countess and is staying with her, does not like Henri at first, because of his bearing, seemingly very insolvent for a servant. However, when riding one day, her horse runs away and is stopped by Henri, who discloses his identity to her. This makes her fall madly in love with him, but she also loves de Flavigneul. The Countess in turn is loved by Monsieur Gustave de Grignon, who supplies most of the comedy in the play.

In the second act, the Baron de Montrichard, a prefect of police, comes to the Chateau D'Autreval, hunting for Henri, who, as he has been informed, is concealed there. He asks for an interview with the Countess, who has twice before tricked him in similar cases. The Countess tells him to make himself at home and find Henri if he can. Henri deceives the Baron by promising him to aid in his search for de Flavigneul. The Baron in an interview with Leonie discovers that Henri is in the house in disguise, and this discovery is confirmed by Henri himself who asserts that he believes such to be the case.

(Continued Page 4, Column 3.)

THE NEWS



Vol. LXX, No. 6

GILMAN SCHOOL—BALTIMORE, MD.

March 12, 1975

Teenage Problems

Youth Pot, Alcohol Use Reaches New High

MARIJUANA

by Pat O'Shea

La cucuracha, la cucuracha, Ya no se puede caminar, Porque no tiene, porque no tiene, Marijuana para fumar. The cockroach, the cockroach, He is unable to walk, Because he doesn't have, because he doesn't have, because he doesn't have, Marijuana to smoke.

The old Mexican ballad, a *La Cucuracha*, exemplifies the widespread popularity of marijuana use for over one hundred years. Still, marijuana is considered one of the least understood of all natural drugs, yet its use is constantly on the increase, and it is quickly becoming more acceptable in today's society.

It was estimated in 1973 by the National Institute of Mental Health, that between 24 and 26 million Americans had tried marijuana. That figure has no doubt risen since then, probably to about 30 million. Also in 1973, it was determined that 54% of U.S. college students had used marijuana, and it is safe to say that the percentage of American high school students is probably not too far below that figure.

New Laws Created

Legal measures indicating increased acceptability of marijuana are becoming more and more numerous. In 1972, the city council of Ann Arbor, Michigan, voted to make marijuana use a misdemeanor, subject to a maximum five dollar fine, payable by mail. In the spring of 1973, sixty percent of the Berkeley, California voters passed the "marijuana initiative" by which police were forced to give marijuana laws "their lowest priority," and authorization for any "arrest for possession, use, or cultivation" of marijuana was required of the city council. In August of 1973, the American Bar Association proposed that all criminal laws against possession of small amounts of marijuana be completely abolished. The trend toward legalization is obvious.

Use is Spreading

Any student can surely attest to the fact that marijuana use is spreading. One can rarely go to a weekend party anymore without seeing old "Maryjane" there, too. But why is marijuana use spreading if it is still against the law? One may theorize that since the short-term effects of marijuana are overall relaxation, increased perceptiveness and sociability, and a general "high"—essentially those of alcohol—many therefore figure that it cannot be any worse for the body than alcohol. And why is there a trend among younger people to smoke (marijuana) instead of drink? Drinking alcohol is against the law for those under 18 but marijuana is against the law for everybody, so that there is more

(Continued on Page 3)

ALCOHOLIC BEVERAGES

by Garrett Waters and Mark Schuster

Because alcohol consumption is becoming more widespread among teen-agers the News feels a short feature on the nature of alcohol will be of interest to the Gilman community.

Now that we have emerged from the era of rampant drug experimentation, alcohol has again become the "drug of choice." The general trend demonstrated by polls is that teenagers today drink greater quantities of alcohol more frequently than ever before. A current task force report (Alcohol and Health, June 1974) put out by the Department of Health, Education, and Welfare states emphatically, "The proportion of American youth who drink has been increasing so that, currently, it is almost universal." The danger lies in the fact that some adolescents are discovering their alcoholic tendencies at a time in their lives when they are less equipped to handle them effectively.

Statistics for the number of teenage alcoholics are not obtainable. What is known is that the heaviest problem drinker group is composed of males between the ages of eighteen and twenty. Of those teens who smoke marijuana, 92% drink

RELATED ARTICLES ON PAGE 3:

—General Nature of Alcohol
—"Ask Yourself" Quiz

regularly. Recent studies have shown that five percent of junior and senior high school students get drunk once a week, if not more, and that sixty percent have done so at least once—mostly on beer.

It is estimated that between one or two out of twenty high school students is a problem drinker (one who is not an alcoholic but causes harm to himself and others). Nearly

(Continued on Page 3)



Beer: Young America's favorite.

Maintenance, Work Force Revamped

by Dan Scherlis

Recently, the Work Program at Gilman was reorganized. One of the main problems of the Work Force Program has been to keep several hundred students organized and accounted for. In an attempt to alleviate this problem, the time from 3:00 to 3:30, previously the last part of the eighth period, has been set aside for the performance of all but a very few work jobs.

The change in scheduling came about with the start of the second semester in January. The idea originated at an Association of Independent Maryland Schools (AIMS) meeting, where it was learned that the Park School had such a system. It was then pushed through by the Work Force Executive Committee, with the support

of Mr. Jewitt, who suggested the 3:00 to 3:30 time.

The result of this system has been that almost everybody is working at once. Although this places a strain on some equipment (the Executive Committee has been forced to ask for donations of vacuum cleaners), this slight setback is more than compensated for by the increased efficiency of having an entire force accountable for at once, and supervised during this time.

The organization of the work program is also being facilitated by the implementation of a master control board, which has every student filed under his respective activity. With this board, it is easier to account for every student, and to keep the correct number of students in each job. The commit-

(Continued on Page 4)

SAT's: "Bruised egos in a dog-eat-dog atmosphere."

SAT Value Analyzed

SAT's. That simple acronym sounds frightening, dreadful and awe-inspiring. Are they something to be whispered about in the hallway or pictorially represented on the library bathroom walls? It seems so. However, the *News* wanted some straight talk to dispel all the half-truths and innuendo that surrounds the subject of Scholastic Aptitude Tests. We talked to Mr. Jerry Downs, a long-time college counselor with experience in dealing with SAT's, and Mr. Roy Barker, former head of the English Department and the School's representative on the College Board.

What does the SAT measure?

According to Mr. Downs, the tests should be labeled developed aptitude tests of verbal and math since development of these skills are measured, not the capacity for development. He added that only "a limited aspect of the personality was being tested."

Are the SAT's fair?

Mr. Downs believed that the tests are biased more economically than culturally or racially. He felt the colleges can spot instances where an applicant's background hurt him on the tests, and work around it. Mr. Barker believes they operate to the disadvantage of the disadvantaged who had had less opportunity to develop intellectually.

What do the scores indicate and how do the colleges interpret them?

Mr. Downs believed them to be excellent predictors of academic success. Mr. Downs and Mr. Barker said that colleges considered the high school academic record their strongest single factor in admissions and the most reliable indicator for performance in college. Unfortunately, a college is at a loss to interpret a student's academic records from little known high schools. A school's academic program is a relative thing. A Yale admissions officer knows how good an 85 average at Gilman is. He has no such prior knowledge or experience in evaluation when he comes across an 85 average from E. Podunk High. The beauty of the SAT is its standardization. The colleges know how all the students from all different backgrounds stack up. Mr. Barker thinks that the SAT scores, combined with the academic record, provide the strongest indicator of success at college, stronger than either individually.

Can you cram for these tests?

Why do some people do well and others poorly? Mr. Downs repeated the official answer from the College Entrance Examination Board. You cannot prepare for the SAT's. "He added that the only real prepara-

tion is to arrange" to be born into a family where they read a lot." Mr. Barker agreed. "Verbal training starts the day you are born." Reading is especially important, since most of the verbal test is weighted toward skills that come only from reading: vocabulary, reading comprehension, word relationships, etc. A child gradually soaks up these skills, practically by osmosis, as he flips through the pages. Long-term development through receiving stimulus from the environment, and through reading, are the keys to the SAT's.

The fact that children read less in this TV dominated society is one reason, (along with the fact that more people now take the test) that verbal scores have dropped over the years.

Both Mr. Barker and Mr. Downs note that the effect of last minute cram courses are negligible. Perhaps the only advantage of a cram course is that it provides a feeling of confidence in one's preparation that could put the test-taker at ease, thereby improving his scores by a few points.

Which situation do the colleges prefer; high grades and low SAT scores or low grades and high SAT scores?

Both are risks, according to Mr. Barker. The colleges would be wary that the individual in the first group may have already reached his full potential doing high school work. Students in the second category may be suspected of lacking drive. Both Mr. Barker and Mr. Downs agreed that the colleges were far more willing to take a chance on the individual whose relatively low scores did not match his high academic performance. Mr. Barker recalled the case of one former Gilman valedictorian who went on to achieve academic honors at Harvard. Neither his verbal or math SAT scores ever saw the light side of 500.

Do students misinterpret the scores?

Yes, say our experts. They get excited over small changes in scores when any fluctuation of twenty points or less is normal and means nothing, notes Mr. Barker. He also feels that students use the SAT as their "whipping boy" when they fail to be accepted by the college of their choice. Other factors are at play in this decision, and the importance of the scores is often overrated. Mr. Downs thinks that the students place too much importance on the SAT's. "I deplore people who ask about scores," he says. He is afraid many kids are hurt by the process of exchanging

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PERSPECTIVE

a forum — editorials,
commentaries, analysis



viewpoint:
bill harwood



The Master & The Slave

"I am an alcoholic. I am an alcoholic," repeats Mr. "X" to himself. As any alcoholic can tell you, the greatest difficulty of alcoholism is realizing that one has a problem. Alcoholism is not inherited, is not restricted to poor people, and is not a controllable habit. Alcoholism is a *disease*, like any other physical or mental disorder, and can affect anyone, at any time. This disease is not restricted to adults. It attacks even our youth.

Youth alcoholism is one of the most widely overlooked of problems, and one of the hardest to accept. "My son, an alcoholic? He's only a child," one mother may retort. But realizing that there is a problem is the only way to begin to combat it.

A heavy drinker soon loses all pleasure and control out of drinking. Alcohol becomes a habit, a daily "fix." The system craves it; the body is "run down" unless the tissues absorb it. Alcohol soon becomes the master, and the drinker is the slave.

Fortunately, there is help available, even for teens. The AA, Alcoholics Anonymous, has created a branch, Alateen, in response to the growing problem. Alateen is a group of youths who have realized their problem, and by helping each other, have learned to stop drinking. A person is never cured, for alcoholism has no cure . . . only a prevention. Don't drink.

The next time you want a drink, stop a moment and reflect. Could you *really* push that drink away?

—KBK

"Everything is funny as long
as it is happening to
somebody else."

—Will Rogers

THE NEWS

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The Mailbox

Dear Sir,

The anonymous article "Sexual Bias Uncovered" which appeared in the January issue of the *News*, intrigued us. Though it is obvious that this article was written to invoke our response, we will humor you by complying. Although the *Quill* does not usually resort to sensationalism, we felt that it would best serve the interests of both schools to reprint your article in the *Quill*, accompanied by our response.

First, let us affirm that we are definitely not men. We are glad you are clear on that point. Therefore, it is natural that Bryn Mawr does not have a "macho" atmosphere.

Second, we are pleased to be recognized as intelligent, conscientious, and well-prepared.

Though Gilman students seem to like to think of themselves as "gentlemen," we have not noticed that our presence has stifled their "Sexual, bawdy, and ribald humor."

We have not noticed any difference in class participation from those in the sexual minority. However, it has sometimes been the case that Gilman students have found themselves in the minority on those days when some of their compatriots have not bothered to show up for class.

"More Bryn Mawr students take classes at Gilman than Gilman students take classes at Bryn Mawr." We will offer several explanations. Gilman's advantage in numbers accounts for its larger faculty and more varied facilities and therefore greater number of course offerings. We do not feel that Bryn Mawr students' "attraction to the opposite sex" is an overwhelming influence on their choice of courses. We do feel, however, that there is some truth to the statement that Gilman English and French classes are easier, and that higher grades are possible in them.

If Bryn Mawr is so attracted to the opposite sex, why is it Gilman who voiced unanimous approval of coordination? Obviously "someone" must be doing something right.

—The Bryn Mawr *Quill* staff
P.S. What is a female mistake?

Dear Mesdames,

I would like to set the record straight. I did not personally imply that Bryn Mawr students should be more manly, or that their school should have a more "macho" atmosphere, or even that they hunger for the opposite sex. I merely dutifully recorded the responses to the questions asked.

I do find it interesting that you should call attention to the fact that the article was written anonymously. If your staff had read any issues of the *Gilman News* previously, you would have realized that all articles written by editors go without a byline. Perhaps your attention was only drawn to this particular article because of its headline, "Sexual Bias Uncovered." Ah, but it is not for an editor to speculate on such matters.

Joseph H. Hooper, III

P.S. You ask, "What is a female mistake?"

Answer—The Bryn Mawr *Quill*.

As a result of several factors, I feel that my viewpoint on Gilman is a little different from the views that some other people have.

The first of these factors, one which I share with a minority of other students, is that I have been a student here for twelve consecutive years. Many of you may think that spending twelve years in one institution (especially during years which are so critical to learning as the years spent in school before age 19 are) would be stifling and boring. I disagree, and my reasoning stems from my observations of how much Gilman has changed in the last twelve years. Sure, it's still a private, male preparatory school, but I (along with thirty other students) can remember a lot of the physical changes and other things that many people fail to realize. Things such as these: When none of the floors were carpeted and the walls were all painted light green or white; when we had hot meals everyday in what is now the library; when Mr. Bristow set the old basketball scoring record; when there was no middle school; when the junior and senior rooms were set up as study rooms with desks; when Bryn Mawr's uniforms were brown and white; when the (then Lower School) driveway came off of Belvedere and Belvedere was a two-lane street; when the track was made of cinders; when the green-room didn't exist, and many other things of this sort.

Of course, along with changes and events like the ones cited above, have come changes within the student body itself, which have at least equalled the physical ones in number and variety. Many of these ideological changes (advances is really a better term) have followed naturally with the trends of our society; others have come by themselves, but every change has reflected either the philosophy or culture of the times we live in. So, being here for twelve years has not been like living in a vacuum, as this school is not some utopian island. The school has worked to make sure that it possesses an "alive" student body and faculty, and not a dead mass of athletes or intellectuals or any other group you wish to name. Gilman, like any other institution of today, is attempting to reach the balance point where all people can co-exist. Granted, by its being a private school, its enrollment is not affordable by everyone, but it is open to everyone. Then again, the specific education that one gets at Gilman (despite its being a relatively small school;—the fewer people one contacts, the less dynamic his overall education), cannot be surpassed in quality, in my opinion.

Some of you may say upon reading this, "Well, sure if I'd been in one school for twelve years I'd see only its good points, too." This statement would be true to an extent, but it also has another side. Along with the changes have come bad effects which are inevitable results of change. Just as society has suffered good and bad effects because of changing attitudes over the last twelve years, so must any institution hit the same pitfalls in its quest to keep in touch with the times. Some of the problems have been softened by social pressure; others have been made worse, but Gilman has been affected in one way or another by every one of them.

In closing, I would say that in 1963, when I entered Gilman, there was a generally different attitude from that of today. The students had just as many differing ideas then as they do now, but the atmosphere was different; Gilman was more of an island in 1963, as many institutions were. In 1975, there are not too many things that immediately tie Gilman to its ancestor of twelve previous years. Yes, the buildings are much the same, with a few additions; and the faculty has remained relatively constant, with its share of new faces; and the students are just as individualistic as they were twelve years ago; but there is a greater variety of types of people to interact within Gilman in 1975 (as there are in the society that one comes in contact with) than there were in 1963. This trend follows with the basic sociological changes of the past twelve years, and in my opinion, evokes the most important thing that we have to learn—how to live with people.

Bill Harwood, class of 1975, is the President of the Student Body.

The Nature Of Alcohol

by Garrett Waters and Mark Schuster

Beverage alcohol of some type has existed since the neolithic period. At that time, fruit juices were fermented. The process of fermentation led to the later discovery of distillation. In the Middle Ages, wine-making was of great consequence, as it came to be used to celebrate the sacrament of the Mass. Since then, alcohol has grown in popularity to this day.

Unlike most foods, alcohol does not undergo digestion. After it is swallowed, it travels immediately to the stomach, where a minimal amount passes directly into the bloodstream. Most of it, however, continues on to the small intestine to be absorbed into the blood. The alcohol must then go through the various chemical stages of oxidation. At one stage, it is actually a toxin in the blood. The oxidation of alcohol is carried out in the liver at the rate of one-half ounce per hour. Any excess of this quantity remains in the blood, stimulating appetite and circulation. Due to the increase in circulation, it is a documented fact that moderate drinkers live longer (doctors often prescribe alcohol to elderly patients for its effect on circulation).

Alcohol is a drug affecting the central nervous system although many people don't think of it in such terms. The factors altering the extent of its influence on the individual include body weight, the amount and type of food in the stomach and tolerance, which increases with heavier drinking. After two 12-ounce beers, (at 170 calories each), the average person of 150 lbs. with an empty stomach has a blood-alcohol concentration (BAC) of 0.03% and experiences a slight change in feelings. At 0.05% (4 bottles of beer) his judgement, reaction time, and muscular coordination have degenerated—driving may be risky. Inhibitions are gone, and self-confidence is gained. At .10% (six bottles of beer), the driver is liable to having his license suspended if stopped by police. Vision has deteriorated, speech is slurred, and the sense of balance is upset. A license is subject to revocation if the driver has a BAC of .15% (ten beers). When BAC has reached .30%, the drinker is in a stupor. At .40% he is unconscious. If his BAC is .50% the drinker will never have to worry about taking another drink.

There are many deaths resulting from overdrinking, the majority happening on our nation's highways. Each year about 30,000 people die in accidents caused by drivers or pedestrians under the influence of alcohol. Half of all traffic fatalities are attributed to drinking.

Murders are linked to alcohol as well. In half of all homicides in the U.S. either the killer, the victim, or both have been drinking. Significant volumes of alcohol are found in a fourth of all suicides. The likelihood of divorce is seven times as high in marriages in which one partner is a heavy drinker.

Among drinkers, there is a much greater incidence of disease than among non-drinkers. Hypertension is 23 times as common; cirrhosis occurs 29 times more frequently. Gout, cerebrovascular disease, asthma, and ulcers are more prevalent among drinkers.

Alcoholism is a progressive disease moving through successively worse stages unless interrupted by treatment. The general goal of

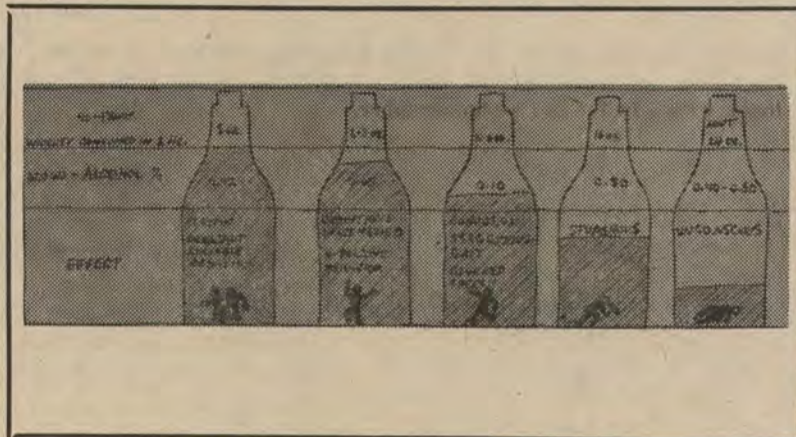
therapy is to terminate all consumption of alcohol.

Most people who drink are not alcoholics. We can only speculate on the causes of alcoholism. Even though alcoholism is not inherited, the children of alcoholics are often alcoholics themselves. Poor environment, neglect, and lack of parental control are the contributing factors. Mental aberrations and personality disorders making parents susceptible to drinking are sometimes manifest in their children.

An alcoholic is one who has an uncontrollable desire for alcohol. At first this craving is psychological, but it becomes physiological.

The cells adapt to the presence of alcohol in the blood and function poorly without it. Once he stops the flow of alcohol in his system, he is tortured by tremors, along with weakness, perspiration, anxiety, and in severe cases, nausea, vomiting, and convulsions. When these symptoms are combined with hallucinations, the tremors are called D.T.'s (delirium tremens).

Ten percent of the 95 million American drinkers are alcoholics or problem drinkers. One in four alcoholics dies a violent death. Nearly all reformed alcoholics who are "on the wagon" say they would choose death over a return to drinking.



Teen Alcoholism

(Continued from Page 1)

one out of four exhibit potential problem drinking signs. One startling discovery is that it may take a teenager as little as fifteen months to become an alcoholic while an adult may not become an alcoholic until after fifteen years.

One reason for the increase in drinking is that the legal age for the purchase of wine and beer has been lowered to eighteen. A fifteen year old boy is more likely to know an eighteen year old than someone who is twenty-one, thereby bringing widespread drinking into a lower age bracket. The lowered drinking age has caused many negative repercussions. In Michigan, for example, the incidence of drunken driving arrests has increased to 2½ times the former rate.

Another theory ascribes the upsurge in adolescent drinking to our increasingly "permissive" society. Youth is given more rights and responsibilities but is expected to answer for its behavior since it is showing a semblance of adulthood at an earlier age. Although teens are more likely to drink in an environment of permissiveness, problem drinkers are more apt to crop up in one of restrictiveness. "Restrictiveness may result in young persons being introduced abruptly to heavy drinking, instead of letting them gradually explore the effects of alcohol in socially protective environments." A teenager who is a problem drinker is likely to value and expect achievement less, tolerate deviant behavior, esteem independence more, and support adolescent drinking. Usually, he is in a continual struggle with his parents.

Why do teens drink? There are

three theories which try to supply answers. The first calls drinking a socially controlled action. Adolescents want to conform to the social pattern, to acquire a sense of belonging to the group, which is essential to the adolescent stage of maturation. The second associates the teenager's desire to drink with his drive to expedite his transition to adulthood. Drinking connotes the adult world since approximately 70% of adults drink. Youth has a common bond in its yearning to be acknowledged as mature; therefore it mirrors the social model of the average adult. The last hypothesis asserts that the teenager's rebellious nature toward his parents precipitates his excessive indulgence in alcohol. Marked increases in alcohol abuse are observed in homes in which parent-teenager strife occurs.

The average teenage alcoholic is male and in his late teens. The social characteristics cannot be specified since teenage alcoholism is encouraged across the spectrum of socio-economic levels. Men are more likely to become alcoholics because of the long cherished tradition of the hard-drinking virile man. The probability that he will be in his late teens arises from his realization that he is closer to his "coming of age," of initiation into adult society and its responsibilities. "The young alcoholic is distinguished from normal adolescent drinkers by early use of alcohol for its effect, and often in solitude rather than as an aid to social acceptance. . . ."

CORRECTION

The staff of the News regrets that it misinterpreted the McDonogh release on coeducation. The News's reference to "the school's strong financial difficulties" was not in McDonogh's news release. The News apologizes for any embarrassment this error may have caused.

ROLAND PARK FLORIST
Greenhouses on the premises
Wynhurst Ave.
435-2100

Ask Yourself

Are You An Alcoholic?

ASK YOURSELF

Do you often "fortify yourself" before going to a party where you know a limited number of drinks will be served? When drinking with others, do you try to slip in an extra shot or two when you're sure your companions won't notice?

Do you prefer to drink by yourself, e.g., in the privacy of your home or in a remote corner of a public bar?

Do you ever keep liquor stashed away in secret hiding places at work or at home, so you can have a "quick one" should you feel the need?

Do you sometimes drink heavily after a heated argument, disappointment or temporary setback?

Do you eat irregularly or skip meals when you are drinking? Has any member of your family ever gone to anyone for help about your drinking—e.g., doctor, clergyman, family or alcoholism counselor, member of Alcoholics Anonymous?

Have you ever lost a job because of your drinking?

Have you ever made promises to others or yourself about cutting down on your drinking and then failed to keep them?

Have you tried switching brands in an effort to control your drinking?

Did you ever change jobs or move to a new location in an attempt to change your drinking habits?

Do you sometimes take an "eye-opener" to control your shakes?

Have you ever awakened after a period of drinking and found that you could not recall what you did or where you were during that period—even though assured by others that you did not lose consciousness ("pass out")?

Have you ever been told that you have liver trouble?

If you answered "Yes" to one of the questions on the preceding page, you need to take stock of yourself.

If you answered "Yes" to two or more of the questions, you have—or are about to have—a real problem.

Advanced problem drinking is "a pathological dependence on ethanol (alcohol)." Without treatment, it can only lead to mental and physical disaster.

Marijuana

(Continued from Page 1)

risk involved and therefore more peer pressure to smoke rather than drink. Smoking is more "in." Of course, others claim that they smoke rather than drink merely because they prefer a "pot" high more than a "booze" high. Besides, they continue, there is no hangover from pot.

New Questions Posed

Many of the recent allegations concerning the effect of marijuana on health have appeared in reputable scientific journals. In early 1974, research by U.S. and foreign scientists indicated that: 1) marijuana use by young people may interfere with cell division and cell metabolism and can affect adolescent development; 2) production of white blood cells in marijuana smokers is forty percent less than normal, and the body cannot effectively combat disease; 3) testosterone production in men becomes lower than normal, possibly causing sterility (though studies have found that this is only a temporary effect—normal counts resumed after moderate smoking was discontinued); 4) marijuana can cause birth defects and miscarriages; and 5) long-term users of marijuana can become psychologically dependent on it. Of course, studies were based on more than the normal dosage of marijuana commonly used.

Consumer Reports, the non-profit

consumer magazine, recently published a study on marijuana, and noted all the evidence against marijuana. Then, the Consumers Union (publisher of *Consumer Reports*) underwent a study in Jamaica, where marijuana has been a daily custom for generations. If dire adverse effects existed, they would surely be visible there, "observable without air encephalograms, implanted electrodes, or other sophisticated laboratory procedures." Scientists had no need to predict the long-term consequences of marijuana use; they could easily observe them and measure the effects. The Jamaican study, sponsored by the government, found that "long-term marijuana use . . . did not produce demonstrable intellectual or ability deficits."

Out of all the studies made, a general pattern has begun to rise. CU concluded: "When a research finding can be readily checked . . . an allegation of adverse marijuana effects is relatively short-lived. No damage is found—and after a time the allegation is dropped (often to be replaced by allegations of some other kind of damage due to marijuana)."

Consumer Reports concludes that "no drug is safe or harmless to all people at all dosage levels or under all conditions of use." They also advise that legal and social laws and customs concerning marijuana need review.

"Perhaps an editor might . . .

divide his paper into four chapters, heading the first, Truth; 2nd, Probabilities; 3rd, Possibilities; 4, Lies."

