

The News

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Gilman School

8 September, 1994

Gilman School gets a facelift

By Matt Bartlett

As you arrived this morning, you may have noticed a few changes around the Gilman School campus and within Carey Hall. Dazzling new colors have been splashed on the walls of the Common Room. The senior hovel got a paint job, and like the new junior area comes complete with easy wipe linoleum decking for those tougher stains. Juniors and sophomores can enjoy their little lounges, down the hall from the cafeteria. Freshmen now have ground level escape hatches (windows) from the new Form III study hall, 010; new carpet lays waiting to be tread upon; and a computer room awaits computer crunch time.

"Where did all this new space come from?" you might ask. Well, WAKE UP! Over the past school year a new building was added to our campus. We all saw what went into the construction of this building, but what actually went into it? Well, four hundred ninety-eight chairs, two hundred seventy lockers, two hundred one more chairs, fifty-three tables, fifty desk chairs, forty-two art stools, thirty-eight clocks, thirty-seven teacher's desks,

thirty-two science tables, and twenty classroom film screens. Along with that you will find thirteen new color monitors, twelve new Stylewriter II printers, ten new LC 575 Macintosh computers (with included paraphernalia), ten art tables, six bookcases, six study carrels, six benches, three fish tanks, three couches, two coffee tables, two microwaves, one dishwasher, one musical boardgame, lots of light bulbs, fire extinguishers, and exit signs. To top it all off, upon entering the new building, you will be guided by one solitary hanging light which can be seen above the main stair case.

Keith Culbertson, who, along with brother Kevin and cousin Tim, was seen carting much of this stuff across the Gilman campus, was speechless when the numerical results of his efforts were revealed to him. Yet even with the help of these three movers, the furnishing of the new building did not go perfectly. Head of the Middle School Ron Culbertson elaborated upon one delivery mistake when he exclaimed, "They sent us baby chairs!"



The middle school gives Gilman a new look

Mr. Stillwell comments on beginning of new year

By Jad Fakhry

Gilman is experiencing many changes this year, the most important of which are the new schedule and the new principal. A

new principal would certainly seem to add to the complication of change. However, Mr. Stillwell has no intention of doing so. In fact, he is aiming to make this year as

smooth as possible. already sees changes occurring, and would rather aid the students in coping with those changes rather than adding new rules and further bewildering the students

"...the faculty and I will depend on the senior class to be a positive force in the school."

smooth as possible.

Mr. Stillwell thinks that the new seventy minute schedule will help students gain more from their classes. He hopes the fifteen minutes in between classes will provide a safer crossing between Bryn Mawr and Gilman and more time for extra help. He seemed optimistic about this change.

Mr. Stillwell said that since he is new at Gilman he has a lot to learn about it. He

with more novel ideas.

A letter was sent out notifying students of the changes in dress code. Mr. Stillwell would like to clear up the issue of dress code during September, May, and June; a polo shirt will be allowed during these months. We hope the change to the dress code will not be a hassle to the students.

Mr. Stillwell remarked that Gilman has really lived up to its name: "Yes, I had always heard great things about Gilman and all the people I have met so far have fulfilled my expectations." He also added, "They [the students] have been helpful. All the students I've met so far have been great. They've seemed excited about the school and about what they do and everyone has been nice about accepting me as a new face." He also added that he would rely on the senior class to help the underclassmen adjust the changes. "With all the changes, the faculty and I will depend on the senior class to be a positive force in the school."



Charles Stillwell at work

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Have a great year!

President's Message

As the school year begins we have much for which to be humbly proud- a beautiful new building on campus, a renovated upper school, and enthusiastic students and faculty. There is one crucial realization which places all of these into a clearer focus and flickers the image of a thriving school community before us. This realization is the fact that, indeed, the year has just begun. A blank canvas, supported by the easel of our talents, passions, and hopes awaits our efforts.

We all possess talents which may be used collectively to achieve any goal or to solve any problem confronting us. Challenges will arise as soon as school begins. We will have to meet and overcome these challenges together. The present time provides us with magnificent potential, both as individual students, athletes, actors, and musicians, as well as teams, classes, and performing groups.

As the first student to be elected as the president of the upper school without the shared position of president of the senior class, I look forward anxiously to representing our entire student body and helping to transform our potential into a reality of which we can continue to be proud. Each of your contributions and ideas are of vital importance to the direction of this year.

Sincerely, Ted Lord, '95

America, the "Melting Pot"

By Karim Fakhry

The O.J. Simpson story, besides providing a lot of trashy entertainment, has demonstrated in full scale a problem that is bound to haunt the United States of America for years to come. And that problem is the volatility of the notions of the American Dream and the notion of the United States as a melting pot.

The O.J. Simpson story ostensibly typifies the American Dream. He fits the basic framework of a person who has gone from rags to riches. Born and raised in the utter poverty of the San Francisco ghettos, he managed to stay alive, a daunting task in itself, and furthermore he graduated high school and continued his education in college, something that was more than rare for someone with his background. In college he worked hard and became not only the star of his own team, but also the star of all of college football. He received the pinnacle of all collegiate football accolades, the Heisman Trophy.

O.J. went on to graduate college and became a superstar in the National Football League. His became a household name. Known worldwide for his skill in frustrating tacklers, he was on top of the world. He was a young handsome black man who had made it big time, and it seemed as though life could not get any better.

But it did. O.J. retired and was inducted into the Hall of Fame. He became a businessman, actor, and sportscaster. And he remained a beloved American figure years after his retirement. The money was rolling in. He had numerous houses and luxury cars. He was married to a beautiful wife and had two children. In every way, he was living out the American

Dream.

But then his one "wrong move" caught up to him, and his life went to shambles. This move was not a football move, rather a move in the game of life: he had married a white woman, something which society could not accept. Troubles began to arise, and ultimately he was accused of murdering his wife and her friend.

All of a sudden the American Dream had become a horrible joke which was manifested in the gun which Simpson held to his head as he and his friend, Al Cowlings, were followed by the police in an internationally televised car chase. In the end, O.J. Simpson had been dubbed a hardened criminal by some, and a wrongly accused victim of racism by others. No matter, he had lost every last bit of the American Dream which he had worked so hard to attain.

Not surprisingly, the split in the consensus on O.J. was along racial lines. For the most part, blacks supported him, and whites blamed him. Whether or not Simpson is guilty is not really the important topic at hand. Instead of being entertained by the court proceedings of this case, Americans should take the time to reflect on what has become of the notions of a melting pot and the American Dream. Isn't there something gravely wrong when the sole basis of judgment on a man is the color of his skin? Isn't it a problem when one is looked down upon for marrying out of his race by a nation which boasts of being the melting pot of the world? Isn't it a problem that the American Dream distinguishes between races? Is there really such a thing as an American Dream, pure and simple, regardless of race? Is the United States, our country, really a melting pot?

Democracy in Cuba

By Nathaniel Hoffman

The U.S. policy in Cuba which President Clinton is continuing is bound to make the U.S. appear cruel and unforgiving in the eyes of the world unless it ends soon. Those who still think it is patriotic to be hostile toward all communists no matter how harmless obviously have no faith in the strong foundations of our country. Cuba is no threat to the safety or to the ideology of the United States of America. It is not a threat to democracy in the world. Cuba is a small country that wants to be allowed to carry on politics as it chooses. As long as it threatens no one, it is cruel to deny them the chance to thrive as a small communist nation in a big democratic world. It may even be enlightening.

The United States has a history of trying to influence politics in smaller nations, and failing. Our presidents always have good intentions, but a country has to find itself. For example, the United States has tried to influence Mexican politics for the past hundred years, and that country has made very little progress toward true democracy, as evidenced by the slew of political assassinations and the sixty year reign of the PRI party. The embargo against Cuba is another example of outdated, Cold War era diplomatics.

Even if Cuba wanted to become democratic, they would still need money and goods first. The fact is, Fidel Castro has been good to the Cuban people. Those people are not about to overthrow him until they get their oil and milk and other goods that must be imported. Only then can Cuba think about democracy. It would be a grave mistake for President Clinton to invade Cuba. It would send that country into years of turmoil.

Gilman Dress Code

By Nathaniel Hoffman

Nobody complains about Gilman's dress code. Nobody loves it, but it is not so difficult to adhere to. The dress code is broad enough that one can dress in many different styles and feel comfortable around Gilman. The problem is not in the strict way that the Gilman administration forces people to dress, but in the demeaning nature of some of the clauses in the new dress code policy that was mailed to students over the summer.

Like the hippies of yore, "grunge" is a new lifestyle that attracts kids. By disallowing grunge, the administration has denounced this group as sloppy and even disapproved of a group they know nothing about.

Gilman's dress code is designed to be strict enough that students look serious and presentable, yet it is lenient enough to provide room for individuality. If this truly is the design of the dress code, then it needs to be reworded so that students can dress in a serious, presentable manner, but one that is comfortable for them. This should even extend into hairstyles and shoes. As long as someone's hair is not completely sloppy, it should be allowed to be worn in any comfortable style.

The administration has to be aware that students who are forced to dress in a manner alien to their culture will also be uncomfortable and unable to work.

Do you think no one reads ads?
Well, you just did!!

To place an ad in The Gilman News, call 323-3800 ext. 265
Thanks!

Area students travel to Honduras with Mr. Taggart

By Barton Kenney

This summer a few of your classmates decided to take a chance on a new opportunity and be the first group to go on Mr. Taggart's trip to Honduras. Five of us took the challenge: Three from Gilman,

one from RPCS, and one from Centennial High School.

Together we spent four weeks of our vacation in Central America experiencing new ways of life and learning to perfect our Spanish skills. Our principal place of

residence was a small mountain town called Copan, famous for its nearby Mayan ruins. While there, we lived with typical Honduran families and attended a language school for four hours daily.

During our free time we were able to meet many of the hospitable people in the town, or simply relax. On the weekends, our group headed off on various side trips ranging from hiking up a remote mountain in Selake, hitting the disco in the city of Marcala, and even participating in the cultivation of honey in the midst of hundreds of thousands of not-so-happy killer bees.

At the end of our stay in Copan we left to spend our final four days on a tropical island in the Caribbean called Roatan where we were able to scuba dive in the clear water among the second largest reef formation in the world.

If you are a Spanish student interested in a trip like this (which is totally different than a trip to a large city,) talk to Mr. Taggart. This first trip was extremely successful, and there are sure to be many more to come.



Genevieve Polk (RPCS) with her Honduran family

The Gilman News



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Perceptions about crime in Baltimore

By Marcus Simms

As Congress debated the funding of the crime bill, another tragic crime targeted one of Baltimore's most prestigious communities. Doctors Walter and Mary Loch were brutally murdered in their Guilford mansion on August 14. As police gathered evidence and attempted to establish the motive, neighbors expressed horror, shock, and outrage that their community was being exposed to the heinous crimes which plague other neighborhoods of Baltimore every day. As Guilford residents grieved over the deaths, Mayor Schموke visited the neighborhood, calming fears, and assuring the neighborhood that police were doing the best they could to find the killers. Police commanders even sent Police Academy cadets to search the grounds around the Guilford area. Feeling vulnerable to crime, the Guilford Neighborhood Association called an emergency meeting where residents proposed tighter security: closing off streets, and even constructing barriers (e.g. walls and gates) to prohibit non-Guilford residents from entering the community.

Like many others, I have observed the slight increase in criminal activity in communities such as Guilford and Roland Park. Moreover, the entire city of Baltimore witnessed 353 homicides in 1993; it is ignorant and stupid for many in Guilford to believe they are immune to crime, just because they live in an expensive area. It is more troubling that neighbors think that building cul-de-sacs and barriers will keep crime out of their community. Many of these obstructions will hinder traffic to and from neighborhoods surrounding Guilford, which happen to be lower income, and predominately black. This is completely absurd! As one Guilford resident commented about barricades in her community, "This is nothing more than white-washing racism." — such an appropriate statement.

Just when Guilford was about to separate itself from the realities of the world, Baltimore police discovered that the Lochs' own grandson committed the double-murder. The thirty-one year old mental health aide was a product of the Guilford community, and had formerly been an outstanding student at St. Paul's School. The Guilford community was ultimately fearing itself.

More importantly, the Guilford murders are an example of an American dilemma. U.S. studies indicate Americans often kill people they know rather than commit "random acts" of violence. A great majority of Baltimoreans, including myself, were led to believe the Lochs' murders were just two more senseless acts of violence. I was prepared for the police to capture another teenage male, probably black, who would be plagued by the media just like another young black murderer, Donte Carter. I was just as guilty of believing the stereotypes, that

only a young black criminal would enter wealthy Guilford to rob and murder innocent, helpless people. As an African-American, I can understand why some members of my community were relieved that the murder suspect was not African-American. After the deceased couple's grandson was taken into custody, I understood that crime is an equal-opportunity employer. Criminals are of every race, not just African-American. They can be white-collared executives as well as urban street thugs. Crime not only occur in the ghettos of inner cities, but also in successful communities.

Higher ground may come from this tragic ordeal. Guilford residents should accept the fact that everyone is vulnerable to crime, and work with local police and city agencies to communicate concerns, instead of building a private moat around their communities. Residents should also not allow the local media to be the deciding factor over the importance of certain crimes. Another community in Baltimore, Sandtown-Winchester, which does not have the luxuries of Guilford, often faces three to four homicides a day. These residents are able to look past their grief, and have begun to take back their communities. Their strength comes from working directly with police and community leaders, and being aware of problems around their community. Breaking down barriers and working in local communities is the only way we will be able to prevent crime, not only in Guilford, but in all communities.

The Boys Bums of Summer

By Chris Oh

If you have noticed recently, the sports sections of every major newspaper in the country have become incredibly thin. In fact, they have begun to look like the sports section from, well, this newspaper. Contrary to popular belief, this is not a result of the completion of the pro windsurfing tour. Instead, the unfortunate baseball players' strike of 1994 has brought an end to the extensive coverage that we all know and love.

Many people are confused about the reasons behind the abrupt end to the baseball season. It is indeed a very complicated set of issues. But in the end, all disputes can be traced back to money. Everyone wants it. The big-time superstars want more, the journeymen struggling with baseball's "minimum wage," the owners in control of the big-money markets such as New York and Los Angeles, and the owners burdened with the smaller Milwaukee-type markets. With so many parties wanting such a limited amount of money, a deadlock was inevitable, and the final result was the players' decision to strike.

It would appear to be the players who should be blamed for this fiasco. After all, they were the ones who called the strike and everybody knows how much those bums make. But if we look deeper into the issues at hand, we see that while the players may be greedy, the players' union is hardly the principle reason for the halt to the season. The owners should be the first to be criticized. It seems as though each one of them has their own hidden

agenda. The small market owners are trying to redirect more of the profits to their teams by demanding revenue sharing. The more successful teams, of course, refuse to allow even a penny of their money to be given to what they probably feel are sorry excuses for baseball teams. The smaller teams then decided to get back at the larger teams by prolonging the dispute with the players' union. This was achieved by their insistence on the salary cap, to which they knew the players would object. A players' strike would serve the small-market owners' needs because not only do they lose money virtually every time they open their gates, but it would damage the big-money owners as they lose more and more money.

Who loses out because of the strike? Obviously, the fans are hurt the most. It had been a great season until the strike. There was much to talk about. Locally, there was the potential of the Orioles qualifying for post-season play for the first time in over ten years, as well as Mike Mussina's bid for the Cy Young Award. Nationally, there was a great deal of excitement with San Francisco's Matt Williams and Seattle's Ken Griffey Jr.'s attempts to break Roger Maris's single season record for home runs (61). In addition, San Diego's Tony Gwynn was making a serious run at batting over .400 for the year. And if that weren't exciting enough, the discussions over the "juiced ball" were bound to blow anyone over. The fans miss out on all of these incredible events.

It can definitely be argued that the players lose out as well. With each passing day, they lose thousands of dollars. It is most unfortunate for those players who have recently broken into "the bigs," only to find themselves relegated back to the minors.

The owners lose out as well, but I can hardly feel sorry them. While it is true that they lose mindboggling amounts of money with each passing day, it is necessary to bear in mind that their inner strife and petty conflicts over who gets how much money has created this entire snafu. Obviously, this sad affair stinks, and it has been created completely by the owners. All other parties involved are the innocent victims of their rapacious avarice.



Kaveh Haerian

Do you disagree with us?

Do you have an opinion that you want to share?

If so, write a...

Letter to the Editor

Just put your letter in the Gilman News Box.

Woodstock '94: a (not so) cheap imitation

By Doug Finnegan

There will never be another Woodstock. It would be impossible to recreate it. Woodstock took place in a different place and a different time. It was a time in which a controversial war was taking place, and youth was involved with rebellion, drugs, and a new unheard music.

This established, one can only look at Woodstock '94 as a cheap imitation, one fueled by money. While the original festival was about peace, love, and music, the anniversary show seemed to revolve around price, cost, and profit. Under any other name this would have been a pretty good festival, but by packaging it under the name of Woodstock, the show was cheapened, and the original idea was bastardized.

The logic seemed to be, "Enjoy the show, and make sure to drink plenty of Pepsi!" It was impossible to escape the incredible merchandizing that accompanied this show. Going to the grocery store revealed Haagen-Dazs boxes plastered with the new logo. Turning on your radio tuned you into the "Official Woodstock Radio Station." If you even glanced at your television, you were smothered by Woodstock '94 "Official Collectables" and numerous Woodstock updates. It seems incredible that the original Woodstock did not even have an official soft drink!

I do not want to imply that the bands involved in the anniversary show are lesser musicians. But their performances were marred by the fact that they were trying to perform for the cameras and the pay-per-view subscribers more than the sea of people whom they faced.

Furthermore, I do not mean to glorify the sixties. I simply believe that some things are not meant to be recreated. The idea of peace itself has been destroyed. At the original show peace was displayed by hand gestures and symbols, while the nineties version comes across in the motto of the Official Woodstock Condom on which is inscribed, "I come in peace." It only costs three dollars.

There was a chance that Woodstock '94 would evolve into its own thing, with a completely new feeling. Unfortunately, that idea was crushed when concertgoers imitated their sixties counterparts, from gatecrashing to mudsliding, instead of leaving their own mark. Over a million people showed up to the original, sixty percent of whom did not even get in. The '94 concert came with a much smaller group and thousands more security men, some of which fought with fans and even band members (Green Day singer Billie Joe). Music maybe, but peace and love were nowhere to be found at this concert. I honestly do not believe that the anniversary concert will leave anything close to the impression on history as the original did. There was nothing to set it apart, except for the constant coverage it received from the annoyingly peppy VJs on MTV. It will blend in with any other large concert in the late twentieth century.

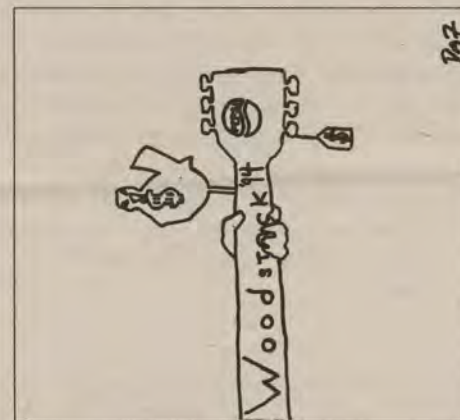
If you really want to get an idea of what the original was like, rent the original documentary, listen to Hendrix's "Star Spangled Banner", and read about the issues surrounding the world at the time. We should not try to recreate the past. We should simply get an idea of what it was about and then move on.

Green Day delivers

By Jason Haas

From the explosive, crunchy guitar chord and lead singer/guitarist Billie Joe's cry, "I declare, I don't want no more", to the very end, Green Day's major label debut, *dookie*, is an incredible punk album, full of attitude, indecision, and alienation. The first heavily censored single, *Longview*, is a great song with a catchy bass line from bassist Mike Dirnt and cool, heavy-on-the-snare drumming from Tre Cool. Both accompany Billie Joe's lead guitar bursts well. The song's lyrics, about a hopeless guy incredibly bored by his life, are probably what launched this small band from Rodeo, California into the limelight.

These kinds of lyrics are what make the music even better on this album. The hopeless insanity and anger of *Having a Blast*, a song about a person who seeks to detonate a building full of people in retribution for the things he has been through, makes you feel the same way. The listener wants to be there screaming, "I'm takin' / All you down with me/ Explosives duct-taped to my spine/ Nothin's gonna change my mind." The



confused rambling of *Basket Case* is indecisive and angry: "Am I just paranoid?/ I'm just stoned." The song *Chump* is about the random hatred of someone simply because he needs someone to hate: "I don't know you, / But I think I hate you." Most of the other songs range from the hatred of home in *Welcome to Paradise* to the hatred of old friends in *Emenius Sleepus* and *F.O.D.* The entire album is angry with everything and everyone.

Billie Joe also portrays hopeless relationships, be it the abuse in *Pulling Teeth* ("Is she ultra-violent?/ Is she disturbed?/ I'd better tell her that I love her/ Before she does it all over again/ Oh God, she's killing me!") or the loss of his cheating girlfriend to some meathead in *In the End*. In *Sassafras Roots*, he proposes a relationship, simply because neither he nor his girlfriend has anything better to do: "I'm a waste like you/ With nothing else to do/ May I waste your time too?"

Green Day's album is fast and furious. The guitar is powerfully driving, complimented by the bass slurs and pile-driver-like drumming. The songs mostly have a rockabilly kind of sound, but it is too fast, loud, and distorted to sound like Elvis or even Social Distortion. This is great punk, following the styles of great punkabilly acts, but too unique to be grouped with them.

This a great album and I highly recommend it to anyone who likes more commercial "alternative" scene or punk in its raw-indie label form. It's noisy but melodic, satisfying both groups. I would also recommend catching the video for *Basket Case*. It was shot on black and white film and then colored, giving it the look of being just a bit off. Very cool.

Misha Goberman reviews...

In last month's issue of *Film Threat* magazine, Oliver Stone described his recently released film, *Natural Born Killers*, as "...something that's combination road-picture, prison-picture, violence, satire - it's a strange amalgam." I do think it's a bit of Sam Peckinpah, a bit of Stanley Kubrick, and a bit of Paddy Chayefsky all mixed together. While Stone's film does not quite measure up to the trio above (what could?), it is still an extremely hypnotic and visceral piece of filmmaking, something the likes of which I do not believe any one has seen before.

In *NBK*, Stone tells the story of Mickey and Mallory Knox and their joy-ride-thru-hell, which leaves fifty-two innocent people dead and the entire nation in mass hysteria. As their journey progresses, the two acquire an allegiance of twisted fans who, enticed by the media exposure surrounding the killers, treat them like rock stars at the apogee of their fame.

Mickey and Mallory are eventually brought to justice by sleazebag cop Jack Sgagnetti (Tom Sizemore) and are imprisoned in the hellacious, maximum-security Batongaville Penitentiary. The crest of their fame occurs when Mickey is interviewed by the host of "American Maniacs," Wayne Gayle (Robert Downey, Jr.), on Super Bowl Sunday.

Although the plot is virtually nonexistent, the film gallops along at a thundering pace, thanks to the stunning visual effects Stone employs, which include shooting in standard 35mm, 16mm, Super 8, video, grainy black and white, blood red technicolor, strobe front and rear projection, computer graphics, animation and blue screen. These techniques present the world of *NBK* as reflected through a funhouse mirror and into the warped minds of the its heroes. We, the audience, begin to revel in the sadistic excitement of Mickey and Mallory's butchering, precisely because of Stone's radical visual treatment. Never knowing what to expect next, we await the Knoxs' next act of

violence with a curious appetite.