—Thomas Jefferson

The Graduate's View: Swarthmore College

by Tom Casey (class of 1971)
Swarthmore Correspondent

In an effort to help students make better college choices, the News has invited recent Gilman graduates to report on their experiences at college. The News feels that these "college reports" can give students a better insight into the college of their choice.

I have discovered that writing a critique of Swarthmore is not so easy as it first seems. This is my second attempt. The first bogged down after meandering for a page and a half. The reason it has been so difficult is that I am still very much in the middle of things here and am consequently unable to gain the perspective that I have for my education at Gilman and hope to have for Swarthmore in five or ten years. Swarthmore has been a very intense experience.

The idea of a co-educational Quaker college came from a Mrs. Tyson in the eighteen-fifties in Baltimore. The Philadelphia and New York meetings were brought into the project and the location about fifteen miles southwest of Philadelphia was chosen as a central location. Both the college and the town are named after Swarthmore Hall in England where the Society of Friends was more or less founded. The location was a very good choice. Swarthmore has access to everywhere between New York and Washington. The rail line through the campus has frequent trains to Philadelphia, a city which has much to offer. The campus location has the advantages of space and quiet found in suburban campuses, without the isolation that often accompanies the suburban campus.

One of the reasons I picked Swarthmore was its small size of twelve hundred. In such a small school I have rarely felt like I was lost in the crowd. All of my teachers know me more than any that I have ever had. The small size and Quaker tradition mean that the col-

lege is run in a rather informal manner.

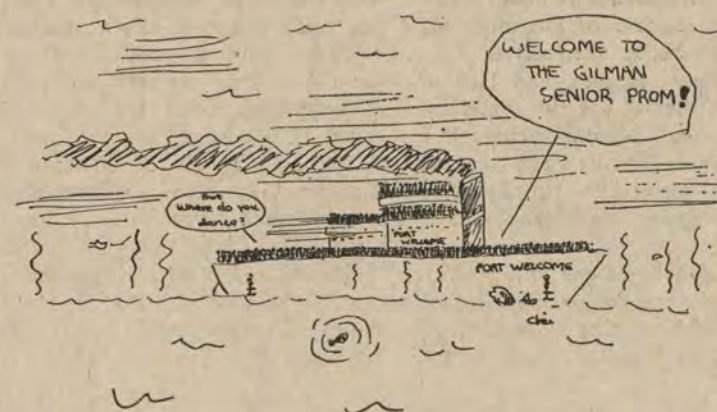
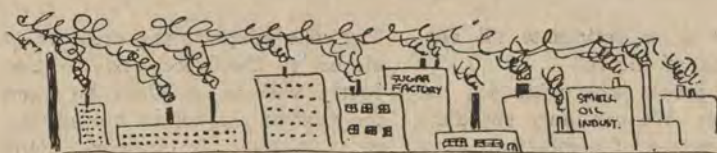
On the other hand, small size has its disadvantages. I often have the feeling that I am living in a small town. Everyone knows about my life and about what I am doing, sometimes, it seems, before I do. The intensity of this situation makes for a great deal of friction, and friendship tends to be rather artificial, either very casual or very strong. A small college also tends to lack some facilities and certain groups of people. For instance, there are never enough tenors here.

Certainly one of Swarthmore's strengths is the quality of the faculty. I have had a lot of excellent teachers here, people who are bright and enthusiastic about their field and about teaching. It is a faculty primarily interested in teaching rather than research, which is the way it should be. Because it is a small college, a bad teacher tends to weaken a department more than he would in a large university. This is particularly apparent in small departments where there might be only three or four members.

A good deal of Swarthmore's reputation is based on the Honors program. The program provides for a student taking six seminars in the junior and senior years; four in a major and two in a minor. There are no tests or grades until the end of the senior year when written and oral tests are given by outside examiners. In theory, the Honors program allows a student to look at a limited number of subjects in greater depth. How well this works depends on the faculty, other students in the seminar, and the student. I have been told that seminars tend to work well or fail completely. I am not in honors, because my interests are too broad to really be able to specialize in two departments, and because my major department tends to discourage the program.

Swarthmore has a very heavy, at times, too heavy emphasis on strict academics. There is a strong belief here that an education is something obtained solely in a classroom. This is one of the major faults of the college, since I have received a significant portion of my education here outside of class. One of the most valuable parts of this education has been meeting people from a wide variety of backgrounds and cultures.

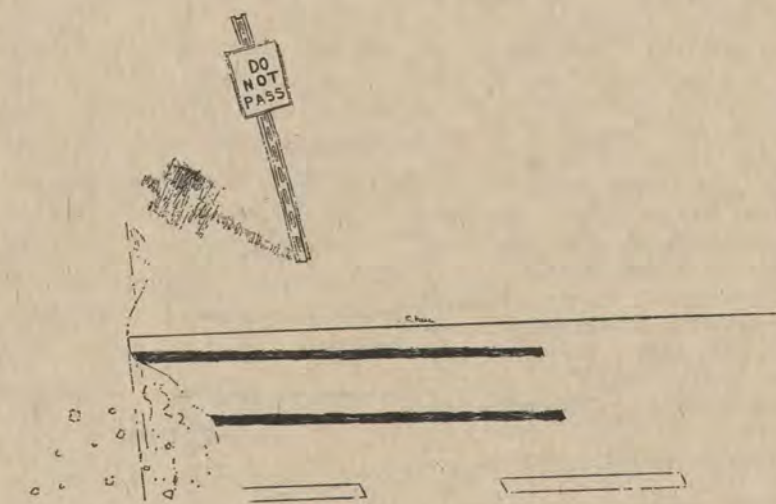
Swarthmore is like Gilman in many ways, but with a couple of major differences. The first is that it is much more intense. This is probably due to the residential nature of the college, (no one goes home at 5:00 everyday), and the fact that there are a lot of incredibly bright people here. The other major difference is that the college is co-ed. This may seem to be a minor point, but a single sex school fosters a kind of unconscious sexism. The opposite sex tends to become something that one encounters in artificial situations. I suppose that college is also an artificial environment, but it is the way one lives for four years. Seeing women all the time for four years has, I think, killed most (I dare not say all) of my sexism. I would heartily recommend a co-ed college for a Gilman graduate.



The Junior-Senior prom, the first in ten years, will be held on Sat., May 24 on the Port Welcome. The event will feature the band, Appaloosa, with a buffet and a photographer.



"The Roaring Twenties," Gilman's first musical variety in a number of years, brought back the old era in first-class fashion.



SAT's

(Continued from Page 1)
scores and by the whole competitive, dog-eat-dog atmosphere that surrounds the test. The SAT's do not measure personal worth, only

developed math and verbal aptitude. Mr. Downs would prefer that the students not receive their scores if only to avoid feelings of guilt and bruised egos.

Work Force

(Continued from Page 1)

tee is considering using another board, in which pegs would represent equipment, and the location of these pegs would indicate the status of the hardware they represent.

The main difficulty of the system now lies with the students' missing their jobs—the new time period has helped to alleviate that problem—but with the individual work crew leaders and advisors. Mack Ross, speaking for the Executive Committee, cited "lackadaisical" team leaders who, by neglecting to turn in complete schedules and team lists, hamper the organization of the entire Work Force.

Ross feels that this is not a major problem. He is optimistic about next year, by which time a new Executive Committee will have been trained and will not have the problems inherent in a new system.

Mr. Finney also recognizes the existence of a few problems. He feels, however, that these can be worked out next year, as the jobs are understood more fully. Mr. Finney finds the new system "far superior" to the previous one, where work was done during the students' free periods throughout the day. Some changes will need to be made, for some jobs need larger blocks of time. There has still been "a great improvement," Mr. Finney asserts, and next year, he expects, the Work Force system will be even more efficiently organized.

At about the same time the school was introduced to the change in the work job program, Mr. Wallace "Fain" Whaley was being introduced to the position of Superintendent of Building and Grounds, replacing Mr. Massey Pastor.

Before he came to Gilman, Mr. Whaley spent 19 years with the Smith-Corona Marchand Corporation's Glidden-Durkee Division, where he was Supervisor of Production and Maintenance in their titanium-dioxide plant. Mr. Finney is confident that Mr. Whaley can "understand our machinery."

Despite the fact that he only recently took charge, (on January 15 to be exact), Mr. Whaley already finds the work job program "definitely a big help," and he feels that it is "going to be a tremendous help in the near future."

Mr. Whaley will be making some reforms of his own in the maintenance department. He expects that Gilman "will see a definite preventative maintenance program set up." Avoidable breakdowns have occurred due to the lack of such a PM system. This will not be instituted, however, until Mr. Whaley has had a chance to become more familiar with the school.

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Trustee Changes Made

Mr. Owen Daly, II, Gilman class of 1943, who has served as President of Gilman's Board of Trustees since January 1969, has resigned from the post as he announced he would do at Commencement last June. He will remain on the Board as a regular member.

The newly elected President of the Board is Mr. William J. McCarthy, Gilman class of 1949, who previously served as Vice-President of the Board. Mr. H. Norman Baetjer, Gilman class of 1935, a Trustee since 1958 and Treasurer of the Board since October, 1959, has resigned, and Mr. George E. Thomsen, Gilman class of 1948, has been named his successor. Mr. Dawson L. Farber, Jr., Gilman class of 1935, moves from Secretary to Vice-President, and Mrs. Melchijah Spragins becomes Secretary.

Finalists Chosen

Six Gilman students have qualified as finalists in the 1975 Merit Scholarship competition sponsored by the National Merit Scholarship Corporation. They are: Gregg T. Campbell, Joseph H. Hooper, Andrew D. Kaufman, William M. Miller, Giovanni P. Prezioso, and Adam N. Wizenberg.

These young men will be included in a group of about 14,000 finalists, who will compete for about 1,000 one-time National Merit \$1,000 scholarships and 2,400 four-year Merit Scholarships to be awarded in 1975.

Students who achieved semi-finalist status are: Thomas A. Miller, who completed his high school work in three years and will be eligible for finalist standing at the end of his first year of college in June 1975; and Dominick J. Tocci, who has also achieved distinction in the National Achievement Scholarship Program.



Birthday

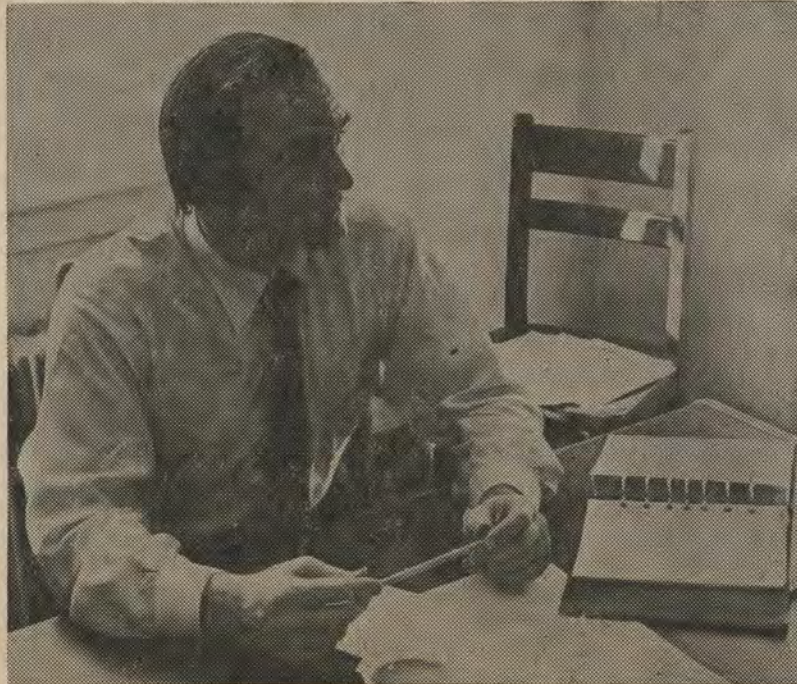
Miss Mae Holmes, director of the Gilman Archives, celebrated her 82nd birthday with a gala surprise party held in the Gilman Room on January 17th. Surrounded with flowers, cake, punch, and friends, Miss Holmes was later serenaded by the Traveling Men, who sang, among other tunes, a delightful version of Happy Birthday written especially for Miss Holmes.

IN MEMORIAM

The Gilman community was saddened by the loss of Gilman friend and former student, Mr. William L. Jackson, class of 1946. Mr. Jackson, who had served as Vice-President of Maryland Casualty in California, passed away on Monday, January 27, at the age of 48.



Former Religion teacher Bob Hoderny returned to give a media presentation.



Brewster To Resign

William Brewster, Gilman's Business Manager, has announced his intention to leave the school by the end of May. "I would like to be in a position to leave the school by the end of this academic year," Brewster informed the *News*. His

resignation was a personal decision, and though he has no definite future plans, Mr. Brewster will probably return to business administration. His successor will be Errol Phillips who will be featured in a future *News* article.

Young Dems

Senior Kevin Kamenetz was elected to the presidency of the Baltimore County Young Democrats. The Young Democrats, the official youth arm of the Democratic Party, is open to ages 16-

35. Kamenetz, who has served as a U.S. Capitol Page in Washington, D.C., has often been referred to as a protege of old-line Baltimore politico, Nick Schloeder. Kamenetz also serves as President of the Gilman Political Club.



A Birthday Wish

Computer Library Formed

by Larry Eisenstein

The Gilman School Computer Club Library has been established in order to "preserve and record those programs which are felt to be unique or commonly useful to the student body of Gilman School." Under John Purnell, President of the Computer Club, the library has gotten off to a successful and promising start.

Programs will be located at the Card Catalog of the Library, and must be signed out. Although fines are not desired, they will be imposed for programs kept out for over a week, because of the cost of running and making the programs. Overdue programs will be listed on the Computer Club bulletin board.

In the beginning, borrowers' privileges will be restricted to members of the Computer Club, or people who have submitted an acceptable program. In addition, interest should be shown on the part of the individual. After the Library has been in operation for a while, and is firmly established, borrowers' privileges will extend to everyone.

All the programs will be filed under one of four different categories. The first is that of Mathematics programs, or those commonly assigned in Computer classes, such as averages, graphs, and tables. Another category is that of Computer Art or Graphics. In this range fall "programs whose output has a purely aesthetic value." Games which do not overstrain teletype and computer time are the next category. Rounding out the Library will be unique programs.

The Computer Library Executive Committee is in charge of reviewing programs submitted to it. The Committee is headed by Chairman



Messrs. Stoiko and Purnell prepare the new Computer Library.

Mike Stoiko, who wrote the Charter for the Library, along with John Purnell. The other members of the Committee are: Baron Buxbaum—III Form, Tom Connor—IV Form, Larry Eisenstein—III Form, and Jay Jackson—IV Form. Mike Stoiko is the Librarian of the program in his job of Chairman of the Committee.

Programs are judged for acceptance into the Library by the Committee on the basis of the program's usefulness, its simplicity, effectiveness, clarity, and strain on the computer. Any program should be submitted to one of the members of the Committee. When submitted, a description of the program should be included.

Bookstore Changes Made

by Hal Gann

The Gilman Bookstore has now been combined with the Stationery Store, and under the direction of Mrs. Darcy Gilbert, both are now contained in the cottage between the Language building and the Primary School.

The Parents' Association originally had the idea of having a Bookstore in the cottage to handle the distribution and billing of all books. The new enterprise, dubbed the Gilman Country Store, also plans to incorporate the Athletic store, presently located in the gym, into the business.

Mrs. Sunderland and Mrs. Weaver, the hard-working volunteers from the Parents' Association, had been running the Bookstore since the summer of 1974. Because of the tremendous work load involved, it was realized that a regular school employee was needed to handle the job. Mrs. Gilbert, the wife of the Primary School teacher, became that employee.

The new store sells all books and stationery supplies, as well as needlepoint. Gilman jackets, t-shirts, decals, and art work are sold in a new display room built by Mrs. Gilbert and her assistants.

The Gilman Country Store is open from eight a.m. until two-fifteen each day. Although the work is at times difficult and plentiful, Mrs. Gilbert enjoys it. "The job would really be a handful if not for the work done by Mrs. Sunderland and Mrs. Weaver," stated Mrs. Gilbert. She believes that the new store is working out well due to the work and support of her husband, the students, the maintenance office, Mrs. Zinkand, and Messrs. Brewster, Finney, and O'Brien.

Mrs. Gilbert has already made a few changes, and is planning more new ideas. The new room for artwork and novelty items and the ac-



The Gilman Country Store: A new endeavor.

ceptance of cash at the Stationery department are a few of her changes. And as well as selling athletic equipment in the future, she might also start a bookstore story contest.

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Because of a misprint, the reproduction of the first issue of the *News*, which appeared in the January issue, was incorrectly dated as 1904. The correct year should be 1914. The *News* regrets the error.



Lady Luck Plays For Opposing Teams

by Dave Cameron

In past years most freshman-sophomore basketball articles in this newspaper have been very much the same. Almost invariably the author would tell how the team has spent a large amount of its time learning the basics of the game and then he would go on to recount how the team has improved tremendously but have still suffered through a disappointing season. This year it was hoped the story would be different and it is, at least in many ways. Unfortunately the story is the same in one area. This season was a losing one for the fresh-soph so far.

The team's 0-5 record is no indication of the type of talent Coach Robert Smith had on this year's team. This is one area in which this team was perhaps better than most of Gilman's past Fresh-Soph teams. This is one team that did not need to spend a large majority of its time learning the basics of basketball.

The 0-5 record could have easily been 3-2 because the team had the misfortune of losing three of their first four games by a total of only 11 points. With a little luck those points could have been erased and the team could have had a winning record for the first half of the season. They lost their first game to the Friars of Archbishop Curley, 32-31. Coach Smith commented that the failure of the team to hit lay-ups is what killed them. A tough team from Loyola then beat the

young Greyhounds, but the team rallied back and almost beat John Carroll, losing in the waning minutes of the game, 30-29. They lost to Gibbons by nine points and then lost in a rematch with Curley.

This year's team had 12 players and each one was important to the team. Mr. Smith cites Joe Finerty and Keenan Holt as standouts. Finerty, a freshman, was the leading scorer, averaging about eight points a game and Holt, a big sophomore, has grabbed the most rebounds. Other starters are Bill Baldwin, Kraig Holt, and Kenny Holley, who is the quarterback, the man who led the team on the offense. Todd (Box) McDaniels, and freshman Tim Parker and Charly Cosby helped the team out tremendously with rebounding. Freshman Greg Smoot, and Milt Boone and sophomore Ed Wyche all came off the bench and performed well at both forward and guard. This year's team was also different from other teams in another way. They, for the first time in a long time, had a middle school player on the team. Jim Wilkerson was a welcome addition to the team which helped to prepare the Gilman basketball stars of the future.

Future is the key word on the Fresh-Soph squad because even if the season was not a winning one as the team hoped it would be, it was still a successful one because it assured Gilman basketball fans good teams in the years to come.

J. V. Matmen Undefeated

by Bill Matthai

What upper school team had the best record this season? Most people questioned answered the Varsity Wrestling team, but they were wrong. The JV wrestling team is the only undefeated team in the Upper School. With a 5-0 record by February 3, the team had almost tripled their opponent's score, (192-74). The J.V. grap-

plers pinned one out of every three men they faced while winning two out of every three matches.

The team opened the season defeating an outclassed Arundel team by a score of 39-18. The juniors led the team with strong performances in many weight classes.

The following week, the team scored an impressive victory over City, our Varsity's top contender.



Greyhound Stuart Finney takes his St. Paul's opponent to the mat in their 140 lb. clash. Finney won.

Sports Rap:

Joe Thomas On...

... Responsibilities of the General Manager

"You are responsible for everything. . . . Some football clubs will have a person called a general manager. . . . Sometimes he doesn't really handle everything. We have combinations of general managers and head coach. These different people don't handle all phases of football. They handle the football end basically, and that's where they stop. . . . I handle whatever may come up. From players to coaches, to anything in the front office, the secretaries . . . , the comptroller, the PR, any business aspect or any moneys involved, from signing the checks on through. . . . I am very heavily involved in (drafting) because really my background has been in coaching and in scouting. . . . I did this work very heavily when I was at the Miami Dolphins. . . . Your general manager has to know personnel. . . . I never believed that a head coach should have full control of the football club. . . . the coaching end, yes, but when it comes to trading and drafting you have to be careful. . . . Winning is the important thing for an organization because this is where the money is. . . ."

... Baltimore as a sports town

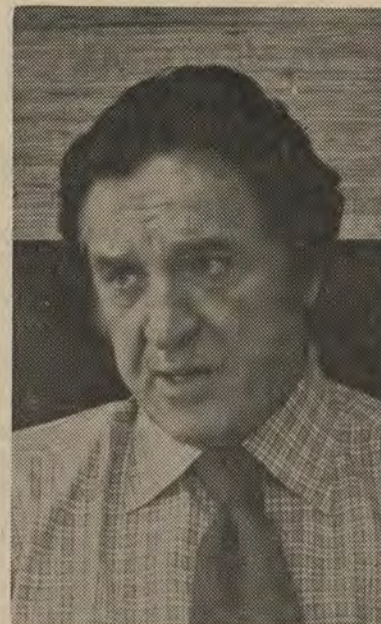
"I think practically every city today that has a major league franchise . . . if you're winning, that's when they are a great sports town. Baltimore is no exception. . . . Miami when they first started out, we had like twenty-six thousand people a ball game, as we started winning a little bit, we got to about thirty-four thousand, . . . and then when we went into the Super Bowl, we were averaging something like fifty-five thousand, after that the stadium sold out at eighty thousand. It's the same every place you go. . . . One thing here was that I put pre-season games in the package. . . ."

Alex Brusilow, wrestling 15 pounds underweight in the 169 pound weight class, clinched the victory with a come-from-behind pin.

Since the City match, no team came close to challenging the superiority of the Greyhounds. They soundly thrashed St. Paul's, 38-11, which was followed by a whipping of county power Bel Air by a score of 40-9 and finally a mauling of neighboring Poly, 42-12. The JV's superiority was tested, however, during the week of February 3, when the team faced both St. Joe and McDonogh, which always field excellent teams.

Against the top teams in the MSA, the JV romped, losing only two matches against St. Joe and three against McDonogh. The following week saw the JV close out their 8-0 season with a mauling of Mervo.

Differing from the Varsity team whose strength is in the lower and middle weights, the JV's strength seemed to be in the upper weights, a prime example being the Poly meet. The last five matches were won by Gilman; four of these were won by pins, and three of those four pins took less than three minutes.



Colt's General Manager
Joe Thomas

... The Key to Producing a Winning Ballclub

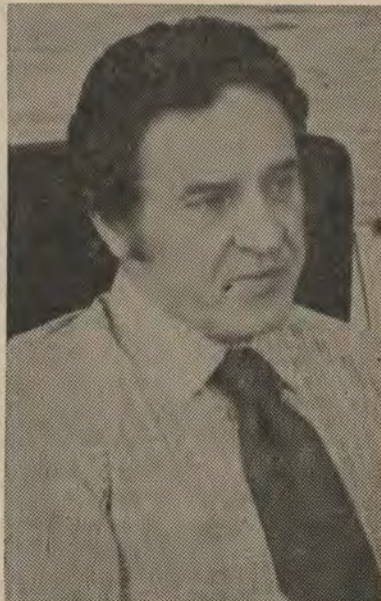
"This is the secret, the draft, you've got to do a good job in the drafts. Miami was an expansion team. . . . in our sixth year, we were in the Super Bowl playing Dallas, we only had one expansion player left. . . . The rest were all draftees and a few trades."

... Drafting the College Football Players

"We don't care what school they come from, we have certain requirements which we like the player to measure up to. If we're looking for a lineman, there may be a fine All-American guard . . . but he may only weigh 210 pounds . . . he's a fine college football player but he's not big enough for us . . . then you hope to find another position for him like a linebacker. . . ."

... Scouting Reports

"We belong to a scouting combine, eight clubs are in it . . . other clubs are involved in other combines; we have two full-time people and one part-time worker on the West Coast. . . . All those reports and the (reports from the Colt scouts); then our final decision gets down to All-Star practices. . . . From this we try to finalize our draft because most of the good football players are in one of these football games. . . . We also go over the draft list and rate everybody."



... Parallels between the Colts now and the beginnings of Miami

"We're almost at the point where you could call us an expansion club because we have so many young football players. We're prob-

ably the youngest team in our league today. The parallel is very close to Minnesota or Miami. When you have a bunch of young football players, you're going to lose football games. . . . If we kept some of the older football players around, we would have probably won a few more ballgames each year, but in the meantime, we would not be developing young football players. Our club will be like Miami's; it will mushroom one of these days and then for four or five years, we'll have a good football club. There is definitely a parallel."

... The Unprecedented Popularity of Football Today

"This is a game where you have skills of various natures . . . and then we have a hitting game along with it, and I think it's the hitting that fascinates people. We have a certain amount of this in us today. . . . The thing that really made pro-football though is TV. People just didn't understand pro-football in the early days. TV took over and people could see the difference and see the fine techniques and have it explained to them. This is probably the biggest reason why pro-football is so popular today."



... Being in the Spotlight and Criticism

"You see, once you're in sports for a long time . . . after a while you learn to ignore this (to a great degree). You have to, otherwise you can't do your job. When you're a player, you never really worry about what the fans say. I only cared about what my coaches thought. I couldn't care less what the fans or anybody else said about me. I was only concerned about one thing; my coach thought I was doing the right thing. . . . When you're in a job like this, you have to know what you want in life and how you're going to go about it and you have to do it. Because if you don't know what you want, then you can't have it. If you're going to let other people dictate to you, then you're in trouble. It's the easiest thing in the world to second-guess, and that's what they do; they second-guess you. . . . You don't have to be too intelligent to second-guess people. So you just ignore it. . . . It's easy to be negative; it's easy to criticize."

**HAVE A
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Var. B-Ballers Frustrated

by Roddy Wong

The highly competitive "B" Conference now sports some of the best basketball teams the division has seen; a small handful consider Gilman among them. Looking at the team's record, it might be hard for even that handful to justify their position. However, there are other ways to look at a team.

One way is to observe the offense. For a lowly "B" Conference team, Gilman moves the ball in a disciplined manner. The straight forward plays are run, and usually only good shots are taken.

The outstanding shot on the team is Mike Phipps, who has averaged 26.8 points a game, the only member of the Varsity in double figures, while Don Mikush and Jon Swerdloff have held their own.

Yet, even with such shooting ability, the team record is dismal. The reason is that though the shooting percentage from the floor is excellent for a high school team, being just under 45 percent, it must be supplemented by consistent, aggressive rebounding. Control of the offensive boards must make up for the difference in the shooting of Gilman and the N.B.A., since they are trying to employ a pro-type offense.

Taking a look at the team's rebounding department, a somewhat different situation exists than elsewhere. Mike Phipps, a forward, leads the team in this aspect as well. Bill Saltysiak and Guy Phelan who switch off at center, also move well under the boards and come down with a lot of rebounds. The Varsity as a whole, however, is hurt in this part of the game, and usually is out-rebounded.

Still, offensively, Gilman has kept up with almost every team they have played. In addition to the strong shooting of Phipps, the team boasts two adroit ball handlers in Carl Offit and Swerdloff. Bob Ehrlich has been used to bring the ball up effectively against the press. Besides Phipps, the best all-around player has been Pat O'Shea, who has shown aggressiveness both offensively and defensively. The results are a team which, though out-sized each game, averages better than 65 points a game.

Defensively, Gilman has been less effective. Again, the reason is lack of size and muscle underneath. However, unlike their offense, which makes up for this deficiency by finesse and accurate shooting, the defense has found it hard to succeed against teams which have one or both forwards taller and stronger than Gilman's center, and both guards taller than Gilman's forwards.

To their credit, the Varsity has gotten position and played alert defense, but even then, it has not been unusual to see opposing teams get four or five shots off before the ball is tipped into the basket. Evidence of the team's use of skill rather than burl in its defense is the fact that it usually has half the number of fouls compared to the opposition.

It's necessary to say a word about the competition. Though only teams in the "B" Conference are faced, Gilman has had to face four teams who have been or are in the "top 15" in the state, including eighth ranked and undefeated Southern.

Mike Phipps a Sun player of the week, leads the team in experience. Phipps was responsible in no small way for the victory over

Patterson (77-74). He broke Coach Sherman Bristow's nine year-old record of 36 points early in the fourth quarter and went on to score 46.

The five remaining players deserve mention for their consistent quality playing. Bruce Matthai has not gotten the playing time a player of his ability deserves; he has been impressive on more than a few occasions. Sylvester Cox is undoubtedly the most improved player in the school . . . possibly next year's star if and when Gilman moves into the "C" Conference. Dave Heubeck has shown some great moves and effective

shooting. Brian Benninghoff has excelled in rebounding and blocking shots. Then there is Pete Vince Lohrey, Bristow's Bomber, who adds that touch of excitement to the game.

When asked to comment on next year's hopes, Coach Bristow spoke of the annual application for entrance into the "C" Conference, an application which has been repeatedly blocked by several MSA schools. In the "C" Conference, Gilman basketball would surely provide results and greater rewards for its hard working and unsung basketball heroes.



Gilman's Mike Phipps (44) goes up for shot as Mervo's Oscar Horell (51) leaps to block.

Half-Stepping J.V.

by Mike Phipps

In the past three seasons, the Gilman J.V. basketball team has logged a record of 8 wins and 28 losses in the tough "B" Conference of the MSA. Gilman is now attempting to move both J.V. and Varsity into the "C" Conference. J.V. mentor Jerry Wolf commented on the anticipated move. "The 'B' Conference has too much of a spread in caliber. Our kids and the inner city kids are very diverse in athletic backgrounds. Gilman puts out good all-around athletes, while the public schools have better basketball players. Too many times, instead of looking for a strong finish in the league, we strongly look for a finish . . . period. I'm looking forward to the 'C' Conference, and I think our players are too. We'll probably get more fan support also."

The J.V. has had an above average season this year. They finished with a 6-11 overall record despite their usually horrendous first-half performances. The coolness they displayed in their early games has come back to haunt them, as the J.V. five appeared to be asleep during the first twelve minutes of most of their games. This type of play is referred to as "half-stepping"; in the "B" Conference, however, "half-stepping" doesn't work. Fortunately, the Greyhounds have been able to come back with second-half rallies to make up the early deficits.

Mr. Wolf's quint relies on a

strong inside game to get them good percentage shots. Guards Duane Smoot and Tim O'Shea rarely shoot from the outside and concentrate on getting the ball to forwards Stan Ruff, Mason Lord, and center Gary Benninghoff, who was traded to St. Paul's on Jan. 15 for a future draft choice. Ruff has been carrying the the offense with a ten-point average, with Lord contributing six points per game. Coach Wolfe says Ruff "has all the moves" and Lord "is a great athlete." Keith Christian has taken Benninghoff's place in the pivot and has rebounded like his look-alike, Willis Reed. Sparkplug Scott Graham and Steve Cweiber provide bench strength in the backcourt while Paul Engert and Tim Holly spell Ruff and Lord. With the loss of Benninghoff, the team is left with only nine players so Coach Wolf and scrappy assistant coach Bill Harwood suit up for practice.

The J.V. started out fast, winning three of their first five games. After upsetting Southern, 42-40, the 'Hounds sleepwalked through Douglass, succumbing 52-27. The game against arch-rival McDonogh appeared to be a repeat of Douglass. Gilman fell behind 15-12 while shooting an anemic 33% from the field. But Wolfe's forces rallied in the final 12 minutes to edge the Eagles, 39-35. Gary Benninghoff and Lord each contributed eight points.

Benninghoff made his farewell performance a good one, scoring 14 points in the next tilt versus Patterson. But it wasn't enough



Spectators: the other half.

Varsity Grapplers Finish Well

The week of February 3 determined the dual meet standings for "A" Conference wrestling. Gilman had been 7-1-1 along with McDonogh and City in the one loss bracket, and when Gilman squared off with the McDonogh Eagles, the final standings were set.

The leadership this year had been more than amply provided by senior tri-captains Henry Rinder, Pip Smith, and Watty Galleher, all of whom carry excellent dual-meet records. Smith has tied Belcher of City and MSA champion Schuler of St. Paul's. Other than that, he has only one defeat, that to Zanti of St. Joe. Galleher is undefeated in league competition with four pins. Rinder, two-time MSA champ, has handily beaten nearly all of his league opponents, including five pins.

Since the holidays, Gilman has won seven straight meets, including one over arch-rival St. Paul's. Attempting to rattle Gilman by a delayed weighing-in, St. Paul's plan backfired as a psyched Gilman team gained a 21-12 lead with three matches left. Junior Ted Sotir's win clinched the meet for Gilman. Fritz Haller, Walter Bowie, and Pip Smith tied their opponents to keep St. Paul's from taking an early lead as Rinder

as the Clipper quint romped 55-39. The Greyhounds seem to play well in small gyms and Forest Park's handbox was no exception. After their patented first half blues, the Gilman quint scored ten consecutive points in the third quarter, going on to win 37-34. Stan Ruff connected for 18 points as Christian dominated the boards. The Southern Bulldogs came to Gilman thirsting for revenge of their home-court defeat in which Ruff poured in 18 points. This time, the Bulldogs held the Gilman star to only four points as they won 49-39.

Next on the schedule was No. 1 Southwestern who soon proved why they were at the top. Gilman played well but was unable to keep up with the dominating Sabre J.V. 62-31. In their last five games of the season, the J.V. quint lost four, winning only over McDonogh, making it two in a row. The final game was a heartbreaking loss to Forest Park in overtime.

Gilman may be looking forward to next year in the "C" Conference, but this year's J.V. basketball team has certainly made the best of the league they're in.

and Stuart Finney gained important decisions.

The next three matches were warm-ups toward the season's home stretch. Gilman whipped Douglass 48-6 with pins from Haller, Smith, Rinder, and Galleher. Ted Sotir won his heavy-weight bout against a Douglass man twice his size. The 'Hounds then took care of Northwestern 30-18, highlighted by pins from Smith, Rinder, and come-from-behind fall by freshman Tim Reilly. Gilman walked over a weak Edmondson squad 49-0.

Gilman avenged last year's loss to Bel Air by a 27-14 margin as the heavyweights showed marked superiority. Mike McCarthy gained a fall with only five seconds left in his bout to put the match out of reach.

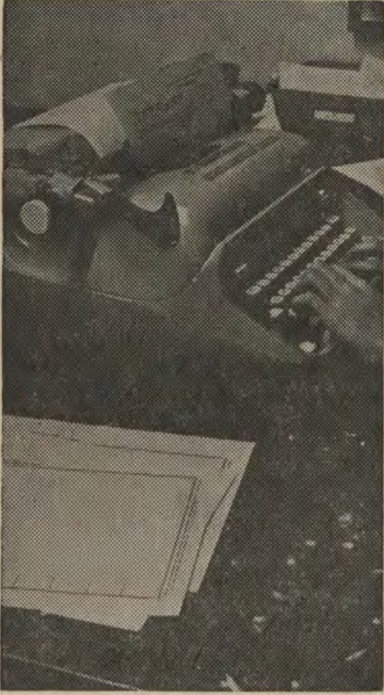
An inspired Poly team was barely held off as Ted Sotir came through with a decisive victory. Pins by Rinder and Galleher kept the blue and gray close until Foster and Sotir could finish the job. The following week, Gilman beat a fair Loyola team 30-14. Henry Rinder beat last year's Outstanding Wrestler, Grek Hudak, by the convincing score of 10-2. Lacher and Foster gained pins.

A fired-up Gilman squad took on the No. 1 team in the state, Mt. St. Joseph, and fought to a thrilling 19-19 draw. The undefeated St. Joe team was barely able to stave off defeat by keeping Gilman from gaining the all-important pins and superior decisions. The McDonogh Eagles came next. Unable to gain quick momentum, the Greyhounds were behind for nearly the entire meet after Tim Reilly's 100-lb. victory. Three ties kept the margin small though and Mark Foster's pin at 185 put the Gilman squad in the lead 21-20. Ted Sotir's orders were to win and that he did. The final score, Gilman 24, McDonogh 20.

One week before the MSA tourney, Gilman warmed up with Mervo, and easily won that meet, finishing the year with a dual record of 10-1-1.

The MSA tournament was a disappointment to Gilman, the winner for the previous five years. Impressive City surged into a dominant lead after the first round, while "A" Conference champions St. Joe were never heard from. On the final day, City had all but clinched the title with Gilman in fourth place. Gilman was unable to clinch a championship, settling for four second places and two fourths. McDonogh and St. Paul's were able to surge ahead of Gilman, the fourth-place finisher in the Tourney.

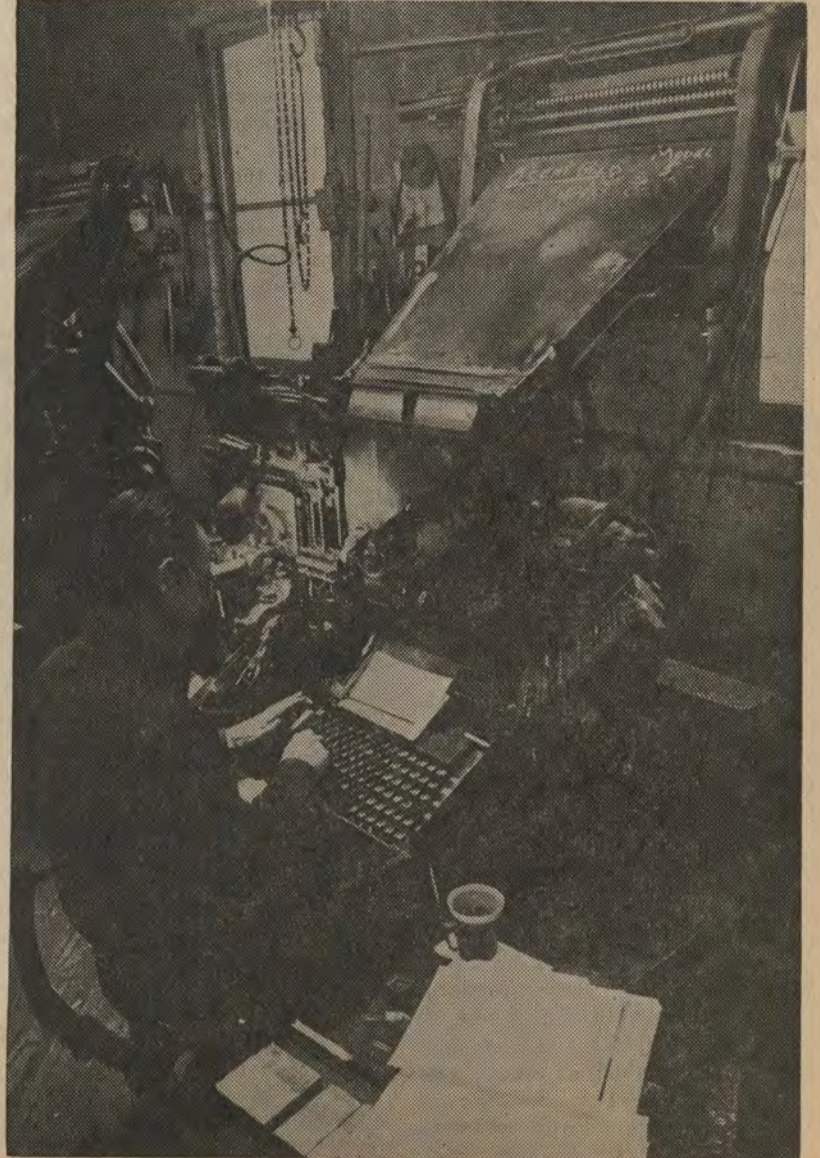
Life Cycle Of Gilman News



1.

The first step in producing any paper is to assign the articles that will appear in the issue. Then, the reporter researches his subject with painstaking care and expertise. Once researched, all that is left for the reporter is to type the article on special "copy sheets."

The editors then edit the articles, make grammatical corrections, write the headlines, supply captions for pictures supplied by the photography staff, and send all of this off to the printers to be, you guessed it, printed.



2.

In this picture you see a man "setting type" on what looks like a typewriter. In reality, this contraption, the linotype, is producing thin blocks of metal that have lettering on one edge (32 to a block) that are . . .



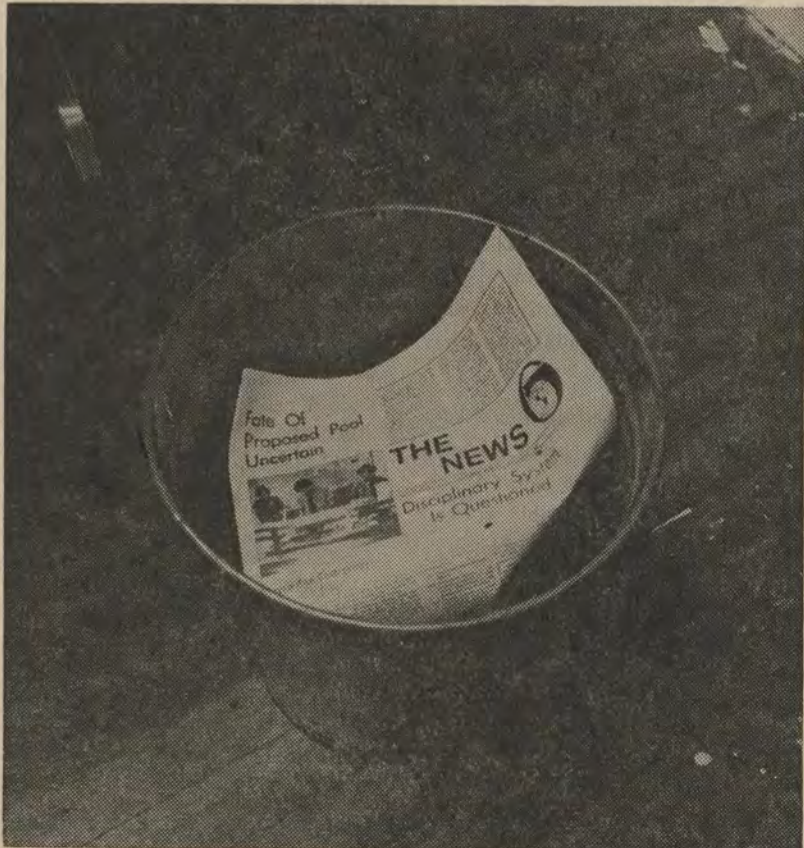
3.

. . . placed in a galley and split into four columns. The letters are arranged to form the articles. The articles are placed in no particular order themselves. This conglomeration of words is then run through a printing press. The articles are printed on "galley sheets." Headlines, whose lettering is set on a different machine, are also placed on these sheets.

4.

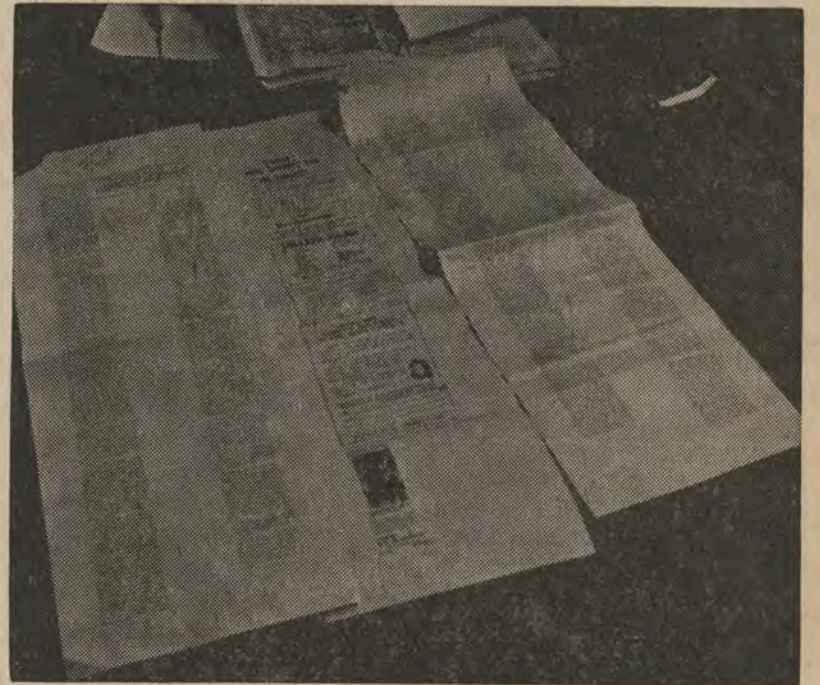
The galleys are then given back to the editors. One copy of the galleys is purely for proof-reading. The editors make any changes on this copy that they need to. Meanwhile, the second copy is used for paste-ups. The editors are supplied with a sheet which is blank except for some lines which split the sheet into five columns. The editors cut the galleys and paste the articles and pictures in the lay-

out that they desire. The layout on the paste-ups will determine the appearance of the final copy. The paste-ups and the "proof" galleys are brought back to the printer. He resets any type that is necessary and then prints up one copy of the issue as determined by the layout. The editors now proof-read again for any final mistakes and give it back to the printer who has only one job left. He prints up the number of copies that the editors want.



5.

The entire process takes about two weeks. Now, the rest of the story is familiar enough. The paper is handed out to the student body, who, in turn . . . Well, no comment.



THE NEWS



Vol. LXX, No. 7

GILMAN SCHOOL—BALTIMORE, MD.

April 23, 1975

Is Gilman Inefficient?

Phillips Urges Frugal Measures

The News interviewed Mr. Errol Phillips, a native Baltimorean, on March 21 about Gilman's economic prospects. Mr. Phillips, who is the new Business Manager at Gilman, comes to the school with extensive business abilities, having spent the past ten years in service with two businesses in administrative capacities. A graduate of Loyola College, he is now working toward a doctorate in Psychology.

News: What do you feel are the most pressing problems at Gilman with regard to maintaining good efficient use of school funds?

Phillips: I don't think the problem is unique for Gilman. It is a problem unique for independent schools in general, in that, with inflation and the dollar crunch,

there must be more emphasis on fiscal integrity. The efficiency management methods of business, as a general rule, are not being practiced in the independent schools. Gilman does not stand out in any way, based on what I see. It appears that it is just the malady of the times. Progressive headmasters and Boards of Trustees recognize the problems and are attempting to deal with them. Major colleges and universities are way ahead of us in that aspect.

News: What measures can improve efficient use of school funds?

Phillips: We're probably getting close to the maximum value out of the school dollar at present. However, that doesn't mean there can't be changes. Obviously better

organizational procedures and closer budget adherence will allow us to maintain the best fiscal policy. Unfortunately, in a period of rising inflation, costs go out of proportion. We don't have a valid basis on which to compare costs from year to year. In spite of this, the school did not increase tuitions near the rate of inflation. Our proposed expense budget for the next year does not correlate to the national rate of inflation, and I don't think the educational program has suffered.

News: If budget increases are not in pace with inflation, how can the school make up the difference?

Phillips: Fortunately, we are in a position of expanding our student population, providing income to enable us to maintain high standards of the school. I'm sure that if there were a mass exodus of students, we would have to cut down substantially and face serious problems.

News: Does Gilman plan to have a larger student body next year?

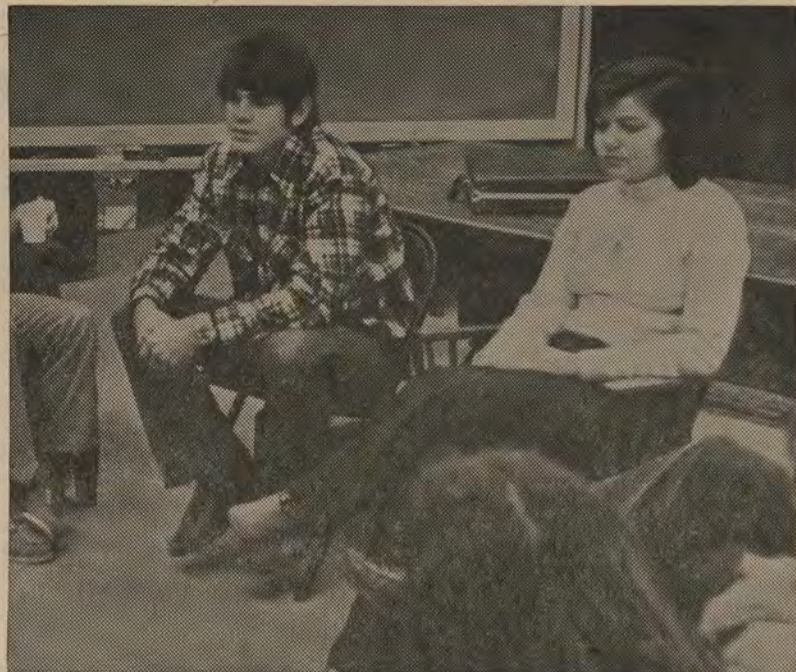
Phillips: We do plan to have a larger student body, but not significantly larger.

News: Is this a way in which the school will help to ease the financial strain of inflation?

Phillips: As long as we don't increase the direct cost of students by hiring more faculty, extra students represent additional income. However, there does reach a point where more students would increase the administrative overhead, i.e. we might need another person for bookkeeping, because there would be more student accounts to take care of.

News: How can an institution such as Gilman remain financially independent in spite of spiralling costs?

Phillips: That is very easy to answer—just be cost conscious. The operating budget has increased (Continued on Page 3)



"A hope for peace": Israeli students give Gilmanites their side of the story.

Youth Give Insight Into Israel

by Wayne Thompson

Gilman students were offered an interesting insight into the lives of Israeli students when some youngsters from the war-plagued nation paid a visit to this school.

Shalomy Koch and Tamar Kenet arrived in the United States in February, where they were to tour different schools in several cities. By their fourth week, the two students, who were on a tour with other Israeli youth, were on their way to Baltimore where their first stop was the Gilman School.

The purpose of their visit was to present a different side of Israeli life from that of the violence which has plagued the country. Articulate and informative in their presentation, they began by giving a brief introduction to Israeli life.

Cost of Living Higher

The Israelites first stressed the point that the standard of living is much lower in Israel than in the U.S., stating that things are much more expensive. Tamar noted that a Volkswagen costs \$9,000 in Israel. Therefore, the average family owns only one car and one television. Israeli people are one of the most highly taxed in the world, with a great amount of money used to fight the war.

Of the three million population, two and one-half million are Jewish, stated Shalomy, and the lives of these people greatly differ from those of the average citizen of the U.S. The education is different, for students in Israel, until the ninth grade, have only one class.

Afterwards, they begin to spe-

cialize in their own field of study. Students study for five hours per day, six days per week. The only similarity is the two month summer vacation, which coincides with the American vacation.

Their favorite sports and recreational activities are much different, also, with swimming and soccer the most popular. They also participate in skiing in the mountain areas and other outdoor sports.

The adolescents also enjoy parties and dances, but unlike youth in the U.S., they have no problems with drugs, alcohol, or police. Shalomy, who comes from the small village of Yavneel, indicated that there are no police in the smaller villages.

Differences in Life Style

Other than the differences and similarities already mentioned, there were three differences in Israeli life which were very significant to the growth and development of Israel. The first were the youth movements which involved all Israeli students. Each is required to participate in one of the several youth groups which stage certain activities for the students.

The second was the enrollment in the army. At age eighteen, everyone is required to go into training for two months. The men are taught tactics, how to use weapons, etc., and the women are trained for office work. Everyone serves in a system similar to that of the U.S. Reserves.

The third and most important

(Continued on Page 2)

Rinder Receives Morehead Award

Henry Michael Rinder, son of Mr. and Mrs. David N. Rinder, has received a Morehead Award to study at the University of North Carolina at Chapel Hill.

The announcement was made by Hugh G. Chatham of Elkin, N.C., chairman of the Board of Trustees of the John Motley Morehead foundation.

Rinder, a senior at Gilman, is a member of the Cum Laude Society, co-captain of the varsity wrestling team, a member of the cross-country team, and Sports Editor of the News.



out-of-state students for four years of study at UNC.

Rinder's selection followed a year-long screening process which culminated in final interviews in Chapel Hill Feb. 28-March 3. All finalists who did not receive Morehead Awards were tendered North Carolina Merit Tuition Scholarships funded by the Morehead Foundation.

He is one of 62 high school seniors who have received 1975 Morehead Awards, presented to students of superior achievement and potential. Academic standing, character, leadership, physical vigor, and ambition are the qualities looked for in a Morehead Scholar.

The scholarships currently are worth approximately \$16,000 for

Ecology Center Forced To Close

by Dan Scherlis

Faced with a mountain of material and nothing to do with it, Gilman's Ecology Club has been forced to close its recycling center.

The center was accepting wastepaper, "tin" cans, and glass. It ran into problems which have closed many other centers and which are common to all of those remaining in business. The major problem is the collapse of the wastepaper market.

The price of wastepaper had been rising until last spring, when the price reached over \$1.50 for each one hundred pounds. It has fallen sharply since then, to the point where no place will accept paper, including Baltimore City's Cold Spring Lane recycling center. Consequently, wastepaper has

become worthless to the Ecology Club.

The center had taken all of its glass to the Maryland Glass Company. The Company, however, changed its hours, accepting glass only on Saturday mornings, which makes it difficult, if not impossible, for the club to assemble the manpower necessary to haul the glass. The Company is now temporarily closed entirely, leaving the Ecology Club with nothing to do with its glass. Even if the club had a buyer for it, the price of glass is only \$1 per hundredweight, the same that it has been for five years.