The logical viewer would probably shun the film and brand it as being "too weird," but film is a medium that can surpass the boundaries of time and place and therefore should have absolutely no connection to common sense or any other type of rationalization. One must enter the theatre completely able to throw himself into the world of the cinema. It is then, and only then, that this film can be seen for what it is and be truly enjoyed.

Although a movie depicting so many wanton acts of cruelty could be difficult to handle for some, there is much to enjoy in the performances of the actors, the best of them being Downey's portrayal of the sensational journalist.

Most memorable of all is Rodney Dangerfield, who turns in a wickedly surprising cameo as Mallory's abusive and incestuous father. It is he who partly explains her manic personality. The scene is done in a hilarious "I Love Lucy" parody complete with laugh track and fake studio audience applause.

Woody Harrelson and Juliette Lewis are perfectly cast as the heros who together create a perfect aura of predatory white-trash scuzziness. Although the film is a razzle-dazzle display of movie-making and definitely worth the \$6.50 paid, "brilliant" would not be quite the term to describe it. Perhaps if the film had been done by its original screenwriter and creator, Quentin Tarantino, as a super low budget "B" movie, it might have been better. Stone's film only acquires its raw power at the end, during the prison riot. The rest of the movie is hilarious and enjoyable, but it lacks a true sense of irony that Tarantino might have provided.

Taken for what it is, *NBK* is truly raucous entertainment, revolutionary in its technique and stunning in the boldness of its indictment of the American family and culture. It is by far the best film of the summer.

"...a bit of Sam Peckinpah, a bit of Stanley Kubrick, and a bit of Paddy Chayefsky all mixed together."

Judge Hammerman welcomes in the year

By Judge Robert Hammerman

It is the end of the endless summer. The first day of school. Can there be a worse day of the year? Hardly. Next summer is an eternity away.

Fair or unfair, the academic year renews itself, and everyone will soon get into his academic mode, whatever it may be. It is that time when many who performed somewhat under par last year make strong resolutions that this year will be different. Some resolutions will be kept, some will not.

I believe that this day of beginning and renewal calls upon students to think more deeply—to ask why am I doing this, what is it all for? I believe that too few students have a firmly rooted concept of what the studying and learning process is all about. I fear that too many study because “I gotta”—I gotta satisfy my parents, I gotta get into a “good” college.

I suggest that the learning process should have far different and much nobler purposes than these. Yes, you have practical goals that must be met—SAT scores, college, etc. But let there be room—lots of room—for learning for the sake of learning, knowledge for the sake of knowledge—let there be room to have at least one of your goals to be an educated citizen of our society—a person who is understanding of the world around him and capable of contributing to its enhancement. Sometimes the pressure of parents about college is overbearing; if so, there must be some gentle resistance.

The Upper School experience is meant for a lot more than getting into a “good” college. The Gilman years are not meant as simply a stepping stone. The Gilman experience in and of itself will, if you let it, be one of the most enduring and richest

of your lifetime—if not the richest and most enduring. My high school years did for me far more than my college years ever did, not withstanding my getting much better grades in a first-rate college.

And what is true of your life at Gilman should be true of your life soon in college. Unfortunately, there too the great majority of students, including our “best and brightest”, have “practical” goals as their primary focus—that college exists to make a good living, to get into graduate school. The primary focus of college, I submit, should be “good living”, and not making a good living.

I think we must recognize the fundamental premise that our learning is not simply a classroom experience. My high school principal at City College always told us that the classroom is only the “hot spot” phase of our learning. He would quote his favorite line from all of literature: that line from Tennyson’s poem “Ulysses”, where Ulysses says, “I am a part of all that I have met.” We are indeed. Everything we come upon, every experience we have becomes a part of us, and affects us, and molds us in some way. Our learning, our education is the totality of all that we meet—in the classroom, out of the classroom.

There is nothing that says that studying and learning cannot be fun—as long as we understand what it’s truest purposes are, and thus are relaxed in our attitude and approach and not constantly tense and tied up in knots. Learning is to be enjoyed—even loved.

To say that learning can and should be enjoyed and even loved is not to say, of course, that every step in the journey is

pleasurable. There will always be rough spots along the road, but the journey in its totality can and should be fun. Socrates said that “learning is accompanied by pain.” Anyone who tries to become a good athlete in any sport knows that the price one must pay is a lot of drudgery, pain, and sweat—but that it is worth it to excel. So with academics—there is sweat, trials, setbacks, rough times—but with perseverance there is accomplishment and joy.

And might I add that a lot of the drudgery and pain in studying is self-inflicted and not necessary. There is no necessary correlation between the number of hours you spend studying and the results. One student has a book in front of him for an hour and gets five minutes of work out of it—another gets that five minutes in just five minutes. It is the quality of work that counts. One can be guilty of overstudying—there must be adequate breaks and periods of relaxation on a regular basis. Athletes need half-times, timeouts, time between games, a good night’s sleep, and so do students.

The poet, T.S. Eliot, put it well in his “Four Quartets”: “I have had the experience but missed the meaning.” Every student who graduates high school, who graduates college, has had the experience of high school, of college. But how many have had the meaning? *I submit to you that not nearly as many as should.* To get the meaning requires one to first divine what the purpose of it all is, and then to work appropriately to that end. Let it be your goal this year, and every year, not simply to experience the year but to get and enjoy its meaning.

Strife in Sarajevo

By Jad Fakhry

Serbian forces have continued their aggression towards the Bosnian Muslims in the former Yugoslavia. The Serbs have relentlessly targeted areas highly populated with Muslims including the Market Place in Sarajevo, where hundreds were massacred during a supposed cease fire. This war-ravaged country, with its pictures of civilians fighting for survival, has provoked many thoughts in the international community but little action. A generation of children in the former Yugoslavia has been exposed to one of the most bitter wars in human history.

This war was waged by the Serbs who had false claims to land in the former Yugoslavia. The Christian Serbs wanted to rid the land of the Muslims and therefore fighting began as the Serbs demanded the withdrawal of Muslims from the large chunks of land the Serbs had designated as their own. Sarajevo soon became a war zone and its citizens were deprived of basic necessities for months on end. This “ethnic cleansing” has taken thousands of lives and has become as horrific as Hitler’s campaign. The Serbs have performed countless war crimes against the Muslims, and after almost two years of endless fighting little has been done to ease the pain of the Bosnian Muslims, whose morose future lies in the hands of foreign countries which have to decide whether or not to intervene.

Only recently has the United States stepped in and used airlifts which have not been very useful since many have been intercepted by the Serbs. Air strikes have also been performed when Serbian jets have entered no-fly zones. Nevertheless, the death toll continues to rise and Bosnia-Herzegovina has not been given the attention it deserves by President Clinton and other countries. The Serbs continue to refuse all peace agreements. Even with the rest of the world recognizing the cruelty of the Serbs and the helplessness of the Muslims, nothing will be accomplished if the world uses words not actions.

One reason the world is not acting as they did in Iraq and Kuwait is that there are no major incentives such as oil and natural resources or some type of wealth that is abundant in that nation. The world should be acting forcefully with the incentives of morality and justice, and in the spirit of humanity. The pictures televised internationally of the bodies of innocent Bosnians strewn on the streets of Sarajevo and the other Muslim towns in Bosnia-Herzegovina should be enough of a motive to rescue the Muslims from the Serbian forces.

Let’s hope this war will end soon and that humanity will learn its lesson from this strife and that Bosnians and Serbs will learn to live together in harmony. Unless the Serbs understand that religion should add to the richness of the country and not divide it into factions, peace will have a laborious journey to Bosnia-Herzegovina.



Gilman Summer Theatre’s production of *Little Shop of Horrors* was a success.

A Successful fall season is imminent for the Hounds

By Bryan Willats

As the summer comes to an end and the school year nears, Gilman athletics have begun. On August 22, football, soccer, cross-country, and water polo had their first practices in preparation for the fall season. As the coaches and athletes eagerly await the start of the season, they look to overcoming possible challenges that lie in the elusive championship path.

Football

The football team, coached by Mr. Bristow, has many challenges that they will have to overcome to be successful. The first is the graduation of last year's quarterback, Mark Cornes, who will be replaced by Lorne Smith. Smith was a backup to Cornes last year, but his job as starter this year will be much tougher.

Another problem for the players is that most of the defensive line graduated last year and will have to be replaced. This, along with another defensive problem, finding people to play linebackers, will probably be the biggest obstacle to overcome.

Offensively, the team is close to unstoppable. The return of David Biddison and R.C. Kauffman as running-backs and the return of offensive linemen such as David Payne, Ben Wilson, and George Bealefeld are an advantage. As a result of these changes, "the team will definitely challenge for the championship," says Coach Bristow. The first game for the team is on September 10 against Gonzaga, from Washington D.C.

Cross-country

The cross-country team is also ready for a very successful season. With the return of Ted Lord, David Chalmers, Teddy Wasserman, Andy Chang, and Reed Townsend, the team is prepared to compete for the MSA title.

The only teams standing between Gilman and the championship are McDonogh and Calvert Hall. Gilman won one and lost one against McDonogh last year but was winless against Calvert



Football players rumble into action.

Hall.

For the team to close in on the championship, they need to "close the gap between good and great," says Coach Thompson. "We need a good season from all our runners and, most importantly of all, we need to stay away from injuries." cross-country will begin the season with

an invitational meet called the Hopkins Spiked Shoe on September 17.

Soccer

This year, the soccer team will be led by Corey Popham, Chris McLamb, Matt Woodward, and Adam Heaps, and will be coached by Mr. Tucker. Like the football



Gilman Soccer kicks it up.

team, the soccer team has an explosive offensive but a shaky defense. "We are able to score, but to win we also need to stop the opponent," says Coach Tucker.

This season will be extremely hard for the team since it is in a tough conference and has a twenty game schedule, so injuries could become a problem. If the team can stay away from injuries they will have a great shot at making the playoffs. The soccer team will begin its season on September 8 against Cardinal Gibbons.

Water polo

The 1994 water polo team will face another tough season. Starting with their first tournament on September 10, which will probably be their toughest of the year, and finishing with Hill and Lawrenceville, the team will have an extremely difficult year.

The team will be led on offense by seniors Brad Beacham, Doug Hamilton, and Jeff Miller, while defensively, juniors Joe Watts and Joey Lee will lead the way. David Raynes will be the goalie and will be "the key to success," says Coach Fischer. "If we can be better defensively than we have in the past and develop an outstanding goalie, we could be one of the top 8 teams on the East Coast."

But in order for them to achieve their goals, there are some challenges they must conquer. They are not as fast as they have been in the past and they also have no superstars on the team. To overcome this, the team will have to pull together and work as a team.

All of Gilman wishes the teams successful seasons and hopes they will uphold Gilman's athletic reputation. In order for our teams to go out and win, without question, one thing must take place: fan support. The more fans, the more wins. If the Gilman community backs its teams, we are bound to have a successful season.



Senior Doug Hamilton looks for a shot.



Coach Duncan leads the cross country team in practice.

The News

Volume XCIV, No.2

Gilman School

3 October, 1994

Seventy minute schedules: the ups and the downs

First round: mixed reviews - students and teachers still trying to sort it all out

By Doug Sandler

During this new school year, the drastic changes in the school system have been on everyone's mind. Over the summer, we frequently wondered what our new seventy minute periods would be like. Now we know. Some students and teachers like them, some do not. Many have changed their minds.

Ted Lord, our school president, for example, already knew what to expect. During the second semester of last year, he attended the Mountain School of Vermont, where he experienced long classes. He loved it there, and he looked forward to the same here at Gilman. As with Mr. Montgomery, the seventy minute class periods have lived up to Ted's expectations. Ted says he "has more of a chance to get into the class," and he finds that the teachers make great use of their time.

Ted also pointed out what many others experience. If one does not use his time wisely, he could have serious problems.

Senior Greg Dobbyn finds the homework easier this year because he has more time to work on it. Free time is great, many students say, but there is the problem of not using it wisely, and then there is trouble. One student points out that "There is more time to be free, but there is also more time to hang yourself." Seniors have a problem with the great amount of free time because they feel they should have the privilege of leaving campus for lunch, yet so far they have been unable to do so.

Mr. Matthews of the Math Department loves the extra long class time. He declares, "So far, so good." He is happy to have more time to prepare for his classes, and he can now use his computer more to aid him in his class discussions. He finds that he never runs out of material to use for his classes. Mr. Matthews is also pleased with the fact that the classes meet every other day, for it lends to his belief

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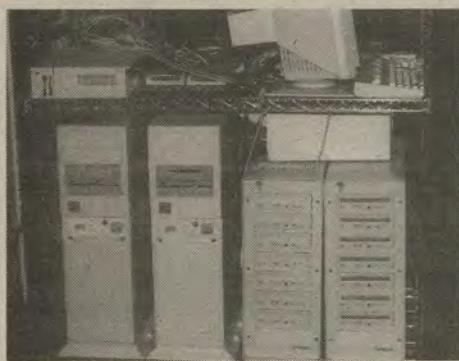


The 59th minute. When will it end?!

Gilman catches up with the 20th century, leaps into the 21st

By Jad Fakhry

The world has turned to technology and state-of-the-art equipment to educate youth, and Gilman has caught on to this crusade. This onslaught of super-computers and multi-faceted state-of-the-art equipment will aid Gilman students in a variety of ways including the ability to find any book in the library or in the entire



The library computer system is on the way

state of Maryland. Mr. Doug Lewis and Mr. Tom Gorsky remarked that a Gilman student will have access to any tool or piece of information needed to better a report, term paper, or project.

The Upper School library is undergoing massive changes to eliminate paper. The card catalogue, which will soon be gone, is being replaced by computers which will provide easier means of getting to books. Fiber-optic cable will link the computerized card catalog system to other computers. This improvement, along with all the other equipment already in place, will make the library one of the most comprehensive library systems around. These computers are linked to room 123 and serviced by fiber-optic cable.

Room 123, also known as the 1954 classroom, is in the process of turning into the most advanced classroom in Gilman. It will house seven computer stations.

These computers will be MS DOS compatible IBM's or COMPAQ's. These stations will have multi-media capabilities which will heighten interest in learning and provide an immense amount of resources to students. There will also be a teachers' station with projection equipment and a connection to the library's computers. The teachers' station has the capacity to display video, laser disc, and computer monitor simultaneously. This station will also have a projection device with a screen covering the front wall. This is the chalkboard of the future. Again fiber optic cable will service this station. This room will have the fastest data transmission available. It will be the model for future rooms and Gilman students will be given the opportunity to learn in diverse ways and make classes more efficient. In addition, this classroom will free up space in the second floor computer lab.

The second floor computer lab is being refurbished and is now called the class of 1994 computer center. Although there are no major hardware changes, the room has become a nicer room with new carpet, tables, blinds, and chairs. A large amount of software has been added along with a projection device. This lab, thanks to last year's senior class, has become an extremely efficient and friendly environ-

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Middle School again

By Barton Kenney

The new Middle School has been quite a popular topic of late, but what is it really like inside the new building, and how does it compare to the old building and infamous trailers? Everything is different, and definitely improved.

Those of us who remember the old building can recall the windowless hallways, dark and forever dependent on artificial light. Perhaps the greatest complaint of the teachers, this problem has been remedied in the new building with numerous giant windows and skylights, ending the feeling described by librarian Mrs. Taggart as, "...being in a cave." Mrs. Taggart is perhaps the most happy with her surroundings, because with the new school, she received a real library, complete with a computerized card-catalogue system that is not only accessible to the students in the building, but also from home if they have a modem! This is quite a change for the better from the "media center," which was created by the backs of adjoining lockers. She seemed equally grateful, as all teachers are, for the abundant amount of light that there is in the library and all other places, remarking, "You can actually open the windows!"

This abundance of light, coupled with the ample space, adds to the cheerful

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Homework: a flight from sanity

By Karim Fakhry

We are now several weeks into the school year and students have already begun to complain. This in itself is no surprise, for complaint is a scholastic ritual adhered to annually. The fact that students are voicing criticism over the work load is no deviation from the norm either. This reaction to work simply comes with the territory—where there is work, there is faultfinding. What is unusual about this year is that the students have a valid point.

The average amount of time spent on homework per night among the people with whom I have spoken is five to six hours. This is preposterous! For most people this means staying up well past midnight on a nightly basis. I understand that we must be prepared for college, but this is simply taking it too far. A person, in order to remain healthy, must get six hours of sleep per twenty-four hours. For the most part, Gilman students have not been getting this required amount of sleep. Further, there is no time on the weekend to catch up on sleep, for one is occupied catching up on work. In addition, it must be remembered that students have extra-curricular activities, the most basic of which is spending time with their families, and most are being deprived of this valuable time.

Seniors in particular are being mistreated. They have applications to do, SAT's and Achievements to prepare for, good grades to strive for, extra-curricular activities to attend, and this is their final year at home with their families. The schoolwork is simply taking up too much time.

Then there are students who have long

drives home each morning and evening. Not only do they have less time to do their work, but their lives are effectively put in danger. Driving is an activity which requires concentration. In essence, driving presents many students with up to two hours of extra work—they must concentrate for those two extra hours on the road. Furthermore, these students go to sleep later and wake up earlier. This presents a real peril for these students. Who takes the responsibility when a student falls asleep at the wheel and perhaps is injured on the way to school? It is selfish and irresponsible to respond that we are now adults, we can handle it, as so many teachers do. They should understand that life takes precedence over education and the material which they wish to cover. Further, to respond to these students that they should drop their advanced placement courses, for they are obviously not prepared for them, is foolish. AP courses should be challenging, not absurd.

Thus far only two of my teachers have shown any understanding in regards to the work load. I only hope that the others are prepared to take the responsibility for a possible tragedy.

The return of the original diet of humans

By Nathaniel Hoffman

Gilman has its awareness clubs, its culturally diverse curriculum, and its human relations forums to include almost every possible ethnic, geographic, religious, or cultural group in America. The one group that is continually left out of Gilman's wonderful cultural umbrella is vegetarians. Granted we are few in number, but I for one am tired of being ignored. I am tired of always being left to eat peanut butter and jelly sandwiches or greasy grilled cheese that reeks of bacon. I am tired of going into restaurants and having to order two salads because nothing else on the menu is vegetarian, and then having to send back my two salads because they have anchovies on them. Vegetarians are a minority too, and we deserve more acknowledgement than we presently receive.

Vegetarianism is a choice at first, but soon becomes a way of life. The seasoned vegetarian is sickened by the very notion of eating meat. It is time for America to wake up and realize that there are people who choose not to follow the "American way" of consumption. That realization must begin immediately, and it may as

well start in our small community.

I am perfectly happy to bring my lunch to school everyday, but I am tired of being dismissed. When the cafeteria offers tacos or lasagna, why not offer vegetarian tacos or vegetarian lasagna? It only takes a second to leave out the ground cow. When teams have team dinners, they should realize that there are people who cannot and will not choose between hamburgers and hot dogs. And god forbid the cafeteria should sell tofu dogs, but maybe a real salad bar once in a while.

Every college in America now offers or will soon offer complete vegetarian menus at every meal. More brands of tofu pop up daily on the market. Face it thou red-blooded, carnivorous being, the meat diet is barbarian, and not fitting of *homo sapien*. More and more people realize every day that herbivores are healthier, happier, and live longer than their greasy hamburger eating brothers. Just wait - one day soon you will go to a restaurant and the only item on the menu that has meat in it will be Spam, and so you will order two sideorders of Spam, and have to sit there and watch your friends enjoy a nice fat veggie burger with everything.

Notice

The Gilman School has a coherent and unified policy on sexual harassment for the entire Gilman community, students, faculty, and staff. This is printed in the Faculty, Staff, and Student handbooks. An important component of this policy is the establishment of a Council on Sexual Harassment. Composed of faculty and staff representatives, the members are available for informal consultation by anyone who seeks advice on possible sexual harassment.

Members of the Council for 1994-1995 are:

John Merrill	Upper School (Chair)	Ginnie Thompson	Lower School
Bonnie Caslow	Middle School	Linda Trapp	Upper School
Barbara Hawks	Staff	Charles Poehler	Staff

The Gilman News



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Support Gilman theater! It is exciting, new, and something to do! Romeo and Juliet coming soon.

All cracked up

By Billy Whitridge

Marion Barry, the former mayor of Washington D.C., is, unfortunately, yet again campaigning for the position of leader of our nation's capital. This run for mayor, however, comes after four years of absence from the political arena due to an F.B.I. undercover sting operation which captured Barry on video tape smoking crack cocaine. His drug conviction was merely the highlight of an already checkered political history, in which he was known for his womanizing and corrupt political management.

After this type of fumbling career in politics it is hard to believe that Marion Barry would have the audacity to show his face in public, much less insult the public by re-entering politics in the same city which he vitiated, shamed, and abused four years earlier.

What is even more mind-blowing is that Barry seems to be on a clear path to victory. He has already won the democratic primary in which he took 47% of the vote in a three way race. The general election on November 8th, in which he faces Republican Carol Schwartz and Independent candidate Bill Lightfoot, does not promise to be much more of a challenge for Barry who is riding on the votes of the black community in which he is popular merely because of the color of his skin and his work during the Civil Rights Movement of over thirty years ago, despite the fact that he financed his drug addiction with the very tax-payer's money who elected him to office the first time.

We as citizens of the United States see signs every day that our country is in frightening decline. In the news we hear of murder, and children selling drugs every day. However, for the majority of us at Gilman, who live in a world away from the world it is difficult for us to recognize what lasting effect this is having upon our country. On November 8th we, along with the entire nation, will have the chance to witness how our nation has fallen to the point where criminals, such as Marion Barry, are tragically being elected to lead and represent the citizens of the United States.

Sportsmanship is the key to success: Gilman has long tradition

By Robert Hammerman

Michael Jordan said it. He said it the night of September 9th, playing a charitable exhibition game at the Chicago Stadium—the last game ever to be played on that venerable court. It is being razed for a parking lot for the new stadium that will open this season. At the end of the game Michael knelt and kissed the floor he made famous and said this:

"I think sports should not override what true life is all about. And that's helping out each other."

Sports at Gilman has a proud tradition. It has represented excellence over the years. You are fortunate to be a part of that tradition.

Sports is quite properly a passion with the overwhelming majority of students today. But the way this is channeled is not always the way it should be. Many are the abuses of athletics — abuses by coaches, by players, by institutions. We hear of this daily in the media. There is the old cliché that sports teaches character. Sometimes it does. So often it teaches just the opposite, qualities and attitudes of a negative kind.

Michael Jordan was trying to give some perspective of what he believes sports should be all about. He is saying that there is a lot more to the game than simply the superficialities we glory in. It is absolutely essential that every student, every coach, every participant in sports have his own perspective, his own view and philosophy as to what sports is really about and what its true value and purposes are.

You probably have never heard of

Grantland Rice. But you probably have heard of what he wrote — that it is not whether you win or lose but how you play the game. Grantland Rice was America's first famous sports writer, and in my view and the view of many, the greatest we have ever known. He wrote daily and was syndicated throughout the country. He wrote a lot of poetry in his columns (7,000 sets of verse to be exact) — a strange thing for a sports writer. He is the one who in writing about the classic Army-Notre Dame football game of 1923 coined the "Four Horseman" in talking of Notre Dame's great backfield. He died 40 years ago. These are his words written almost 100 years ago:

"When the one great scorer comes
To mark against your name,
He writes — not that you won or
lost—

But how you played the game."

Grantland Rice also wrote this: "From the start I learned a lot more from defeat than I ever learned from winning— something that has held true for the best part of 75 years. I remember very little about the games I won or lost, but I always had a deep feeling of enthusiasm for the contest itself."

Granny Rice revered Notre Dame — he idolized the school as representing the best *here is in sports and educational values*. Until one Saturday in the early '50's, Notre Dame was playing Michigan at South Bend, and just as this year and the last several years, that game had a possible national championship written all over it. Notre Dame was losing by less than a touchdown. They were driving close to the Michigan goal line with under a minute to play but without a time out

left. A Notre Dame player faked an injury to stop the clock. This was later admitted by the Notre Dame coach and the player. Granny Rice wrote his column for Monday — his blast against Notre Dame would make Rush Limbaugh blush and look like a softie.

Grantland Rice lashed out against Notre Dame's lack of integrity, its abandonment of ideals. Then and always he bitterly rebuked coaches and players who use underhand tactics and cut corners and say "everyone else does it." He wrote that any coach who in a losing season would joke, as many do, that he was "building character" that year did not deserve to coach— that character should be taught every year. He cried out for those who had the guts to stand alone against the storm and who would always — absolutely always - play cleanly.

There is a gate at a major American university that is dedicated to a 1901 graduate of that school. It was given by his classmates. The first sentence in the inscription says this: "An athlete in whom there was no guile." Guile is defined as treacherous cunning, skillful deceit, a trick.

Each of you who is active in sports has by far the greatest part of your athletic career ahead of you. It is far more urgent that you develop your philosophy, purpose, and values than it is to develop your body and skills. I would respectfully suggest to you that you could do no better than have as your goal, not awards and honors, but the deep and abiding respect of all your teammates and all of your opponents—so that some day all of them will say of you that you were an athlete in whom there was no guile.



Mr. Harris: see article on page 7

Letters to the Editor

Unfortunately, due to the degree of apathy and complacency in the Gilman community, no letters to the editor were submitted for this issue. That fact is pathetic. The last issue of the *Gilman News* was chock full of controversial topics; O. J. Simpson, Cuba, dress code, crime, race, baseball, and many others. If no one read the *News*, that would be one thing, but I know people read it, so the only explanation for the lack of letters is laziness. If there is no one out there who has any opinion on any of the topics in this issue, then, well, frankly I feel sorry for you. So sit down and take twenty minutes to write a letter that may be published, it will not only benefit you in clearing your thoughts, but it will benefit everyone at Gilman.

Middle School: positive change

From page 1

nature of the school's environment. History teacher David Chae voices all teachers' happiness and approval when he says, "After having so little before, it's a real privilege....There is an atmosphere of freedom of movement." These are obvious benefits that apply to both students and teachers alike. Large, bright classrooms that create a friendly learning environment benefit the teachers as well as the students. The teachers are no longer cramped in windowless offices. The offices are now of great area and are supplemented with Macintosh computers. There are large tables set aside in every office specifically for student-teacher extra help sessions.

The teachers surely love their new facilities, but what about the students? Seventh graders, who last year resided in trailers, enjoy the roominess and clean, fresh feeling of the new building. They also appreciate the larger lockers and the

fact that they no longer have to leave the Middle School for classes such as art, music, and study skills. An eighth grader, one who has been present in the Middle School for the old building, the trailers, and now the new building, commented that the library was the greatest achievement and that all facilities were of high quality.

The only complaints uttered were those regarding the new system that does not allow for the kids to carry their backpacks around from class to class. The students complained of still getting lost in the building, but with another week there will be no problem.

Overall, both the students and teachers benefit from the new building, and all seem happy with it. With this building teachers will be able to put more into their classes, and the students will have better facilities with which to learn, and they will be better prepared for the Upper School.

MTV music awards

By Doug Finnegan

There is an event that occurs every September that makes returning to school a little less horrible. It is a night on which some of the greats of Rock and Roll come together in an awards show that is not as rigid as the Oscars, nor as predictable as the Emmys. As many know by now, I am referring to the MTV Video Music Award Show. On Thursday, September 8th, MTV hosted its annual celebration at Radio City Music Hall in New York City. As expected, this year's show delivered a night of entertainment for all who tuned in.

Priding themselves on not droning on and on, MTV keeps its show to within three hours with Post and Pre-Shows adding on. Always one for sheer shock

Crime film as art film; Tarantino's *Pulp Fiction* hits the screens

By Misha Goberman

According to a nationwide Gallup poll commissioned by *Entertainment Weekly*, 91% of Americans have never heard of Quentin Tarantino. On October 7th, that will all change.

Tarantino, writer of the much-under-rated *True Romance*, original scenarist of *Natural Born Killers*, and last but not least, writer/director of the critically acclaimed smash hit *Reservoir Dogs*, is currently the hottest director in the world. His new film, *Pulp Fiction*, tells three separate crime stories about a community of lowlifes who's lives consist of selling drugs, robbing stores, throwing fights, tossing scumbags off fourth-floor balconies, and killing people. The individual stories, built around sexual temptation and violent retribution, don't play out predictably. Tarantino zigzags through time and has his characters take center stage in one scene and then recede to the sidelines in the next. Chronology is discombobulated; characters who die in one story come back to life in another, and the viewer is placed in the position of not knowing what to expect next.

This daring narrative experiment is especially rewarding at a time when American cinema languishes in predictability. In the age of the VCR, we, as viewers, start seeing the same movie over and over again and intellectually, we don't know that we know as much as we do. In the first ten minutes of most movies, we know what kind it's going to be and after that, when the movie is getting ready to make a turn, we start leaning with it. We just know what's going to happen. We don't know we know, but we know.

As he has shown brilliantly in *Reservoir Dogs*, Tarantino messes up the breadcrumb trail that we do not even know we are following and uses our own subconscious preconceptions about movies against us so that we don't know what is going to happen. *Reservoir Dogs'* flashbacks and flashbacks-within-flashbacks constantly keep us participating in the world of the film, and we watch with a startled curiosity as the film plays

value, this year's show opened with the "King of Pop" Michael Jackson joking of his marital rumors by kissing his new wife, Lisa Maria Presely Jackson. Next viewers were pounded with Rosanne's opening statements that ranged from nailing Mick Jagger for going shirtless at 50, to humiliating ultra-conservative VJ Kennedy and her passion for Rush Limbaugh.

To kick off the musical performances, Aerosmith started off with an instrumental jam and then broke into *Walk this Way* much to the crowd's approval. To present the first award for Best Female Artist, Tom Jones joked about the dancing transvestites that opened the show before awarding pop music queen Janet Jackson. Smashing Pumpkins then played through a rough, muddled version of *Disarm*. This

proved to be a disappointment from a band that is usually so solid. Similar in hair only, the next two presenters, Coolio and Bjork, tried to add some humor as they introduced nominees, including En Vogue and Janet Jackson for Best Dance Video. But it was Salt n' Pepa that took away the moon man for *What a Man*. It was one of three, including Best R&B video, that they would take home.

Boyz II Men played *I'll Make Love to You* next, followed by the award for Best Song from a Movie which was won by Bruce Springsteen for *Streets of Philadelphia*. The next award, Breakthrough Video, went to R.E.M for *Everybody Hurts*. I did find this a bit peculiar considering R.E.M broke through years ago. The performance by the Rolling Stones was the best all night. Opening

out completely against our expectations, just like when Hitchcock killed off his heroine in the first forty minutes of *Psycho*. After all, the film revolves around a jewelry store holdup that is much-discussed but never actually shown. It is clear from this last point that for Tarantino, the interest lies not in the moment when the illegal, newsworthy thing occurs, but in the prelude and epilogue, cleanup and payoff. The verbal setpiece takes precedence over the action setpiece. Nowhere are Tarantino's wildly funny verbal fireworks more evident than in the scene that *New York* magazine named "Best Scene of 1993"—the ten minute mano-a-mano verbal confrontation between Christopher Walken and Dennis Hopper in *True Romance*, in which dialogue and especially monologue are mixed to such a perfect beat that one feels like cheering at the end of the scene. Tarantino's writing is an actor's heaven, quirkily shifting from funny, hair-splitting small talk to terrifying extremes, and vice versa. Therefore it is no small wonder that he was able to get the cast that he got for *Pulp Fiction*. Actors don't get many great scripts thrown at them nowadays, so most of them would jump at a chance like *Pulp Fiction*, particularly if it's an actor who's on the skids and who needs to sink his teeth into a meaty role: John Travolta plays a heroin-addicted hit man, Bruce Willis a prizefighter, and Tim Roth and Amanda Plummer a pair of petty thieves. As Samuel L. Jackson, who plays Travolta's hit man buddy, said at the Cannes Film Festival: "I read the script and then went back and reread it and just sat there with my mouth open, saying, 'My God, if only I could get into this film.'" Jackson not only got into the film, but he reportedly gives the standout performance. This is quite a feat, considering he is joined by Travolta, Willis, Roth, Plummer, Uma Thurman, Maria de Medeiros, Ving Rhames, Eric Stoltz, Rosanna Arquette, Christopher Walken, and of course, the eternal demigod Harvey Keitel.

This ensemble-like way of making

films definitely has its rewards, especially with Tarantino's technique of scrambling chronology without flashbacks and letting his characters weave in and out of focus. Everyone, after all, is both the star of his own life story and a supporting actor in someone else's odyssey. That's a theory of relativity that few movies acknowledge. Tarantino writes each one of his minor characters with such depth and precision that he gives them enough quirks to convince us that they, too, have secrets and complexities. His rich and expansive approach does justice to the inner lives of all the characters who move in and out of focus.

It's interesting to note here that Tarantino never went to film school. His knowledge of the cinema comes from the six years he spent working in a video store, and indeed it sometimes seems that every image he saw in that video store has been filtered through his mind onto paper and, ultimately, projected through his films. His influences are therefore far-reaching, from Hollywood potboilers to the French New Wave, and from film noir to bubble gum musicals. This allows him to complement *Pulp Fiction's* short-story format with a collection of period styles from the Fifties, the Seventies, and Forties noir, and it ultimately consolidates his fusion of the American hard-boiled pulp tradition since the Forties with the post-pop element that dates from the Sixties.

And so we shall all see on October 7th if Tarantino can break the dreaded sophomore jinx that has plagued so many young directors. Personally, I have no doubt that he will. *Reservoir Dogs* showed just too much talent for a director of Tarantino's skills to break down and fail. And he didn't win the Palme d'Or at Cannes and earn the right to open this year's New York Film Festival for nothing. So hopefully by the time *Pulp Fiction* will have finished its run at local theaters, 91% of Americans will have heard of the man who re-established the crime drama as an art film.

with *Love is Strong* and following through with the classic *Start Me Up*, The Stones had the unique chance to play two songs, both of which rocked the entire Hall. The Stones were also honored with a tribute as the greatest band in Rock and Roll.

Other awards following included Best New Artist (Counting Crows/ *Mr. Jones*) and Best Direction for R.E.M, who also won Best Editing and Best Cinematography. Dennis Leary and Supermodel Niomi Campbell presented Best Hard Rock/ Metal Video. Winners Soundgarden, who shared the nomination with Aerosmith and Anthrax, voiced their confusion over the classification of their band as Metal. Flavor Flav and Chuck D. came to present Best Rap Video but got sidetracked with a pathetic plea to free convicted-rapist Mike Tyson, saying he was a "political prisoner." The award eventually went to Snoop Doggy Dogg who had shared the nomination with Coolio and Cypress Hill. The Green Day/ Beastie Boys performance rocked on both accounts with Green Day playing angrily, and the Beasties tearing out *Sabotage*. Aerosmith came through winning Best Group Video as well as the Viewers Choice Award. The next performance, possibly the strangest of the night, had the big-haired, shades wearing, Leningrad Cowboys, belting out *Sweet Home Alabama* with accompaniment by the Alexandra Red Army Ensemble. Best Alternative Video went to Seattlites Nirvana for their visually macabre, *Heart Shaped Box*. Along these same lines, there was a haunting tribute to Kurt Cobain, who committed suicide last April.

The man of the night seemed to be Tom Petty. He and the Heartbreakers delivered an amazing extended version of *Mary Jane's Last Dance*. From the opening notes, to the mellow Wah-Wah guitar solo, Petty created a musical frenzy topped only by the Stones. Petty also won Best Male Video, beating out Tony Bennet and Beck. Snoop Doggy Dogg's dramatic, full scale production of *Murder was the Case* was drenched in rich irony considering the charge against Snoop for murder. Other highlights were the Stone Temple Pilots playing the acoustic *Pretty Penny* and Bruce Springsteen's *Streets of Philadelphia*. The Best Video of the Year was presented by the best pair of the show, David Letterman and Madonna. The two, arm in arm, were hilarious as they gave the award to Aerosmith for *Cryin*. Steven Tyler accepted the award and provided the biggest laugh all night.

The MTV Awards always entertain and most always surprise. It is no doubt why the youth of America look to this station for the best music and the biggest variety of it. By the way, if you missed the awards and want to see them yourself, don't worry, MTV will replay them many more times before next year's show. And you can bet that America will tune in then too.

New teachers converge on Gilman

By Krishna Tripuraneni

This year at Gilman there are quite a number of new teachers who have come from places both far and near. Besides the six new teachers in the Upper School, there are also three in the Middle School, and five in the Lower School. Faculty and students alike look forward to interacting with these new teachers, and we would like to take this opportunity to welcome them to our school.

Lower School

In the Lower School, Felice Friedman, with twenty-five years of educational experience, will be filling one of the two Assistant Head positions. She will be working along with the other Assistant Head, Verna Mayo. The new second grade homeroom teacher is now Dotty Mooney, who currently has three sons at Gilman. Mrs. Mooney had previously been a teacher in the Baltimore County school system, and she was a substitute teacher in the Lower school last year. In 1992 and 1993, Clark Wight was a Cooper Fellow here at Gilman, after graduating in the class of '87. As well as teaching language arts and mathematics to first and second graders, Mr. Wight will be helping with Upper School athletics throughout the year. Nick Schloeder, also a Gilman alumnus from the class of '85, is teaching third graders math, and fifth graders math and language arts. Mr. Schloeder will also help the football, basketball, and baseball teams in the Upper School. Craig Whiteford is instructing fourth and fifth grade science, and fourth grade math. He is a class of '87 graduate of the Friends School, and he too will help with Upper School athletics. In addition to the new teachers, Gilman is happy to have Sarah Totushek as the new administrative assistant.

Middle School

The new Middle School will have three new teachers to go along with it. Though they may be few in number, they equal all of our new teachers in high qualifications. Chris Conlin, now in the math department, is teaching grades six through eight. A former swimming instructor now coaching the Mariner Swim Club, he is far from a newcomer to Gilman. Bruce Wilhelm, from Long Island, New York, moved to Baltimore with his family after traveling around the world this past summer. He is now teaching language arts to seventh and eighth graders. Brooks Matthews, another Gilman alumnus from the class of '87, is teaching sixth and seventh grade language arts, after previously having the position of associate producer of ESPN's Sports Center in Connecticut.

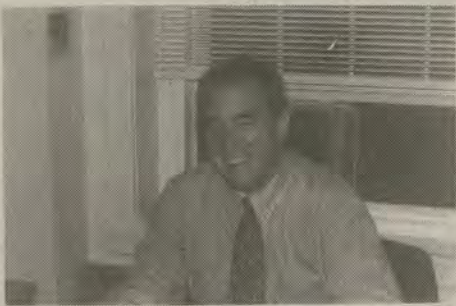
Upper School

Ned Harris, currently teaching history in our Upper School, has come to us all the way from Austin, Texas. While in Austin, he was teaching and studying history at the University of Texas. He had heard many good things about Gilman as a school and liked the idea of working with high school students. He likes to get involved with students outside of the classroom as well, and now he is the head



Nancy Cox: Reading and Study Skills

coach of fresh-soph soccer. Mr. Burke Rogers, also of the History Department, has been a friend of Mr. Harris. Mr. Harris says he loves being at Gilman due to the fact that there is a great amount of energy in the student body and the faculty, and he is "excited to be working here." Formerly a teacher in Baltimore County, Nancy Cox takes over as chairman of the Reading and Study Skills Department. Hearing of the position opening through a friend, Ms. Cox was encouraged to apply, and was quickly accepted. About Gilman, Ms. Cox says she is "heartened by the opportunity to work here." In addition to her position, she will be teaching one ninth grade English class. She has been impressed by the many things Gilman has to offer, including the "attitude of believing in education," the self-respect the students have for themselves as well as respect for others, and the "pride of wanting to keep the school successful." Most of all she likes the student-teacher ratio because she thinks much can be



David Allan; Upper School counselor

accomplished.

David Allan, a Gilman alumnus from the class of '64 and a former teacher here from 1986-1979, is now the Upper School counselor. After 1979, he left to work elsewhere for ten years and decided that he enjoyed education more, so he worked at Loyola College for four years, where he also was assistant lacrosse coach. This past July, Mr. Montgomery asked Mr. Allan if he would like to begin a counseling program here at Gilman, and he

readily agreed to the idea. At Gilman, he will be a counselor and an assistant varsity lacrosse coach. Mr. Allan is happy to be back at Gilman and has always thought it a wonderful place.

As Dean of Students, Upper School Director, and a Spanish teacher, Will Perkins has held many positions at Moorestown Friends School in New Jersey. Mr. Perkins has chosen Gilman to teach Spanish at and to enroll his three sons. His sons are in grades seven, five,



Tom Gorsky: the technology guy

and one. "People really achieve a lot here," says Mr. Perkins. "Things are more clearly spelled out here," referring to the rules as compared to his old school. Mr. Perkins will also help out with the fresh/soph soccer team and the hockey team as an assistant coach. *The Gilman News* is also lucky to have him as our advisor.

Director of Educational Technology, a new position created this year, has been taken up by Tom Gorsky. Mr. Gorsky had been contacted by Gilman to fill the new position while he was working at the Western School of Technology and Environmental Sciences as a mathematics teacher. At Gilman he will teach geometry



Alex Vishio: will his accent be as good as his dad's?

and more importantly, he will coordinate the technology program involving grades kindergarten through twelve. Mr. Gorski thinks that Gilman is a wonderful place with a "sense of community which hits you in the face." Alex Vishio, this year's Cooper Fellow, graduated from Gilman in the class of '87, and now teaches Latin for grades nine and ten. He chose Gilman because of the wonderful fellowship program it has. He is impressed with the self-discipline of a number of students and the courtesy they have demonstrated toward him.

Again, we in the Gilman community welcome these teachers and look for their sure success.

New schedule

from page 1

that though the teacher does not necessarily need to see the student every day, the student does need to work every day. Mr. Matthews easily accomplishes this with his demanding homework assignments.

There are those who, even though they are not happy with the new class time, believe that there is no sense in complaining about it. Teachers and students alike have told *The News* that they have not heard as many complaints as they had expected. Mr. Taggart of the Spanish Department had not believed that all of the students would like it, yet he found that his classes went by faster than expected. There are a great deal however, who do believe that there are some days when the class time can be very long. Sometimes a class may drag on not because of a student or teacher, but merely because of the difficult material being discussed. Of these days, Mr. Lewis of the Science Department says, "They are very long." Junior Steve Ruark puts it more bluntly by saying, "Less classes are cool, but I get a little crazy at the end of a seventy minute class."

These next few weeks are needed to adjust to the new schedule. In a couple of months, many people's opinions may change. There may be more people who like them, and there may be more people who will not like them. Many faculty and students, when questioned, said that it was still too early to tell. Some say that "if you don't have anything good to say, don't say anything." There are others though, who believe that if they do not speak up, the bad will never be corrected. Either way, more time is needed to decide which is right and which is wrong, and which is good and which is bad.

Technology

From page 1

ment in which to work.

If you are baffled with all this new technology, Mr. Gorsky, the Director of Educational Technology for all three divisions of Gilman, is ready to aid you with all this novel equipment. He is aiming to set up workshops and help students with all the perplexing hardware and software. He and Mr. Doug Lewis are very excited about these changes.

Once again, Gilman, through funding and dedication, is one step ahead of the game. The technology at Gilman is an innovative step in education that schools will emulate for years to come. This technology has become a symbol of Gilman's striving to achieve higher goals and providing diverse teaching styles to meet the needs of today's youth.

Gilman football poised for victory

By Dave Freedlander

The key word for the Hounds 1994 varsity football squad is balance. Offensively, the team can run and pass with equal effectiveness. Defensively, they can stop their opponents' ground and air attacks. The team also has a balanced mix of veterans and newcomers.

Traditionally, Gilman football has been known as a team having ferocious defense and a punchless offense. This year's offense, however, has a considerable sock to it. Returning letter-winner running backs R.C. Kauffman and David Biddison will be sure to keep the opposing defenses off the back of senior signal caller Lorne Smith with their hard-charging running style. Smith's main targets will be nimble wide receivers James McIntyre and Scott Banerjee and tight end Chase Martin. The only way to describe the starting line is huge. Alex Mueller, Ben Wilson, George Bealefeld, Lewis Applefeld, and David Payne combine to weigh in at over 1000 pounds. "Some opponents we could

simply out-muscle," says utility lineman Packer Rodgers.

Under the watchful eye of defensive coordinator Nick Schloeder, Gilman football fans can expect to see once again a stingy defense. Gilman's pressure defense is capable of forcing many turnovers, as witnessed by their four interceptions against Boys' Latin. Up front with Payne, Mueller, Anand Dutta, and Brad Boutilier, the Hounds combine strength with speed. Linebackers Martin, Kauffman, Wilson, and George Sakelaris play a key role in Coach Schloeder's defense and perform their roles capably. They hope to follow in a long line of standout Gilman linebackers. Also, keeping quarterbacks wary will be defensive backs McIntyre and Banerjee.

Needless to say, this is a football team that deserves respect. "We have a chance to be good—real good," says linebacker/tight end Chase Martin. "If some newcomers emerge and we get some depth, watch out."

Soccer experiences early success; beats Gibbons and McDonogh

By Gourab Bansal

On September 8th, the Gilman varsity soccer team started their season off against Cardinal Gibbons. The game was not even close as the Hounds ran over Gibbons 5-0. Their next game would be against rival McDonogh. This game was much closer, but Gilman outlasted them and won 2-1. Through two games in this still young season, the varsity soccer team is 2-0.

This year, the team will face a grueling twenty-game schedule in one of the toughest conferences in the area. They will be facing the currently #3 and #4 ranked teams in the area, in Archbishop Curley and Calvert Hall. They must also face the likes of McDonogh and John Carroll, who, although not powerhouses, will still put up quite a challenge. The MIAA "A" Conference is loaded with good teams from top to bottom. It will be necessary for the Hounds to play consistently in order to attain their goal for the

season: to challenge for, and ultimately win, the "A" Conference Championship.

Graduation from last year has hurt the soccer team. As a result, the team has fielded a relatively inexperienced defense. However, Coach Tucker feels that "the defense will be vastly improved and they will be one of our strengths by season's end." The defense is anchored by senior Steve Burlingame, juniors Jason Mersey, Eric Halloway, and Kirk Caldrony, and sophomore Adam Heaps. Also, good goal-keeping is necessary from junior Noah Gallico.

The offense of the team remains fairly strong this season. It is led by seniors Corey Popham and Matt Woodward, and juniors Jay Homa, Yani Rosenberg, and Evan Kreitzer. Also, the offense gets consistent play from junior Chris McLamb, sophomore Brendan Callahan, and seniors Robby Kang and Jon Jachman.

Through their first two games, the



Gilman's water polo team is one of the top teams in the region. An extremely vigorous sport, polo practice is long and physically grueling, but it is all worth it in the end.

varsity soccer team looks to be a legitimate contender for the "A" Conference Championship.

This year the JV soccer team looks like it can challenge for the "A" Conference Championship as well. They opened their season very strongly with blowouts of Gibbons, 10-0, and McDonogh, 5-1. The "A" Conference is strong on the JV level as well, with the stonger teams being Curley and Calvert Hall.