The Ecology Club has never been able to find a buyer for its metal cans, and has been giving them to the Cold Spring Lane center.

There are several factors, besides the obvious one of recession, contributing to the drop in demand for these materials. The first of these is the general glut on the market, especially the wastepaper market. With the housing slowdown, a major demand for the recycled paper products has been reduced. Most of the pulping plants have full warehouses as a result of this, so they have little need for more paper.

The prices of glass and cans have been steadier, but the handling and transportation costs have gone up enough to make collection hardly worthwhile. The centers that are lucky enough to have buyers for their scrap are keeping the buyers' names secret, in order not to lose the market to their

competition.

The Ecology Club has still come out of the whole venture ahead. The profits from the center have paid off the initial investment of the trailers, the costs of running the club, and have still left it with \$350 in the treasury, according to Reid Johnson, the club's president.

The real value of the center, as Faculty Advisor Ian Jewitt feels, is not in terms of money but the educational experience gained in working with others on the center. The status of the center will be reevaluated next fall, but it will probably never reopen, as this spring the city is opening an \$18 million pyrolysis plant, which will process regular trash directly, eliminating the need for recycling organizations altogether.

PERSPECTIVE

a forum — editorials,
commentaries, analysis



viewpoint:
gerry brewster

The Great American Food Waste

In these trying times, America has learned that it is a wasteful nation. It uses more than its share of energy and food. Of course, the reader is probably aware of this fact, but he also is probably saying to himself, "What can I do?" The answer is a great deal.

Maybe each one of us can't bring peace to the Mideast or increase detente between Russia and the U.S. And, no matter how hard we try, we can't get rid of nuclear weapons. But, as some primary school students are learning, we can do much about the almost obscene waste of food of which this country is guilty.

Mrs. McDonald's first grade class emptied a trash can in the Primary school cafeteria one day and were astonished to find hordes of good food thrown out by young students who have no idea of the need to eliminate waste. Unpeeled oranges, uneaten sandwiches, cookies, fruit, etc., were placed in the trash can, doomed to be thrown in an incinerator.

This discovery spurred a movement by the Primary School to find out more about waste and to make the students aware that this is not a petty problem. While the program is in the preliminary stage, the primary school is planning to study facts and figures that will shed light on the issue.

The problem of waste may seem trivial to some, but it really is a damning commentary on U.S. society. We are all guilty of taking advantage of the abundance of food in this nation, which abundance may soon disappear because of our excesses. It is a shame that children are brought up today without being taught the evils of waste, or, if they are taught it, they do not pay heed to what they have learned. Perhaps the latter fault is inherited from the parents, many of whom do little to cut down on waste.

The problem of excess in this country is not how much food we eat, but how much we waste. However, this is one major problem which we all can do something about.

—CRW

Whither Diversity?

It has been over one year since the *News* uncovered the "de facto quota," which revealed an on-going admission policy arranged between Gilman and Calvert School. This special procedure allows for the immediate acceptance of approximately twenty to twenty-five Calvert sixth-graders into Gilman's seventh grade without the normal prerequisite of the Gilman admissions testing program that is administered to all other entrance candidates.

By granting immediate entrance of Calvert students, Gilman could be restricting the admittance of other equally, if not more, capable students, who are required to take the admissions tests. These Calvert students would comprise 50% of the available places in the class.

This biased action dilutes the entire objectives of Gilman, which is to allow gifted individuals the opportunity to receive a superior education. Who is to say that Calvert graduates are better than anyone else, and thus are relieved of the competition for limited places? Or is it possible that financial concern has overridden the basic and sound values that comprise Gilman's integrity?

I would think that the new Admissions director has had ample time to familiarize himself with his position, and quickly adjust this unfair practice. Now is the time to make this change, and I challenge the school to live up to its goals. This dichotic attitude sets a poor example to all concerned.

—KBK

Israelites

(Continued from Page 1)

facet was the *kibbutz*, which involves three percent of the population. A *kibbutz* is a collective society in which everyone works together and grows his own food in a socialist fashion. There are no luxuries or money. Life is made very simple. Most unusual, however, was the fact that children are not raised by their parents, but are instead sent to special homes for children. (This is only in the *kibbutz*.)

Students React

Many Gilman students voiced their opinions on the Israeli presentation. Students heard at assembly presentation from two other Israeli students, Dan Joffe and Michal Rotenberg. Many students become disturbed when both sets of students, who came to Gilman on separate days, each told of the Israeli joke/impression of the U.S. just filled with big Cadillacs and gold-paved streets. Many students, feeling that the foreigners were briefed by the Israeli government, labelled the whole project as propaganda aimed at gaining U.S. governmental support through the youth.

However, this supposition can be easily disproven because, even though the trip to the U.S. was a government sponsored project, the students indicated that they were not briefed and their speeches were original.

Nor were they selected for academic superiority over other students, for they indicated also that they were just ordinary students chosen from different backgrounds. One was from a small village with a population of one thousand, and the other was from a large city. This should, therefore, indicate the sincerity of the project, because just as we easily picture Israel in a state of war, they see the U.S. as a large and affluent country. Through visiting the U.S., they were able to correct our views and share some of the good points of Israeli life, and, at the same time, learn that even though it is a large and affluent country, the streets are not paved with gold, and everyone doesn't drive a Cadillac.

In a war-time atmosphere, one could say that the Israelis are able to feel safe and remain close. A display of union and brotherhood was shown. In fact, it was Tamar Kennet, a young girl of sixteen who recently lost her brother in the Yom Kippur war, who expressed her true feelings by stating: "We hold and look for peace. It may be far away, but we still hope for peace."

Howard K. Smith—

In the Next Issue of
the Gilman News

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"Education means intelligence, generosity, goodness, and understanding, not only learning things from books. If your hearts stay dry, rancorous, selfish, and fossilized, what you've learned doesn't mean a thing."

I first read the above quotation in the book *Banco*, written by Henri Charriere. I feel that this statement is very relevant to our careers at Gilman and throughout life, and therefore I wanted to share it with you.

This "viewpoint" article concerns itself with apathy. Apathy is not a critical problem at Gilman, but it is one that exists. Whatever ideas I may suggest, I can support them with the experience of having completed most of high school. Therefore, I do not wish to seem condescending; instead I offer this "viewpoint" to underclassmen who have considerable time remaining at Gilman.

Gilman offers all of us a great deal more than we realize or appreciate. We as students should take a greater initiative in our response to Gilman's many opportunities. Our library is a good example of an under-used facility. Filled with excellent materials, it is still not used to its fullest extent. Another area that seems to be neglected by many students is the newly expanded Art Department. The facilities are excellent, yet many students choose not to make use of their creative abilities. Extra-curricular activities are also feeling the burden of apathy. These activities are designed for the benefit of all; however, they are neglected by many.

Apathy at Gilman can be overcome, if we all participate in its demise. We all have a lot of academic work to do, and our schedules are busy. But if for one moment we could just slow down and think more about our lives and how they are affecting others, we might be able to rid ourselves of this lingering apathy. Sometimes we just get going so fast and we're often working so hard that we lose all perspective of our existence at Gilman.

Too soon we will all be leaving Gilman. Do we want to remember our years as uneventful and dull? If we want to have some rewarding experiences, we must be involved. Good experiences cannot be handed to anyone, but the opportunity to reach out and take them is always present at Gilman.

If we fail to put forth effort and become involved in our work and activities, including those which benefit both ourselves and others, then what is it we hope to accomplish?

I have often wondered why it is that some people don't participate in the sports program, or join in activities, or even sit around the cafeteria with fellow students? I can think of two possible reasons:

First, that the individual is so lacking in confidence that he withdraws from people, teams, and clubs. This type of person, who is perhaps at times each of us, must realize that we all have our own talents, our own abilities. No matter what our capabilities, we can all make our own contributions. Freshmen and sophomores in particular should not be afraid to join in Gilman's many offerings. We all have setbacks and disappointments, but rather than discouraging us, these occasions should strengthen us.

The second type of apathetic Gilmanite is the one who thinks himself too good to sit with underclassmen or people who aren't quite so "good" as his own clique of friends. He is also reluctant to give time on Saturdays for such projects as Greengrass, Hospital Volunteers, Tutorial, or Upward Bound.

Unfortunately, he might never experience the rewards derived from such activities. The joys of seeing progress in a student one tutors or the excitement felt by the children in Greengrass or even a motivating evening with the Gilman Religious Association, are all rewards that many are missing.

If we want our years at Gilman to be enriching ones, let us become fully involved with other people and learn to understand them. Let us share each other's experiences with all. Let us break out of our cliques and tear down some walls and reach out to all. The Bible says that "from those to whom much is given, much is expected." This is a calling which speaks directly to all of us here at Gilman, and the manner in which we respond will do much to determine the quality of our own lives and the quality of the life of the world.

Gerry Brewster is a member of the class of 1975.

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East Meets West

Polish Student Studies At Gilman

by Mark Schuster

Many at Gilman have noticed a new face this year in the ninth grade. That face belongs to Andrzej Slawinski, a tall, blond-haired 14-year-old from Szczecin, Poland. Andy, who came to the United States with his parents in August of 1974, will return to Poland in early June. Through the aid of a host family, Andy entered Gilman for this school year, and he says that he is enjoying himself very much.

In Szczecin, Andy attended the Krasicki School, and he has some comparisons to make between it and Gilman. One of the most surprising differences he found was in the area of honor. He was particularly impressed by the fact that when a teacher leaves the room at Gilman, the students do not exchange answers. Quite the opposite would happen at Krasicki, he says. On the subject of honor, Andy also said that there are more police and less crime on Polish streets. People are not afraid to walk at night. He also commented on the friendly rapport between Gilman teachers and students.

In Poland, all schools are public, and they meet six days a week. First grade there starts a year

later than first grade in the U.S., and eight years are required (12 years are offered).

No religion is taught in Polish schools, and Russian is a required additional language. There is more work at Gilman, in Andy's opinion, and unlike the American school system, athletics meet twice a week (soccer is the most popular sport). Also, there is free food for the poor in Polish schools.

Since he has come to the United States, Andy has found that there is much propaganda here, giving many Americans an erroneous impression about life in Eastern countries. He has met with a number of Americans who believed that the Polish government does not allow citizens to attend church. Andy answers that this is totally incorrect. The Polish government is not trying to suppress religion. Another misunderstanding arises about the availability of products. Some Americans think that one has a great deal of difficulty in acquiring such things as refrigerators. This again is not true.

According to Andy, Polish people generally look positively upon the U.S. However, in military situations such as Vietnam, they see the U.S. as an aggressive nation. They also look positively upon



Andrzej Slawinski

Russia, but they do not consider themselves her satellite—she is merely the largest of a number of countries united by treaty.

From what he has seen, Andy feels that there is a better standard of living in the U.S. than in Poland. The people of the U.S. have more cars, televisions, radios,

telephones, and electrical appliances (in general, more luxuries).

There are fewer houses in Poland, and most people are apartment dwellers. All health costs are paid by the government, though one may go and pay a private doctor if one desires (most don't). Jobs are provided for all who want them, and compensation is made to those who cannot work. Television programs are run by the government, and there are more educational shows and no commercials. Poland receives a limited number of American films, but the government tries to keep violence to a minimum. There are more small shops in Poland, though department stores are not uncommon.

Polish newspapers are run by the government, and they contain only news, with very little advertising, and no cartoons. In general, Polish people are cautious about what they say, and no one speaks out against the highest strata of the government.

Andy came to the U.S. last August because his parents are doing research at Johns Hopkins University. His father, Dr. Janusz Slawinski, received a stipend from an international exchange program (the IREX), and his mother re-

ceived one from the Polish Ministry of Science, Higher Education, and Technology. They are studying in the fields of chemiluminescence (the giving off of light by a chemical reaction), and bioluminescence (light given off by a living organism). The former is used to detect life on other planets, to produce energy for cosmonauts, and to measure air pollution.

Dr. and Mrs. Slawinski are measuring the intensity of these lights, especially those given off by cigarette smoke (all smoke produces light, though it is not always visible to the naked eye). These investigations show how the smoke reacts on humans (mostly negatively) and how it effects air pollution.

Dr. and Mrs. Slawinski were most generous in donating a beautiful picture book about Warsaw to the Gilman library.

Since he has been here, Andy has visited New York, Philadelphia, Princeton, and Washington, D.C. He said he particularly enjoyed the Smithsonian Institute. At Gilman, he is most fascinated with the computer, and he spends a great deal of time working with it.

Students Gain Legal Rights

According to a new federal law, students over 18 now have the privilege of viewing all school records concerning them. The Family Educational Rights and Privacy Act, which was introduced by New York's Senator James Buckley, became law in November, 1974.

The provisions of the law, which are briefly outlined by the National Committee for Citizens in Education, are as follows:

1. Parents, and students over 18 years of age, can have access to all student records;
2. There must be a sign-off form by parents for any outside party, such as police, the FBI, and educational researchers, to see the records;
3. Students may challenge, correct, or delete any inaccurate or misleading information.

The law also allows 18-year-olds

the right to stop parents from seeing their records.

Mr. Daniels of the English department felt that the new law would lead teachers to be a bit more cautious, and perhaps at times a bit more truthful, when writing comments on students. However, Programs Director P. M. Reese indicated that this won't stop teachers from making verbal comments about students.

Senators Buckley and Pell (R.-R.I.) are now working on a new modification of the law that would clear up many vague points that are open to misunderstanding. The new version would state, among other things, that students may be denied access to "confidential letters and recommendations placed in their files before January 1, 1975, medical and psychiatric records, and parents' confidential financial statements."



Schuster

Phillips

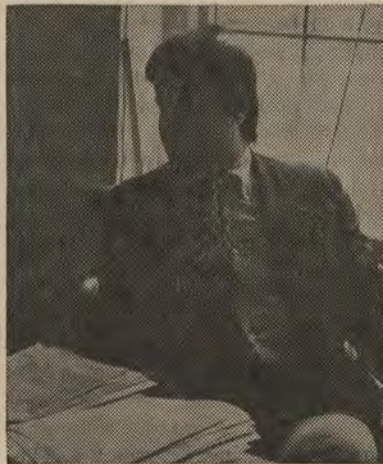
(Continued from Page 1)

100% in five years. Tuition has not. To keep the school operating, everyone associated with the school must understand that we can't waste funds. It is necessary to spend our money wisely and to see that we get our money's worth.

News: Would you tend to advocate a decrease in expenditures for school maintenance to cut costs?

Phillips: There are two schools of thought. Sometimes we are only fooling ourselves if we let the plant deteriorate because then we are hit with gigantic sums down the road as a result of not keeping up the plant. Although it looks good to hold down the maintenance budget, it might be just a case of short-sightedness. I believe we can learn to purchase better and get more mileage out of our equipment. I'm not pretending that we can't do better. I also think we can make our maintenance people more responsive to the needs of the school.

News: How does Gilman compare financially with other schools?



Errol Phillips

Phillips: The school, from a financial end, is certainly competitive with other schools in the area. I have been making a survey of other schools as far as the operating plant budget goes. We certainly are in line with the others. This may not be the way to judge. Maybe we should be better than other schools.

GRAND OPENING

The Gilman Country Store will have its grand opening on May 1st, with a ribbon-cutting ceremony at 8:30 by special invitation only. Afterwards, parents, teachers, and students are welcome. Refreshments will be served at the "grand opening," which will run to May 3rd, Family Day.

The Gilman Country Store is a combination of the bookstore, stationery store, and athletic store and will carry other Gilman-related items.

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"IT PAYS TO GO TO MEETINGS"

Thinclads Strong

by Mike Stoiko

This year's Varsity track team should be able to capture the B-Conference championship. With its largest turnout ever, the team is well rounded, with both veterans and new talent. The squad has had a very promising Spring practice, and in an intersquad meet just before the start of interscholastic competition, there were a number of fine performances.

In their first meet the Greyhounds did extremely well. Going against Cardinal Gibbons from the B-Conference and Douglass from the A-Conference, Gilman gave a good example of what is coming. They annihilated the Gibbons squad but lost a close battle to Douglass. The team's close meet with Douglass shows that they should have little trouble with most B-Conference foes.

Much of the teams strength is in its veterans: Mike Austin (100 yard dash, 440 relay, and 880 relay); Dom Tocci (880 relay); Joe Howard (220 yard, 440 relay and 880 relay); Spencer Johnson (440, mile relay; and 220), Carl Combs (440 and mile relay); Wayne Thompson (880 and mile relay); Hank Young (mile and mile relay); Mike Stoiko (mile); Dave Cameron (2 mile); and Heiko Os-



Carl Combs and Spencer Johnson vie for stretch lead in 440 yard sprint.

terchrist (hurdles). All but one of the veterans are in their third or fourth seasons, and only four of the ten are seniors. This allows for a good part of the team to return next year. Backing up the

veterans is a strong turnout of Juniors, Sophomores, and Freshmen, who hopefully will be able to continue the dynasty of Gilman track strength.

A Look At Lacrosse

by Bill Matthai

Gilman stick picture not bright? I doubt it. At all three levels of competition, it looks like Gilman will field teams of great ability.

The Varsity, led by freshman head coach David Allen, is loaded with depth and talent. Although it is a young team, it is balanced, with a strong defense, a high-scoring attack, and fast mid-fields.

The Varsity has already had four games and a scrimmage. In the season opener, a traditional Long Island power was driven off the field, leaving behind a 16-1 score. In this game, the top four attackmen, juniors Bob Thomas, John Swerdlow, and Dave Heubeck, and senior Jon Farber, scored a combined total of 19 points, believed to be a school record. In the next game, the Varsity trounced the Towson State "B" team 14-3. The team plays McDonogh Friday, at Gilman, at 3:45 p.m.

Although our team looks excellent, so do our opponents. The newly revised "A" conference is probably the most difficult schedule any Gilman team has ever faced in any sport. Gilman will oppose only five other teams, Loyola, McDonogh, Calvert Hall, St. Paul's, and Boys' Latin. These five teams are always strong, and each team must be played twice, so there will never be a week where we play an "easy" team and can get rested up. Coach Allen stressed the fact that this reason will probably be as psychologically hard as it will be physically hard. It will be almost impossible to be up for two games a week against these powers throughout the season. Also, every game must be taken in stride without looking ahead to the next game.

These two diseases will befall every team, so every team is bound to lose at least a game or two.

Depth will probably be a key factor in the league because there will be no time to recover from injuries or illnesses. We may be a step ahead in this category over our opponents, for we have six attackmen, six defensemen, two goalies, and nine midfielders who are almost equal in ability. When asked who he thought his stand-outs would be, Coach Allen began to mention a few names, and then he realized that he would have to mention most of the team because there is so much talent.

J.V. Has Talent, Too

The J.V. is almost in the same situation as the Varsity. It, too, is loaded with depth and talent, and it has almost the same schedule as the Varsity. Head Coach Bendann also stressed the psychological aspect of the year, saying that he hopes the numerous juniors on the team will supply the needed leadership.

The strength of the team seems to be in the experience of the defensemen, seven of whom are juniors. Rounding out the defense are the two freshmen goalies, Scott Bartkowski and Tony Hall, who look as though they will fill this vital position admirably. Inexperience in working as a team seems to be the only major weakness.

The team performed well in its first two scrimmages, humbling the varsity from Virginia's Norfolk Academy, coached by alumnus Tinsley Van Durand, 9-1, and soundly defeating Friends 9-4. The team attacks McDonogh tomorrow.

Fresh-Soph Is Hopeful

The Fresh-Soph opened its season with a tough 6-3 loss to an experienced St. Mark's team, but it too has hopes for a successful season. Mr. Ian Jewitt, the team's head coach, stressed the fact that the Fresh-Soph is a strong feeder system for the J.V. and the Varsity; therefore some of the em-

phasis is taken off winning and placed on experience, and thus every man plays in each game.

Like the J.V., the Fresh-Soph's strength seems to lie in its defense, led by sophomore John Dandy and goalies Tim Reilly and Biff Christmas. However, the team has to work on getting to the goal more and shooting, for in the St. Mark's game, they got fewer than 15 shots off.

On all levels, this season must be approached as a tremendous challenge, with everyone testing himself both mentally and physically. With the schedule we have, it will be a real dogfight for the championship, and with a little bit of luck, we may end up there all the way around.



Golf's Co-captain Guy Phelan hits fairway shot in MSA match.



Diamond Prospects

by Mike Phipps

This year's Varsity baseball team has an average age that is below that of many J.V. squads in Baltimore. As a result, the Greyhounds will be haunted by a lack of experience, despite the fact that the team definitely has raw talent. Only four members of last year's team have returned, and only four of these saw considerable action last year. They are seniors Bob (Bench II) Ehrlich, Greg DeFrancesco, and Chip Hale, and junior Don Mikush. Ehrlich has been behind the plate for coach Walt Kozumbo for three years and definitely is the team's best all-around player. He led the team in hitting last year (.360) and cut down legions of runners trying to steal second. If Ehrlich is the MVP, then Greg DeFrancesco is the unsung hero. He is a solid hitter (although slumps bothered him last year) and is a fine centerfielder equipped with a rifle arm. Mikush is the mainstay of the pitching staff (8-1 last season) and could be counted on for a repeat of last year's performance against Carver in which he tossed a no-hitter, winning 8-0. Although Chip Hale "pined it" last season, he has the first base job sewn up despite his suffering a broken nose earlier in the spring. The remainder of the team is composed of five juniors, four sophomores, and a freshman. This fact will guarantee a strong future for the baseball team but may hinder them this year.

The starting team has Ehrlich behind the plate, Hale at first, and Soph sensations Mason Lord, "Tiger" Xanders, and Paul Englert rounding out the infield. Juniors John Ward, and Keith Christian, and freshman Mike Davis man the outfield with veteran DeFrancesco. The firemen are Tim Holly and "Flame" Vecella, while Sylvester Cox acts as the back-up third baseman.

Although the Greyhounds have a good battery team with potential back-up, the defense will suffer because of players adjusting to new positions, and once again, inexperience will be a factor. However, the hitting should be extremely potent despite the youth of the team. Coach Kozumbo should be able to blend this team into a confident and winning unit. If the defense is shored up just a little, then very few teams are going to score against this ball club.

J.V. Nine Fight Again

This year's J.V. squad has a good deal going for it in a fine coach, Mr. Smith, a great tradition (17-3 in the last two seasons), and experience, with five of the nine starters returning from last year. With all these factors entering into the picture, the J.V. should be once again in the race for the "B" Conference title. Coach Smith commented, "we have a lot of togetherness on this team and a great tradition on the J.V. level, so I look for us to have another good year."

This starting team finds Joe DiRenzo behind the plate, Chris Lambert at first, Ed Wyche at second, Duane Smoot at short, and Keenan Holt manning the hot corner. The outfield consists of Frank Daly and returnees Tim Rich and Mike Fieldman. The pitching staff is Micky Zimmerman, Ned Worthington, and Tim Parker. The fact that all these men are backed up by 11 more players is evidence of this team's depth.

The pitching staff is strong but inexperienced; however, the infield and outfield are made up of a majority of veterans which should provide an exceptional defense. The hitting is adequate, and the depth is there. The 1975 J.V. baseball season will find Gilman near the top.

On The Links

by Guy Phelan

Before any of the Gilman golfers got their clubs out of the basement for the links this Spring, there were not too many people who believed that Gilman had a chance for a second crown. During the 1974 season, Gilman was referred to as the "new kid on the block," and later as the "neighborhood bully" as the *News American* put it. But Gilman lost some of its toughness, when two senior graduated from the 12-2-1 team of a year ago. The two returning lettermen from 1974, and co-captains of the 1975 team, are Bill Saltysiak and Guy Phelan, with coach Bill Andrews returning to the helm of the young Gilman golf program. Coach Andrews believes that Wilbur Blue and Jimmy Ebeling, two veteran sophomores will be playing big factors in Gilman's bid for another title.

Gilman has 12 league matches this year; included in the league are teams such as Mt. St. Joe, Poly, and Calvert Hall. Many people ask how the scoring is done. There are four individual matches in the team match with each match consisting of 12 holes rather than

the normal 18.

Our one man plays their one man, and our two man plays their two man, and so on down the line, all in a head-to-head competition. All of the matches count three points each, with one point given to the winner of the first six holes, and one point is given to the winner of the second six, and one point given to the winner of all twelve. In the case of a tie, each person is given a half point. Thus, one person can win three points, and if everybody wins three points, the team wins 12 points.

The team has already played one match, a non-league contest against Boys' Latin, in which Gilman soundly defeated the Lakers 9 to 3. Jim Ebeling and Wilbur Blue played one and two respectively, while Will Crystal and John "Colonel" Purnell played three and four. These four gathered much experience from this match for future matches, considering they have not played in too much competition golf.

Coach Andrews was pleased to see so many students come out for golf this year, a sport which is definitely growing at Gilman.

A Deans' List of Top Pro. Schools

	BUSINESS	EDUCATION	ENGINEERING	LAW	MEDICINE
1	Harvard U.	Stanford U.	M.I.T.	Harvard U.	Harvard U.
2	Stanford U.	Columbia U.	U. of Ill. Stanford U.	Yale U.	Hopkins.
3	Chicago U.	Ohio State	—	Michigan U.	Duke U. Stanford U.
4	Pennsylvania U.	Chicago U.	U. of Calif. Berkely	Columbia U.	—
5	Carnegie-Mellon U.	Harvard U.	C.I.T.	Chicago U.	Yale U.

C. I. S. Activities Reviewed

by Chris Lambert

As part of the News' continuing efforts to inform the Gilman community, the history and function of the Council of Independent Schools, an important organization in this area, has been researched. The following is a report on the C.I.S.

The Council of Independent Schools, (the C.I.S.), was started in 1966 as an organization of eleven non-public schools grouped together to promote exchange between the schools. In 1966, only the school presidents could attend the meetings, which were devoted to discussions of school governments. Gilman was not one of the original schools; it joined in 1969.

As the C.I.S. grew, its function changed. The meetings became social events in which little was ever done beyond the planning of mixers. Today, however, the C.I.S. is different. The idea is still to promote exchange, but now the C.I.S. is more involved with the community.

The C.I.S. presently meets every two to three weeks during the school year. There are two types of meetings. Primarily, there are the open meetings that anyone can attend. These meetings are very effective in sparking "grass root" interest in the C.I.S. among the students. The large size of the meetings, however, restricts great accomplishment. To solve this problem, smaller meetings, attended only by the representatives of each school, are held. There are two to three representatives from each school who are chosen by the President of the C.I.S. It is their job to report the activities of the C.I.S. to their school.

C.I.S. involvement in community projects and other activities has

been extensive this year. Mixers and coffeehouses have been held (and more are planned) to raise money. Occasional mixers "keep the C.I.S. solvent," stated Gilman's Jon Farber, who serves as President of the C.I.S.

Other money raisers are the C.I.S. musical, which was held on February 14 and 15, and the annual C.I.S. Walk-a-Thon, which this year will benefit the Fellowship of Lights. The 25-mile event, which can either be walked or bicycled, will be held in the "country," with the origin at Maryvale, near Falls Road. Sponsor sheets are now available from senior Jon Farber.

What do the profits made by the C.I.S. benefit? "Every dollar we make goes to charities," stressed Farber. Money raised by the C.I.S. has been used to take groups of retarded citizens to the Ice Follies, as well as to take children from the Echo House and Greengrass programs to ball games. Funds have also been donated to the Big Brother and Big Sister Leagues of Central Maryland, and also to the Vietnamese Center for Plastic and Reconstructive Surgery. All these projects are seen as ways to bring people of different schools together, and to perform a useful service to the community.

Aside from community related projects, the C.I.S. brings students from different schools together through the student exchanges it organizes. Two exchanges were planned for 1974-75. The first, which was held in late 1974, was viewed by the C.I.S. as a great success. Another exchange was held during the first week of March, in which Gilman again participated.

The Dean's List

"What in your opinion are the top five schools in your profession?" This question was posed to college deans, representing schools specializing in eighteen different fields of study, by *Change*, a magazine that reports on higher education. The magazine published the ratings based on an extensive poll of deans at all 1,181 accredited professional schools around the nation (see box). Harvard dominated the ratings, in which four of its schools—Business, Law, Medicine, and Theology—led the ratings in their fields, while three others—Architecture, Education, and Public Health—were ranked among the top five. The universities of Chicago, Michigan, and California at Berkeley each had six schools that were ranked in the top five slots. Columbia rated five schools while Stanford, Ohio State and Illinois each had four. Yale, surprisingly, had only three.

D. A. To Produce 3 One-Act Plays

by Ken Stockbridge

This spring, May 17 and 18, the Gilman-Bryn Mawr Dramatic Associations are presenting three one-act plays. The plays, entitled *The Tiger*, *The Typists*, and *The More*, *The Merrier*, are comedies which are social commentaries.

The Typists by Murray Schisgal is a tragic comedy about a man and a woman both caught in a lonely rut. The play, which takes place in a stenographer's office, deals with the physical attraction the two sense in each other but never consciously realize. Jerry Marcus, a sophomore, and junior Andrea Myles-Hunkin have the leading roles.

A frustrated mailman who has had it with society is the main character in a second one-act play, *The Tiger*, also written by Murray Schisgal. Henry Rinder, Vice-President of the Gilman DA plays

the mailman who kidnaps an innocent housewife, played by Debbie Gisriel. The basic goodness of the mailman and the understanding of the woman allows for a happy ending.

These first two plays are being directed by two new faces on the Gilman Theatrical scene, Mrs. Gilbert, who runs the bookstore, and Mr. Lay of the English department.

The third production, *The More, The Merrier*, by Stanley Kauffman, is produced and directed by students Brian Goodman, President of the Gilman Dramatic Club, and Lisa Wisniewski, are the co-directors.

The play is a comedy about a four-sided love triangle (or square?). Bill Harwood and Gary Smith play the male beaux, while Jane Stoiko and Adrienne Rosenthal fill the female roles.

Cum Laude Members Inducted

On Thursday, April 10, the twenty-third annual session of the Gilman chapter of the Cum Laude Society met for the induction of this year's members. The speaker was Mr. Ludlow Baldwin, lecturer in Archaeology and Ancient Civilizations at Community College of Baltimore, and at the Community College Center at Cross Keys for their Continuing Education Department. He is also on the Lecture Circuit for the Archaeological Institute of America. New members from the class of 1975 are: Calhoun Bond, Jr., Walter Cromwell, Thomas Hornick, Mark Levedahl, David Meyer, Carl Offit, John Tompkins, and Rodney Wong. New members of the class of 1976 are: Sanford Buxbaum, Sander Cohen, Arthur Cromwell, George Dwight, William Gonzalez, William Matthai, Jr., Andrew Shapiro, Roszel Thomsen, and Frank Vecella. Last year, the following members of the class of 1975 were inducted: Gregg Campbell, J. Thomas Gray, Joseph Hooper, III, Andrew Kaufman, Lee Magness, Jr., Giovanni Prezioso, Henry Rinder, and Adam Wizenberg.

Mr. Frederick R. Williams serves as President, while Mr. William Porter acts as Secretary.



MERIT SCHOLARS AWARDED

Three Gilman seniors and one member of last year's junior class who is now in college have been named winners of one thousand dollar non-renewable scholarships by the National Merit Scholarship Corporation. The four students, Gregg T. Campbell, Joseph H. Hooper, Thomas A. Miller, and Giovanni P. Prezioso, were among the 1,000 students chosen from finalists in competition based on Scholastic Aptitude Tests and academic records; financial need is not a factor.

Campbell's scholarship which was sponsored by the Rohm and Haas

Company, will be used at Reed College. Hooper's will be used at Yale University.

Miller, who is currently attending Yale University, will apply his award there. Prezioso has indicated his award will go to St. John's College (Maryland). Both received their award from the Roper Foundation.



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Tennis Tales

by Rod Wong

A friendly tennis match was played recently between Rod Laver and Jimmy Connors in Las Vegas. During a break between sets, the former was heard to say, "You know, Jimmy, it seems to me that Gilman's tennis team is just too young to win the MSA A-Conference championship."

"You must be high, Rodney," was the reply. Well, Connors walked away with the match in four sets and took home the \$100,000 prize. That shows how much Laver knows about tennis . . .

To be sure, the Gilman team is young. There are five freshmen and only two seniors on the team; only two starters from last year, Doug Rice and Roddy Wong, have returned.

To call the team inexperienced, however, would be like calling Pete Lohrey hairy; the latter is certainly short of something, but this "young" team is not short of experience. Tournaments have been played during the past summers by the present team members, and they have fared well. Eight of the players have been, or are now, ranked in Maryland and in the Mid-Atlantic region. (Arthur Ashe, from Virginia, was never able to attain ranking in this region as a junior.)

Looking at the players themselves, it is obvious that no "superstar" is present. No one player stands above the rest as in past years. The top four: Doug Rice, Roddy Wong, Peter Brown, and Jeff Himeles, are close enough in

ability that any switch in position among them would probably not affect the team's record. For that matter, Steve Cweiber, the fifth player, might even be included in this group.

From there, only a slow descent in ability occurs. It is interesting to note that, in addition to Himeles, the sixth through ninth positions are all held by freshmen: Marc Paul, Mitchell Brown, Jeff Wong, and Steve McCarthy. The kid with the red car and the red hair is tenth, David Meyer.

Looking at the opposition, most world-wide publications, including *El Tennis*, *La Tennis*, *I Dare Say Tennis*, and even *Tenniski* and *Tennisovich* have rated Gilman their favorite. However, domestic magazines feel that McDonogh, which has four "good competitors," should be rated number one, since Gilman tops their polls in track, lacrosse, and golf.

Gilman tennis played its first match against St. Paul's. It came away with a 7-0 victory. Mitchell Brown and Steve McCarthy, the seven and nine players on the team, defeated the first and third players on the opposition's squad.

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The Gilman Guide To Stereo Selection

by Rod Wong

One hot, summer day, a certain Gilman preppy walked into a "friendly" stereo store in the hopes of listening to a pair of speakers which he had seen advertised on sale. The young salesman said, "Yeah, sure, man . . ." and led him to the listening room, where speakers lined the walls.

"Hey, by the way, we only have one of those speakers on sale hooked up, but why don't you listen to our brand of speakers . . ." upon which he switched on an off-brand of speakers. He compared them to speakers costing about two-hundred dollars (" . . . just like the advent and the response is as smooth.") The salesman then turned on the two different sets of speakers for comparison. Amazingly enough, the store brand speakers sounded a little better. Our Gilman preppy then tried to compare the size of the speaker cones by removing the speakers' respective grills. He found that those of the national brand were nailed on (" . . . to keep the customers from fooling with them," the salesman said).

The preppy luckily did not purchase the speakers. He later found out something interesting. The salesman, in describing the technicalities of the speakers, used an unknown and mythical lingo, in hoping to persuade the buyer. He also tried the old "bait and switch" game. Additionally, our student later found out that the store made it a practice to "take the knife" to the tweeters of other manufacturers.

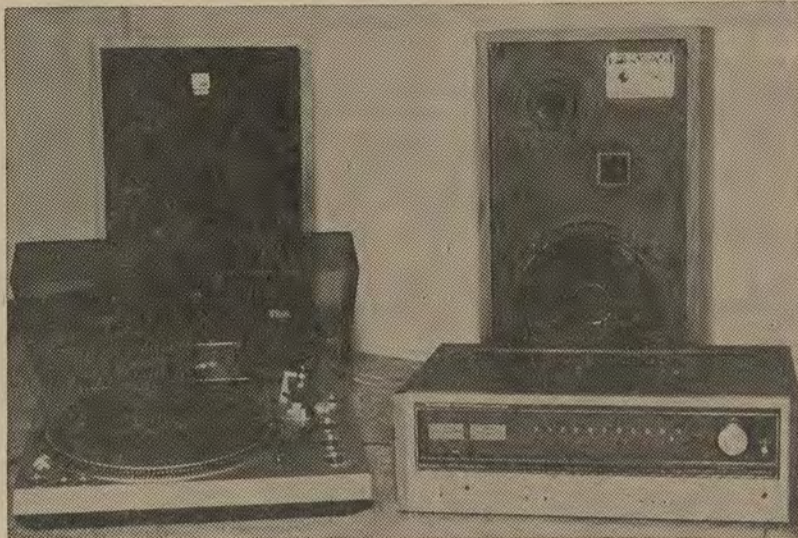
Such are the ploys that a customer might run into while looking

for a suitable stereo system. The above example was not given to make the stereo industry sound deceitful, but this actual incident should help keep the reader from being "ripped-off."

The buyer should give careful consideration to each of the elements of a component system, which are: a receiver, a pair of speakers, a turntable, and a phono cartridge. The receiver is a combination tuner and amplifier; therefore, it both receives radio signals and amplifies inputs from a turntable, tuner, or tape deck. The quality and power output of the receiver determine the level of quality for the rest of the system.

The buyer should be extremely wary when comparing the power of two different receivers. The most conservative system for rating its wattage is called "continuous power, RMS." Numerically, this means that from the lower to upper limits of human hearing (20 to 20,000Hz) and using 8 ohm speakers the output will be X watts. If these EXACT terms are not used to define a receiver's power, it might only put out one-half the stated wattage, since different rating systems are used. Also, the lowest distortion level for the customer should be about 1% or less is good, again, over the 20-20,000Hz range. Generally, a good tuning section will accompany a good amplifying section, especially if the receiver is made by a solid company like Pioneer, Marantz, Sansui, or Kenwood.

As the story implies, the touchiest area is the buying of speakers. Basically, there are three types of speakers. One group is the house-



brand speaker conglomeration. Forget these! Made of the cheapest of raw speakers, the dealer will always push them on the novice audiophile. A customer should resist the sales pitch. Even though these speakers sound acceptable at first hearing, they will become lacking the more that they are listened to after purchase.

Of the two other types of speakers, one is meant to be smooth. Speakers of this type are in completely enclosed cabinets (air suspension), without ports or ducts. These are best used by classical enthusiasts, because of their smoothness and also because they are inefficient, taking a lot of power to produce a little sound. Quality names include: Advent, AR, KLH, Rectilinear, and others.

The third type is the most popular. The manufacturers of this group would rather claim realism than smoothness. Compared to the second group, these have more treble. It is easier to hear the

strings of a guitar being struck, a high-note being hit, and the sharpness of a brass instrument. Such speakers are more suited for listening to rock music. Respected manufacturers include: BIC, Pioneer, ESS, Avid, and Jensen. Of these, Jensen makes the least expensive line, though with high quality.

Concerning turntables, much latitude is allowable. Very little difference "sound-wise" exists between a fifty dollar turntable and one costing two or three times more. Important, however, is the turntable's ability to track the record groove at a light needle weight. This ability greatly lengthens record life. A poor turntable will chop off the higher frequencies and ruin the record permanently; a two thousand dollar amplifier will not restore them, either.

There are two types of record players: (1) the manual turntable, which plays one record at a time; the user may or may not have to place the tone arm on the record

himself; (2) the changer, which can stack records, with the tone arm moved by the record player. Cost-wise, the former can track better. On the other hand, the second is more convenient. The choice is the customer's, from names like: BIC, Dual, Glenburn, Pioneer, AR, and Technics. AR makes the best inexpensive manual; Glenburn the best quality inexpensive changer.

The phono cartridge, which contains the needle, is the part of the turntable which could greatly effect the sound of the entire system. A cheap cartridge will make the best of speakers sound dull. Generally, the customer will get only what he pays for, still the quality lies in only several manufacturers. He should buy the highest priced cartridge that is comparable to the system, one about one-twentieth the cost of the system. The best makers are: Shure, Stanton, Ortofon, and Audio Technica. Shure makes the best lower-priced cartridges.

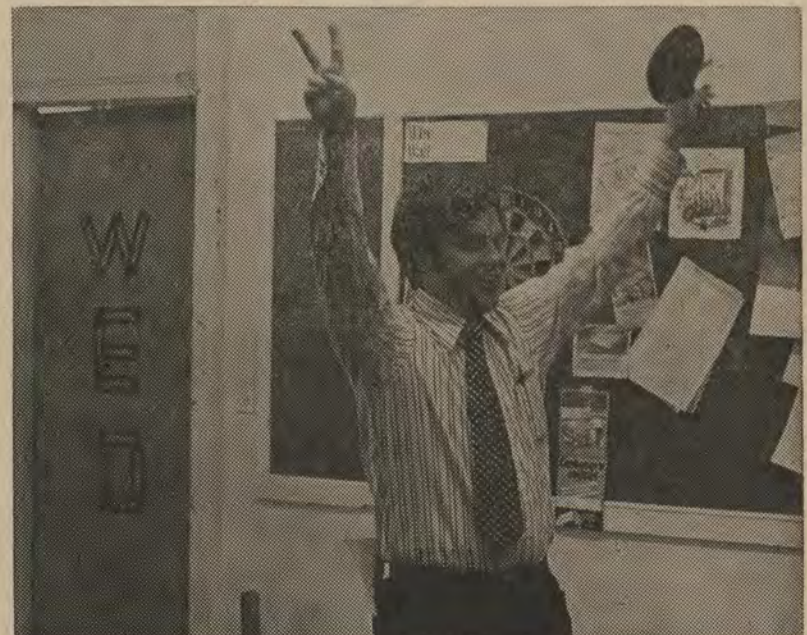
Where to buy? The buyer should stay away from department, chain, and electronics stores, no discount and no service. Warehouses should be resorted to only if the buyer doesn't mind going to New York or California for warranty service. The stereo shop is the best place. Gordon Miller and Atlantis Sound near Washington will beat prices and give long warranties on both parts and labor. Myriad Sound is good for better merchandise. Obviously, there are places that the author has not been; therefore, the reader should also look around in other places as well.

(Inquiries may be sent to the News.)

Senior Slump . . .



. . . Is Everywhere





Michael Duncan: From Tonbridge to Gilman.

Duncan Gives English View

by Joe DiRenzo

About one year ago, Englishman Michael Duncan chose to spend this year teaching in a school in Baltimore, and to exchange lives with Mr. Edward Brown. Duncan arrived with his wife and family in Baltimore and Gilman, moving into Brown's house. Duncan, teaching math, replaces Brown at Gilman, who is presently filling Duncan's position at the Tonbridge School in England. The following is a text of an interview of Duncan conducted by the News:

News: What are the differences you have found between the math department of Gilman and Tonbridge?

Duncan: That is a very difficult question to answer in anything short of a book. I think the similarities are easier to enumerate. Both departments consist largely of young men with considerable interests in athletics as well as in math. I have found the Gilman math department very friendly with its own special brand of humor.

News: Have Baltimore and America lived up to what you thought they would be?

Duncan: Oh yes, definitely. In particular, the tremendous size and wealth of your country never ceases to amaze me. But of course, the most important thing are the people we have met whose friendliness has more than lived up to expectations. When I return to England, I think I shall miss your informal and open way of life more than anything else. Also, I feel that I have discovered things here that I would like to try in

my teaching at home.

News: What were some of your first impressions of Gilman when you began the year?

Duncan: Well, I have found that students here readily accepted me much more quickly than I as an Englishman would have been accepted in England. And through the year, I have found the American boy is much readier to have an opinion and express it . . . In some ways, I find things here surprisingly quaint and old-fashioned as compared with Europe today. I believe that the American conversion to the metric system is going at too slow a pace. In fact, I have found the pace of life not as fast as I would have expected.

News: What suggestions for improvements do you have based on your experiences?

Duncan: I think that there is too much emphasis on sports, so that the academic boy doesn't receive the same acclaim from his peers. Another thing I have noticed is that the students are too suspicious of what the faculty are trying to do for them. For example, when the faculty might attempt to arrange a new course, the student looks suspiciously upon that as an attempt by the faculty to restrict his "freedom of choice."

News: Do you find the atmosphere at Tonbridge much more relaxed than here at Gilman?

Duncan: On the contrary, I think the pace of life at Tonbridge is faster and, not being a day school, the pace is kept up for approximately 6½ days a week. However, if you are talking about atmosphere and relationships, then I think you would be surprised to

(Continued on Page 3)

THE NEWS



Vol. LXX, No. 8

GILMAN SCHOOL—BALTIMORE, MD.

May, 1975

Press Too Negative To Howard K. Smith

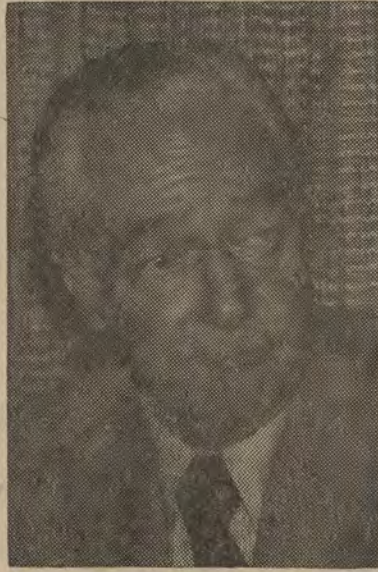
Because the News feels the Press is a vital instrument of democracy, it was felt that an analysis of this institution would prove useful. To this end, three distinguished journalists were interviewed: Howard K. Smith, ABC News Anchorman; Al Sanders, WJZ-TV Eyewitness News reporter; and Bill Schmick, III, city desk editor of the Sun. The following is a text of the Smith interview:

News: What are your responsibilities, as a reporter, to the public and to the people whom you

* Related Study Articles on page three:
—Bill Schmick (The Sun)
—Al Sanders (WJZ-TV)

cover?

Smith: I think our responsibilities are to find out what government is doing so that we can tell the public enough facts and information so that they can decide whom to vote for in the next election. We are the communicative instrument of democracy.



Howard K. Smith

News: In the past, there have been many collisions between the rights of free speech and the right to a fair trial. Are these collisions inevitable?

HS: I think they are inevitable in our country. In Great Britain they would not be inevitable be-

cause the press is not allowed to report anything about a crime until a trial comes. During the trial, they can report only on what goes on inside the courtroom. After the verdict they can report on anything they wish. In our country, we allow the press to report on anything about a crime before the trial takes place. So the conflict happens. It happened on the case of Spiro Agnew. We were reporting on his alleged crimes before his trial. As it turned out, the press was right on what it reported.

I don't know what you can do about it. Rights often come into conflict. You have a right to own a dog. But your neighbor has a right to privacy.

News: One of the press's vital functions is to criticize the institutions of this country. But the press itself is an institution and needs to be constructively criticized. Do you agree with this statement, and if you do, do you feel the press is critical enough of itself?

HS: I believe the press should be severely criticized, and often criticized and possibly always criticized. I am not sensitive to criticism myself. When I feel it is unwarranted, I answer it. But I want to be watched with a critical eye, and I think the press has too much power to evade criticism.

News: What are your criticisms of the press?

HS: My major criticism is that we are too negative. We report all the bad news, possibly because the public is interested in bad news. But many positive things happen. Many good things happen in America, and we are not frightfully interested in the good things. If you went through the past ten years of television or newspaper reporting and picked out what was said about the race questions, you'd read about violence and you'd think we were failures. I happen to think we have had the greatest successes of any nation that has a race problem.

Course Changes Cited

For the juniors and seniors next year, the minimum course load has been raised from four majors to four and one-half majors. The freshman and sophomore load stays the same at four majors and two minors, although a large majority of the underclassmen schedules exceed the minimum requirements.

The upperclassmen one-half credit addition may be satisfied by taking either a full-year minor or another major in two of the three trimesters. American History since '29 and African History are both majors that run for two trimesters.

In the future, Seniors will not be allowed to count two minor courses as a replacement for one

of their required four majors. It is hoped, however, that more students will take advantage of the expanded elective selection that in 1975-76 will include Industrial Arts, Greek, and Technical Drawing (meeting two days out of the cycle) among others.

Also in the works is a break between 1st and 2nd periods that will enable students to take one course at Bryn Mawr and one course at Gilman in the morning. Finding time for the break is the problem. Starting school earlier, lengthening the school day, and shortening the athletic period are all tentative solutions that have been discussed. At this time, the Executive Committee has not made their decision.

Upward Bound Rated Successful

by Garrett Waters

What organizations at Gilman are the most effective and fruitful? If one queried Mr. William Greene, Director of Upward Bound, or Mr. Martin Smith, Asst. Director, doubtless they would rate the Upward Bound Program around the top of the list.

At its inception in 1967, Gilman's Upward Bound Program, "the brainchild of Messrs. Finney and Campbell," was among twelve federally funded programs of its kind in secondary schools. Presently, there remain only five high school Upward Bound branches in the country. The decrease is probably accounted for by the freeze on federal funds since 1968. Gilman, however, has been fortunate to have received an increased allocation for HEW every year in spite of the freeze.

Mr. Greene attests to the fact that the Gilman program is

funded for only eighty students, but that the number of applicants reaches a figure three times that size.

A typical applicant must first meet the income criterion. Once he qualifies in this category, his academic potential is estimated, utilizing his standard test scores, grades, and recommendations. Even if he meets the standard in this area, he may still not be accepted because of limited space. The program tries to serve students who need and deserve most of its services.

After an applicant is accepted, he is "diagnosed" and is given a "prescription" to help him learn. "Prescription learning" is a term used for Upward Bound's concept of individualized learning. Mr. Greene places particular emphasis on the wide range of capabilities among students and the fact that "John Jones, 10th grader, is going to be different from any other 10th grader."

The costs, i.e., books, transportation, etc., incurred in participation in the program are covered by Upward Bound. To compensate in a small way for a youngster's loss of time which could be spent doing part-time work, a token salary or "stipend" of five dollars is distributed to each student to use at his own disposal during the school year. During the Summer, a stipend of seven dollars a week is given.

After a student becomes involved in the program, he is given counseling for any specific problem that he has. For example; If a participant is involved in drugs, Upward Bound will recommend a drug treatment center. If, in the course of discussion, he admits that he has a police record, the counselor will attempt to keep from getting involved in criminal activities. Upward Bound is a caring organization which will render aid to a student in most any



Upward Bound leaders Greene and Smith aid college-bound youth.

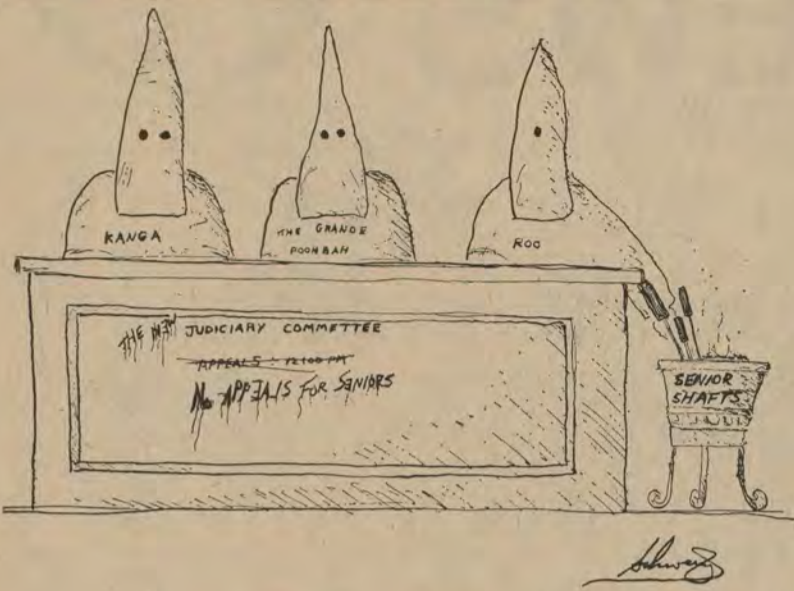
area that it sees fit.

UB has graduated over 200 students from the program, which usually runs about three years depending on the grade at which the student enters. According to the HEW yardstick Gilman's program has served the community well. Graduates go off to colleges such as the University of Maryland, Morgan

State, University of Pittsburgh, University of Pennsylvania and Penn State. Mr. Greene says the program will probably have a long future at Gilman, and believes that, even if federal funds were cut off, Gilman would attempt to provide similar type services, but not on the scale that it currently is providing them.

PERSPECTIVE

a forum — editorials, commentaries, analysis



Which witch is which?

Good Luck—You'll Need It!

Dear Roszel Thomsen,

We realize that, now that you are anxiously waiting to become the new Editor-in-Chief, you have many idealistic hopes. Therefore, we feel it is our duty to tell you what we have learned and cut down those ideas once and for all.

First, there are a limited number of things you can do with a high school newspaper. One, you can interview distinguished alumni. You can do a study on alcohol and drugs, or on the SAT's. You can expand and revise the editorial page to enable the readers to have more say. Another good idea would be to study the press itself. Good cartoons are always nice, as are some cogent quotes. Unfortunately, Roszel, all of these ideas have already been used by this year's staff, so you will have to think of some others.

Another problem you will come across is the problem of censorship. You will find that the faculty is very sensitive to many things. This year we have been censored several times. For instance, the picture exhibiting Messrs. Bartkowski and Porter tripping on Potassium Permanganate in the Chem Lab and the picture showing Mr. Chandlee skinnydipping in Lake Roland were all cut out by the Faculty advisor, Mr. Andrews, who, by the way, was caught CENSORED . . . CENSORED . . . CENSORED.

But, in exchange for their depriving you of articles, the faculty offers you ideas that may prove useful. For instance, Mr. Porter, in the aforementioned semi-cosmotic state, suggested doing an interview with an Ehrlenmeyer flask.

Another problem is the back page. We have had a heck of a time finding good things to put there, so we suggest to you, Roszel, ambitious young editor, that you eliminate back pages altogether.