The defense is led by juniors Seth Maxwell and Jaime Sibal. The offense is very explosive this year. It is anchored by juniors Kelvin Schleif and Jake Rothwell, sophomores Keith Baker, Brian Nottingham, and Frank McHenry, and freshmen Steven Beverage, Matt McLamb, and Jake Cohen.

As always, both teams would like to have as much support as possible from the students. Their success hinges in large part on the amount of support that the student body gives them.

Gilman runners in the running for the championship

By Dave Sandler

This year, the Gilman community has very high hopes for all of its interscholastic sports teams. All the teams have been doing well, despite their loss of senior players. Most of the teams have had a few games already, and are playing hard.

The cross-country team in particular has gotten off to a fast start. Out of the eight varsity runners on last year's team, five have returned, including the top three. With the help of Reed Townsend and Tom Hale, who came up from J.V., the team now has the five runners that they need to be a complete team.

So far the cross-country team has been practicing extremely well, with very few injuries. David Chalmers, a sophomore,

had a problem with his feet earlier this year. Judging by his sixth place finish in the Spiked Shoe Classic, however, he is back and running well.

On a more serious note, Andy Chang, who pulled his quadriceps, will be out for most of the season, if not all of the season.

According to the *Baltimore Sun*, Gilman's cross-country team is considered one of the best teams in Maryland. Last year they finished second to Calvert Hall in the MSA championship. This year, however, Gilman, as well as Calvert Hall, is in the Maryland Interscholastic Athletic Association (MIAA).

It seems that the teams to beat will be the same teams that beat Gilman last year: McDonogh and Calvert Hall, who has

been undefeated the last two years. McDonogh, who also ran in the Spiked Shoe, did not place as high as Gilman did. Gilman was able to place two runners before McDonogh's top runner.

Over all it looks as though this season will be a successful one for the varsity team if they can manage to avoid injuries and stay fit.

If you are interested in reviewing rap and hip-hop artists for the *Gilman News*, then please put a note in Doug Finnegan's (11th) mailbox.
Thank you!

Go to a game!!

Varsity Football

1 Oct. v. Good Counsel - 1:00(H)
8 Oct. v. St. Mary's - 1:00(H)
15 Oct. v. Calvert Hall - 1:00(A)

JV Football

6 Oct. v. Gibbons - 3:30(H)
13 Oct. v. Calvert Hall - 3:30(A)

F/S Football

5 Oct. v. Curley - 3:45(A)
12 Oct. v. St. Paul's - 3:45(H)

Cross Country

5 Oct. v. Loyola - 4:00(H)
14 Oct. v. Mt. St. Joe - 4:00(H)

Varsity Soccer

4 Oct. v. Mt. St. Joe - 4:00(H)
6 Oct. v. Calvert Hall - 4:00(A)
8 Oct. v. St. Pauls - 11:00(H)
11 Oct. v. Gibbons - 4:00(A)
13 Oct. v. McDonogh - 4:00(A)

JV Soccer

4 Oct. v. Mt. St. Joe - 4:00(A)
6 Oct. v. Calvert Hall - 4:00(H)
11 Oct. v. Gibbons - 4:00(H)
13 Oct. v. McDonogh - 4:00(H)

F/S Soccer

5 Oct. v. McDonogh - 4:00(H)
7 Oct. v. Mt. St. Joe - 4:00(H)
12 Oct. v. Curley - 4:00(H)

Water Polo

1 Oct. - Gilman Tournament

Go Gilman!!

"Every newspaper editor pays tribute to the devil"
-La Fontaine,
1680

The GILMAN NEWS



Volume XCIV, No. 3

Gilman School

24 October, 1994

New library computers up and running Multi-media is here; Internet access too

By Cliff Athey

As we entered through the doors of the library during the first week of school, we saw a new sight directly in front of us. This sight was the new Gilman computer network, yet a big sign read, "DO NOT TOUCH". "Why?" we asked. We wanted to test out those machines to see what we could find, but it was only a couple of weeks ago that we were finally able to try our twitching fingers at the keyboards.

The history of the new network dates back to 1986 when Gilman used to do their own cataloging of books. The library staff switched to using OCLC, a computer library consortium, and in 1990 books began to be bar-coded for easy computer access. All cards for the books were computerized and prepared for the school-wide union database over the last few years. The process started over two years ago and should be ready by November, 1994.

Gilman wanted a union catalog for the libraries of the Lower, Middle, and Upper Schools. The same network combines the computers in all three libraries, 19 in all. There are many things included in the new network. One of these things is the MICROCAT, already in the Upper School library, which catalogs books in Maryland libraries. The network will also include CD-ROM products for ready reference by teachers and students.

One beneficial factor of the computer system is the communication server which enables all those with modems attached to DOS-based machines to call in from home and connect with the computers at school. With this option we will soon be able to connect to the Internet from our homes. Although the computer system we have in the library is purely based on IBM computers, which may present a problem for Macintosh users, the system is

Continued on page 4 *Lave Anderson discovers the future at the Gilman library; Mrs. Davison teaches*



Student poll on homework revealing; too much or too little?

By Chris Oh

Gilman School has had a reputation of being one of the most challenging institutions in Baltimore and the state of Maryland. This status is well-deserved, and in many ways it is very beneficial to the students. Such an environment pushes us to reach our full academic potential and prepares us for college and the future. One

of the key aspects of Gilman's academic strength is the homework that is assigned each night. Questions have been raised, however, about whether or not it has become excessive. It appears that students are complaining about the amount of time they must use each night just to keep up with their assignments. *The Gilman News* decided to investigate these claims, and conducted a poll during the week of 17 October.

The poll indicates there has indeed been an increase in the average number of hours spent on homework per school night. Students responding to the poll said that they spent an average of 2.29 hours each night last year and 3.67 hours each night this year. This is an increase of 37.6%, or almost one and a half hours. This is indeed a tremendous increase, but it does not depart from the ideal laid down by the Gilman administration, which basically states that a student should spend as much time on homework each

night as he does in class everyday. In other words, we should spend about seventy minutes on each subject. This amounts to a range of three and a half hours to almost five hours. The 3.67 hours spent by the students this year falls on the lower end of the desired spectrum.

So the question now becomes whether or not the administration expects too much out of the students. According to the poll, the answer is "Yes." Exactly 75% of those who responded said that they feel that their present workload is unreasonable. Many of those who took the time to write additional comments said things such as, "Please help us! Please God have mercy on our souls." Those who were of more stable state of mind raised the issue of problems related to the fourth block classes, time management, and extracurricular activities. The fourth block class often presents itself as a complication, because students find themselves doing the same amount of homework on one night as when they meet every other day. Because the teachers assign the same amount of work for those days where classes meet three days in a row, students are forced to do twice the amount of work in one night. Other students pointed out that they have trouble managing their time. One student even suggested that students should see the study skills advisor, Ms. Cox. Another common

Continued on page 4

The Student Council

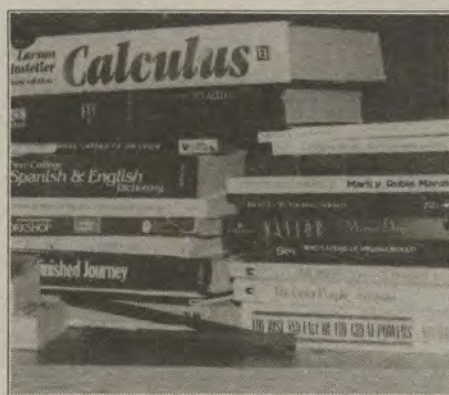
By Jad Fakhry

The Circus, Family Day, and The Honor Committee are all examples of long-standing traditions at Gilman that the Student Council has to deal with. The Student Council aids in making the school year a smooth one by the planning and handling of important matters and social functions at Gilman such as these. The Student Council represents the student body's vital interest in the school, and acts as a mediator many times, between students and faculty.

Mr. Montgomery believes that the Student Council has many important functions. The first of many is to accurately and persuasively represent the students' views. This will enhance school life and decrease much tension and friction between teachers and students over matters that inevitably surface during a school year. Secondly, the Student Council helps deal with issues pertaining to racism or other serious problems concerning students at our school. Thirdly, Mr. Montgomery indicated that a main responsibility the Student Council has is to guide the student body by example, consistent with Gilman tradition. The Student Council is to be a rich source of leadership that generates beneficial ideas for the Gilman community.

Mr. Montgomery feels that one of the Student Council's most important func-

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Is this how your desk looks?

What's inside...

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- Gilman graduates -
- In politics? page 6
- Water Polo page 11
- F/S Football page 12

Middle School play - see article page 8

Senior Stress The Gilman News

By Karim Fakhry

Nobody ever said applying to college would be fun. The senior class as a whole came into this most pivotal year knowing that "college apps," as they are so lethargically referred to, would be a challenge. Further, the fact that there would be major competition, not only from outside the school but even from within the school, did not come as any shock.

However, one thing which was not expected by many was the sheer intensity of the application process. It is an intensity not to be under-estimated. It is an intensity which pulls relentlessly at the chords of friendships, one that makes prey of sanity, and isolates a recluse called "sleep". The senior class will surely be paying for this stress later in life. When in 40 years members of the class of '95 have receding hairlines, ulcers and, multiple bypass surgery they can all point to one reason for their declining health: senior year.

Complaint has become pervasive throughout the senior class as the first semester has dragged along listlessly and the stakes slowly increase. Seniors are being being beaten up physically, mentally, and spiritually while school-work piles up on top of the applications. From the lack of sleep, the volumes of work, and various other heinous activities, these seniors all sound as though they have a speech impediment of some sort. "So, man, you like think that like, ah, I'll.....yeah, I'll probably like get-get in.....right?"

The following statistic only worsens the situation: college admissions officers

spend, on average, eleven minutes on each application. Whereas we spend hundreds upon hundreds of hours doing things which will get us into college, the colleges consider us for a mere eleven minutes.

At times the senior class has to step back and question the validity of all of this effort. After all, isn't the way college affects the rest of our life nothing more than a crapshoot? One could go to a prestigious school, hate it, drop out, and do nothing productive for the rest of his life. Or one could go to a less prestigious institution, have a great time, have wonderful professors, meet all the right people, and turn out to be enormously successful.

Whether we care to believe it or not, a good school can only help you get your foot in the door. Upon graduation, it will be up to you to determine whether or not you reach your goals.

But in the meanwhile, the burden has become too much to bear. I would like to grab a noose, pull a trigger, or to take a long walk off a short plank, but I just don't have the time.

Breaking teenage stereotypes

By Nathaniel Hoffman

All kids will rebel at some point. It is very natural for young people to want to be independent and to think for themselves. Seniors especially are prone to rebellion, being so close to the greater independence that comes with college. Rebellion comes in three main categories - the destructive rebellion, the party rebellion, and the radical rebellion. I urge you to consider the radical rebellion as the best option.

The first two options entail violence, breaking things, getting drunk, getting high, wasting time, using people, and ignoring all social and behavioural standards instilled by parents. All of these activities have definite rebel merit, in that they are activities that go against what is expected of "good" youths. Challenging these expectations and challenging adult's authority to control is what growing up and discovering who you are is about. The problem with the first two categories of rebellion is that they are selfish and possibly self-destructive. They give young people a bad reputation and make it hard to take students seriously. These two are the cliché rebellions that you see in the movies. They are easy and attractive.

The third option, however is the mature, responsible option. Instead of spending Saturday night shedding your parents' control in someone's basement while getting drunk, you could be changing the fate of the society that you will soon live in and run. Instead of spiraling downward into a pit of lethargy and meaningless, unearned, chemically-induced bliss, you could be actively improving the image of teenagers, and, by extension, actively improving the state of America. Doesn't sitting around with nothing to do seem dull when you could be out in the world being positive, or enjoying music or poetry, or becoming more aware of your city? I hear people complain all of the time that there is nothing to do for fun, but the truth is, having fun takes a certain effort. You have to think of things to do, and if you feel like rebelling, then do it. Rebel from the typical teenage role of a lazy, drunken, and destructive individual, and be pro-active.

The radical rebellion means that you can question and debate that which is status quo instead of ignoring it. It challenges you to be an individual and to stand for something. As young people shape themselves into adults, they are sometimes disillusioned and give up. You must bear in mind that it is not that hard to be interesting and to do positive things for yourself and others at the same time. I think teenagers should act on the passions and dreams of their youth and not just sit back and party their way through high school and college. I dream of an exciting, charged atmosphere in which kids take initiative and are looked up to instead of down upon. This is the atmosphere that should exist at Gilman.

Gilman students do not seem to care about much with any passion. I hear kids complain about the dress code a lot. Many students come to school without a tie, or looking sloppy, or pushing the bounds of the dress code. But when pressed they act as if they do not care that they are being forced to wear clothes that they obviously have a problem wearing. Granted, in the grand scheme of things, the dress code is a small issue, but it is an issue that affects us at Gilman every day. If we students do not like the dress code, than we should discuss it; we should do something about it. One of the goals of education is to learn how to make decisions and be responsible. If there is something that students feel strongly about, then the administration should have no qualms with us presenting an alternate proposal. School is not a dictatorship. Students have a say in the goings on at Gilman, and in the community at large, and a voice that is valued, but we do not use our voice.

There are numerous forums to bring up troubling issues about the school and community. The best forum for this dialogue is this very newspaper. This paper could be a conduit of ideas and a center of debate at Gilman if students make it so. Assemblies can be used to voice opinions, to question and challenge speakers, and to make other students more aware. If we take the risk of challenging our typical "teenage" roles, and try to be more active, we will have the satisfaction of the rebellion without the stigma of being stupid teenagers. This is a challenge to the students of Gilman. Try to get interested in life, and in Gilman and in the world. It can be very satisfying.

**BE
INNOVATIVE!
ADVERTISE
IN
THE
GILMAN
NEWS**

Gilman News Poll*

Do you read a newspaper or watch the news on television? 50% yes

Are you aware of the troubles in:

The Middle East?	70% yes
Rwanda?	70% yes
Haiti?	90% yes
Bosnia?	75% yes

Do you understand the troubles in:

The Middle East?	30% yes
Rwanda?	53% yes
Haiti?	65% yes
Bosnia?	55% yes

*Based on a random sampling of Gilman Students

Gilman School

5407 Roland Avenue Balto, MD 21210



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The Gilman News accepts (welcomes, beseeches) letters to the editor, columns, and political cartoons from Gilman students, teachers, faculty, alumni, and from the community at large. All items must be signed and typed, and preferably saved on a 3.5 inch disk in Microsoft Word or Works format. Send correspondence to *The Gilman News*, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210.

.....

Letter to the editor from Will Perkins

Dear Sirs:

I write in response to Karim Fakhry's editorial of 3 October, 1994. I certainly sympathize with the author, and I share his concern for the safety of all students. Gilman School and its teachers, however, do not bear the sole burden of blame for the overload that some students experience.

Many students view high school as an unpleasant roadblock on the way to college. The university rises as a glimmering Oz on the horizon, an emerald city constructed expressly to provide young adults with the experiences of their dreams. Most students adopt a traditional North American consumerist approach as they work to get around this roadblock and arrive at the college of their choice. Like a parody of a 1960's TV commercial, they strive for a "bigger, faster, more powerful" transcript. How many clubs can I join? How many teams can I play with? How many AP courses can I take? How many 90's can I get with six majors? How many extras can I cram onto my record to make colleges want me?

As students work harder and harder, more sometimes becomes less. The goals of learning, playing, exploring life, and enjoying adolescence disappear under the weight of obligations that students perceive. They feel they must do more and more, and that duty overwhelms their sense of reason. The results include "all-nighters," exhaustion, loss of normal relations with family and friends, and sleeping at the wheel. Gilman cannot bear the blame for all of these negative consequences; students must realize that their own desire to "do it all" can place them in difficult and even dangerous situations.

It's also important to consider the matter from the perspective of the teachers. Much of Gilman's success in educating young men stems from its ability to combine high academic expectations with a commitment to foster strong moral values in the members of the community. In a good school, teachers always push the students to do more and better work, and the students always complain about the overload. In a very good school, teachers know the limits of their students, know when to push hard and when to ease up. Mr. Fakhry describes



his homework level as "preposterous," but other students do not feel overwhelmed. The lead article in the 3 October issue of the Gilman News observes, "Senior Greg Dobbyn finds the homework easier this year because there is more time to work on it. Free time is great, many students say, but there is the problem of not using it wisely... 'There is more time to be free, but there is also more time to hang yourself.' Seniors have a problem with the great amount of free time..." These quotes clearly demonstrate that not all students feel the pressure that Mr. Fakhry senses.

In sum, there may be a problem, but it does not affect all students. When a student feels overloaded, the most logical solution is for the student to reduce his load by taking fewer courses or carrying fewer responsibilities. It is not the school's job to try to adjust homework to compensate for students' excessive commitments. The new schedule, however, carries substantial changes with it. Even the most experienced teacher now stands at the bottom the learning curve, a student again, learning how to set expectations and maximize learning. Teachers do not want to kill students, figuratively with homework or literally with exhaustion. Faculty needs to find the right level of expectation for the new schedule and still maintain an excellent academic program. This will take time, better information, and a willingness to look openly at the problem from all angles. One of those angles must also include the role of the student's freedom of choice to overload himself. The new schedule provides the chance to learn what makes sense for both teachers and students: when do the former ask too much, and when do the latter try to do too much.

Extra-curricular activities and their importance

By Judge Hammerman

The academic and athletic sides of your student life well recognized, there is an important third side — extra-curricular activities: clubs, organizations, student government, class government, publications, theatrical, music, and others.

These have been traditionally called extra-curricular activities, but a number of schools have redesigned them as co-curricular. The name is not too important. What is important is the recognition by academic leaders that these activities are equal partners in the educational process

and contribute to your learning and development in significant ways.

These activities will make a substantial

"I hope and strongly urge that your motivation in joining extra-curricular groups be pure."

contribution to you, however, only if you make a substantial contribution to them. My high school history teacher at City College often told us that City College was like a bank — you put something in, you get something out — and the more you put in, the more you get out. And you

Commander in Chief; Bill Clinton

By Billy Whitridge

Throughout the 200 year history of the United States of America this great country has come to be characterized by its unique freedoms, unparalleled standards, and the competence of its leaders, who have made the United States the most powerful nation in the world. The most important of these leaders is, of course, our Commander in Chief. With this position comes incredible responsibility, not only to the people of the United States, but also to the entire global community. Amazingly, very few of this country's previous forty-one presidents have failed to live up to the incredible expectations of the critical American public, and have proudly lead this country through the best and worst of times with success. However, our forty-second president, Bill Clinton, has indeed failed the people of the United States in his post as President of the United States of America.

Clinton's first major flaw is the fact that he has neglected to govern by the same principles on which he was elected, and in effect has deceived the voters. Clinton appealed to the voters because he ran for the presidency under the heading of being what is known as a "New Democrat". This title connotes a more conservative type of Democrat, who would be able to work effectively with the Republicans in the Senate and House of Representatives. However, Clinton has not attempted to live up to being a "New Democrat" and has instead taken the traditionally liberal Democratic stance, and because of this he has been placed virtually at the mercy of the Republicans in the Senate and the House of Representatives. An example of this is the way in which his, poorly organized Health Care package, which did not account for much of the needed financing, was completely shot down in its passage through Congress, and failed to provide universal insurance coverage.

President Clinton has also had a great deal of difficulty in the area of foreign policy, an area which he had hoped to ignore, and failed to address during his campaign. However, thus far he has had to deal with foreign situations at every turn, and has done so with little grace or in any way which commanded respect from

overseas aggressors. He continually changed his mind on the course of action to be taken during the situations in Somalia and Bosnia. Clinton's latest and largest foreign policy blunder occurred when he sent young American soldiers into Haiti, a nation which has no political significance to the United States, only to return a corrupt president to power. Many people feel that a President's ability to



deal with foreign policy is a secondary requirement; however when American lives are at stake foreign policy clearly becomes the top priority.

Of all of President Clinton's inadequacies, clearly the most prevalent and most important is the lack of leadership which he provides the United States. Traditionally the U.S. presidents have been men who would stand up to criticism in defense for what they felt was right. Clinton, however, is not strong willed and has no coherent philosophy, but is more interested in pleasing his latest critic. An example of this is his health care proposal on which, during his campaign, he vowed never to compromise the promise of universal coverage. However, when the opposition mounted he immediately retreated and compromised the bill and reduced his amount of coverage from 100% to 95%. He also shows this lack of leadership in his dealings in foreign policy. This was made prevalent during his dealings with Haiti when it appeared as if it was Cedras who was really in control of the situation rather than Clinton.

For anyone who is concerned with the direction of the United States it is difficult to watch as Bill Clinton compromises the power and integrity of our country through his lack of leadership and self confidence. It is even more difficult when we remember that he still has another year in office until the Republicans are back.

get more out than you put in — which is the interest.

You are fortunate at Gilman to have a

marvelous diversity of these programs — truly something for everybody's taste and time constraints.

You are fortunate also in having excellent faculty advisers in all of these programs, teachers who are knowledgeable in the respective areas and committed

to enhancing your opportunities to explore, learn, grow, and have fun.

The close faculty involvement is one of the "hidden" benefits of extra-curricular activity — a chance to learn from a faculty member and to get to know a number of them on a more informal, close and casual basis.

Another "hidden" benefit is the opportunity to get to know well a number of other students you otherwise would not

Continued on page 5

You too can use the computers in the library to your advantage *The Internet is a wonderful tool for students and faculty alike*

From page 1
versatile and advanced. The basic programs on the system are DOS 6.0 and Windows 3.1. The computers communicate via a fiber-optic cable the size of those used to serve towns of 30,000 people

The Internet is a new tool that links colleges, universities, government offices, libraries, and databases around the entire world. Even as you read this, the Internet is expanding at an exponential rate, and there will be no way to avoid contact with this network in the future. College students are already realizing that they have to learn about the Net. E-mail and discussion groups are the college rave of the nineties. Gilman is offering a wonderful opportunity for students to become acquainted with the Net early.

If you are working on a paper for government, you will soon have a great many resources on your hands. You could

e-mail your paper to a famous professor at Harvard and have him or her critique it; you could subscribe to an electronic government journal and get a weekly electronic mailing of the president's speeches, court proceedings, and congressional documents; you could get into a discussion group on politics; or you could actually e-mail Bill Clinton himself. In addition to those primary sources, you will have access to libraries from Amsterdam to Hong Kong. The number of resources is amazing, and no one person can comprehend the breadth and depth of the Net.

The multi-media encyclopedias and the card catalog that are available through the Gilman library are a great leap toward the future. Cutting-edge computer technology changes daily, almost hourly, but what our library has installed is at the top of the technology totem pole. The library of the nineties is an exciting, and diverse

experiment in the future. The Internet and multi-media are not a far cry from interstellar travel and robots. We are the future, so we must learn how to live in the future. Gilman is providing us with a chance to be on the cutting edge. Use that chance to the fullest degree possible.

"All of this sounds great, but what can we do with it?" you might ask. The answer is, practically anything. If one needs to locate a book anywhere in a Maryland library, it would only take a matter of seconds. We will now be able to find the most detailed information on almost any subject we want. The great majority of the information available to us remains to be discovered. The librarians have invited us to come in and explore the technology available to us. Few know that we have the opportunity to listen to famous speeches, watch videos, hear animal noises or famous compositions of music. We can do whatever we want, for the possibilities are endless!