Enough about your problems. We believe that you have a unique opportunity to provide the student body with a strong and useful voice. You can use the News as an informative and entertaining newspaper and, most importantly of all, it can be a vital institution in the school.

The News has gone a long way since the first News (the first page of which we printed in our January issue), and it can go further.

We made many promises last June, as you will probably make this June. As we look back, we are satisfied that we have fulfilled those promises. We hope you have the same success. Good luck!

—The Retiring Editorial Staff

THE NEWS

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the Mailbox

Diversity Failing . . .

I have reached the point in my year at which I now feel obligated to speak out on coordination. I have been very upset and disappointed in the entire program. Coordination as it is now, is not working and hurts the educational process for both schools.

I have a great deal of respect for the Bryn Mawr School. However, I feel the Gilman students at Bryn Mawr do not take the courses there with a true academic purpose. The Bryn Mawr girls, as well, come to Gilman with the intention of taking "gut" courses, just to receive a "pass."

There is another problem that has presented a conflict, namely the dress code. Very recently, I have seen Bryn Mawr students come to Gilman wearing shabby jeans or overalls, and some not even wearing shoes at classes. The Gilman students have to abide by a dress code, and therefore, the girls should also.

Many, many more Bryn Mawr girls come to Gilman than Gilman girls go to Bryn Mawr. This is an unfair practice which can only lead to the overcrowding of our classrooms at the Gilman.

Over the past two years, I have participated in both Gilman and Bryn Mawr coordinated classes. My conclusion, based on my first-hand experiences, is that the process should undergo thorough re-evaluation at the conclusion of this school year. I say this for the concern of both Bryn Mawr and Gilman students.

Gerry L. Brewster, '75

Or Is It Failing?

Recently, I have heard some rather strident criticism of the coordination program. Here is my reply.

No, gentlemen, coordination will not save the world, nor will it make your teeth whiter or your breath fresher. It is, not perfect. Despite these failings, I like the program and think it worthwhile. In fact, I cannot even visualize reverting to our old system of splendid isolation behind Gilman Walls (will echo?)

Now for the specific criticisms. People say the girls take Gilman classes because they are easier than their Bryn Mawr counterparts. If the statement is true, then make the Gilman courses more challenging; don't throw the coordination program out the window.

People are worried about overcrowding at Gilman due to coordination. To the best of my knowledge, there is no such program in the Language Dept. and in the English Dept.; class size is limited to twenty persons no matter how many people sign up.

Next year, a break will probably be instituted between first and second periods, eliminating the necessity of taking both morning courses at one school. The change will help. I know from personal experience that taking two Bryn Mawr English courses should be reserved for those with lots of time to read or for those with well-defined masochistic tendencies.

In response to the objection to Bryn Mawr seniors being allowed to wear regular clothes during the last part of the year, I would ask, how would you like to wear bloomers for six months?

Joe Hooper '75

viewpoint:

Pip Smith

No one likes administering a judicial system; not the students and not the faculty. Nevertheless, the need for such a system in Gilman exists as in any school. The question is, what kind of system best serves the community at-large? It is my opinion that the demerit system of the kind used this year at Gilman is not the kind which should be continued. Its failure is not only due to poor reception by the students, but also to a basic fault in principle.

The automatic demerit system was devised over the summer of '74 by the faculty, being employed during the subsequent school year. Under this system, any lateness or absence from school appointments would be awarded with two demerits upon receipt of the master's report by the Judiciary Committee. Students took the worst of this system. If a student had an acceptable excuse, he would first receive two demerits and then his excuse could be heard. The doctrine of guilty until proven innocent is contrary to the values of our society and thus poses problems in administration.

This year, there have been too many students who collected four to five demerits a week; four to five suddenly grew to twenty. And when a student has twenty demerits to serve, he knows that every single Saturday must be spent at Gilman. What is the natural alternative? "Skip out" on the Saturday detention and receive two more demerits. The problem could be eased if excuses were heard before the demerits were issued; (of course, channels for excuses have been open after a student gets a demerit).

The Judiciary Committee has met every Tuesday and Thursday morning of the school year for the purpose of hearing demerit appeals. I am certain that there are an uncountable number of acceptable excuses which stayed in bed between 8:00 and 8:30 throughout this year. Instead of appealing a demerit, a student would ignore it and soon wind up with two more. If the committee did hear all the excuses which the students had, the demerit lists would not have been three pages long each week; so in this regard, not have students failed. I still contend that the automatic demerit is based on poor principles, for no one should have to plead innocence after guilt has been proclaimed.

What were the original intentions for application of this new system and can they be upheld in a compromise? The automatic demerit system was devised to pin down those individuals who chose to ignore the call of the Dean of Students in previous years. Last year and in the years before, Mr. Jewitt would ask all students reported for an offense to see him; if a demerit was justified it would be issued after the student conferred with Mr. Jewitt. The large portion of reports were excusable, and as a result fewer demerits were given. The one problem with this system was that many of the guilty students never showed up to see Mr. Jewitt; thus it became difficult to track down many of the real offenders. An automatic demerit system was devised to end the "great chase," and to pin down those students who got away with hiding out. I propose a system which would close up the loopholes while at the same time would take fairness into regard.

If students were given a week to see the Dean of Students before a report received demerit status, ample time would be allowed for explanation. If, after a week, the reported student did not appear, then an automatic demerit would be issued. This system would weed out the justified reports from the mistakes, while catching those students who tried to keep "underground." I highly suggest a revision of this year's system. It is difficult to find a truly effective but fair method of dealing with demerits, but experimentation could bring Gilman closer to achieving that ideal.

Smith, class of 1975, was a member of the Judiciary Committee.

News Analyzes Press Power

SUN's Schmick Speaks For Press

In mid-April, the News interviewed William Schmick, III, the City desk editor of the Morning Sun since October of 1970. Schmick, a Gilman graduate, also served as Editor-in-Chief of the Gilman News. The following is a text of the interview.

News: Do you think your Gilman career gave you a head start?

Schmick: It gave me a magnificent start. I think the advantages of having a full academic program combined with the home was unique. You can take other schools in the country, but I doubt they do it as well as Gilman.

Responsibility of a Newspaper

News: What is the newspaper's responsibility to the public and to the public officials whom they cover, and do these responsibilities conflict?

WS: I think the primary responsibility to the public is to inform. With the public official, I think his responsibility is to us.

News: If you knew some information that was not pertinent or necessary to the public yet could harm the public official, to what extent do you protect the public official? Take, for example, the Wilbur Mills story.

WS: The responsibility of the press is to report, and when this has an effect on their job and their job involves the public interest, then this becomes newsworthy. When you talk about Mills, I think it might be of interest to know what happens to a public servant. Another case I can think of is that of a U.S. Senator who was seen drunk on the Senate floor. Now I think that should have been reported. It wasn't.

Fair Trial vs. Free Press

News: Are there cases in which the rights of fair trial vs. free press have conflicted, and what is your opinion on this?

WS: Well, you really have to get specific when you talk about this. One of the criticisms about the Sun in recent years is that of our lack of coverage of scandals involving Agnew and Anderson. Now as this stuff got into the court system, by this I mean in the broadest sense that there was a Federal investigation under way, the decision was made by the Morning Sun not to publish what were in effect allegations, presently before the Grand Jury. That's a very difficult position and one of the bases for it is that the people whom the allegations are directed against are going to be tried in the back yard. The question is, do you want to prejudice a fair trial? That's when you get into the conflict of free press versus a fair trial.

Is the Press Self-critical?

News: Do you feel that someone other than its own people should be on hand to criticize editorial decisions, in the sense of checks and balances?

WS: No, I don't think so. I really believe absolutely in the first amendment.

News: But do you think the press has been critical of itself, and does it need to be self-critical?

WS: No one is ever critical enough. I'm not sure that we're as critical as we should be. Although if you know reporters, you'll find them to be the most self-critical, and even though they criticize everyone else, they still criticize each other. Whether there should be some formal critic, I don't know. The Letters to the Editor

column—that format—belongs to the public, to the readers.

Confidentiality of the Press

News: In what instances can the press withhold sources as confidential?

WS: Protection of sources is very broad, yet very important, and it is very hard to think of a case where a reporter should not protect a source. I remember the Turk Scott murder. We had a reporter who was called the night that Scott was killed, literally within minutes. The caller said that Scott was dead, shot in the garage of the Horizon House, and told him to get over there. So he got there. Subsequently we got another anonymous phone caller who identified his group as Black October, and said in effect that they were a group of blacks who didn't like drug pushers, and Scott was a drug pusher, and they were going to eliminate them one by one. This gets into a sort of dicey situation. From my standpoint, I got a little nervous about this, because if you are dealing with someone who is breaking the law, I don't care who they are killing, they're still breaking the law. You get into a situation, "do you want to know this before it happens?" And if you do, aren't you obligated to tell the police? In my opinion, you are. However, the only way to deal with these situations is to tell these people, "this is the only thing we can do" [call the Police], if we are in a position where we can identify the caller. If they want to continue to call and operate on an anonymous basis, they could, because I think there is some value to the story. That's a very sensitive area, and I'm not quite sure what the answer is. That is a very specific situation.

Duncan

(Continued from Page 1)

find how unstuffy and informal Tonbridge is compared with the normal view of the English Public School (the American equivalent of a private school).

News: Have you noticed any differences in the study habits of American students?

Duncan: English boarding schools are time-tabled to allow two to three hours of homework or "prep" in the evening because there is little opportunity for students to do this during the day. I imagine most Gilman boys do their assignments during the day, except when tests or term papers are due. However, I may be quite wrong.

News: Are there any differences in curriculum?

Duncan: Yes, I would say the Tonbridge curriculum is wider in the sense of time. For example, a 16-year old boy at Tonbridge attends 36 classes of 40 minutes each week and is probably studying for nine different courses. However, he only does two homework assignments a week in any course.

News: In physical terms, how would you describe Tonbridge?

Duncan: The styles of the buildings are quite different from that of Gilman, but the look is very impressive. Tonbridge has a lot of land for athletic use, with the equivalent of about 15 football fields, an athletic track, a swimming pool, and ten tennis courts. Also, there are twelve courts for various indoor ball games such as squash as well as a gymnasium.



William Schmick, III

You can take a situation like the Pentagon Papers. These papers were offered to a number of newspapers, not just the Times and the Post. Some papers just didn't take them because they were classified and it wasn't good business for a newspaper to be printing classified documents. The New York Times decided, yes, they were classified but the public interest in this case was overwhelming and that they should be printed . . . What we have is the basic principle and that is to protect the source.

Function of H.S. Newspaper

News: What would you say the function of a high school newspaper is?

WS: The ideal function would be to air ideas. It could serve as a journal for recording events. A letters to the Editor column would be a healthy forum for debate . . . It could also serve as a grassroots sort of teaching format for journalists. Of course, it's difficult for a high school newspaper, especially at Gilman, where the kids have a strenuous academic schedule that makes it difficult to give an ordinary amount of time to the News. At least that was my experience.

WJZ'S Sanders Offers Insights

Al Sanders, anchorman for WJZ-TV, gave his views of the T.V. Press. Here are his remarks:

News: What are your responsibilities to the station, to the public, and to the public officials whom you cover?

Sanders: For the station, I have a 30 page booklet telling me my responsibilities. To the public and public officials, I have two basic responsibilities: simply to tell what I believe to be true and to do it in as informative and entertaining a way as possible. This is why we try to be people on Eyewitness News.

News: Do you feel being "people" is the major reason for your being No. 1 in ratings?

AS: I don't know. The emphasis has certainly shifted from past years. The Management has picked people first and journalists second. Perhaps in five years this will be reversed and they'll put more emphasis on background in journalism.

News: Could this informal format hurt the quality of the reporting?

AS: I think anything done wrong can. I think the fault comes in carrying anything too far. I could appear in a tee-shirt, but I don't think that's what we're there for. Besides, we only use "happy" talk for the sports and weather. I believe as long as you try to tell what happened in an informal way and still get the message across, that's the point. And sure, you can go too far. For instance, we could start throwing pies during the news.

News: Why does every other station seem to be following in WJZ's lead in the happy talk format?

AS: That's one of the big faults



Al Sanders

in the industry. We follow so much.

News: Do you feel the First Amendment can, and is abused by the press?

AS: I think the bill can be over-used when accusations are made without substantial evidence. Newspapers can do that more than television because they are not controlled by the government. We are. Our license can be pulled easily.

News: Do you think that the government uses its control?

AS: No, but the possibility is always there.

News: Do you feel the public is disenchanted with the press?

AS: No, I don't believe so. Whether the public believes what they hear is one thing. Whether they consider what they hear is another. And I think they do consider what they hear. But I wouldn't want to be believed one hundred percent.

Student Force Universal Idea

Gilman students, take heed! We are not the only school with economic problems and similar solutions to those problems. The work maintenance program, which students both participate in and complain about, is being implemented in other schools outside of Roland Park.

A recent article in the Sunpaper noted that Eton School, Britain's most exclusive preparatory school, will soon have "its privileged pupils sweeping floors and washing dishes to help fight inflation."

Eton has the reputation of being a training school for the British governing classes. "Headmaster Michael McCrum estimated . . . that a little help from the boys could save as much as \$57,000 a year in labor costs."

Gilman's Headmaster Finney felt Eton's decision shows "that Gilman is not the only school with such problems and such proposed solutions."

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Flying For Hobby Fun To Hammond

by Dan Scherlis

Since the age of 11, John Henry Hammond has maintained an active interest in model airplanes. Hammond, who now holds the title at Gilman of Carpentry Shop Foreman, has always enjoyed building things. As hobbies he has built model railroads and sailboats. As a career he spent 36 years as a cabinetmaker before coming to Gilman in February, 1972.

Hammond's primary interest has always been model airplanes. He will spend anywhere from 10 to 100 hours working on a model before he flies it. "Every free moment

tains through the national modeler's magazines and from a fellow modeler in San Jose, California. He makes his templates from the plans and builds all of his models from scratch, not out of kits. These plans, Hammond asserts, are "proven" designs, and therefore he relies on them for almost all of his planes.

All of these planes are from original ones designed prior to 1942 and as far back as 1934 to 1936. These "Old Timers" are Hammond's specialty. His planes are semi-scale—they look like real airplanes. He does not build the

made in 1946 and are therefore collector's items, Hammond emphasizes that he is not a collector. He only collects these engines with the intent of putting them into planes.

Hammond does much of his work through model airplane clubs. The Society of Antique Modelers holds contests in which the planes must be made unchanged from the original designs and in which certain ratios of such things as wing area to engine displacement are rated.

In *S.A.M. Speaks*, the Society's newsletter, Hammond frequently publishes a column called "Henry's Helpful Hints," in which he shares various model-building tips from his experience. He prints pictures of his work in *S.A.M. Speaks* and in the national modeler's magazine such as *Model Builder* magazine.

The interests of the Radio Controlled Modelers of Baltimore are expressed in the title. Hammond is a member of this group and is building the Trenton Terror, a 6-foot plane controlled by a 3-channel radio. Unlike most planes, which are totally free-flying, except for some sort of timing device which will bring the plane to earth, the radio-controlled planes can be directed from the ground. With enough channels, one can control the throttle, elevators, rudder, ailerons, flaps, and retractable landing gear.

Hammond is a leader-member of the Academy of Model Aeronautics, which is affiliated with the National Aeronautical Association. The A.M.A. controls model building and flying and sponsors contests. Hammond is licensed by the A.M.A. and his number is on all of his planes.

The group with which Hammond



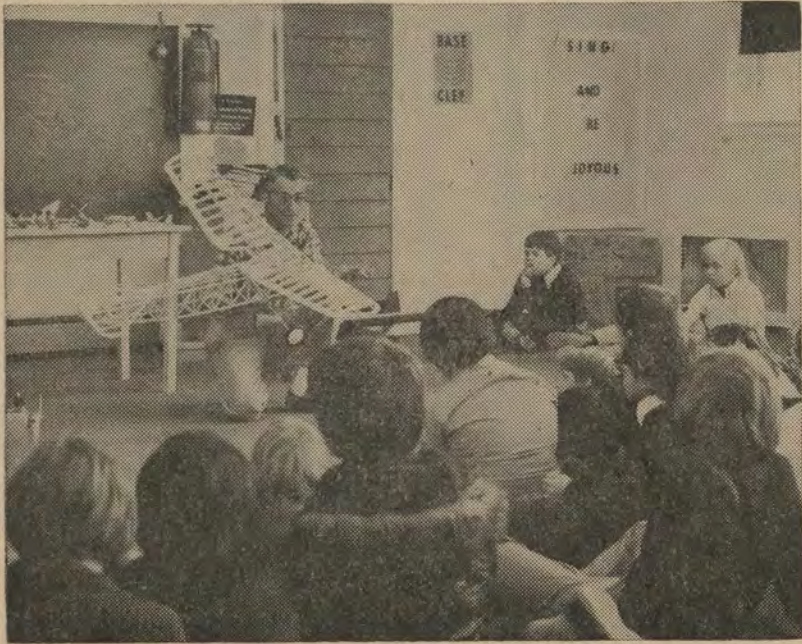
is most closely associated is the Aero-Craftsmen Model Airplane Club of Baltimore, which he joined in 1940, the year after it was founded. In the "I Remember . . ." column of the *Sun Magazine* of May 28, 1972, he describes Modelhaven, the only model plane airfield in the East, which was operated by the A.C.C. during World War II. As many as 500 model planes flew in that cornfield on Sunday afternoons. Now, Hammond has to go to Prince George's county, near Bowie, to fly his planes.

John Hammond gets much enjoyment out of interesting others in model airplane building. For this reason, he has lectured on the subject to the fifth grade each of the three years that he has been at Gilman. He spoke to the fifth grade this year on March 24. First,

he discussed the highlights of aviation history from DaVinci to the Space Age. He then devoted the second half of his talk to model building. Hammond showed the boys some models that he was currently constructing (he always has 4 or 5 under construction) and demonstrated how to get started.

This lecture was followed up by a Saturday workshop for the fifth graders. Each boy was given a kit for the Delta Dart, a rubber-band powered model, to construct. They then had a break for lunch, after which they saw a film on the subject and held a contest in the gymnasium.

Quite a few boys were motivated towards model building by John Hammond's presentation. "Even if only two boys are interested," says Hammond, "it is worth it to me. . . . It is as much fun for me as it is for them."



I get," says Hammond, "is spent working on the planes." Every Sunday, weather permitting, he spends his time flying the planes.

"crazy-looking things" that are made only to do well for time or distance contests.

The planes that he builds are from full scale plans which he ob-

To power his planes, Hammond uses spark ignition engines. Although these engines were last

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THE NEWS



Vol. LXX, No. 9

GILMAN SCHOOL—BALTIMORE, MD.

June 9, 1975

Leaders Review Year

... Harwood On Council

by Dan Scherlis

Analyzing the student council's year, school president, Bill Harwood, stated that the student council "got off to a good start on small matters" such as use of the library and form room procedures. Early in the year, Harwood stated, they got away from the "perennial hassles that come up," such as dress and hair codes. "It was not necessarily that we couldn't do anything, but a feeling that the decision was there and it had been reached by logical conclusion" by the faculty over the summer. Also, these rules, Harwood stated, didn't affect a majority, but only a few students. "We kept to more clerical stuff," he said.

The only major issues this year were those of the pass/fail system and the system of announcing honor committee decisions (it was concluded that these would not be announced in chapel, but in form meetings with the form concerned). "We didn't have any major knockdown, drag-out fights, which is fine with me," said Harwood.

Harwood ascribes the lack of major issues to a reduction in the amount of cynicism prevalent and to the fact that "the only place I would get any issues would be from the student body," and there were few issues presented.

One major concern that came up this year was that of night visits to the campuses of opposing teams before interscholastic events in order to post signs. This problem was compounded because "people felt that it was a tradition that the school completely sanctioned, which was not the case at all." This feeling was caused by some administrative "looking the other way."

This issue was resolved at a meeting with representatives from McDonogh and St. Paul's. Aside from this issue, "school spirit . . . was exceptional," Harwood stated. This was illustrated by several "little things," especially the an-

(Continued on Page 8)



Bill Harwood



Redmond Finney

... Finney On School Administration

by Dan Scherlis

In an interview on May 19, Mr. Finney gave his opinions on many controversial issues of the school year. One that has drawn more attention currently than in the past is that concerning the disciplinary system at Gilman. Although the system to be used next year has not yet been decided upon, Mr. Finney still stated his views on the system.

There were two major problems which Mr. Finney saw in this year's system. First, there was not enough "administrative-student cooperation." This manifested itself in "in fighting between some members of the Judiciary Committee and Mr. Jewitt." Mr. Finney suggested that this may be due to a lack of understanding of the difficulty of Mr. Jewitt's position.

Mr. Finney also expressed a desire for a "more direct and instant accountability." If a disciplinary situation is not dealt with immediately, the Headmaster asserted, "it can fester." Also, the impact of any punishment is lessened, and in the meantime others may be incited to commit the same misdemeanors. To alleviate this, "there has been some discussion of handling discipline on each form level rather than just on

a total basis," with the entire Upper School treated as one unit.

Mr. Finney favors the automatic demerit, as this "places the burden upon the individual" to prove his absence or lateness was legitimate. He stated that, in regard to next year's system, "I would regret eliminating student participation," especially on the part of the newly elected student council.

Mr. Finney also discussed the role of the student council. He observed that, "Some people think that a student council is supposed to exist as a student advocate, to make broad changes and to see what it can get out of the faculty and administration." Although it is an "avenue of student opinion," and in this sense the advocate of the student body, it must also look at the whole school community and its needs.

The most valuable meetings, according to Mr. Finney, were those which had the best discussions. In this sense, the student council is most valuable "as a forum." Although changes can come about as a result of this, those meetings were "valuable in themselves."

A major problem, Mr. Finney felt, was a lack of sufficient attendance at student council meetings. Also, "there has not been sufficient publicity." He expressed a desire to have "published agendas ahead of time," so that students can know what is planned and can ask the student council to add things.

In regard to the announcing of honor committee decisions, Mr. Finney said that, "I am glad the student council reversed itself on that," as the situations can be "too delicate," and can be "too hard on the individuals, who have already been punished."

Responding to a question concerning vandalism and stealing, Mr. Finney said that, "we have had some forms of vandalism," but he did not feel that it was necessarily getting worse. Mr. Finney is, however, "going to deal with such things in more of a head-on and formative fashion."

Commenting about the work job system, Mr. Finney stated that al-

(Continued on Page 5)



Robert Bulkeley helps seniors to "encounter" outside world.

Encounter '75 Successful

by Barry Saunders

On May 12, members of the Gilman graduating class began participation in the annual Encounter program. Each spring this program allows seniors to explore for a few weeks particular occupations of interest, in preparation for experiences in the "adult world."

Gilman launched its Encounter program several years ago, a progressive development that began soon after similar programs were introduced in other schools, around 1967. Many independent schools, including Bryn Mawr, Oldfields, and Park locally, now have comparable programs.

The purpose of Encounter is three-fold. Three weeks, spent by each senior working with a "partner" in a special field, are intended "to give the student insights into his 'job,' his partner, and himself." In developing interests for the future, those weeks "put a premium on student responsibility."

Individual Encounters vary greatly. There are many school-sponsored projects to choose from, in fields of law, politics, business, finance, medicine, conservation, research, teaching, and public service. In addition, seniors can arrange their own programs independently; these are limited only by practicality and reasonability, and the fact that no participant can receive pay for his services in any Encounter.

The process of planning Encounters began in early February this year, with meetings between seniors and their Encounter advisors. These advisors are faculty members who comprise the Encounter Committee, a nine-person group responsible for the planning and final approval of individual

programs. The committee is chaired by Messrs. Bulkeley and Bendann, who do the overall planning and coordinating of Encounter, and helped out by Mrs. Burgunder and Messrs. Woodward, Downs, Sotir, Jewitt, Schloeder, and Taggart.

In late February and early March each senior selected an Encounter from those available through the school, or planned one independently. By April all decisions were finalized. Now the seniors are well into their respective programs, and most are satisfied with their choices.

All sixth formers who have met their academic and disciplinary obligations are eligible, but not required, to participate in Encounter. Classes in the third trimester are usually planned with Encounter in mind. Conflicts with varsity sports and Advanced Placement Examinations, however, which have already reduced the Encounter period from six to barely three weeks, have caused some problems.

A wide variety of interesting Encounters are being made this spring. There are a large number of participants involved in law and politics. Encounters in medicine range from jobs at the Childrens' Hospital to studying medical art at Johns Hopkins. Several seniors are working at the Baltimore Zoo, and others are involved in conservation and wildlife management. Some unique programs include Chesapeake boat piloting, farming, hiking the Appalachian Trail, and working on Mr. Jewitt's house on Sterling St. As Mr. Bulkeley feels, Encounter 1975 should "test and whet interest in possibilities for the future, and open the students' minds to see more clearly what the adult world entails."

Outstanding Students Honored

The Brown University Alumni Book Award
ROSZEL CATHCART THOMSEN II

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ROBERT MASON THOMAS, JR.

The Harvard Book Prize
ANDREW MARK SHAPIRO

The Princeton Prize
SANFORD RICHARD BUXBAUM

The Rensselaer Polytechnic Institute Award
SANFORD RICHARD BUXBAUM

The Dorothy Benjamin Caruso Award
WILLIAM WHITTINGHAM HARWOOD
JOSEPH WINGARD

(Continued on Page 4)



Styles have changed since this '55 Gilman Dance, but this year's Prom was just as much fun. See Page 3.

PERSPECTIVE

a forum — editorials,
commentaries, analysis

A Logical Terminus For Coordination

In 1975-76 Bryn Mawr's African History course is to be open to Gilman students. Gilman also offers an African History course which is very much like Bryn Mawr's. Unless a course offered at one school is fundamentally different from that offered at the other school, it should not be coordinated.

The primary purpose of coordination is to provide a greater scope of course offerings. A secondary purpose is to provide some opportunities for mixed-sex classes. English electives and various other courses offered only at one school or the other broaden the scope of offerings open to Gilman and Bryn Mawr students. These courses also provide considerable opportunity for mixed-sex classes.

Up to now, courses offered at each school, such as Expository Writing and American History, have not been coordinated. Is African History at Bryn Mawr next year a harbinger of change? Coordination in courses offered at both schools is not needed to broaden the scope of offerings available nor to provide opportunities for mixing.

Almost inevitably a coordinated course becomes qualitatively something not quite Gilman nor quite Bryn Mawr. If a course is important enough to be taught at both schools, it should not be coordinated. Gilman's course should bear its imprint; Bryn Mawr's course Bryn Mawr's.

—R. C. T. II

the Mailbox

Dear Sirs:

As a member of the class of '76, I wish to convey a few thoughts about the future of the Gilman community. Several aspects of the community are very promising and are a credit to the basic principles underlying this school's ideals, but one point is very discouraging.