Student Government *is for you*

From page 1
tions is its significant involvement with the Honor Committee. Ted Lord, along with Mr. Montgomery, commented on the difficulty of serving on the honor committee. One must judge peers and possibly recommend a heavy sentence. This, Ted mentioned, is one of the Student Council's main functions at Gilman for, in order to be just, one must suppress all prejudices, whether they be in favor of the student or not.

Searching for possible ways to make our student life better, members of the Student Council have already spoken with the Board of Trustees and have begun chiseling away at current needs and problems we all have in common. Another option utilized by the Student Council is the Human Relations Forum, run by School President, Ted Lord. Forums such as this one are used as tools for discerning student opinion and belief. Mr. Montgomery remarked that in the past many things have been accomplished by the Student Council and that it has always been willing to contribute to the betterment of life in the Gilman community. Just last year the Student Council revised Gilman's constitution and devised a novel method of electing officers to new positions.

Ted Lord also added that one burdensome responsibility the Student Council has is the organization of class events, class trips, and community service. One point that Ted reinforced is that a great Student Council is nothing without a strong class to back it.

Mr. Montgomery said, "I am delighted with the willingness of the student body to do the right thing time after time." Ted added, "This year is going really well, and the senior class has really lived up to its expectations." The Student Council, however, needs student input to help our school. To make this school year a great year, and for anything to be accomplished, the Student Council needs feedback. The Student Council is not just a symbol. It is an institution created with the school, to organize and represent the students within the Gilman community.

Homecoming is coming!!

29 October is Gilman Homecoming - Get a date!!
8-12 PM - doors close at 10
Old Gym - \$8/couple - \$5/person
Post-dance party in the Cyno office - the place to be!!
(Not!)

Students are having difficulties adjusting to the schedule

From page 1
comment was that many students find themselves unable to devote as much time to extracurricular activities as they would like. Many find that they utilize their time on the weekends simply to catch up on assignments and work from the previous week.

The problem is by far the worst for the seniors. Many are members of varsity teams, presidents of various clubs, and appointed leaders of the school. The added pressure of trying to achieve good grades and filling out application forms for colleges can leave a typical senior in search of rest and relaxation. Yet the work continues to mount up without any end in sight. Perhaps the administration should concentrate especially on this group of students.

In all, the student body poll was successful in indicating that the amount of time spent on homework each night has been greatly increased. It is disappointing though, that the majority of students did not take a few minutes of their time to fill out the poll. Perhaps this shows that they are overburdened, so much so that they could not even sacrifice any time for the poll.



This is an order:

**WRITE FOR THE
GILMAN NEWS
(OR TAKE
PICTURES)**

Dr. Neale remembered

Mercer Neale doing fine at BL

By Doug Sandler

The past twenty-six years have had Dr. Mercer Neale greatly involved in our school. He has affected, in some way or another, everyone. Though he now holds the position of Headmaster at Boys' Latin School, with Mr. Stillwell taking his place here at Gilman, he is not forgotten. Every day one hears his name mentioned. Every student has benefited from Dr. Neale's teachings, whether they have been academically, culturally, athletically, or morally oriented.

Although Dr. Neale has moved on, he has not left us. He is now involved in the Boys Latin community, yet he is still involved in ours. When I spoke to Dr. Neale over the phone, I attempted to learn of his new role as the Headmaster of Boys' Latin School. Dr. Neale, though he was more than happy to share with me the workings of his new office, was much more interested in Gilman's well-being. He asked how everyone was and what they had thought of the new school year. He was happy to hear that many students believed the 70 minute periods were beneficial, and at the same time Dr. Neale was sorry that he was unable to confer with teachers and students over the unanticipated problems that had arisen from the new scheduling. Dr. Neale, however, has spoken with many of Gilman's students already this year. He told me that he will always hold a strong interest in our affairs.

Dr. Neale did say that though it was very difficult for him to leave Gilman, he was excited to be among great friends. The people of Boys' Latin School, from students, to faculty, to staff, have gone far out of their way in helping Dr. Neale adjust to the new setting.

Though Boys' Latin is similar in structure to Gilman, it is in many ways

still different. One thing in particular which Dr. Neale is fond of is the closeness of all people. The intimacy of the school is appreciated, he says, for it has helped him get to know everyone. The Upper School of Boys' Latin is much smaller than that of Gilman, and Dr. Neale has become well acquainted with all more quickly than he had imagined. He is thankful that the Boys' Latin community immediately accepted him to their school.



Mercer Neale at BL

Dr. Neale is glad to be there, and they are glad to have him.

Gilman, of course, was sorry to see him go. We will always remember what he has done for us, and once again we want to thank him for the way he has shaped our lives. We will see him many times again, whether here at Gilman or at our neighboring school, Boys' Latin. In the halls of the schools, or athletic fields we will always be looking forward to meeting up with him again. Good luck Dr. Neale!

Grow through involvement

From page 3
have contact with — students in higher or lower grades. This expands your circle of friends, and thereby further enriches your total Gilman experience.

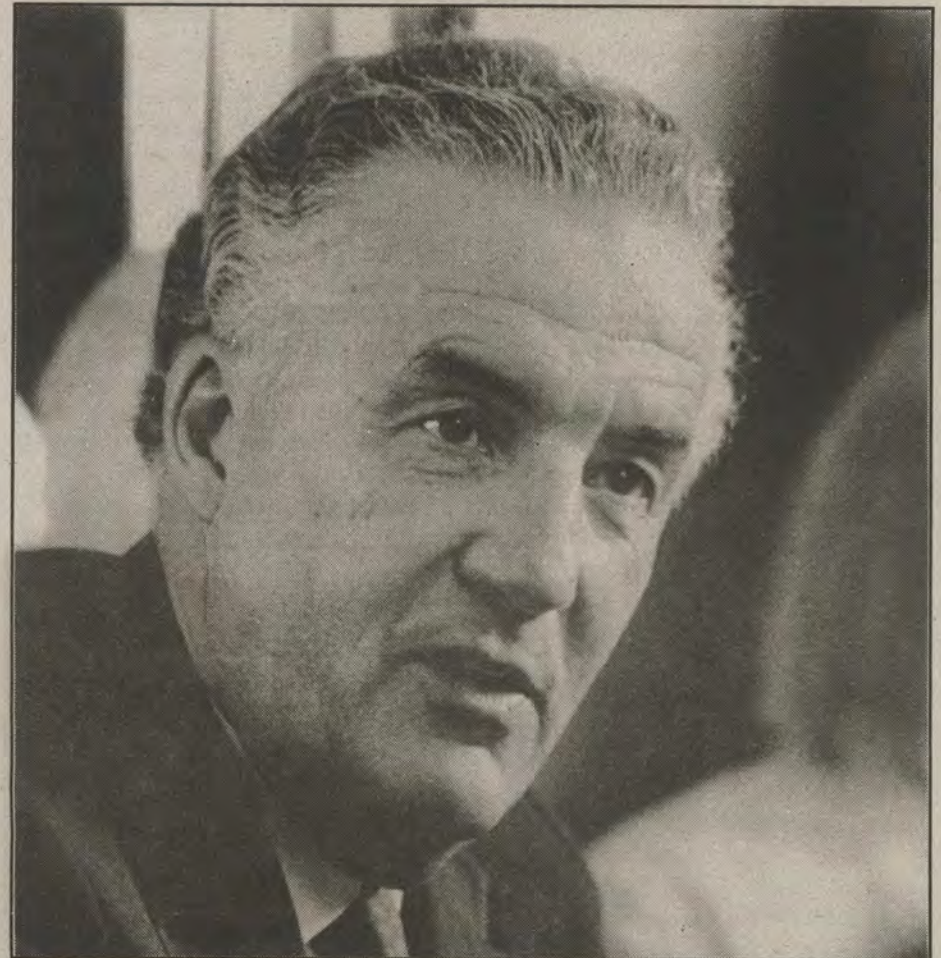
I hope and strongly urge that your motivation in joining extra-curricular groups be pure. By that I mean your sole purpose should be your own enlightenment, learning and pleasure — and not as many will do, to join a lot of these programs because it will look good on your college application. This will only depreciate your involvement.

Colleges are not naive. College admissions officers were not born yesterday — they are wise to every trick of the trade. They take a dim view of a student who belongs to a slew of clubs and organizations — those who are simply "joiners" — those who seek to pad their

resume. What the college people look for is not the number of groups you belong to but your achievement in them — have you excelled in one or two of them — have you become an officer or received some other singular distinction.

In this regard, here too is an excellent avenue for growth through extra-curricular groups — the opportunity to become a leader, to handle that type of responsibility, to have an impact on what happens in your school, and in your own way to help enrich the lives of your fellow students.

Join — but join wisely. There are so many attractive opportunities; become active in a selective way. And when you graduate and your bank account is handed over to you, the school will return to you all that you have invested — and a heck of a lot more — the interest.



Senator Paul Sarbanes is leading in the polls. His wife, Mrs. Sarbanes, a Gilman teacher, is helping with the campaign. See article, page 7.



Mr. Shields's physics class sent rockets shooting into the sky. The goal was to calculate the proper launch angle in order to hit a target. Only one group was successful, but all had fun. David Rugh, Parijat Didolkar, and David Kim give it a shot.

Gilman grads run head to head in state

Gerry Brewster and Robert Ehrlich graduated together in the class of '75

By Krishna Tripuraneni

On Tuesday, November 8, voters will go to the polls to make their final selection of public officers. After Helen Bentley announced that she would not be running for the House of Representatives for the second district in Maryland, two of the people that decided to take a shot at the position were Robert Ehrlich and Gerry Brewster. After the primaries, these two men are the only ones left for the final election.

This is not just any election. Both of these men graduated from Gilman School, and not only that, they were both from the same class, the class of 1975. After Gilman, they both went on to graduate from the same class again, from Princeton University in 1979.

Gerry Brewster came to Gilman in 1963, and was involved in many different activities at Gilman. He was a member of the Student Council, co-chair of the tutorial and hospital projects, a member of the Gilman Religious Association, and served as an officer in the Political and Ecology Clubs. He started the Fresh/Soph soccer team, and also won the Peter Blanchard Award. When he was at Princeton, he was a member of the crew team and received a prize during graduation ceremonies.

After college, Mr. Brewster went on to work in the office of U.S. Senator Charles MacMathias for two years. Then he came back to the Baltimore area to study law at the UMBC Law School. Mr. Brewster had an interest in horses and racing, so for six years in the 1980's, Mr. Brewster was a horse jockey. He was the tallest horse-racing jockey in the nation in his racing days. The best finish he had was second place in the Maryland Hunt Cup.

Mr. Brewster's next stop was as a clerk for a Baltimore County Circuit Court judge. After that, he served as Assistant State's Attorney for Baltimore County, where he prosecuted thousands of people in cases entailing murder and robbery. He later went on to become the education liaison for Baltimore County. He was "the

link for the county government and education." Currently, he has a private solo practice in Towson, even though most of his time is now being taken up by legislative work, specifically for the Maryland General Assembly, where he has been a member for the past four years.

Mr. Brewster said that the influence on him from Gilman was "tremendously positive. "Gilman has been my life and my love, and I dedicate this page to all of those who made this possible," shared Mr. Brewster, in his senior page.

He praised Gilman very highly for



Gerry "Checks" "Big Brew" Brewster everything, adding, "I know of no person whom I admire more than Reddy Finney. I am very honored to have him support me," referring to Redmond Finney's being a member of his campaign committee.

"I learned the importance of personal responsibility, personal respect, honesty, and leadership. I wouldn't have been running for Congress if it wasn't for Gilman." As well as Mr. Finney helping out with his campaign, Mr. Nick Schloeder has also decided to help Mr. Brewster.

Mr. Brewster has also been active with the Gilman community since graduation. He has served as a member of the board of trustees for three years and as a member of the alumni association executive committee. From 1991 to 1992, he was

the president of the Gilman Alumni Association. He has also been class agent two times, and also helped raise funds for the Redmond Finney Athletic Center. Another addition to his post-graduation involvement with Gilman is that he interviews Gilman students who are interested in Princeton as part of the admissions process.

About his opponent's campaign, Mr. Brewster says, "Our campaign is focusing on introducing Gerry Brewster to people that have not met him, rather than what his opponents are doing." Mr. Brewster



Robert L. Ehrlich Jr., class of '75 sums it all up in one sentence, "We have to see what the voters think and not see who our opponents are."

Mr. Robert Ehrlich lives in Timonium with his wife and has a law practice in downtown Baltimore. After Princeton University in 1979, he went to Wake Forest University Law School. In 1986, he ran for Maryland General Assembly, and was elected, and he is currently in his second term. At Gilman, Mr. Ehrlich was also heavily involved outside the classroom. He received eight varsity letters as captain of the football and baseball teams and member of the basketball team. Mr. Ehrlich also noted that Gilman was a very positive experience, having come to Gilman on a scholarship. He said that he was "very fortunate and Gilman had a

very competitive academic atmosphere."

Mr. Ehrlich is also presently involved with Gilman. He tries to see a football and basketball game now and then. He participates in the Annual Giving and comes back for the Bull Roast every year. He also has been a class agent, and maintains contact with faculty, particularly Mr. Schloeder, Mr. Bulkeley and Mr. Bristow.

When Mr. Ehrlich was in his high school years at Gilman, he never thought that he would be involved in politics in the future. "Politics wasn't foremost in my mind, but I was interested in politics. Mr. Schloeder's class had an influence."

Mr. Ehrlich commented about his opponent's campaign saying, "He's doing what he wants to do." He pointed out that his opponent had received all the support he was looking for. He also said that he has expected everything. "There have been very few surprises, very few."

"A healthy rivalry has developed between us," including, "occasional political banter," said Mr. Brewster, concerning his relationship with Mr. Ehrlich. According to Mr. Ehrlich, they were, "acquaintances and friendly, but not close friends, and never any ill-words were said."

Their relationship has carried over through many years. This race for Congress has brought not only local, but national comments. In 1993, Mr. Brewster received the Co-legislator of the Year Award from the State Fraternal Order of Police. Who received it along with him? Mr. Ehrlich, who describes all of this as an "interesting coincidence." Mr. Brewster said, "We have had the same education and are pretty close, but on issues we are very far apart."

A contrast is present in endorsers. The Sierra Club, and other environmental groups, have endorsed Mr. Brewster. On the other hand, chemical groups have endorsed Mr. Ehrlich.

All of us at the Gilman School would like to wish both of the Gilman graduates the best of luck in their campaigns.

Maryland Governor's race heats up for 8 November election

By Alex Iliff

This November the people of our state will choose either Democrat Parris Glendening or Republican Ellen Sauerbrey to replace William Donald Schaeffer as governor of Maryland.

Ellen Sauerbrey, an upset winner over Helen Bentley in the Republican primary, is a 57 year old woman with a BA from Western Maryland College. Her running-mate is Paul H. Rappaport age 60, a former Howard County police chief now working as a lawyer in Ellicott City. Mrs. Sauerbrey has been a member of the Maryland state House of Delegates since 1979 out of Baltimore County. She has been the House minority leader since 1987. She is the co-founder of the Maryland Taxpayers Coalition and the national chair of the American Legislative Exchange Council.

Parris Glendening steam-rolled the competition in the democratic primary, beating closest competitor American Joe Miedusiewski by 35 percentage points (53% to 18%). He graduated from the Junior College of Broward County (Florida) and from Florida State University. He received a BA, MA, and PhD from Florida State. Before serving for twelve years as Prince George's County Executive, Glendening was on the Hyattsville City Council (1970-1974) and the Prince George's County Council (1974-1982). His running-mate, Kathleen Kennedy Townsend, is a 43 year old lawyer from Baltimore, who was the Deputy Assistant Attorney General for the U.S. Justice Department.

Ellen Sauerbrey has spoken of lower income taxes and less government quite

frequently during the past few months, placing these goals at the forefront of her campaign. She believes that Marylanders want the government to interfere with their lives as little as possible. To her taxes, the budget, and crime are the most important issues facing us today. She says that her strengths are in taxes and budget and that her running mate, being a former police chief, is forming a plan to fight crime. She is anti-abortion and is opposed to hand-gun restrictions. She hopes to get stiffer penalties for criminals and stronger rights for victims.

Mr. Glendening has stressed what he calls the Five E's: Education, Enforcement, Environment, Economic growth, and Excellence in government. He plans to increase support for public education. He has vowed to press for restrictions on

handgun purchases. Companies that recycle will be given preference on state contracts in his program. He says he will spur economic development with tax incentives for businesses.

Glendening is the early favorite, based on the two to one edge held by the Democrats in registered voters. He claims that he is more qualified to run the state because of Sauerbrey's lack of executive experience. He says Sauerbrey's proposed 24% personal income tax cut is "unrealistic posturing." "I'll look to reduce some taxes to bring jobs to Maryland, not just for rhetoric," he says. Sauerbrey and her followers maintain that Glendening has too few bold ideas and is too conservative. She also keeps a high level of confidence, saying "the minds and hearts of Marylanders are moving in our direction."

Kamenitz ('75) runs for County Council

By Jon Mohraz

Gilman strives to instill in all of its students the characteristic of leadership. Kevin Kamenitz exemplified leadership while a student at Gilman, and in the nineteen years since his graduation he has displayed himself as a leader outside of the Gilman community.

A member of the class of 1975, Mr. Kamenitz was editor-in-chief of *The Gilman News* and president of the Political Club. He was also an active member of the Dramatics Association and an officer in the Photography Club.

Kamenitz graduated from Gilman and went on to Johns Hopkins University, where he majored in political science. After college, he went to law school at the University of Baltimore. Kamenitz became a prosecuting attorney and was the assistant state's attorney for five years, where he worked under Gilman graduate, Stewart Simms, '69. Since then, Kamenitz has been in private practice in Towson.

As well as being an attorney, Kamenitz has been the Chairman of the Baltimore County Democratic State Central Committee. He has served as the elected chairman for three terms. Currently, he is running for the office of Baltimore County Councilman of the second district. As Councilman, Kamenitz would deal with the basic local issues: the maintenance of the streets, problems with the schools, zoning, land use, etc.

Kamenitz's interest in politics began when he took Nick Schloeder's government class as a tenth grader in 1972. As part of the curriculum of the class students were required to get involved in a political campaign and write a term paper on it.

Mrs. Sarbanes's husband is running for re-election

By Gaurab Bansal

In the month of November, voters in the state of Maryland will be going to the polls to select their representatives. One of the most important races has especially strong ties to Gilman. In this race, incumbent Senator Paul Sarbanes is seeking re-election to a fourth term in the United States Senate. He is running against Republican Bill Brock in this year's general election.

During his tenure of almost twenty-five years in United States Congress, Mr. Sarbanes has been involved in a wide range of issues. He has served on several committees that investigated two of the biggest scandals in twentieth century American history: Watergate and the Iran-contra affair. In terms of local and national issues, Senator Sarbanes voted for President Clinton's economic plan, the Brady Bill, and the recent Crime Bill in the past two sessions of Congress. He has also been a long-time supporter of labor force of the nation, especially here in Maryland. Senator Sarbanes has fought for the improvement of the environment, specifically the Chesapeake Bay area, through various legislation.

In this year's election, there are many

Ever since that time, Kamenitz has involved himself in political campaigns. He has also always carried with him the advice of Mr. Schloeder.

Kamenitz said, "Mr. Schloeder has served as my advisor for twenty-two years, in which time he has always provided me with political guidance."

As Kamenitz looks back on his years at Gilman, he says that Gilman provided him



Kevin Bruce "Capt. Kam" Kamenitz

with an ethical education as well as a solid preparation for college.

He said, "At the time, I didn't appreciate it so much, but in retrospect I realize how important Gilman was in terms of providing a good, basic education."

Clearly, Kevin Kamenitz is an example of someone who took the leadership skills he learned at Gilman and applied them to the world of politics. He has proven himself to be a fine leader, both at Gilman and in the Baltimore community.

issues that are being debated between Sarbanes and Brock, ranging from crime and violence to health care. Even though health care has been indefinitely put on the shelf until the next session of Congress, both the candidates have strong views on health care. While Mr. Brock has supported a cautious approach, Senator Sarbanes has voiced support for a system in which the quality of care is kept at a high level. And at the same time, Mr. Sarbanes hopes to put a ceiling on costs and guarantee coverage for all citizens. Mr. Sarbanes also has a strong opinion on the issue of crime and violence. He believes that state governments have a strong role in maintaining strong law enforcement. He voted for the Brady bill and the Crime Bill. He supports the ban on assault weapons and other commonly used guns. In the area of foreign policy, Mr. Sarbanes has said that United States commitment abroad should be based on the country's interest and the country's goals there. Therefore, he feels that the President should be somewhat cautious and slow in dealing with such situations, by bringing the conflict to the United States Congress first.

Helping in his bid for a fourth term are

Mr. Schloeder: teacher, political activist

By David Chalmers

Most people at Gilman know Mr. Schloeder as the funny, personable history teacher who coaches the football team. Aside from this, there are many more aspects of him with which the students are not familiar. Mr. Schloeder was born in a poor, overpopulated, slum-like neighborhood in northern New Jersey. Despite this, he was able to go to college and acquire a masters degree at Bucknell University. In 1955, he served in the army, and was then offered a job at Calvert Hall where he taught History and English, as well as coached the football and basketball teams. After three years at Calvert Hall, Mr. Schloeder began his first of thirty-six years of teaching at Gilman.

Today, one of the main focuses of Mr. Schloeder's life is politics. On account of this, he has taken an unpaid leave of absence from the first semester of school this year. Mr. Schloeder is working as Co-



Nick Schloeder finds time in his busy schedule to coach

a few people that are closely tied with the Gilman community. Mr. Michael Davis, a Gilman graduate, is currently the Sarbanes Campaign manager. Also, Mr. Schloeder, history teacher and football coach at Gilman, is closely linked with the campaign. Mrs. Christine Sarbanes represents her husband as well, wherever he cannot be himself. She has gone all over the state of Maryland campaigning for her husband in the last few weeks. Both of the Sarbanes' boys, Gilman graduates and now attorneys, help out with the campaign whenever possible. The Sarbanes' campaign also has some ties to Bryn Mawr, as Kara Peterman, a BMS graduate, has a role in Mr. Sarbanes' re-election bid. Mrs. Sarbanes will return to Gilman for the second semester, and resume teaching and advising the yearbook. It will be very different from campaigning, but interesting nonetheless.

Director of the 1994 Maryland State Campaign for Paul Sarbanes and the Democratic party. A democrat himself, he was asked by Mr. Sarbanes, who is an old friend of his, to help out with the campaign, due to the hectic nature of this election. Despite the long hours and heavy work load, Mr. Schloeder says he enjoys working with his long time friend to help him retain his spot in the Senate.

Mr. Schloeder cites the major issues of this year's campaign as being crime and education, and he notes that there is a looming unhappiness among many people that the government is not working. Senator Sarbanes, with the help of Mr. Schloeder, is trying to play upon these themes to get the people's votes.

Mr. Schloeder began his involvement in politics when he was still quite young. Growing up in a society dominated by the Democratic party, he became a "two o'clock runner" for each Democratic nominee, for which he was paid a quarter. He, along with many others, would run throughout the neighborhood causing a ruckus in order to alert everyone that they should make their way to the election stands. Mr. Schloeder received additional political experience from nightly family debates. People from all across his neighborhood would come to his house in order to participate in heated discussions about topics ranging from politics, to religion, to philosophy.

There are several Gilman graduates who were taught by Mr. Schloeder, who are running in various elections this November; most of whom were probably influenced by his history classes on American Government and U.S. History. Among his former students are Gerry Brewster and Bob Ehrlich, who are running against each other for a spot in the House of Representatives. These two candidates were in the same class at both Gilman and Princeton.

Mr. Schloeder has dedicated his life to teaching, and he has influenced his own daughter and son to become teachers as well. Despite all of his success, Mr. Schloeder has not forgotten his roots, and still keeps his family socially active and responsible. Both of his children began their teaching careers in the inner city of New York. His daughter is now the athletic director at a school in Seattle. His son has decided to join him at Gilman, and is teaching in the Lower School. Mr. Schloeder will be returning to Gilman for the second semester. The whole school misses his presence right now, but hopefully he will come back to Gilman with many new stories from his campaign with Senator Sarbanes.

Join a campaign!
Gain political experience, and work for
a cause.

Middle Schoolers to put on Shakespeare for the first time ever; go see Romeo and Juliet Show to go up on Friday, 28th & 29th of October

By Jason Haas

Middle Schoolers acting Shakespeare? You may think that Shakespeare, the old dead guy who writes funny, is too hard to read in your English class, so how can a bunch of middle schoolers do it?

This year's middle school play is *Romeo and Juliet*, the story of two young lovers from two wealthy but feuding families. It is "The greatest love story of all time," according to Mr. Spragins, who will be directing the play. Mr. Spragins had decided that the middle schoolers were ready for such an incredible undertaking. According to him, they are doing well and are having no problems, provided that middle and even lower schoolers could read Shakespeare. He says that the cast is great, and that they are reading and understanding without any trouble. The only problem is that all of the sword fights had to be replaced with other forms of combat because the fight coordinator, "Lou," said that otherwise someone could get hurt. Combat will now be in the form of boxing and other swordless varieties.

The set can currently be seen on the stage in the Gilman Auditorium. It is supposed to be a wall in a large room in a 1930's Italian prep school, richer than

Gilman (yes, you heard right, richer than Gilman.) The beautifully stained wall with the three windows with the carvings of the sun, the moon, and the stars along with the fire escape balcony give this classic story a somewhat modern setting. This shows the timelessness of Shakespeare as did last year's *Taming of the Shrew*.

The best part of this year's show is that it is the first time middle schoolers have done a play by Shakespeare. The girls from Bryn Mawr are currently reading the play in English class. This does not, however, mean that they are any more excited than the guys. "They're psyched!" said Mr. Spragins. An excited cast always makes for an exciting show. Mr. Spragins hopes that these young middle schoolers will grow to love Shakespeare even more as they move on to the upper school and will one day fulfill his dream of staging a student-directed version of *Hamlet*.

The show will go up on Friday, October 28 at 7:30pm and at 2:00pm on Saturday, October 29. It will be fun to see, with the middle schoolers doing a modern interpretation of Shakespeare's story. Besides, who could miss "The greatest love story of all time"?



Baltimore Museum of Art gets new wing

By Amani Hemphill

On Sunday, October 16, after two years of planning and construction, the new thirty-five thousand square-foot Modern addition of the Baltimore Museum of Art opens to the public. The new wing, which houses sixteen galleries, is now the largest space dedicated to twentieth century art here in Maryland. One of the most attractive features of the new wing is the extensive Andy Warhol exhibit, which includes fifteen newly acquired works.

The building's architecture lends itself towards the sensuousness of the art contained therein. In fact, unlike tradi-

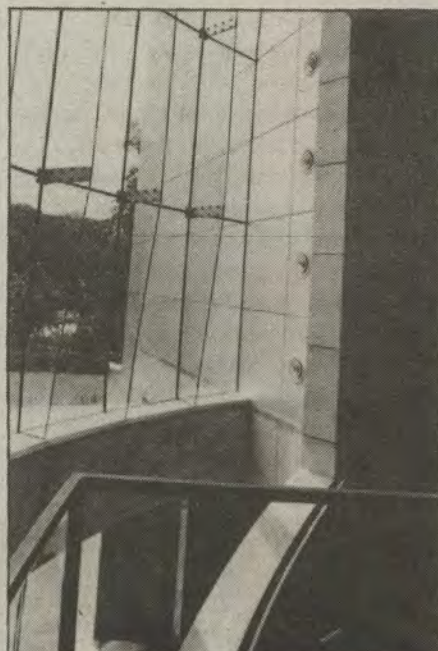
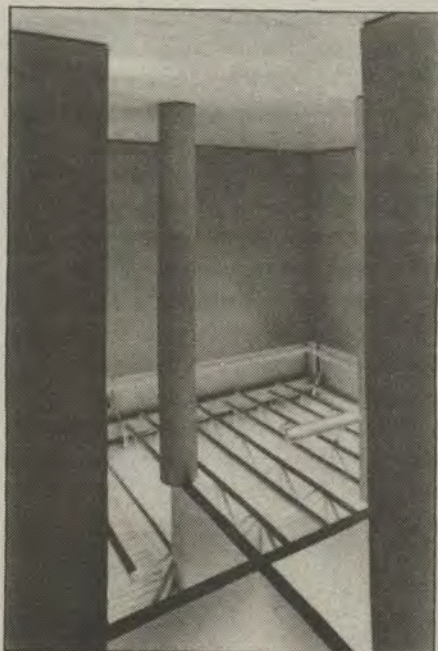
tional galleries, the entrances to each are not located in the center of the walls, but rather at their ends, so that by standing in one gallery, one can see the art work in several adjoining rooms.

Kaveh Haerian and myself were privileged to attend the media preview of the opening as representatives of *The Gilman News*. We thoroughly enjoyed the experience, and are sure that you will as well. If you were not able to attend the opening celebration on October 16, we hope that you will make an effort to view the new wing within the coming months.

Watch for poll on entertainment

With a school as diverse as Gilman, there are many different views toward the subjects that are present in day-to-day life, be it politics, sports, or religion. But among Gilman students, the issue of what is hot and what is not in entertainment comes up often. Everyone believes that their favorite band is the greatest, or that their favorite movie is the best piece of cinematography ever filmed. On countless occasions you can hear two students arguing the value of Led Zepplin as compared to that of Snoop Doggie Dogg, or a discussion of which was better: *Reservoir Dogs* or *Alien*. It is for these reasons that *The Gilman News* thought it would be very interesting to take a poll of the student body to find out the different variety of likes and dislikes on the subject of entertainment. On the upcoming poll there will be questions such as, "Your favorite type of music is: _____." You will be able to respond with any answer ranging from Hard Rock/Heavy Metal to Reggae. Other categories will include Best and Worst Movie, Best and

Worst Actor/Actress, Best and Worst Musician, Worst Music, Best and Worst TV Station, Best and Worst TV Show, Best Radio Station, and still others. It is important to note that the nominees can be living or dead, that the shows can be running, shown only in re-runs or in syndication, and that the poll covers entertainers of all time. We do not want to get any disgruntled die-hard Hendrix or *Baywatch* fans complaining. The poll will be given to both teachers and students alike in hopes of drawing comparisons. We will also break the poll down by grade to see the different trends throughout each form. The more responses we get to the poll, the more accurate a representation we will get of our community's views. And if you do not respond, you cannot complain about the results! So when you find that poll sheet in your mailbox, please take the five minutes to fill it out. The results of the poll will be printed up in an upcoming edition of *The News*. Who knows, maybe you will be surprised!



Examples of the modern architecture in the new wing of the BMA. A gallery and a window wall provide a glimpse at the beauty of the modern art wing.

It just goes to show you never can tell; I'm sorry, did I break your concentration?

By Misha Goberman

Ever since Quentin Tarantino's *Pulp Fiction* won the Palme d'Or at this year's Cannes Film Festival and garnered critical acclaim across the globe, the attention it has gathered has been bound to look suspect from afar. It must be difficult to believe that Tarantino could come up with a work of such depth, wit, and shocking originality that it puts him in the top ranks of American filmmakers.

However, when *Pulp Fiction* hit the screen, the proof was visible to all. Not only it is the best movie I've seen this year, I believe it's the best movie I have seen in a movie theater in my entire life. I simply have never experienced anything quite like it. For two and a half hours, I was taken on a roller coaster ride through a landscape full of brutal danger, disorienting shock, vibrant hilarity, and a cast of characters so bizarre and quirky that I cannot even begin to explain them. Nothing is predictable or familiar with this irresistible world. Whatever you expect to happen doesn't happen.

The film tells the inter-connected stories that progress through time in a very clever fashion. Without giving away any of the juicy stuff, here's what happens: In the pre-credit sequence, two petty thieves, named Pumpkin (Tim Roth) and Honeybunny (Amanda Plummer) sit in a diner in the morning, and talk about the merits of robbing restaurants instead of banks. After the credits, two hitmen named Vincent and Jules (John Travolta and the electrifying Samuel L. Jackson) retrieve a suitcase belonging to their boss from a bunch of yuppie miscreants. From there we proceed to the first story, entitled "Vincent Vega and Marsellus Wallace's wife". Travolta has to take his boss's wife Mia (Uma Thurman) out on a date. He is quite nervous about this, for the last person who took Mia out had the gall to give her a foot massage, and Marsellus (Ving Rhames) threw him off of a fourth-

floor balcony. They go to a retro-fifties restaurant called Jackrabbit Slims, order food from Buddy Holly, do the twist, and go home. Let me just say this: what usually happens when a man and woman in a movie usually go out on a date does not happen here.

The second story, entitled "The Gold Watch" begins with a hilarious cameo, who presents a little kid with a watch that belonged to the kid's father. The little kid is now grown up and is a boxer (Bruce Willis), ordered by Marsellus to throw a fight. Once again, the unpredictable occurs and Willis is plunged into a nightmare involving the watch, Marsellus, two hillbillies, a gimp in

leather and chains, and a samurai sword.

The third story, "The Bonnie Situation", takes us back to Travolta and Jackson and their adventures with the Yuppies. After witnessing a miracle, they take one of the yuppies hostage and drive off when Travolta demonstrates why one should never wave a loaded gun around. A mess ensues, and the cleanup, supervised by a hygiene expert dressed in a tux and a bowtie and who calls himself the Wolf (Harvey Keitel), is the movie's comic highlight as grown men are reduced to nervous wrecks at the prospect of enduring a woman's wrath. Travolta and Jackson clean up, change clothes and go eat breakfast at a diner that looks

strangely familiar. Chaos ensues.

While the audience is constantly kept off balance by the movie's unpredictability and chronology tricks, their eyes are opened to the choices the characters make in the film. Unlike Tarantino's first film, *Reservoir Dogs*, *Pulp Fiction* offers us the fleeting glimpses of humanity that drive the characters forward. Loyalty, betrayal, redemption, destiny, and especially spiritual possibility play key roles in the film. Because Tarantino offsets violence with unexpected laughter and liberates us with the contrast of moods, he calls attention to the serious side of the characters' choices. And by scrambling chronology without flashbacks, he bestows the film's accumulated grace on the spiritual conversion of Samuel L. Jackson's character at the end. Reversing the image of void at the end of *Reservoir Dogs*, Tarantino lets Jackson exit the final frame of *Pulp Fiction* a changed man.

The power and shining brilliance of *Pulp Fiction* can not be explained by words. The film is so great that it feels like it's going to go completely out of control any second but doesn't. There is not one performance in this movie that is not worth seeing. There is no sequence that seems out of whack with the rest of the film—it is all a seamless whole. I am utterly amazed that after hyping this film up in my own mind for six months, it is better than I expected it to be. Whatever film critic Pauline Kael means by "getting drunk at the movies", *Pulp Fiction* is a testament to it, and it is also a testament to the sheer possibilities cinema has to offer us moviegoers. Just when you thought that movies had exhausted all possible stories and ways of telling stories, along comes Quentin Tarantino to blow you through the roof. Whatever you want to call it, *Pulp Fiction* is indisputably incredible.



Alternative with a twist; the new Sugar album is really cool!!

By Jason Haas

The new Sugar album *File Under: Easy Listening* is by no means easy listening in the usual sense of the words. This album is certainly not standard fare for Lite 102. The album, the third and best album from the trio, is a well-written, powerful paradigm of rock and roll.

The band is led by Bob Mould, the former lead singer/guitarist of Husker Du, who had a great solo career of his own. It is with Sugar, though, that he truly shines. His droning voice and overwhelming guitars lead David Barbe's rock-steady bass lines and Malcolm Travis' restrained yet powerful drums. Mould writes most of the songs on the album, with the exception of *Company Book*, which is written by Barbe.

The first song, *Gift*, starts the album off right, with wonderful lyrics about the gift of love, all accompanied by driving

guitars. Next is *Company Man*, which describes the life of a company man with an alarming ending: "In the epilogue the company man/Takes his company life with his company hands/In his revelation he decrees/Extinction of faceless robots like himself/Spawned from the company book." The third song, *Your Favorite Thing*, with its pop guitar and lyrics desperate for love, lends itself to being a single. *Panama City Motel* is probably the most depressing song on the album, with its swirling guitars and aimless wandering lyrics: "Don't you know I need a place to stay/Only fifteen bucks a day/I didn't want to end up here/ But now I guess I need to stay."

The most original song is *Granny Cool*, which has a pretty heavy guitar line and depressing, but borderline humorous, lyrics about a sixty-two-year-old woman who will not act her age. The best song,

however, is the last one, *Explode and Make Up*. The music and words tug at the old heart strings until they snap, a rare thing in this day and age.

This album is a masterpiece that is hard to put away. Much like actual sugar, it is very addictive and invigorating. It is sweet like sugar, but one must be wary of rotting teeth. By that, I mean that the sweet melodies give way to crunch. It is most definitely worth owning, but moreover, it is worth telling others about. These guys are still relatively unknown, but they are an unknown treasure. Their other two albums *Copper Blue* and *Beaster*, are also worth noting. They could make it big this year, as they are getting increasing exposure. Very cool.

R O C K

Calling all 18-year-olds:

8 November is Election Day in Maryland!

It is important to register to vote and to cast a ballot on the 8th!

Assert your citizenship!

H₂O is tasty and can be profitable too

Steve Burlingame

Most people on the East Coast think that water pollution and water shortages are isolated problems only affecting such industries as fishing and agriculture. However, these "isolated problems" could soon be affecting how many minutes you spend in the shower, how many times you run the dishwasher or washing machine, or how often you water the lawn. As the world's population increases, more and more strain is being put on resources necessary for human survival. In today's world, water is a commodity we can no longer take for granted.

Awareness about the value of water in America increased on the West Coast during the 1980's. As the agricultural industry began to grow rapidly in such states as California, new methods of irrigation had to be developed. Agreements with neighboring states and even neighboring countries had to be reached concerning the use of major river ways. It is hard enough for Californian farmers to get enough water for their crops, but it is an even greater problem to get unpolluted

water. For many years the mentality of the average American has been the following: if you have something you don't want, water will take it away.

Ten years ago, the idea of actually paying money for a gallon of water was unheard of. Yet today, many companies are making a killing in selling what is advertised to be "natural spring water". American consumers, however, are a relative minority in the consumption of bottled water. Almost all of the countries in the world are experiencing a shortage of water relative to and many times worse than the one in the United States. In Mexico and many third world nations, water pollution is sometimes an issue that receives more attention than taxation rates.

What does all of this mean? It means that the development of a practical method for cleaning and conserving water will be needed throughout the world. Water is going to be big, and many fortunes will be made in the water industry!

Environmental Club Corner

By Matt Rosen

The public forests, plains, rivers and mountains that our generation is so fortunate to be able to enjoy are being exploited and destroyed by powerful industries. It is our obligation to preserve these lands for future generations.

The mining industries are buying up public land with an abundance of natural resources at prices that are incredibly low. They strip these lands until the natural resources are exhausted and leave the land in a state of ruin. The mines also have extremely poisonous substances in them that run off into our streams and fields even after the mining has ceased.

The laws governing mining have not been revised since the 19th century. These laws allow mining companies to excavate millions of dollars worth of materials from federal land without paying a cent. One law even states that the price of an entire acre of land is just \$2.50! Due to this law, a mining company can buy thousands of acres of federal land containing millions of dollars in gold and tear the land apart to get the gold for under 10,000 dollars. This law obviously needs restructuring to end these outrageous exploits of our land.

The timber industries in this country are equally as bad as the miners when it comes to the destruction of natural resources. Huge public forest lands are being annihilated by these industries. This has uncountable adverse effects on the area. Without the trees many species' habitats are destroyed.

The timber companies, as well as the mining companies, can buy public land at rock bottom prices. Timber companies

can actually buy trees from the government at such a low price that the government loses on the sale. National forests are being over cut at an astronomical rate. The only way to stop the timber industries is through public pressure on Congress and the President.

The problem of overgrazing is also devastating this nation's public rangelands. The Bureau of Land Management has admitted to the startling fact that over two thirds of this country's rangeland is in unsatisfactory condition. Overgrazing is responsible for pollution of water and tremendous erosion. Endangered species are severely damaged by this overgrazing that almost entirely destroys their supply of food. Large corporate livestock operators that use public land must pay only a fraction of what private land owners would charge them for grazing. These operators go through public land to save money. Therefore, public land is ravaged to an even greater degree because it is cheaper.

The problems are clear. Our public forests, rangelands, water ways and wilderness areas are being devastated by corporations who are receiving enormous handouts from taxpayer's money. The land that is so precious to us is being destroyed, and we are footing the bill.

The solution to this problem is as clear. We have to stop wasting our money and laying waste to our most treasured natural resources. We Americans who cherish these resources must let our voices be heard. Let President Clinton know that you are sick and tired of corporations that ravage our land and pick our pockets at the same time.

Meanwhile, back in Haiti

By Naveen Divakaruni

In 1991, during a Haitian army coup, President Jean-Bertrand Aristide was overthrown. Mr. Aristide was the first freely elected leader in Haitian history, winning with seventy percent of the vote. It has been three years now since the overthrow, and many countries throughout the world have placed embargoes against Haiti, only to be met with military resistance and aggression. The economy, as well as the people, have been vitiated. The citizens living in Haiti are divided over the issue of the overthrow. Nobody will speak about the issue, because they are afraid that they will be beaten. However, from what some people have said, it seems like half of the citizens want the military to stay and the other half want Aristide back in power. Now after three years somebody has decided to take action, and that is America.

In a sixteen minute speech to the nation on September 15, President Bill Clinton told the leaders of Haiti to leave right away or else they will be overpowered through U.S. military intervention. It seems like America got fed up and had to act. Clinton urged that all the other countries are backing him in a possible invasion and that this would be a mission with simple and achievable goals. Clinton

believes that since Haiti is in our "neighborhood," he feels more of the responsibility to make sure that there is peace. He also thinks that the U.S. has, "a responsibility to respond when inhumanity offends our values." Yet after all of this reasoning, Clinton still insists that the U.S. is not trying to assume the position of "world's policeman."

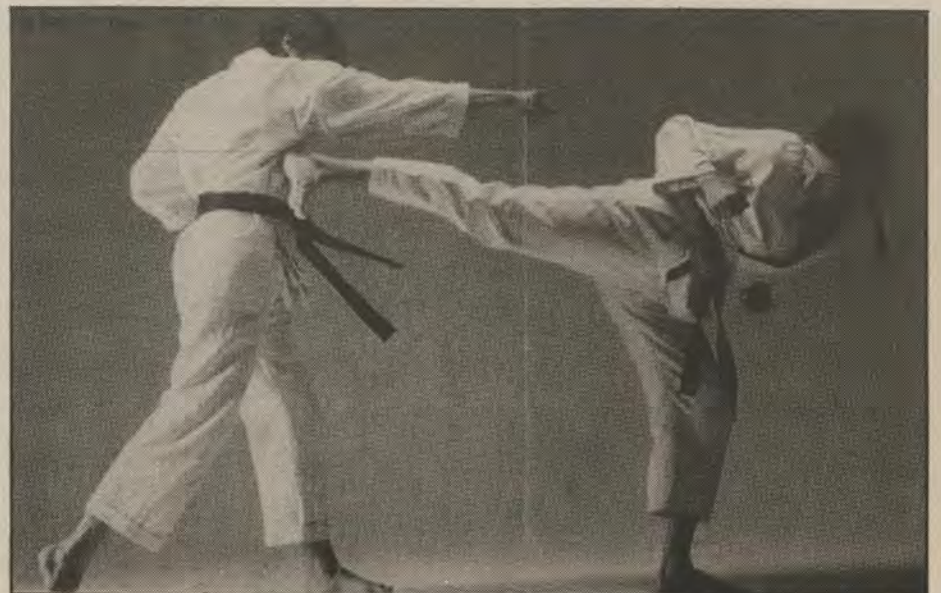
President Clinton sent a three member team consisting of former president Jimmy Carter, Chairman of the Armed Services Committee, Sam Nunn, and former chairman of the Joint Chiefs of Staff, Colin Powell, to Haiti in an effort to make the military dictators walk away peacefully without having a U.S.-led intervention.

During the evening hours of September 18, the military leaders, headed by Lt. Gen. Raoul Cedras, decided to back down. Troops were sent into Haiti so that no civil unrest would take place. Just as a precautionary measure, the U.S. took a hold on all air and sea ports. If the U.S. had invaded, they would have risked the lives of many American men, and would have spent billions of dollars. Instead, the U.S. now works to help Mr. Aristide regain control and help return Haiti to a stable, democratic future.

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Water Polo

Pack the Aquadome for polo

By Bryan Willats

The 1994 Gilman water polo team has had a very successful first half of the season. Led by co-captains Doug Hamilton and Brad Beacham, the team has thus far posted a record of 4-3. With an impressive win against arch-rival McDonogh in their first game of the season, the team proved that they have the skills to win against tough teams. This win has had a positive impact for all affiliated with the team, since this season was supposed to be a rebuilding year because of the losses of a superb goalie, in Mark Gonzalez, and an outstanding defender, Devin Balkom.

After the encouraging win against McDonogh, the team lost to an outstanding team from Connecticut, named Wilton. Next, the team had the Gilman Tournament, which was a tournament at Gilman in which many skilled teams participated. In the first round of that tournament, they crushed Wilton, to whom they had lost in the previously played match. After this supportive win, the team suffered a loss to St. Benedict in the second round, which was very disappointing, for the Hounds had hoped to win the tournament. Next, the team played Cathedral Prep in a consolation round to determine third place. Gilman lost to them, 15-10, but it was not a disappointing loss, for Cathedral Prep won the tournament last year. After this heart-breaking fourth place finish, the team bounced back and defeated Calvert Hall with ease.

The team overall has a large amount of individual talent, and thus the team must learn to play as a team. Doug Hamilton, a senior and co-captain of the team, is an all-around great scorer and outstanding defender. He presently leads the team with forty total points in six games so far. Doug

is also one of the top three defenders on the team and has excellent speed. Brad Beacham, the other co-captain of the team, is possibly the best defender on the team. Beacham is also extremely fast and a very capable goal scorer. Jeff "The Bulgarian Bomber" Miller is a very powerful scorer and is very hard to shut down. Also a strong team contributor is Joe Watts, who is an astounding fast-break scorer, a speedy swimmer, and a tough defender. Other players on the team include Lee Keenan, who is very fast, and key reserves George Brown and Brett Myerson.