In a community where respect and cooperation are openly stressed, the attitude towards the genuine appearance of the campus is rather discouraging. To the casual observer, the Gilman campus is quite beautifully landscaped and well maintained. However, quite the opposite seems to me to be more correct.

After careful observation, I have concluded that the Gilman campus is dying and is in dire need of rehabilitative work. Several of the trees and foundation plantings are either dead, dying, or in a state

of deterioration. This is upsetting to notice, especially when one considers why the administration of the Gilman community (the school) has apparently taken a position which approaches *carelessness*. Admittedly the costs of maintenance are quite overwhelming, but a present investment in the preservation of the beauty of the campus will be a providential move. The trees and plantings are definitely more beneficial to the community in a healthy state, and are more costly and detrimental when left unmaintained.

When respect for the landscape plantings and trees around the Gilman campus and cooperation from the administration for the continued, rigorous maintenance is achieved, an enriched, longlasting, beautiful campus will be established. More important than the beauty is the fact that the campus will benefit in other far reaching aspects, most notably in the economics. Our campus should continue to be an asset, not a detriment, to the Gilman community.

Randy Kiefer '76



McCarthy Sounds Off

As the new President of the Board of Trustees, I am pleased to share with the readers of the *News* some of my thoughts relating to the function of the Board and concerning several other topics of importance to the school.

I see the role of the Board, as in most organizations, as one of overall policy consultation and guidance in all matters affecting the school. Unlike the boards of many institutions, the Gilman Board has the unique opportunity to have first-hand knowledge of the inner workings of the school, because many of the board members frequent school events, or share the happenings at Gilman at their dinner tables.

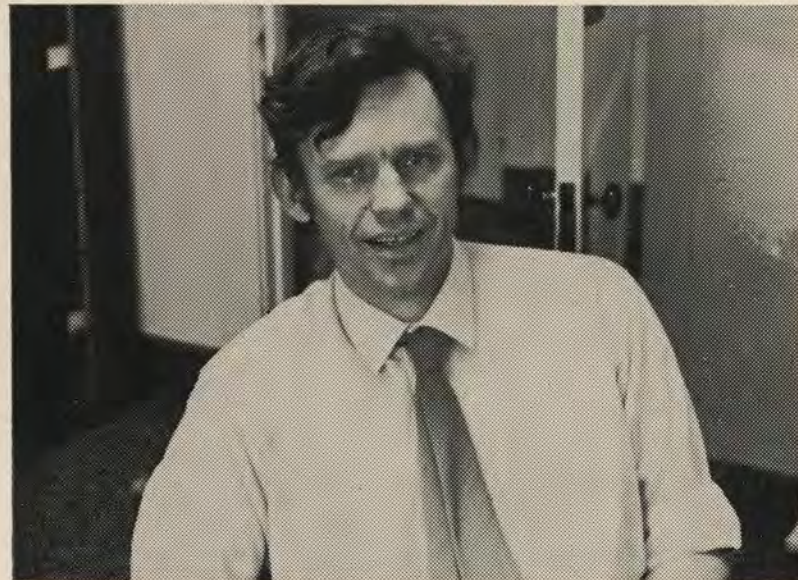
The basic challenge to our board today, as I see it, is to assure the continuing optimum individual and academic development of our students through the maintenance of a skilled and enthusiastic faculty working with diversified groups of young men in all areas of school activity. This brings into focus the balance of the equally meritorious demands of (1) the best possible compensation for faculty and staff members, (2) the maintenance of a high-quality physical plant, (3) the desire to keep tuition charges at a realistic level, (4) the aim to continue the scholarship program as a significant part of the school's offering.

I believe that the board, through its committee structure, is well equipped to deal with the many facets of school activities and concerns. We have recently reconstituted the former Community Relations Committee, to be known henceforth as the Human and Community Relations Committee, which will take cognizance of any problems that may arise in the area of human relations at Gilman. The former Faculty Committee is now designated as the Faculty and Staff Committee, in recognition of the fact that all school personnel merit the same consideration in matters relating to employment at the school.

As to other matters of significance to all of us, I believe that the school should continue, for the present, with an all-male enrolled student body. I am, however, gratified that we are in the position of coordinating educational programs with neighboring secondary schools, some of which enroll only female students. I strongly sup-

(Continued on Page 5)

Viewpoint: Michael Duncan



I have been asked, and I hope have answered adequately, a number of very pertinent questions about the differences and similarities between Gilman and Tonbridge, but one which has never come up relates to the 'prefectal system.' Whilst this is by no means restricted to the English Public School, it has its roots there and is a fundamental part of the hierarchy of such schools. Indeed, without it the whole boarding school system, as I understand it, would fall apart.

As you probably realize, a boarding school usually consists of a number of Houses, which are self-contained living units for maybe 50 to 70 boys, each presided over by a Housemaster. He probably has a slightly lighter teaching programme than other teachers but undertakes the combined roles of Adviser, Dean of Students, Counsellor, and sometimes Parent and Amateur Psychiatrist. Every household has its routine, its standards and its rules and a House is no exception. However, one man cannot administer all this without help and this is where the prefects come in. They are older boys whose conduct, at least in the previous year or so, has shown them capable of accepting both the responsibilities and privileges that the role entails.

What are the prefects' responsibilities? First, the organizations of routine household chores such as the Work Force carry out. They are also responsible for good behavior both in the House and around the campus; they supervise 'prep' (homework) in the evenings; they select and coach House Teams for inter-house competitions (sporting, debating, chess, etc.) and entertainment (concerts, plays). Second, they provide the link between Housemaster and boys whereby much necessary information can be passed in an informal way. For example, if one boy feels that another is stepping out of line and is heading for serious trouble, he can discuss this with the prefects who can then take steps to straighten out the problem or pass it on to the Housemaster to deal with. Anonymity is often preserved and the offender may well be prevented from further actions which would result in a collision course with authority. Thirdly, and possibly most significantly, by their example they maintain or destroy the atmosphere and traditions of the House. It is relatively easy for them to demand certain standards if they themselves maintain these standards. However, boys quickly know if their prefects are not observing the rules themselves (which, because of the trust placed in them, they could often do with impunity) and the system is attacked at its very foundations.

How are the prefects chosen? At one time the Housemaster would select them, largely on seniority alone. Nowadays many Houses select their prefects by a democratic vote by all members of the House. Those eligible for election, realizing their own inability to assist the establishment and, in addition, the Housemaster, may reserve the right to veto those in whom he feels he cannot place the trust that I referred to earlier. The vote is then taken for the number of prefects required from the remainder of those eligible. In fact the end result is rarely very different from that which the Housemaster would choose if he alone selected them. Once appointed a prefect, a boy continues to hold this office for the rest of his time at the school unless his conduct indicates that he should cease to hold authority. The Housemaster would remove this office in consultation with other members of the faculty.

(Continued on Page 3)

THE NEWS

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Mr. Gamper enjoys a dance with a friend.

Prom Tradition Revived

by Garrett Waters

Amorous couples of all types got their thrills on Saturday, May 24 at the Gilman Prom. Girls wearing colorful summer dresses and boys with tuxedos stepped out for a moonlight cruise and dance on the Port Welcome. It was an exciting evening topped off by an eclipse of the moon.

The spirit was noticeably high among the juniors and seniors during the week before the Prom. The attention span of students dropped to below half its normal level. Junior Charlie Moore was heard saying, "I just can't concentrate, Mr. Thompson. I can't help it."

Before the dance, Pat O'Shea held the dinner for the senior class, and Angus Finney hosted the junior dinner. The dinners were tastefully prepared, and everyone had no trouble consuming everything in sight.

The dance itself was spectacular. Some chose to dance the whole night, trying out all forms of dancing from the "Bump" to the "Twist." The band played a variety of songs to please all listeners, al-

though certain seniors were disappointed that "Jungle Boogie" was not included in their repertoire.

Other prom goers spent most of their time catching the breeze on the top deck of the boat, watching the illuminated Baltimore harbor pass by.

The Traveling Men were not missing from the night's program. They made a guest appearance while the band took a break. Certainly the whole city was enthralled when the sound of "Blue Moon" wafted across the harbor into the city streets.

The last dance held by Gilman was the Fifth Form Dance held in the old dining room (now the library) a few years ago. Before that, dances were held almost every year by the two upper classes. Back in the fifties, Gilman students danced to the tunes of Lester Lanin and Rivers Chambers.

So if you had asked a bleary-eyed student or teacher on Monday, May 26 why he looked so tired, he probably would have told you that he went to the Gilman Prom and probably would have said, "It was a gas."

DUNCAN

(Continued from Page 2)

The privileges are varied and, of course, on occasion are absurd. I suppose the main privilege is that of knowing that you are trusted—it is largely assumed that you will be doing the right thing in the right place at the right time. There is some laxity in your daily routine and attendance at certain functions. In general the prefect is treated more as a responsible adult, and his actions are not questioned to the same degree as those of other boys. The more I think about the privileges, however, I realize that to justify them is itself a responsibility. The prefects have the right to administer punishment,—though I doubt whether any school now allows its prefects to beat. The punishments usually take the form of extra chores, written essays, and things like that.

Unfortunately, there is a tendency nowadays for some people, adults as well as boys, to opt out of responsibility in the vain hope that they can somehow live outside the rules that society imposes. I believe that everyone has a duty not only to hold fast to those standards by which they live but also to expect those standards of others. As I see it, the prefectorial system gives young people the opportunity to learn about these values and to find out how, by example, integrity, and fair dealings, these values can be impressed on others to the good of all.

Pnyx Wins Final Debate

by LaMont Garrett

Should the worldly powers that be ever decide to seek assistance in their search for the solutions to the worldly ills, the search need go no further than the debating circles of Gilman. In this year alone the debating teams, the Aeropagus and the Pnyx, have forged solutions to such complex and timely issues as:

"Has the dollar corrupted athletics?"

"Is premarital sex right or wrong?"

"Should the United States adopt a national agricultural program to feed the world's hungry nations?"

"Does heredity play a stronger part in an individual's personality than environment?"

On May 1, before a captive, yet receptive, audience, the Final Debate, that last showcase of dialectical skills, was held. The debaters lined up and systematically began to attack the question before them. When the battle was over and the dust had cleared, a resounding affirmative vote from the audience and the judges, Mrs. Jack Thompson, and Messrs. Armstrong, Fletcher, Reese, and Woodward, declared the Pnyx the winners of the debate, implying that, yes, "the United States government should greatly increase its control over the fuel producing industries."

Charles Wolpoff of the Pnyx, and opening speaker of the debate, made clear the position of the affirmative; "the affirmative is not for nationalization. We are proponents only of more government con-

trol, and therefore, control by the people over fuel. . . ." Mr. Wolpoff then went on to illustrate the dangers of private industrial control, dangers to the ecology if the coal-mining interests could not be forced to restore land destroyed by strip mining, and danger to our lives by the possible leak, which might go undetected without some sort of government control, of plutonium or other radioactive elements, from nuclear power plants.

Lee Magness, first speaker for the negative and a representative of the Aeropagus, contended that any increase in government control levels would be a step further toward the type of socialism that is in England. He pointed out the controls that the government already has over the fuel industries; further Mr. Magness indicated that an increased level of controls would be especially devastating because of the all-pervasive nature of the fuel industry. Fuel is "the blood of the nation," no matter how adversely that industry affects the nation as a whole.

Brian Goodman and Brian Benninghoff, of the Pnyx and Aeropagus respectively, took a look at the precedents involving government intervention in the fuel business. Mr. Goodman, of the Pnyx, pointed out the merits of the Tennessee Valley Authority established by the Franklin Roosevelt administration. The T.V.A. was very successful in bringing flood control and low-cost electricity to one of the poorest regions in the nation.

Mr. Benninghoff's view of the

precedents was that "government regulations over the fuel industry, in the past, have had little national success." To buttress that statement he pointed out the federal tariffs on foreign oil, which not only artificially raised prices in the states, but also protected inefficient oil companies, allowing them to stay in business. Furthermore, the already tough federal controls on nuclear power sites and off-shore drilling have driven off many oil companies to more lucrative foreign fields. Mr. Benninghoff received the vote of the judges for Second Best Speaker.

Henry Rinder, in a speech that earned him the Best Speaker vote, emphasized the clandestine moves and "windfall profits" of the oil coalition during the recent and dubious "oil shortage crisis." Mr. Rinder warned "that the government had better put a leash on the corporate oil monster before it turns and devours them [the government]."

The final speaker was MacKay Wolff. Mr. Wolff examined the financial impracticalities of government control of the fuel industries. He analyzed exactly what happened to the fifty cents that the oil company received for a gallon of gas; he noted that a minimum percentage of that half-dollar went into the industrial coffers, of that percentage, much went toward re-investment and development, while a large portion reverted to the government in the form of taxes. Thus, any further government controls, Mr. Wolff maintained, would severely retard any progress that the U.S. made toward self-sufficiency in fuel.

The rebuttal period was spirited; points and arguments were reinforced, while others fell from lack of evidence. The vote of the judges was unanimous and the house vote was nearly so; the affirmative had carried the day.

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Academic Team Set

by Frank Rosenberg

Four years ago, WBAL-TV started a series that put three students from public and private schools of the Metropolitan area against one another in a quiz show. The "It's Academic" show tests student's ability in Math, Science, History, and English, and students' quick recall.

The past four Gilman teams have shown both failure and success to the extreme. The first team won the Baltimore finals, but lost in the intercity final to the Washington champion. The last two teams, however, have lost in the first round. The reason for such erratic performance is explained by the WBAL setup. The station, keeping in mind the viewer, slots the best three teams against one another in the first round, and the worst teams against one another in order to have more competition. This is the reason why a fine academic school like Gilman will either be eliminated in the first round or continue to advance for three or more rounds.

This year's team, consisting of Mike Ward, Cal Bond, and Joe Hooper had a rough ordeal. The team was pitted against Randallstown. This Baltimore county school had a student, who was outstanding. The coach of the Gilman team, Mr. Thomas Carr, cited a few more reasons for the team's poor showing. The Modern Language teacher stated, "The team had a case of stage fright; they froze up. The team lost its aggressiveness; this was due to a lack of rehearsal."

(Continued on Page 8)

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J.V. Lacrosse

(Continued from Page 6)

were no outstanding athletes who might "steal the show." The squad did have, however, the remarkable ability to play as a fluid, well-coordinated team. It was this quality that made this team a strong contender for the M.S.A. title.

Captains Ken Volk and Henry Jenkins did a great job in leading the team. Volk was the leading scorer of the team, and Jenkins provided the constant hustle that is essential to sound, ball-control offense.

The close attack positions were manned by Peter Pinkard, George Brush, and Captain Jenkins. The starting midfield consisting of Ken Volk, Scott Graham, and Terry Kline coordinated well with the attack in providing the offensive firepower. The defense was led by juniors Angus Finney, Frank Rosenberg, and Roszel Thomsen. Freshman goalie Scott Bartkowski responded well to pressure, turning back opponents' shots with surprising confidence. The notorious extra-man defense, always a strong point on J.V. teams, was led by Bill Pacy, Bill Matthai, Bill Baldwin, Stewart Finney, and Stuart Gray. Stewart Finney was an excellent face-off specialist, stealing 13 of 15 face-offs in a 7-4 victory over St. Paul's.

Unfortunately, the last-second loss to Boys' Latin dashed Gilman's title hopes. There were, however, several invaluable lessons that the J.V. learned from the competitive season. All team members learned to "get the most out of themselves" by relentless hard work and practice. Definite improvement was achieved by most individuals, an important consideration because the Varsity loses a potent senior class.

There were several highlights to the J.V. lacrosse season. Two solid victories over Loyola and an overtime victory over Calvert Hall were among the highlights. In a poorly officiated contest, Gilman defeated the McDonogh stickers in the last league game of the season. The game was called because of a flare-up at the end of the third quarter.

In retrospect, the J.V. lacrosse team accomplished a great deal this spring. Although the team was effectively eliminated from the running early in the season, it rebounded with great enthusiasm, winning five of their last six games.

D. A. Concludes Fine Year

Garrison Revives Shakespeare

On the evening of May 16, the Garrison Forest Dramatic Association, in cooperation with Gilman, presented William Shakespeare's farcical comedy, *A Midsummer Night's Dream*. Under the careful direction of Miss Margaret Creighton, a variety of talent from Garrison and Gilman labored for perfection through a long string of evening rehearsals. Gilman was aptly represented by upper classmen Garrett Waters and John Behm, offset by the theatrical skills of such Garrison debutantes as Molly Kohler, Elizabeth Gans, Katie Evans, and Margaret Friant.

The plot of the play centers on a group of Greek tradesmen who gather to rehearse a play to be performed before the Duke of Athens at his wedding celebration. All goes well until one member of the troupe is bewitched by a forest nymph and becomes the object of the love of Titania, queen of the fairies. What follows makes for many hilarious, gag-filled moments.

Mention must be made of the technical aspects of the production, which certainly contributed tremendously to the success of the show. The sets were designed and constructed under the supervision of Mr. Rick McClanahan, art instructor at Garrison. Sound and lighting effects were ably attended to by Ann "Twinks" Howell, a junior from the girls' school. The design and manufacture of costumes were the fruits of the labor of Garrison's Irene Jackson.

As one character in the play proclaimed, "This . . . play hath well beguiled the heavy gait of night." Pooling their resources, the Gilman-Garrison coalition succeeded in affording two hours of fine entertainment to the enthusiastic sell-out crowd which assembled in the Garrison Forest auditorium.

One Act Plays

The "Gilman community" was enlightened and entertained by three one-act plays on Saturday, May 17, and Sunday, May 18. Each play was an excellent blend of superb acting and excellent direction. *The Tiger* and *The Typists*, both written by Murray Schisgal were directed by Darcy Gilbert and Richard Lay. *The More The Merrier* by Stanley Kauffman, was directed by students Lisa Wisniewski and Brian Goodman.

The More The Merrier, by Stanley Kauffman, was a farce that dealt comically with the problems of fickle love, marriage, and confused relationships. Student directors Wisniewski and Goodman aptly guided a cast composed of Adriane Rosenthal, Bill Harwood, Marylou Sigler, Jane Stoiko ("Knobs") Lohrey, and Gary Smith. This play was received well by the audience who smiled, chuckled, and guffawed at the various sighs, visual effects and double-entendres so liberally interspersed throughout the play.

The Typists, by Murray Schisgal, was a tragi-comedy that dealt with the humorous and depressing ramifications of the gap between man's (woman's) aspirations and his (her) inability to fulfill them. Andrea Myles-Hunkin and Gary Smith gave strong, convincing performances of two typists who grew old and frustrated together. The audience seemed to understand and appreciate the dichotomy of the capricious and poignant sides of the play.

The Tiger, also by Schisgal, is a comedy about a middle-aged postman who kidnaps a young housewife. The play portrays the bitter disillusionment that leads to desperate acts. Less seriously *The Tiger* illustrates the comedic nature of the nuances of modern society. Debbie Gisriel and Henry Rinder gave warm, convincing portrayals as the respective frightened housewife and bitter mailman. *The Tiger*, the last of the three plays was a fitting capstone to an enjoyable evening and (Sunday) afternoon of theater.

The plays were not only noteworthy for their excellence, but for their subject matter. Each play dealt effectively with the problems that people face in modern society. Various themes in the plays included adultery, bitterness, and alcoholism. The only sour note of the two performances was the sparse audience. If plays of this caliber are shown at Gilman, the entire "Gilman community" should attend.

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Awards

(Continued from Page 1)

The Harold Holmes Wrenn Art Prize

ROBERT LEE GEORGE WILLIAMS

The Edward T. Russell Latin Prizes

GIOVANNI PASQUALE PREZIOSO

ADAM NATHAN WIZENBERG

The Spanish Prize

DAVID LOUIS MEYER

The Harry Hardie Anglo-American Prize

JOHN TJARK BEHM, JR.

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STUART FRANKLIN GRAY

PATRICK GEORGE MARTINEZ

FREDERICK DELL STEINMANN

EDWARD DENISON PEARRE

The Culver Memorial Football Cup

ROBERT LEROY EHRLICH, JR.

The C. B. Alexander, Jr., Wrestling Cup

HENRY MICHAEL RINDER

The Class of '39 Basketball Trophy

MICHAEL ALAN PHIPPS

The Tyler Campbell Lacrosse Cup

JAMES REILEY McDONALD

The Alumni Baseball Cup

DONALD CHESTER MIKUSH, JR.

ROBERT LEROY EHRLICH, JR.

The C. David Harris, Jr., Tennis Award

PETER DAWSON BROWN

The Donald Hoffman Memorial Cross Country Cup

DAVID PIERRE GUYOT CAMERON III

The Dr. Philip Whittlesey Soccer Trophy

WATSON WHEELWRIGHT GALLEHER

The Alfred H. Weems, Jr., Memorial Track Award

CARL JOSEPH COMBS

The William Cabell Bruce, Jr., Athletic Prize

ROBERT LEROY EHRLICH, JR.

The Armstrong Prizes For Poetry and Prose

JOSEPH H. HOOPER III

TAYLOR McPHERSON BAXTER

The Elisabeth Woolsey Gilman Prize

JR.—LEIGH SANGONE BOLDT

SR.—ANDREW MARK SHAPIRO

The Mrs. J. Crossan Cooper Debating Cup

PNYX

BRIAN SCOTT GOODMAN

HENRY MICHAEL RINDER

CHARLES ROBERT WOLPOFF

The Dr. John M. T. Finney, Sr., Debating Prizes

HENRY MICHAEL RINDER

BRIAN SHIELDS BENNINGHOFF

The Sixth Form Speaking Prizes

DAVID LOUIS MEYER

GARY ALAN SMITH

The Cameron Debating Medallion

HENRY MICHAEL RINDER

The Alex Randall, Jr., Memorial Prize

JOSEPH H. HOOPER III

The Class of 1952 Drama Prize

BRIAN SCOTT GOODMAN

The John M. Finney, Sr., Essay Prize

HENRY MICHAEL RINDER

The Lewis Omer Woodward Award

EDWARD HICKS WORTHINGTON

The Janvier Science Prize

GORDON SCHWEIZER

The Herbert E. Pickett Prize For General Proficiency

In History

GREGG TYLER CAMPBELL

The Prize For Proficiency In French

JOHN DAVIS, JR.

The D. K. Este Fisher Nature Study Award

REID COLT JOHNSON

The Peter Parrott Blanchard Award

GERRY LEIPER BREWSTER

JOHN TOWSEND CARPENTER

The Edward Fenimore Award

LOUIS PIERRE MATHEWS, JR.

The Daniel Baker Jr., Memorial Award

WATSON WHEELWRIGHT GALLEHER

The William A. Fisher Medallion

WILLIAM WHITTINGHAM HARWOOD



Henry "The Tiger" Rinder thoughtfully plans his attack on Debbie Gisrael.

Finney

(Continued from Page 1)
 though "it has not been so effective as we all hoped it would be in the ideal," it has been successful in that, to some degree, it has cultivated the attitude of realizing the importance of finishing a job, "whether somebody is standing over him or not."

Two improvements that Mr. Finney said he would like to see for next year are more faculty involvement, as some of the work force team leaders need them to "back them up," and "better systems of supervision" to see that the jobs are done well.

The team leaders, Mr. Finney stressed, are "the main cog" of the system. As some "didn't follow through" on their commitments, the position is being opened up from seniors to sophomores, juniors, and seniors.

Asked about the financial situation at Gilman, Mr. Finney emphasized that "Gilman is on a very sound footing," and that "we project a balanced budget for '75-'76." Mr. Finney pointed out that the \$100 increase in the tuition costs is proportionally far less than the estimated increase in the cost of living. As "these are tough times for a lot of people," the school "purposely tried to cushion the rise in tuition."

Although the \$6 million "Challenge of Leadership" goal was

reached last fall, the school will still try to raise \$1 million a year over the next four years.

On the subject of coeducation and coordination, Mr. Finney made it clear that "we should consider the issue of coeducation and coordination for educational rather than for financial reasons." Responding to the arguments concerning the possible development of sexist attitudes in an all male school and their effects upon Gilman's attempts at diversity, Mr. Finney stated that "the best opportunity for Gilman" is in coordination, such as that currently pursued with Bryn Mawr. "In this way," Mr. Finney feels, "we can overcome the sexist syndrome," and we can also "respect the uniqueness" of the interests of the opposite sexes.

Finally, reflecting on his involvements in coaching JV football and Varsity wrestling, Mr. Finney realized that "it took its toll administratively" and that "it's not realistic to think that I can do it as much as I did this year." Mr. Finney pointed out that he became involved not only out of his love for teaching and coaching, but also due to the absence of Mr. Brown, who is spending the year in exchange at Tonbridge, and to the unexpected loss of Mr. Edward T. Russell, who coached varsity wrestling with Mr. Brown.

McCarthy

(Continued from Page 2)
 port the student exchange which is currently in effect, not only from the educational and social points of view but also because of the economics that the operation of such a program can afford.

In my judgement, striving for academic excellence at Gilman should never be slackened, the objective being not only to produce candidates for college admission, but also to develop the fullest personal capacities of each student. In this respect, I heartily favor the recent expansion in art, industrial art, music, and drama offerings at Gilman.

I endorse the work program currently instituted at Gilman, which calls on each student to participate in the maintenance of the building and school grounds. Not only does this program instill a sense of responsibility in the students, but it provides for savings in maintenance costs. As part of our

acute awareness of the need to minimize expenses, I support practices such as the establishment of formalized procedures for purchasing in all departments and the creation of a central system for the effective utilization of the school's maintenance personnel. I believe that these goals can be achieved without any loss of the traditional close bonds of human relations that have always been maintained at the school.

An area of continuing concern to me is the fact that a substantial portion of our physical plant is approximately 75 years old. The board must provide in its budgeting of funds the necessary reserves for the replacement of facilities and preventative maintenance to forestall major unexpected capital expenditures.

We should never lose sight of the fact that Gilman School is one small segment of the overall Greater Baltimore community and

Limey Loquates On U.S., Gilman

by Richard Bampfield

"Knock me up at about 9:00 tomorrow morning," I said, and was slightly surprised to see the door slammed in my face. It wasn't until later that I was told that in America this expression (which in England simply means "wake me up") means something else. This was the first of many things I had to learn in order to live normally in America.

But I mustn't make it all sound too grim, Settling down here, which I was slightly worried about before I came, was very easy—simply because everyone here in America is so kind and hospitable. For example, my plan was to stay with just three, or at most four, families while I was here—but I am now staying at my eighth different house and still others have offered to put me up for a few days. But now, of course, the once steady flow of offers has come to an abrupt halt—the word is getting around about what sort of a guy this limey is.

However, I did have one or two problems in finding out some of the more intricate details of American life. Okay, so everyone reminded me that Americans drive on the wrong side of the road; but didn't anybody realize that I've got too much Irish blood in me to figure out for myself that I must also look left instead of right when crossing a road—I might have walked through a red light (you can interpret that any way you like). It also took me a few days to realize that light switches went up instead of down, and that the taps turned the wrong way. I might have been locked in darkness without anything to drink—unless

of course my trusty cab driver and chauffeur (Tom Doyle, who lives at Sherwood Forest 825-2266) had his usual plentiful supply of that rotten American "beer." Even though he doesn't have to pay \$2 for a gallon of petrol (that's the present price in England), his rates are still pretty high.

Anyway, it's been a great holiday—although I have been working very hard—and there are so many people I'd like to thank for their hospitality that it would be impossible to put them all down unless I wrote a book. But, above all, I'd like to thank Mr. Hardie for making it all possible; Mr. Woodward for organizing my interesting schedule, helping me along for my first days—and even after that; Mrs. Stockbridge for doing her best to show me more of America than just Baltimore; everyone else who had me to stay with them at some time or took me out; and last, but not least, Mr. Vishio for all his help with my classics and especially his willingness to cooperate with my heavy social program. Finally, my extreme thanks to all the students at Gilman and Bryn Mawr for making my stay so enjoyable.

And now, for all you American pseuds who don't even know how to make a "bloody cup of tea," but say you speak the English language, here is a vocabulary list:

- Tap—Faucet
- Petrol—Gas
- Holiday—Vacation
- Tea—Beer
- Knock Up—Well, you know as well as I do (now).

P.S.—The names have not been charged to protect the innocent.

V. Track

(Continued from Page 7)

had some bad luck in meets with Mervo and Southwestern. The team finished second in the Gilman Invitational and fifth in the Episcopal Invitational in Virginia. The fifth place finish at Episcopal was the best finish the team has had down there.

The individual times also show the type of talent the team had this year. Mike Austin, Spencer Johnson, Carl Combs, and Stanley Ruff all turned in superb times in the sprints. The relays have all been very good and the mile relay of W. Thompson, Walt Bowie, Johnson, and Combs smashed the school record against Archbishop Curley. Thompson, Dudley Parr, and Hank Young all turned in excellent times in the half-mile, two-mile, and mile respectively. Bowie and Phil Scott took turns breaking the polevault record.

Hieko Osterchrist did a really good job on the hurdles considering the talent he had to face. Dom Tocci, Milton Boone, Raymond Morris, and Joe Howard helped a lot on the sprints and the relays. Tiger Cromwell, Dave Cameron, and Joe Hooper helped out in the distances. Tocci, Young, and Morris longjumped. The shotput and the discus were handled very well by Phil Scott, Jim Togo and Mike Austin. Stanley Ruff did an excellent job in the high jump.

The J.V. squad also had a disappointing season. They saw some fine performances though. Daniel Bierne was the best hurdler, and Dave Robinson led the sprinters and helped in the hurdles. Sandy Buxbaum, Mike Kane, Suber Huang, and Mark Brown were the premiere distance men. Jim Burgunder, Ham Davis, and Rob Moxley headed up the field events.

All in all it was a successful season for the track teams. Winning is important, but it is not everything. Almost every person on the team went faster, farther or longer than they ever had before.

physical development, providing valuable experience for the stresses of adult life.

In summary, I find the position of President of the Board of Trustees to be both challenging and exciting. By following the direction so well established by my predecessor, Owen Daly II, and those who served in this position before him, I feel that the goals of the School and the Board are well within the reasonable expectation of fulfillment.

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that we should at all times emphasize the value of good will with our neighbors. Our commitment to this concept is evidenced by the numerous ways in which the school makes its facilities available to the community for programs such as Operation Green Grass, the use of our playing fields by the Little Leagues, and of our track facilities by avid joggers.

As a part of our participation in the Baltimore community, I be-

lieve that the school should preserve its membership in the Maryland Scholastic Association in the field of athletics and that we should seek to compete at levels where we will be neither over-matched nor too far ahead of our competition. This fact alone made what could have been a very bad season a successful one.

For those students interested in sports, I consider athletics an important part of their personal and

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Varsity Baseball Shows Strength

by Don Mikush

The 1975 Varsity Baseball team is currently 9-6, good enough for second place in the Division II race of the M.S.A.'s B Conference with only Dunbar left on their schedule. The Greyhounds were in contention until last May 9 when they suffered a nine to three loss to eventual conference champs Southwestern.

The leading hitters for the Greyhounds this season have been Bob Ehrlich, Don Mikush, and Chip "Whale" Hale, who have been hovering around the .400 mark all season long. While these three vie for the batting title, Paul Englert and Greg DeFrancesco are in a battle for the lead in RBI's.

Don Mikush and Tim Holly have combined for Gilman's nine wins with "Flame" Vecella picking up three saves. The defense has been inconsistent, with six underclassmen holding down key positions in

the field. However, at times the defense has sparked, as evidenced by shutout wins over Mervo and Carver. Perhaps the toughest loss of the year was the heartbreaking 5-3 defeat at the hands of the McDonogh farmers. The Greyhounds took a 3-2 lead until the last inning, only to lose on a bleeding heart single. This loss virtually ruined the team's aspirations for a title this year.

Coach Walter Kozumbo has expressed the opinion that next year will be the year of the Greyhounds when Gilman will win its first baseball title in the seventy-seven year history of the school with the return of twelve underclassmen.

With experience behind the returning players, and the talent coming up from the strong J.V. team, next year's Varsity Baseball team should prove to be the strongest ever to play on a Gilman diamond.



Varsity hurler Don Mikush glares at Edmondson batter.

J.V. Lacrosse Has Tense Season

by Bob Thomas

The 1975 junior varsity lacrosse team has experienced great success this year in the intensely competitive Maryland Scholastic Association "A" Conference lacrosse league. Despite a seemingly mediocre 6 win-4 loss record, the J.V. was one of the stronger teams in the league, but was repeatedly disappointed at the start of the season by several near-misses. Three of the four losses were in overtime, and the fourth was lost with three seconds left in the game. Thus, the J.V. was not far at all from having a championship season. Head coach Lance Bendann, who led the team through their rocky start, expressed nothing but praise for the J.V. stickers who competed in the toughest high school lacrosse league in the country.

This year, the M.S.A. decided to remove all the weaker teams from the "A" Conference and have each of the remaining six teams play the other five twice. The result was an exasperating but challenging ten-game schedule. This setup provided an excellent opportunity to play under pressure situations, invaluable experience to any athlete. The only possible drawback is the fact that the substitutes do not play as much as they should due to the consistently close finishes in the league. For most individuals involved, this season was, however, extremely beneficial.

This year's J.V. lacrosse team possessed several characteristics which separate it from those of previous years. Coach Bendann cited the fact that this year there

(Continued on Page 4)

Golf Team Is Successful

by Randy Kiefer

Teeing off into their second MSA season, the Gilman Golf Team was hopeful of retaining their first place berth, which they shared with Loyola at the end of last season. The seven man squad, the first four of whom are the regulars, consists of Guy Phelan, Bill Saltysiak, Jimmy Ebeling, Bill Blue, John Purnell, Jay Waltz, and Will Christel. They are coached by Mr. Andrews.

An early season setback at the hands of Calvert Hall was followed by three victories out of the next four matches. The team defeated Mt. St. Joe (7½-4½), Severn (9½-2½), and Loyola (10½-1½), but fell short against Poly (2½-9½). Including an automatic forfeiture over the non-existent Cardinal Gibbons team, Gilman ended the first round with a record of 4-2, and a shot at the championship.

A loss in the second round opener to Calvert Hall diminished the team's hopes. A loss to Mt. St. Joe in the next match eliminated the Greyhound's chance of catching the undefeated Poly squad. The Gilman "duffers" continued to keep the season a success despite their elimination from first place competition with subsequent victories over Severn (8½-3½) and Cardinal Gibbons (forfeiture). The team has amassed a 6-4 overall record with two matches remaining. The team is looking to upset Poly on May 19th and down the Dons of Loyola in the last match of the season.

Co-captain Guy Phelan and team member Jimmy Ebeling have compiled the best individual records. Ebeling has five wins and three losses, while Phelan has a 5-2 record. Guy Phelan missed one match because he was absent. John Purnell filled out the Gilman foursome, but the team still suffered a loss to Mt. St. Joe due in part to Phelan's absence.

Although this year's golf team has been successful, close matches with Calvert Hall and bad breaks have plagued Gilman's bid for a second championship in as many years.

Frosh-Soph Lacrosse

(Continued from Page 7)

using a great deal of conditioning.

The attention to fundamentals and conditioning has resulted in a very successful year for the Fresh-Soph. Despite a sluggish start, the team has finished strongly. In the season opener, Calvert Hall fell 5-4. But then Boys' Latin and St. Paul's defeated the Fresh-Soph quite easily. The team rebounded from these disappointing defeats however, and proceeded to win their next 4 out of 5 games, including a 10-4 romp over St. Paul's. The season was concluded with a 14-4 laughter over Friends.



Defenseman Angus Finney in J.V. action.

Winning Year For Tennis



Sophomore Peter Brown concentrates on serve.

by Peter Brown

This year's Varsity Tennis team, under the excellent coaching of Mr. Daniels, enjoyed a successful season with a 10-1 won-loss record.

The top five consisted of junior Doug Rice, senior Roddy Wong, sophomore Peter Brown, freshman Jeff Himeles, and junior Steve Cwieber. The rest of the squad was filled out by freshmen Marc Paul, Steve McCarthy, Mitchell Brown, and Jeff Wong. Lastly, but most importantly, was senior Dave Meyer. The enthusiastic red-head contributed more to the morale of the squad than any other player.

St. Paul's was to be the first victim of this young team. On a windy Tuesday at Roland Run the young Gilman team destroyed the Crusaders 7-0. The next match was with Severn at home, this being the first home match, the team wanted to do well. The match was won by Gilman with little trouble 6-1. The first tough match was away at Park. The team lost to Park last year so that the players wanted to avenge that defeat. The team came away with an easy victory, 7-0. The team was beginning to realize its potential and then it proceeded to overpower a weak Loyola team 7-0. The next match was with Cardinal Gibbons away. The Greyhounds again came away with an easy victory 7-0. The second most important match of the year was played at Gilman on April 24, against Calvert Hall. Gilman has not beaten Calvert Hall in tennis in five years and so the team was really hungry for a win. The

match was going well for Gilman when suddenly it started to rain. The match was called for the day, and Gilman returned the next day to hold on to win four of the first five singles to win the match. The doubles were started, but rain interrupted them, and since Gilman had already won the match, they were never completed. Captain Wong deserves special credit in this match for beating Lenny Mayer, one of the better players in the city. The next day the team went against a tough Mt. St. Joe team, and barely won 4-3. The next match was the most important one of the year. Gilman and McDonogh, the only two undefeated teams in the MSA battled it out for the right to be called the best in the MSA. The Eagles proved to be too tough as they won 5-2. A disappointed Gilman squad came to practice the next Monday not with the idea of quitting, but with the idea of winning their next two matches and ending their season on a winning note. They proceeded to do just that. They beat Friends 7-0, and Poly 6-1.

One of the major factors in this year's success was the support of the student body and the faculty. The team wishes to express their deep appreciation to all those who encouraged them throughout the year. A special thanks goes to Mr. Pletcher and Mr. Andrews, the team's most loyal fans. This year a young team finished the season with a 10-1 record, the best record of any spring varsity team. Next year the record will be 11-0.

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Track Teams Disappointed

by Dave Cameron

This year's Varsity Track team went into the season hoping that they could win the B conference championship. This was certainly not unreasonable because of the excellent talent that the track program had. The team seemed to have very few weaknesses, and the B conference title was the final goal of all the team members. By the end of the season a combination of poor luck and some weak performances in the close meets had given the team a 6-7 overall record and a 6-3 league record.

The coaches of this year's team were Messers. Pheil, Wolf, Greene and Thompson. Mr. Pheil was the head coach, and he worked specifically with hurdlers. Mr. Thompson was the distance coach, the sprinters were under Mr. Greene, and the field event men were under Mr. Wolf. The tri-captains were Wayne Thompson, Carl Combs, and Dom Tocci.

The 6-7 record is not the proper indicator of the team's talent. Three losses were to powerful A conference teams such as Edmondson, City, and Douglass. Another loss came at the hands of county power Brooklyn Park. Two other losses were extremely close as the team

(Continued on Page 5)



Varsity Track captain Dom Tocci exhibits long jump form.

Frosh-Soph Finishes Strong

by Scott Graham

Viewing the lacrosse program at Gilman as a whole, this year's fresh-soph lacrosse team possesses many of the same characteristics as the junior varsity and the varsity. Each of the teams compete with the same 'A' conference opponents, such as Calvert Hall, Boys' Latin, and St. Paul's. Also, the Fresh-Soph runs the same offense and uses similar clearings and riding plays. This only facilitates the Fresh-Soph's task of preparing young and inexperienced players for higher levels of lacrosse competition.

The Fresh-Soph is coached by Mr. Jewitt and Mr. Grassi. Mr. Jewitt is returning as coach for a second year, while Mr. Grassi, who replaces previous head coach Doc Morrison, begins his first year as a coach.

If the coaching staff is young, so too are the Fresh-Soph players. Unlike last year, the team is basically made up of Freshmen, whereas last year the majority of the players were Sophomores. Because of the team's inexperience, the coaches stress the fundamentals and basics of lacrosse. The finer points of the game are also incorporated with the teachings of fundamentals.

The coaches regard proper attitude very highly and encourage hustle. Mr. Jewitt, a physical fitness enthusiast, also believes in

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victory of the season. This early season encounter with the Warriors saw the Gilman bats erupt for six runs in the first inning, including a grand-slam home-run by Chris Lambert. The contest also marked the pitching debut of freshman Ned Worthington who would be the mainstay of the pitching staff. He would eventually amass a 6-0 record.

Talk of a conference championship was in the air when Gilman met Mervo on April 22. The Greyhounds were given a rude jolt, however, as the Mustangs proved victorious, 8-7. Walks and errors resulted in four unearned runs, which proved to be the difference between two good teams.

It is important to note that Gilman scored 2 runs in the last innings of the Mervo game. In that game the Greyhounds saw their tying run cut down at the plate by a strong throw from left field to end the game.

This comeback quality that Gilman possessed was displayed again in the Lutheran game. Gilman, after trailing an inferior Lutheran nine for most of the game, rallied to score 7 runs in the sixth and seventh innings to secure a great come-from-behind victory.

The Junior Varsity played its finest game against a strong McDonogh squad on April 30. Behind the splendid two-hit pitching of Ned Worthington and solid hitting by the rest of the ball club, Gilman defeated McDonogh 4-1.

The Edmondson Redskins were scalped by the Greyhounds in another fine game. The Gilman batsmen rapped Edmondson pitching for thirteen runs; Mike Fieldman knocked in five runs.

At this point only Southwestern lay between Gilman and an undisputed title. Southwestern, however, proved superior to the home nine, winning 11-1. Walks, errors, unearned runs, and the absence of clutch hitting, and a general lack of aggressiveness caused Gilman's loss to a team it should have beaten.

The Greyhounds closed their season with a victory over Forest Park and a forfeit win over Dunbar.

Varsity Lacrosse Has Outstanding Year



Chris Hutchins (18), and Reiley McDonald (30) captained this year's Varsity Lacrosse team.

by Bill Matthai

This year's new MSA "A" Conference lacrosse league is one of the toughest high school leagues in the world. With only six teams in the league, all of which are excellent, there is some fantastic competition.

The new league was not brought about by choice, but by necessity. Last year, several teams which were then in the "A" Conference, asked to be moved down to the "B" Conference where the competition was not so tough. Teams like Poly and John Carroll dropped out, leaving only Gilman, McDonogh, St. Paul's, Boys' Latin, Calvert Hall, and Loyola in the league. Then the directors of the MSA decided that each team should play each other team twice, rather than play each other once and have to find five non-league games to fill the schedule. They hoped this method could make competition keener. One varsity player also pointed out that this method can leave little doubt as to who the best team is.

Probably the best aspect of the new league is that it will improve the overall quality of lacrosse in the area because the better the competition, the better the competitors. Now every team plays ten games against excellent teams rather than five games against excellent teams and five games against not-so-hot teams, as we did last year.

There is, however, one unfortunate possibility caused by the increased quality. If some teams don't improve as rapidly as the others and consistently lose, they might decide to drop out of the "A" Conference, as several teams have just done, leaving only three or four teams in the league.

This year there was a mixture of good and bad teams that provided for a fine league and excellent play.

While everyone I spoke to liked the league overall, there was one predominant complaint. Everyone I spoke to mentioned that it was unfortunate that, because the games were so close, more people didn't get to play. One person said, "I would like the league a lot more if I got to play some."

One solution to this problem, which may come into use at Gilman, would be to cut the number

of players on the Varsity and J.V. teams to the bare minimum. In this way, those who would sit on the bench on the Varsity would play on the J.V. and gain experience. Also, the size of the Fresh-Soph would be increased to accommodate those who didn't make the higher teams, but the number of coaches would be significantly increased so more attention could be given to each individual.

The Varsity has done a fantastic job in this league this year. They finished the first half of the season with a 4-1 league record, having suffered only a crushing 9-2 loss at the hands of Calvert Hall.

The team launched itself into the second half of the season with a 9-6 defeat of Boys' Latin, a team which had taken Gilman into overtime in the first half of the season. This, however, was followed by a disappointing 11-10 overtime loss to St. Paul's on Family Day. St. Paul's capitalized on critical Greyhound mistakes to pull off the upset. However, Gilman regained its confidence to defeat Loyola 8-5 in the wettest game of the season.

The season came to a head in the Calvert Hall game. The Greyhounds avenged their previous loss to the Cardinals by defeating them 9-7. Gilman led the whole game and out-played Calvert Hall most of the time. The team was led by Jon Swerdloff's four goals and by Bruce Matthai's excellent midfield play.

From this victory Gilman, rolled on to defeat a weak John Carroll team 14-1 in a game which back-up attackman Tim O'Shea scored three goals and two assists. This was followed by the second whipping of arch-rival McDonogh by a score of 15-6. Every member on the team earned a milkshake from the coaches for their efforts in this game.

With only one game left in the season, one can look back over an excellent year. Juniors Bob Thomas and Jon Swerdloff led the team in scoring with forty-eight and forty-two points respectively, while goalie Tom Gray led a strong defense. There were so many good midfielders that it would be impossible to name just a few. However, over half of the defense and almost half of the middies are graduating, so look toward next year and hope for a team that does as well in this league as this year's team did.

J.V. Baseball Wins Co. Championship



J.V. twirler Ned Worthington warms for Gilman-McDonogh match-up.

by Charles Steinberg

The 1975 Gilman Junior Varsity Baseball Team had a fine year that culminated in a co-championship with Mervo.

Coach Martin Smith carried twenty-three players, the largest squad in recent years. There were many standouts.

The mound brigade was paced by southpaw Ned Worthington and righthander Wick Zimmerman plus the late season twirling of Tim Parker.

The hill corps was ably backed by the solid diamond quint of sturdy backstop Joe DiRenzo, first baseman and co-captain Chris "Stretch" Lambert, the dexterous double-play duo of second-sacker

Ed Wyche and shortstop, co-captain, and leading hitter Duane Smoot. Calmly manning the "hot corner" was the inimitable "Dr. K", Keenan Holt.

Patrolling the pastures of Gilman's outfield were newcomers Frank Daly and Kraig Holt, and cagey veterans Tim Rich and Mike Fieldman.

This year's J.V. team had a schedule of thirteen games, the largest in recent years. The team's overall record was ten wins and three losses (its conference record was nine wins and two losses). Several key games tell the story of the 1975 campaign.

Gilman's 8-6 victory over Walbrook was the Greyhounds first

Baldwin Returns To Gilman



Ludlow Baldwin

by Mark Schuster

Gilman is most fortunate that Mr. Ludlow H. Baldwin, former headmaster and teacher, will be returning next year to teach a

course entitled "Introduction to Classical Archaeology and Ancient Civilizations." Having visited many ancient historical locations himself, Mr. Baldwin begins his course with

archaeological sites at such ancient cities as Ur (the home of Abraham) and leads the student on a guided tour ending with the Roman Empire of the first century A.D. He wants to make it clear from the beginning that this is not a profound "highbrow course," but instead a course to "introduce students to some of the scenes and myths and history of ancient times so that when they visit the Walters or the Metropolitan or the British Museum, they'll know what to look for, and they'll understand what it is they're looking at."

Mr. Baldwin has been teaching this history course at branches of the Community College of Baltimore for the past six years. During the 1975-76 school year, it will be offered at Gilman from 7:30 to 10:15 p.m. on Wednesday evenings. It is open to students and non-students alike and should prove a rewarding addition to the Gilman curriculum. Mr. Baldwin uses many of his own color slides in addition to those from museums, in teaching this two-semester college level course. He has visited many of the archaeological sites about which he teaches (including Sousa, Persepolis, Bagdad, Nippur—where he witnessed actual excavations—Uruk, Ur, Nineveh, Beirut, Tyre, Sidon Cyprus, Tel Aviv, Jerusalem, Istanbul, Ismir, Greece, Rome, and Sicily, just to name a few) and is therefore able to give a first hand account of the ruins and artifacts of the an-

cient world. Perhaps Mr. Baldwin's favorite phase of history is "where things began" in 3000 B.C. in Mesopotamia. Another interesting place in Phera, often identified with Atlantis. (Sound intriguing? Take the course to learn more.)

Mr. Ludlow Baldwin is not new to the Gilman community. He is a member of the graduating Class of 1922, from whence he continued at Johns Hopkins University, where he received a Bachelor of Arts degree. He then went on to Harvard Law School to acquire his Bachelor of Laws degree in 1929. In the early '30's Mr. Baldwin made business his profession and soon became President of the Terminal Warehouse Company. He was also selected president of the Gilman Alumni Association. World War II soon broke out, and in a service club library, he found a history book which opened a whole new wonderful world to him. He read as much as he could about his new found treasure, and when the war was over, he joined the Gilman Faculty in 1946, teaching American and ancient history. Mr. Baldwin soon received his Masters Degree in Archaeology from Johns Hopkins University. He was appointed Dean of Gilman School in 1955, served as Acting Headmaster on two occasions, and in 1963 became Headmaster. In 1968, Mr. Baldwin retired and took a long tour of the ancient world. When he returned, he began teaching his course for CCB, and now

he finds himself back at Gilman, this time involved in his favorite "hobby, avocation, and vocation"—ancient history and archaeology.

When asked why he loves ancient history, Mr. Baldwin answers that it is "very interesting, delightful. People should learn about it for the enjoyment. We want to know where we came from and how we got to be the way we are so that we may understand ourselves."

The course which offers one-half credit for Gilman students, shall be taught in the Lecture Room of the Gilman Library on Wednesday evenings. All are invited to a free lecture-slide presentation to be delivered by Mr. Baldwin on September 10, 1975 from 7:30 to 10:15 p.m. in the Gilman Library. It is entitled "Archaeology and the Old Testament" and should prove a good preview of the course. For further details, please contact Mrs. Ann Studnitz or Mrs. Adele Ping (462-5800, ext. 324 or 325, or please write.)

This course should prove to be a unique and fascinating experience, and Mr. Baldwin is looking forward with great enthusiasm to teaching it. He invites all to attend.

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Work Force Enters Second Year

by Larry Eisenstein

As the year comes to a close, new plans start hatching for the following year. One of these plans is the one for the Work Force Program next year.

New team leaders will take over their predecessors jobs with vitality, after having learned about the pros and cons from the bottom up this year. Since this year's Team Leaders and Executive Committee members consisted of Seniors, the new people are this year's underclassmen in the Upper School. Each class in the Upper School now will be represented, providing for a wide variety of interests. Also, the experience of participating in the Work Job Program will further enhance their understanding of it. Another factor that will improve next year's Work Force is that the new leaders have volunteered their services, instead of being appointed. In this way, the new leaders will be more concerned with the area for which they volunteered, since it is a personal choice, not an appointed job.

This being the initial year for the Work Job Program, problems were found. However, next year these can be ironed out. One problem was a lack of equipment, such as vacuum cleaners, at the work jobs. This situation was diminished in the second half of the year, when action was taken to remedy it after students had mentioned it on a Work Force Questionnaire.

Another difficulty was that of people not turning up for their

work job assignments. Future work team leaders see this as a problem. Part of the problem is that, at the present time, Work Force Leaders and Faculty Advisors are not in contact frequently with their Work Squads. If they were, the Work Team could get the Work dropouts back to their jobs. This is one area where the future leaders stated that they would attempt to improve the present mode of operation.

In addition, there is the problem of equalization of the Work Jobs. Many people complained that there was an inadequate number of people on their team. Several people thought that there were too many people on their team. One goal of the future leaders is to attempt to distribute students and jobs in a more equitable fashion, in such a way as to give each person a nearly equal piece of the work. This would involve putting more students in some of the more difficult jobs, such as the lunchroom, and putting fewer students into the smaller and less demanding areas.

Related to the problem of students not turning up to do their work jobs, the few students who do turn up, do all the work for the entire team. This will be improved through better team relations, it is hoped.

Next year, we all look forward to a new, improved, and highly efficient work force, whose leaders will have profited from the experiences of this year's teams. This year's problems can be eliminated with the help of the new Work Force Leaders.

Harwood

(Continued from Page 1)

nouncements in chapel of almost every interscholastic contest. The affirmative reaction to announcements of even Frosh-Soph contests is a good sign, Harwood feels, and is something that helped strengthen relations between seniors and freshmen.

Another example Harwood gave of an improved school spirit was that of the "Super Greyhounds," six seniors who, dressed in the classic Super Greyhound costume, stormed chapels, form meetings, and classes before the fall McDonogh games.

In regard to cheating, Harwood stated that it was not worse than last year. He went on to say that he feels that Gilman students are "inherently honest" and that they just "get caught in binds."

Harwood also supported the principle of the automatic demerit on the grounds that it is the duty of the student to inform a teacher if he will be absent; therefore, in having to clear himself when he is reported for being absent, he "learns his lesson" and is less likely to repeat the same mistake.

Academic

(Continued from Page 3)

Therefore, Mr. Carr is having next year's team, consisting of Jim Burgunder, Roszel Thomsen, and returning Mike Ward as first stringers and Bill Matthai, Chris Lambert, and Scott Graham as alternates, practice more. Mr. Carr has the team practicing in the Middle School Language Lab for the lab has buttons similar to the buttons on the show. These sessions will give the team members quickness in relating the answer in the brain to the pushing of the button.

Mr. Carr would be satisfied if the team advances to the third round. If the team practices hard in the Middle School lab and during the practice session during chapel, the team should have no problem satisfying their coach.

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