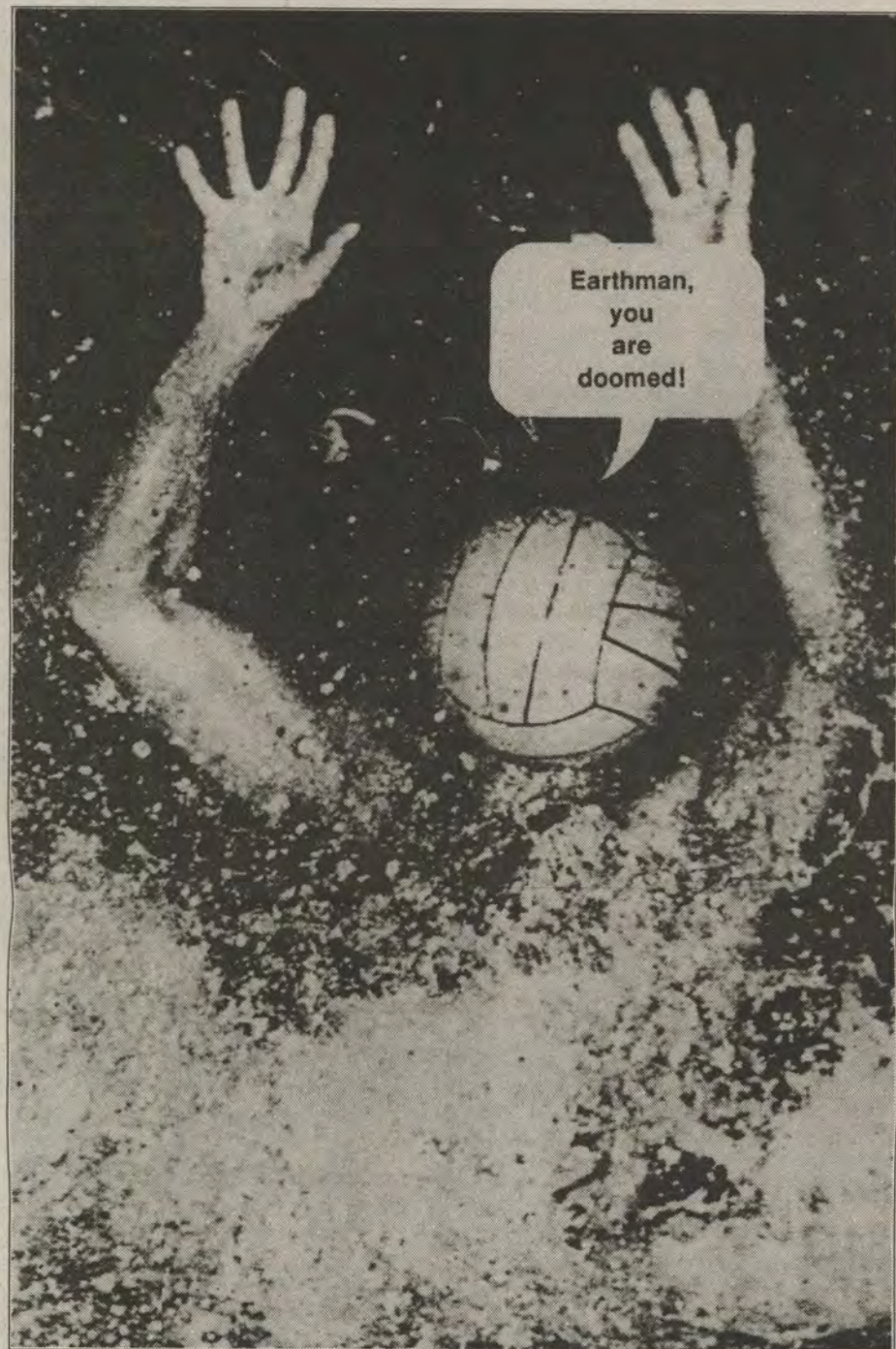
Upcoming matches for the team include the Naval Academy Tournament. This tournament will be the second most important tournament of the season. Teams from all over the East Coast go there to compete in a very intense, competitive, and important tournament. The most important tournament of the year, the Easterns, will follow the Naval Academy Tournament. It will be there that the team must prove their true worth. Other individual matches of the year include Lawrenceville, Calvert Hall, and McDonogh.

To do well, though, the team must get a large amount of fan support, something it has not gotten too much of thus far. It would be a shame if a skilled team went unnoticed at Gilman, for they have a lot to offer to the Gilman community. The team works extremely hard, as hard as any other varsity team at Gilman and goes through extensive strength, stamina, and speed training. Come out and root on water polo to another successful season.

Where is everyone? The stands are empty!
Support your pals, go to a game; it's fun too!



Gilman Sports



Soccer

Varsity soccer will triumph

By Andy Cohen

This year's Gilman varsity soccer team is an incredible combination of speed, agility, strength and raw talent. Led by captains Corey Popham, Matt Woodward, and Steve Burligane, along with coaches Tucker, McNarara, and Stitz, they have earned a record of 8-4 overall and 6-3 in the MIAA "A" Conference. With losses coming to Oakand Mills, who is outside of their division, and to Curley, Calvert Hall, and Loyola, the first, second, and fourth place teams respectively, Gilman has earned the number three spot in the division.

The team is led by tri-captain Corey Popham bringing the ball upfield, tri-captain Matt "Woody" Woodward feeding from the corner and powerhouses Yani Rosenberg, Jay Homa, and tri-captain Steve Burligane scoring goals from

everywhere. The new sophomore on the team, Brendan Callahan, has also provided some astounding footwork and skill with the ball. Chris McLamb has contributed some amazing control and passing skills.

The defense consists of the swift and tough Kirk Caldrony, Eric "E" Halloway in the sweeper position, and the new goalie this year, Noah Gallico. Gilman has played tough all year, especially on homecoming, when Gilman demolished St. Paul's 4-0, with goals coming from Woodward, Rosenberg, Popham, and second string junior Jules Seigur. Seigur's goal came with seven minutes left in the game, right after he had entered the game. This year's team is bound to do well in the MIAA playoffs and has the potential to win it all.

Cross country is a tough sport, but someone has to do it

By Davis Noel

With the rankings in last week's *Baltimore Sun*, Gilman's varsity cross country team has now moved into fourth place in the state. This makes their ranking higher than any other of Gilman's teams, including the prestigious football and soccer teams. The team consists of five returning varsity lettermen, including last year's top three, and a couple of last years JV stars. So far this season, Gilman's superstar runner, Ted Lord, has placed first in three of the five races he has run in. These races have included impressive wins at St. Paul's, Loyola, and The Spiked Shoe Classic. Lord also would have won the Annapolis Invitational if he had not taken a wrong turn, resulting in the loss of precious time and a finish of second place. Not far behind have been Gilman's sophomore and junior sensations, Dave Chalmers (or, more commonly referred to as D.C.) and Teddy Wasserman, respectively. In the St. Paul's race, D.C. took second place and Teddy came in third, combining for a sweep of the top three runners in the race with Ted. The team, however, would not be near its fourth place ranking if it were not for the rest of the team. The remaining four runners, junior Reed Townsend, sophomore Tom Hale, junior Andy Chang, and senior Barton Kenney are also having successful seasons. Since in a cross country meet you need the lowest combined rankings of the top five runners, it is

important that everyone on the team run well.

On October 8, the team went to Hartford County to compete in a seeded race in which there were seventy-eight schools from five states. Ted Lord ran a

very good race, but ended up about nineteen seconds short of first place. Ted had somewhat of an off day, coming in fourth behind Greg Curtis of Oakland Mills, Md., Scott Tantino of North Penn, Pa., and Steve Petro, also an Oakland



Mills runner. After Ted Lord were Dave Chalmers, who edged out a Wide Lake runner for tenth, and Teddy Wasserman, who came in seventeenth. Reed Townsend and Tom Hale rounded out the top five, and in the process helped Gilman place fourth overall in the meet.

The Greyhounds this year have the potential to be number one in the state, and are already one of the best cross country teams Gilman has had in many years. One thing, however, has been lacking: despite these recent successes, they have received little fan support. However, they do have some big upcoming home meets that hopefully everyone will come out and see, most important of which is a huge away meet at Calvert Hall on October 26. If you get a chance, the team can definitely use your support! Please come watch the number one team in school, and help them become the number one team in the state!

Fresh/Soph football bodes well for future; Pups show talent

By Dave Sandler

Although the team has gotten off to a rocky start, this year's freshmen/sophomore football team is not discouraged. This year, the team is not concentrating on winning, but rather on building a seasoned team for next year. If one were to look at the team's record, it is not impressive. However, if one were to look at the team, one would notice that they have shown

great improvement since the start of the season.

During their last game, in which the team played Archbishop Curley, one receiver, Tim Perkins, made an outstanding catch that he then turned into a touchdown. This pass, thrown by the quarterback Carter Tanton, displayed the great potential of the team. The team, although composed of mostly freshmen, is

led by three veteran sophomores, including Bobby Moran, Chuck Baker, and Nishant Merchant. With a little more game experience, the team will gradually learn more, and then incorporate this knowledge into their future games.

Generally speaking, the players have been healthy for this first part of the season, except for two people. Sophomore Bob Moran has fractured a bone in his hand, and he will unfortunately be unable to play for the remainder of the season. Chuck Baker, also a sophomore, has strained his quadriceps muscle, and will be out for part of the season.

The captain of the team, Joe Logan, along with others including Nick Funk, Larry Byrne, Quit Smith, and Pat Boyle, make up the team's linemen. The receivers, Tim Perkins and Jack Linehan, are showing great potential, along with fullback Brian Mir, and tail back Adam Greeff. Wingbacks Mike Machin and Tim Kurz are also very able players.

With coaching from Coaches Kwiterovich, Julius, and Martire, the team is constantly improving. The team's goal for the season, to win their remaining games, seems increasingly attainable as the season progresses. But, lying between them and the attainment of their goal are Calvert Hall, Severn, and McDonogh. If the team does beat them, then the season can truly be called successful



Pups dig in against St. Paul's.

Go to a game!!

Varsity Football

29 Oct. v. Loyola - 1:00(H)
5 Nov. v. McDonogh - 2:00(H)

JV Football

27 Oct. v. St. Mary's - 3:30(A)
3 Nov. v. Friends - 3:30(A)

F/S Football

2 Nov. v. Severna - 3:30(A)

Cross Country

26 Oct. v. The Hall - 4:00(A)
3 Nov. - MIAA Individual Championships

Varsity Soccer

25 Oct. v. St. Paul's - 4:00(A)
27 Oct. v. Spalding - 4:00(A)
1 Nov. v. Loyola - 3:15(H)
4 Nov. v. Mt. St. Joe - 3:15(A)
8 Nov. v. Calvert Hall - 3:15(H)
10 Nov. - MIAA Playoffs

JV Soccer

25 Oct. v. St. Paul's - 4:00(H)
27 Oct. v. Spalding - 4:00(H)
1 Nov. v. Loyola - 3:15(A)
4 Nov. v. Mt. St. Joe - 3:15(H)
8 Nov. v. Calvert Hall - 3:15(A)
10 Nov. - MIAA Playoffs

F/S Soccer

24 Oct. v. Calvert Hall - 4:00(A)
28 Oct. v. Park - 4:00(A)
31 Oct. - Playoffs 4 at 1,3 at 2
2 Nov. - Championship

Water Polo

29 Oct. - Lawrenceville - 3:00(H)
12-13 Nov. - Easterns at Lawrenceville

"Whatever you do may seem insignificant, but it is most important that you do it."
-Gandhi

The GILMAN NEWS



Volume XCIV, No. 4

Gilman School

18 November, 1994

VICTORY - Hounds beat Eagles 38-35!!

Seniors get a chance to crush rival McDonogh

By Gaurab Bansal

The week before November 5, 1994, signs were made, cheers were cheered, and pep rallies were held at both Gilman and McDonogh in preparation for the annual football game between the two schools. This would be the 79th meeting of the schools in one of the finest rivalries in the area. To add to the rivalry, the winner would also be the co-champion of the MIAA "A" Conference.

Although Gilman had a firm lead in the series, the underdog and underrated Greyhounds of 1994 were looking to avoid a fourth consecutive loss, having lost each of the last three years.

The Hounds had their hands full defensively, facing one of the top offenses in the state. Led by the highly touted quarterback Bobby Sabelhaus, receiver Dennis Badham, and running back Dwayne Stukes, McDonogh brought a virtually unstoppable offense into the game. However, their defense would also have problems with the Gilman offense led by backs R.C. Kauffman and David Biddison, QB Lorne Smith, and receivers James McIntyre and Scott Bannerjee. The game would indeed turn out to be a battle of offenses with the lead changing six times.

The first half was back and forth, as it was here that the two teams took turns

scoring. Gilman, after having won the coin toss, marched down the field 66 yards, where kicker Corey Popham kicked a 33 yard field goal. Sabelhaus and company came right back and took a 7-3 lead in three minutes. This offensive battle was to continue as neither team's defense could do much to stop the opposing offense. The Hounds would go on to add two touchdowns in the first half. David Biddison's 1 yard TD run put the Hounds back on top with about 10:50 left in the first half. McDonogh countered with a 5 yard TD run by Dwayne Stukes. R.C. Kauffman then capped off another Gilman drive with a TD run of 13 yards. So went the first half, both teams marching up and down the field all over the opposing defense. At the half, McDonogh led the



The Hounds stroll out onto the field unaware of the great victory to come



Wilson and McCormick jump for joy!

Hounds 21-17.

Things were looking grim for the Greyhounds. The Eagles were to receive the ball first in the second half and their offense could not be controlled. Would the Hounds get out scored in a loss or could the Gilman defense hold the Eagles and win the game?

McDonogh opened up the scoring in the second half on their first drive when Dwayne Stukes ran 13 yards for a touchdown. With the extra point, the

Eagles were in command 28-17. The Hounds were still alive, with the majority of the half to go. True to form, the Gilman offense proceeded down the field after the kickoff to another touchdown. This time, it was a 9 yard touchdown pass from Lorne Smith to James McIntyre. The Hounds went for two and were successful, as Lorne Smith ran into the end zone untouched. However, the Eagles still led 28-25 at the end of the third quarter.



Something would have to give in the fourth quarter if the Hounds were to pull off the win. Things looked bleak as McDonogh once again scored, Dwayne Stukes running the ball 4 yards for the TD. McDonogh increased its lead to 35-25 with about 11 minutes left in the game. The Hounds received the ensuing kickoff, but were held in their own territory. After three plays, the Hounds had still not gotten the first down. Time was becoming important. The Greyhounds went for it, confident of their offense. However, they

were denied, and thus it was McDonogh's ball, first down. Sabelhaus lined up under center, but the snap was fumbled and recovered by the Hounds' David Payne at our 23 yard line. The Hounds again showed their offensive strength with a 77 yard drive, finished by a David Biddison TD run of 1 yard. The two point conversion attempt was no good, and McDonogh still led 35-31. Only four minutes remained.

Corey Popham's kickoff pushed the Eagles back behind their own twenty. With 3:18 left, the Hounds were looking for a break. That break came in the form of a linebacker blitz, run by senior Jason McCormick. McCormick nailed Eagle QB Bobby Sabelhaus causing him to fumble the ball. George Bealefeld recovered at the McDonogh 4 yard line. As he had done all day, R.C. Kauffman ran right through the McDonogh defense for the touchdown. With the extra point, the Hounds were on top 38-35. Unbelievable. The Hounds had made up the 10 point deficit in the fourth quarter with gutsy defensive play.

There were three minutes left to play in the game, and that had been ample time for the Eagles to score earlier. Could the Hounds put in three minutes of tough defense to hold on? McDonogh was marching down the field with ease until the Hounds' defense came up huge again. This time Whit Warlow recovered a Dwayne Stukes fumble with 51 seconds



Coach Bristow surveys the damage

What's inside...

Where'd the series go? page 3

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college counseling page 5

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Karim pays the price of freedom

On a pleasant autumn morning, a day on which school was not in session because of the AIMS meetings, I, an American citizen in good standing, was innocuously driving to Baltimore. With the sun roof open, the wind playing games with my hair, the sun smiling effervescingly upon my forehead, and the sounds of Bob Marley dancing without care in my ears, I was getting to thinking how beautiful a world it is. "What a joy it is to be alive!" I thought to myself.

Then I saw him. A man walked out into the middle of my lane and serenely motioned me toward the shoulder. Greatly disturbed, I applied the breaks and obligingly pulled off to the shoulder. The man, whom I recognized to be a law enforcement officer, confidently accosted me.

Wanting to start this undesirable conversation off on a good note I began, "Hello, offic—"

"Do you know why I stopped you?" he interrupted me.

"Um, I was, uh..."

"You were exceeding the speed limit. You were going 72.4 in a 55 mph zone. Were you aware of that?"

"Uh, no sir, but I'm *really* sorry. Please, take it easy on me. This is my first offense, officer."

"Oh, don't you worry, I'm gonna be real nice with you," he chuckled. "License and registration, please."

As I reached for my registration, I hopelessly continued, "You know, sir, I am really sorry. I—"

"Oh, I'm sure you're sorry." The officer laughed heartily. "No doubt about that."

And so went my first traffic violation. I ended up with a sixty dollar fine, two points, and a bitter taste in my mouth. For the next several days, I became livid every time I saw a police officer. I watched

Cops with hatred. "What kind of stupidity is this?" I thought to myself. "Drunk, high, drug-selling, money-embezzling bastards are running free and rich, and meanwhile I get nailed for carelessly exceeding the speed limit! This is not democracy! This is the middle school!"

In retrospect, having had time to think about the situation, I have come to the realizations that I have no control over the situation, and that in order to have an efficient country, fines for violations such as speeding, no matter how annoying, are necessary.

I hear complaints about police officers so often, and I can sympathize, but it is also important to remember that without these law enforcement officials, our country's government is as good as nonexistent, for there must be someone to enforce the laws which our government creates.

Whenever you get the not-too-uncommon urge to injure a police officer, you should remember that these enforcers of seemingly useless traffic regulations are all an integral part of democracy. If you wish to live without these annoyances, you will have to live without freedom.

In Lebanon, for example, a country where chaos was king for seventeen years, I experienced life without traffic violations. Sure, you could get wherever you wanted very fast, for there was *nothing* stopping anyone. But, the unlucky drivers who did not abide by the laws of chaos fared badly at this game. I once saw a very common sight in Lebanon. A man, infuriated because another was causing a traffic jam, very simply put an end to his momentary stress. He hopped out of his car, walked up to the cause of his irritation, and shot him in cold blood—a simple solution to a simple problem.

-Karim Fakhry

Administrative injustice exposed

Word on the street is that people want more humor in *The News*. People want to laugh and have a good time. The truth is, I used to laugh a lot too, but it becomes very difficult to laugh when you are so tired that you cannot even think. I mean, come on, I used to fall off the couch watching *Seinfeld* every Thursday night last year. I used to laugh so much that I would cry. But alas, I have only watched *Seinfeld* once this year. This is a travesty. This is sad. The administration promised more time. More time. More time in class perhaps. More time walking back and forth to Bryn Mawr perhaps. But time to laugh, time for Jerry, never. If they took away Jerry and Elaine, what can they take next?

This is obviously a very petty issue, TV being just another way for the man to control our lives, but I have become aware of a huge scandal within these very Gilman walls that affects each and every student and teacher. On one of the nights that I was up in the *News* office until three in the morning, I heard noises over in the auditorium. Following my keen journalistic intuition, I quietly crept along the bricked path and peered in the side door of the auditorium only to see Mr. Weller setting up the huge TV screen for Mr. Montgomery's private *Seinfeld* party. This ongoing Administrative *Seinfeld* Bash has apparently been going on for months now. The Board, distinguished alums, Mrs. Montgomery, Mr. Bristow - they are all

there. They sit around and talk about how focused all the kids are this year. Apparently Mr. Neale was invited, but was too busy to come. (He spends a lot of time these days pumping up the tires on his new Jeep). I was nearly caught when Mr. Carr was sent up to the Writing Center to steal some popcorn, but managed to get back to the office and write the story.

It is time to bring the proverbial gimp out in the open. We will not stand for this any longer. If the power structure of the school gets to watch *Seinfeld* then so do we. Laughter is essential to human well being. If the Gilman administration is going to sit around with nothing to do on Thursday nights, then there is something gravely wrong with society. If students like myself - hard working, dedicated, good looking, charming, and debonair, are forced into a catatonic state, a state of academic brain - freeze, as if we had just downed a Macke milk shake on the fourth of July, while the Gilman administration sits back eating popcorn and watching *Seinfeld*, if that is to be the case this year, then we the students will not stand for it.

We will demand our sense of humor. We want to laugh too. We want *Seinfeld* assemblies, and popcorn in the common room. We want no homework nights so that we can watch TV. We intend to use all of the power divested in us as a sovereign student body to combat this lack of humor at Gilman.

-Nathaniel Hoffman

MARYLAND UNIFORM COMPLAINT AND CITATION

WITNESS
 RELATED CITATION →

DRIVER'S LICENSE: F-266-411-5-57 CLASS: STATE
 DEFENDANT'S (FIRST) NAME: Karim (MIDDLE) Ahmad (LAST) Fakhry
 CURRENT ADDRESS IN FULL: 49 Maple Pt Rd
 CITY: Edgewater COUNTY: Anne Arundel STATE: MD ZIP CODE: 21038
 HEIGHT: 5'8" WEIGHT: 135 RACE: 2 SEX: M BIRTH DATE: 10-15-77 TELEPHONE NO.:
 VEHICLE LICENSE NO.: BSW-481 STATE: MD VEHICLE YEAR, MAKE AND TYPE: 97 Buick 95 G22A C-
 VIOLATION DATE: MONTH 11 DAY 4 YEAR 94 TIME: 1:00 P.M. A.M. P.M. CONTRIBUTED TO ACC. P.D. SAFETY BELTS
 HAZMAT COMM. VEHICLE CDL (LICENSE) FATAL ACC.
 LOCATION OF OFFENSE: 13 97 1132 GPR/COUNTY: MD
 COUNTY: Anne Arundel AREA: 652 ARREST TYPE: A/R SUSP. REV.
 MVL: DID UNLAWFULLY VIOLATE. CIRCLE VIOLATION BELOW: (ONE VIOLATION ONLY)
 01) -21-801.1) Exceed Max. Speed 72-4 MPH in 55 Zone 23) 21-403(b) Failure Stop and Yield at Thru Hwy. 24) 21-404(a) Failure to Stop When Entering Highway 25) 21-601(a) Rt. Turn From Improper Road Position
 VIOLATION NOT LISTED ABOVE: TA BR LO MR 27 56 TG TITLE SUB-TITLE PARAGRAPH CODE
 CHARGE:
 AMOUNT OF PREPAYABLE FINE: \$20 \$30 \$40 \$45 \$50 \$55 \$105 \$255 \$280 \$1010 Other: 60.00
 NOTICE TO APPEAR: YOU MUST APPEAR FOR TRIAL WHEN NOTIFIED BY THE COURT. YOU HAVE A RIGHT TO STAND TRIAL TO CONTEST YOUR GUILT OR YOU MAY REQUEST A HEARING REGARDING THE SENTENCE AND DISPOSITION. YOU MAY WAIVE ANY TRIAL OR HEARING AND PAY THE FINE SHOWN. (SEE REVERSE)
 I SOLEMNLY AFFIRM UNDER PENALTY OF PERJURY THAT THE CONTENTS OF FOREGOING DOCUMENT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.
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 I SIGN MY NAME AS A RECEIPT OF A COPY OF THIS CITATION AND NOT AS AN ADMISSION OF GUILT. I WILL COMPLY WITH THE REQUIREMENTS SET FORTH IN THIS CITATION.
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Gilman School

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The *Gilman News* accepts (welcomes, beseeches) letters to the editor, columns, and political cartoons from Gilman students, teachers, faculty, alumni, and from the community at large. All items must be signed and typed, and preferably saved on a 3.5 inch disk in Microsoft Word or Works format. Send correspondence to *The Gilman News*, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210.

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0427525

The National Pastime?! Where did it go?

By Dave Freedlander

Well, October has become November, and we're all still here. Lots happened in the news. O.J. sneezed and the whole world tuned in anxiously to "A Current Affair" to find out whether he used a handkerchief or a tissue to wipe his nose. The Democrats got kicked out of the Capitol and were told to not let the door hit them on the tushie on their way out. Israel and Jordan threw their guns down by the riverside and vowed not to make war no more. Also, something of news worthiness didn't happen: the Fall Classic, the World Series was not played.

Did anyone notice? Did anyone care? Now don't get me wrong, I have just as much testosterone as the next guy. I know who the last National League player to win the Triple Crown was (Joe "Ducky" Medwick, St. Louis, 1937.) It's just I don't feel a profound void in my life because I am not watching overpaid ball players spit and readjust. Last year Joe Carter ended the World Series on the final at bat by hitting a home run in the bottom of the ninth. This happened at 1:30 in the morning. The only people who stayed up for this were a bunch of balding, overweight guys named Gus whose idea of luxury is owning your own bowling shoes. I know you've seen some of these Guses around. They are the people who used to be really talkative, always talking about how Johnny Oates should never bat Chris Hoiles against right-handers on day games in stadiums with natural grass. These are the people who blame the media for not

putting enough pressure on these guys to play ball. As if the front page of *The Sun* should have headlines every day that say **Baseball-They're Still Not Playing It.**

The baseball strike has had a profound effect on the Gus. One, whom will only be referred to here as Gus the First, says his bowling scores have reached the 290 range. Gus the Second has been getting a lot more sleep having not had to stay up in the wee morning hours every night to find out if the Dodgers beat the Expos in the Late Game. Another person, a woman who will be identified here only as Mrs. Gus, improved her marriage with her husband (Gus) once she discovered that he was not indeed velcroed to the sofa. Another Gus just got a new promotion! It is almost as if this baseball strike has turned into a chain letter of sorts for the Guses, where if you don't send three friends the letter, and they don't send three friends the letter, you will crash your car only to find out that they can fix it. Ha! And those people who average 1.2 million dollars a year thought they could strike and Gus would just cry on his remote control.

Many though have not been as lucky as Gus 1-4. Some have turned into Dustin Hoffman from *Rain Man*, murmuring about how Bonds, Barry Bonds, can't hit the curve ball, Bonds, Barry, can't hit a curve. So if you see any of these Guses around, tell them they can get help, there are programs they can join. Also tell them the bowling league is every Tuesday night.

What are we really prepared for?

By Nathaniel Hoffman

Upon matriculating to Gilman in the ninth grade, I was blown away by the quality of the teaching and the depth of the subject matter. Even in ninth grade, after talking to my old friends from other schools about their classes, I came to realize that the quality of education at Gilman comes very close to the sophistication of academics at many universities. As a senior, I feel more than ready to go to any college and study at an intense level for the duration of my formal education.

Unfortunately, every step of the application process has caused me to wince and cringe, and has shaken the foundations of my soul. I am not sure what it is that has made me cringe, but, like so many suckers before me, I have bought the package deal, and no doubt will be attending one of the exalted and transcendent "selective colleges" next year. Hopefully after studying for four years at the aforementioned college, I will be able to analyze higher education from a more knowledgeable perspective, but just for the heck of it, I will give it a shot right now.

Fifty-six percent of the respondents to a recent *Gilman News* Poll claimed that they have benefitted from the "college prep" atmosphere at Gilman. What is this atmosphere and what does it mean? First and foremost, *Gilman provides what I* have come to see (after attending classes at several colleges and discussing college classes with many different people) as "college level" courses. In this manner,

Gilman students are very prepared for study in any institution of higher learning. This view of "college prep", however, is often perverted by parents and administrators, and in turn in the innocent and corruptible minds of Gilman students. The idea of "preparation" is turned around and viewed as a means to admission to choice universities. The preparation becomes a tool to "get in," rather than a tool to establish a dynamic of high level academic progress.

This backwards emphasis is symbolic of the backward emphasis in our society on the meaning of success. Success, in school and in America in general, is too often viewed externally rather than internally. We are successful when other people view us as such. This attitude is the cause of many societal problems. Success should be self determined, and not self determining. Going to a top school, having money and "power" do not ensure real success, but merely a facade of success. All of the silly pandering and grubbing that we engage in, all of the SAT classes, "extracurricular" activities, and networking - what does it amount to? The answer, friends, is that it amounts to a pile of beans, and if you give in to society, then what matters is whose pile of beans is bigger. But if you chart your own course in life, if you challenge assumptions, and if you make your own successes, then I guarantee that your beans will taste a heck of a lot better when you are through.

EVERYONE
NEEDS
TO EAT....

HELP THE
DONALD
BENTLEY
FOOD PANTRY



Mr. Christ to leave counseling office next fall to concentrate on the English department Mrs. Turner from Bryn Mawr will take over bringing years of experience

By John Landay

Jeff Christ has been involved with the college counseling program at Gilman for most of his 17 years at the school. The Baltimore native, a Loyola High School and Loyola College graduate, recently spoke with me about those years.

Throughout his high school and college years, he knew that he wanted to be a teacher and coach, so following graduation from Loyola College, he spent one year working there in college admissions before accepting a teaching position in the

satisfaction with this job if you've worked closely with people, and you feel like you have helped and made a difference," he says.

While the job is enjoyable, it also has some difficult areas. The most difficult area is the emotions involved in choosing a college. He relates, "The 'not measuring up' that students feel when they are not accepted by a certain school is difficult, and we try to spend a great deal of time trying to help everyone through these periods." Trying to help them understand

has been some branching out to schools that were unheard of until a few years ago, for example in California and Texas. He emphasized that you want to keep your ties with the traditional schools strong but try your best to reach out and help the students see what opportunities are out there.

Recently, Mr. Christ decided to step aside next year as the Director of College Counseling in order to concentrate more

fully on Gilman's English Department. Since each is a full time position alone, he feels that it is more beneficial to both programs at this time to fully focus his main energies by heading only one department. He will remain with the college process by doing some counseling, even though he will not remain in the position of director.

Fortunately, Mrs. Everene Johnson-Turner, Director of College Counseling at the Bryn Mawr School has agreed to become Gilman's new director. She has been at Bryn Mawr for 19 years as an English teacher and college counselor and has worked closely with Mr. Christ over the years. She has had one son, Andy Martire, graduate in 1989 from Gilman, and he has returned to teach in the Lower School. A younger son, Matthew Turner, is currently enrolled as a sixth grade student in the Middle School. She has seen the college process from both sides, as a parent and counselor, and this should benefit everyone.

Gilman's college counseling will be in good hands in the coming year with Mrs. Turner directing the program, and Mr. Christ lending his support and years of experience at the school to this department.



Mr. Christ in his office adorned with college posters

English Department at Gilman. While taking courses for his Masters in Education he became interested in working more closely with students in areas other than academics and sports. When former Headmaster Redmond Finney offered him, in addition to his teaching duties, a position assisting then Director of College Counseling A. J. Downs, Mr. Christ jumped at accepting it. His interest in college counseling also developed as a result of his own experiences as a high school student. He felt that he could have used better advice in this area.

Upon Mr. Downs' retirement, Mr. Christ took over the duties as Director of College Counseling and Head of the English Department. Looking back on his years in counseling, he feels that it is a terrific job with many enjoyable aspects.

He describes how he is able to get to know all of the members of each class from their junior year on. He also enjoys the idea that the college counselors are the school's only link with the college world, and because of this they are able to take a look at the types of issues that colleges are dealing with. He said, "It is a very satisfying experience to work closely with students and help them make an intelligent choice in a process that can be very confusing at times for everyone, even the counselors."

Another enjoyable aspect is the interaction with parents. "There is a real

that not just one but many of these colleges are great places is an important part of counseling. They try to place students in schools where they feel that they will be happy even if it is not their first choice.

While there is pressure on the college counselor, he feels the way around it is to run a full and organized program and more importantly to communicate effectively.

When asked the question, "What do you see as the most important quality that colleges look for in a student?" he responded by saying, "I think that colleges are looking for students who are going to take full advantage of the programs offered and are going to contribute something to the school. They are looking for serious students who challenge themselves and do the very best they can with their natural ability." He also said that colleges are looking for students who are going to do well in one or two specific areas. They want students who do one or two things well instead of being mediocre in many.

Has the emphasis on the colleges that Gilman students apply to changed over the years? "There have been different trends; however, if you look at the statistics and then at the placement records, you will see a pretty consistent pattern where the students go to college," he answered. But he also stated that there



Mrs. Turner will head Counseling soon

New students offer fresh perspective

By Cliff Athey

The majority of us at Gilman have been here at least a few years. If we talk to some of the new students this year however, we would discover that there are many things that they like about Gilman that we have always taken for granted. We can see from these students new perspectives that we have not recently contemplated.

At Gilman, new students believe that there is a large amount of freedom as compared to other schools. Two freshmen, Matt McLamb and Jon Markham, believe this, even though Matt comes from a private school and Jon from a public one. Junior Kevin Frank, coming from Woodlawn, agrees that there is much more freedom. One student feels that the administration has no control over the students, yet he did note that there is a greater amount of trust between the administration and the students.

Some, though, feel that freedom is kept in check at Gilman, and the administration is much stricter than necessary. Sophomore John Mohraz claims that at his old school, St. Marks School in Dallas, study halls were much less regulated and juniors had more off campus privileges than the seniors have here at Gilman.

Many of the new students have other

similar likes and dislikes. One positive aspect of Gilman, for example, is the safety factor. Many of us take it for granted, but the safety that Gilman provides is a big plus. There are Pinkerton security guards on the campus and at the crosswalks, and the students are not worried about violence at Gilman.

The new 70 minute schedule is, of course, a hot topic at Gilman. Freshman Stephen Margerum likes the schedule, as do many others. Everyone likes coordination between the three schools, but many freshmen add that there is not enough for them, only for the older students. The schedule, Kevin Frank believes, limits class selection.

Athletics are approached with mixed emotions. One freshman does not like the required intramural sports, but others like this emphasis placed on sports. Certain new students also take note of the fact that there are not academic requirements to play interscholastic sports at Gilman.

In general, the new students like Gilman as it is and do not have any major complaints. Those of us who have been at Gilman for many years have come to take the benefits Gilman has to offer for granted. Hearing from the new students may remind us of the advantages Gilman has that we have forgotten to appreciate.

Stop the waste



By Jad Fakhry

Recycling plays a large role in our everyday lives at Gilman and abroad, for it is a global issue that has no boundaries. We should not consider it an unnecessary hinderance or a foreign procedure, but a vital routine which is invaluable to the environment. We are all in debt to the environment and its once abundant resources which we are now using like there is no tomorrow. We as a society are so eager to utilize, but not so eager to recycle. At Gilman we have multiple opportunities to recycle conveniently, yet many regard recycling as a waste of time and energy. We are fortunate though, to have recycling bins and students who are enthusiastic about educating the community on recycling and advocating its importance. These students have taken the initiative to sponsor recycling through the Earth Awareness Club.

Marc Gilman, president of the Earth Awareness Club, took the time to speak to me and answer questions concerning recycling and its significance. He commented on our ignorance of the fact that there *are* limitations to our resources. He also mentioned that although the students in school have been helpful in utilizing the recycle bins, there needs to be more activity abroad to help students to recycle not only at school but at home. The Earth Awareness Club has started a scheduled advisory system which basically has each advisory group emptying and collecting recyclable material from the bins. Marc emphasized the fact that there are so many opportunities to easily recycle almost anything. He also stressed that there are many drop-off sites that offer money for recyclable materials. Marc said that it takes only a little effort to recycle and one will be rewarded in the end.

According to Marc, there is a broad spectrum of items which can be recycled. At Gilman we are given the opportunity to recycle all types of paper, aluminum, and soon, glass bottles. At one's home, all types of plastic, glass, paper, rubber, and car oils are recyclable. The club is trying to stimulate awareness through the advisory system. One problem, Marc said, that is impeding progress, is that the aluminum bins are being used as trash cans due to lazy students. Because of this, these bins are not being collected. Another problem the Earth Awareness Club encounters is the lack of financial aid from the school. Marc, though, is still happy with the recycling of paper, and is definitely pleased with the start of the new advisory program.

Recycling takes no strenuous labor but the result is tremendously important to the environment. Marc hopes the recycling at Gilman will aid the inception of recycling abroad.

Prime study skills for everyone; even you

STUDYING SMARTER, NOT LONGER

What makes one student learn (and remember) more than someone else who may have put in twice the time? Brains? Probably not. Instead, the top student usually is tuned in to his work. Try these tactics:

1. Quickly check out the topic of the chapter and take 1 minute to jot down anything you can think of on the topic.

Why? This **writing** gets your brain chemicals/neurons "juiced up" and ready to take on new information on the topic. Remember: the brain works by associating information—and processes stuff more effectively the more associations you open up.

2. Next, preview the text for objectives, guide questions, charts, pictures, maps. These "visuals" will help guide you through the "heavier" reading. The previewing should also help you determine what you need to read carefully and what you can skim.

3. Read and very sparingly mark your text. Draw vertical lines in the margin for important info. Don't overdo highlighting or underlining. Better yet, make brief summary comments in the **margin** which force you to synthesize. Then you'll "own" these ideas.

4. Review and record notes in your notebook. Record notes in chart form or by categories so you see the relationships between ideas. This **visual** organization helps you retrieve the info later.

5. **Aloud**, restate the main ideas of your reading. This develops new pathways in the brain in the speaking and listening domains.

6. Concentrate on main concepts, over-all causes and effects, key reasons, and primary symbols/examples. Study the **big picture**. You'll be amazed at how many details will come to you on an essay test if you have a logical handle on the main ideas.

7. Review main ideas/notes frequently for a few minutes.

Applying these ideas to SAT reading problems:

1. Read **question stems** to get your brain associations working.

2. Read the **italicized background info** above the selections to get you oriented, so you are acquainted with the context.

3. Put a check next to any lines named in the question stems where you'll need to go to define words in context.

4. Read for the main idea(s) and the over-all tone or attitude(s) of the writers.

5. Practice taking sample SAT's. Use the computer programs in the computer lab, old SAT tests, or sign up for prep classes.

The big game

From page 1

left. The Gilman sideline erupted after the recovery, making it Gilman ball at their own 10.

The 51 seconds that followed seemed like 51 minutes as the Hounds ran out the clock to a standing ovation from the Gilman fans. The Gilman Greyhounds' football team had done the improbable; they had pulled off a giant upset of the higher ranked McDonogh team. The Hounds stayed together and fought hard, even when down 10 points in the fourth quarter until finally that clock hit 0:00. The Hounds had won 38-35.

The ecstatic Gilman fans poured onto the field as soon as victory was assured. The Hounds found the end zone many times that day. A day in which victory became ours, but at no cost to sportsmanship. Lost in all the rivalry was the fact that our Gilman Greyhounds were co-champions in the MIAA "A" conference.

Congratulations are due to the McDonogh Eagles on a fine season and a hard fought game. Though they lost, they showed the great sportsmanship that has made this rivalry great.

The Gilman Greyhounds and the coaching staff deserve credit for fighting hard and playing well until the end. They played like the champions they deserve to be.

A youth in politics

By Doug Sandler

At a time in which there is an emphasis on local politics, many have had the opportunity to learn a great deal from Bryn Mawr senior Meghan Townsend. The daughter of Kathleen Kennedy Townsend, the new Lieutenant-Governor under Paris Glendening, Meghan has been active in the campaign that beat Ellen Sauerbrey. Having had the experience of being actively involved in a political family, Meghan happily described her knowledge and opinions of the past elections and her personal participation in them.

Paris Glendening and Meghan's mother have just recently been elected to the positions of Governor and Lieutenant-Governor, respectively. As many well know, the race against the Republicans was quite tedious, for Maryland waited many days to see who the next Governor would be. Throughout this time, Megan said, her household was anxious but confident. The telephone did not cease to ring, and there was a lot of pressure on every member of the household.

The hard work and relentless campaigning paid off in the end though, and Meghan's family happily celebrated their victory. Meghan herself had been "door-to-door" with her mother, which entailed explaining the importance to vote, and an invitation to meet the candidates. Meghan spent many hours handing out flyers and the like, but it has definitely been worthwhile. Meghan has been happy to have the opportunity to see the real world. She is not only able to see and hear the things we do, but she goes even further to participate on a much more personal level.

Through Meghan's personal participation, she has learned a lot of other people's opinions. Though unsure of whether or not she wants to have a career in politics, Meghan has definitely had a lot of experience in dealing with it. She does believe however, that politics can be very rewarding because politicians are able to help many people.

The senior speaking contest

Kicking off the Senior Speaking Contest was Jeff Bongiovani, who spoke on a personal experience of hatred before he attended Gilman. Bongiovani talked about joining a neo-Nazi group at his old school. He did not know the people he was supposed to hate. When coming to Gilman, Bongiovani experienced a transition where he learned an important message: "Don't cause any unnecessary pain." Bongiovani's speech was received with a standing ovation.

The second senior speaker was Michael Kleinman. The topic of his speech was "tolerance of homosexuality" in the greater community, but more specifically in the Gilman community. He

said that there was only so much the administration could do and had done, and that the responsibility fell in the hands of the students to overcome the homophobia that exists in our community.

Ted Lord was the third senior speaker. He spoke about "the secret of distant friendships." Lord's secret lay in the art of letter writing and correspondence. He has kept close friends with people who live hundreds of miles away. Lord and a friend he made in the summer before his freshman year have written a combined total of six hundred letters to each other. He stressed the importance of letter writing, especially in this time of evolving technology.

The News will review the senior speeches through the year.

College Commentary

More to high school than a ride to college

By Chris Oh

Gilman School is a "college preparatory school." My peer, Doug Sandler, feels that this means that the singular purpose of Gilman is to prepare its students to get into colleges. In a very narrow regard, this is indeed true. Nearly everyone who graduates from Gilman has matriculated into college. This school takes intense pride in its track record of placing students into the top institutions in America.

Yet we must realize that Gilman should not be used solely for our avaricious motives of getting into top-notch colleges so that we may go on to have successful and productive lives. Gilman, and any high school in general, is where students really "grow up" - where they acquire the values and attitudes that they will carry with them for the rest of their lives. It is a place where relationships are formed and experiences are encountered. Who has not spent their weekends hanging out with friends or dates? Who has not felt the

anxiety of asking someone out to the next dance? Who has not sat around the common room and debated various current issues? Who has not been in a class or been taught by a teacher who has had a lasting impact on their lives? Nobody.

My colleague seems to believe that once we leave Gilman and move on to college, we will start our lives over, and that the experiences from high school will be buried forever not to be recalled. After all, "school is only used to get into college." Obviously, this is not true. This school is a very dynamic place and many things that we feel and experience here will never be forgotten. While it is not untrue that most of the friends we know today may never be seen again after graduation, and that the day-to-day events that occur now may pass from our memories, this does not justify Doug Sandler's argument that high school is pointless, other than to prepare us for acceptance into the colleges of our choice.

College is the focus of high school life

By Doug Sandler

November is a month that is associated with Thanksgiving and the coming of winter, but many also associate it with college applications. A time in which seniors can only think of writing essays, taking SAT tests, and filling out forms, it is indeed a difficult period for them. It is the climax of four years of high school, and there can only be one acceptable outcome of the whole process. Getting into the college of choice has been emphasized to seniors since they were freshmen, and now is the time when it becomes necessary. In thinking about their Gilman education seniors are led to question the validity of it all. The years at Gilman have certainly been difficult, yet have they been worthwhile? Of course students will forever be indebted to the teachers of Gilman for sharing their great knowledge, but what affect will this knowledge have on the future lives of these students?

Questions such as these often arise in the heads of seniors when they are under this great pressure. Many feel that they must get into a respected college at all costs, and they will allow no obstacle to block their path. The fact that we attend such a prestigious school definitely does help in the college admissions process, yet the question is whether or not it is the name "Gilman", or the challenging work that accompanies it that actually aids us. When we look ahead and think of where we may be in five or six years, we become flustered with the thought of more of what we have suffered through for the last twelve years. It sometimes seems as if we will always be toiling away at calculus problems, spending long hours into the night reading but never understanding verbose history assignments, and attempting unsuccessfully to discuss with a

teacher the previous night's homework in a foreign language. We ask ourselves, "What is the point of a high school education?"

Many will concur with the idea that there is, in reality, no point. For years upon years we partake in challenging work, compete to receive high grades, just so that we can be accepted into a new institution and do the same again, again, and again. Why do we learn here at Gilman what we can learn in college? What is there here that will not be there? There are those that feel that Gilman offers a foundation of learning that can be found nowhere else. This is true. Gilman has always emphasized from early on the importance of education, and has taught its students how to utilize all of the available resources. The question one must raise however, is whether or not any of this is necessary, for we do it all over again in college.

What then, one might ask, is the reason for coming to Gilman? Is it the things we learn here? The activities we take part in? Or is it just the name of the well-known school that goes on our applications to college? Gilman students have always had a better chance at any college over the average student just because they attend this school, yet most of the time we learn the same as any other student of any other school. Sure, Gilman is challenging. It has a great reputation. It also is a private school that puts prospective students through in-depth testing and has a tuition near ten thousand dollars. One can come to only one conclusion with the experiences students have had here, and that is that if not for the name and previous reputation this school has had, students would not receive the great benefits they do now.

College applications; an insider's view

By Karim Fakhry and Chris Oh

The end of the year is steadily coming upon us and for seniors, that means that the college applications are closer and closer to being due. The college application process is much more than simply filling out forms and writing essays. It is a culmination of months of thought, discussions with parents and college counselors, and visits to various college campuses. Indeed, it is the culmination of four years of effort in high school. It is very important to understand exactly what is involved and expected in this very important part of our academic careers. *The News* has investigated the many aspects by interviewing various people who are deeply involved in this process, including one of Gilman's college counselors, Mr. Jeff Christ, and Mr. Steve LeMenager, the Associate Dean of Admissions of Princeton University, a school that has historically had close and important ties to Gilman.

Mr. Christ sees some trends in the college admissions on the national scene. He has observed a continuing decline in the eighteen year-old population and he feels that this trend will continue through the nineties. Colleges, meanwhile are trying to fill their freshman classes, which is becoming increasingly more challenging. He stated that Princeton usually accepts about sixty percent of their students from public schools and the other forty percent from independent schools, but this is only because there are so many more public school students. He does not feel that there are any specific preferences. Princeton, just as any other school, is looking for the best students that they can find. In conclusion, Mr. Christ said, "The good news is that there are many more terrific colleges to which Gilman students will be accepted." He also says, "Colleges have done a lot in recent years to not look specifically at region and school, and therefore trying to come up

with the very best class that fill their criteria." It is only an unfortunate but understandable consequence that they cannot take all students all the time.

Mr. LeMenager said that he feels that juniors should start out the college admissions process by visiting the colleges in which they are the most interested between the next spring and fall. When visiting colleges, a junior should "do his homework" and read an admissions bulletin or viewbook for that college before visiting because as he says, "There is nothing more frustrating for us than fielding questions that are answered in our materials." A student should think about size, location, academic compatibility, cost and financial aid opportunities. It is also important to talk to parents and others about their college experiences. He also emphasizes that students must keep their priorities straight and we must not "rule out colleges capriciously." And of course, a student must keep his or her grades up (or get them up). Mr. LeMenager sees that it is becoming harder to gain acceptance into Princeton in recent years, saying that 14.2% of those who applied last year were accepted. He stated that Princeton does not favor public school students over private school students or vice-versa. There are no quotas and the admissions committee is looking only at the individual strengths of the student.

For the seniors going through the admissions process right now, Mr. LeMenager felt that "there is a happy medium between overloading one senior's program (and being miserable) and breezing through on an easy year. Princeton is interested in the courses taken over the three-year period from tenth to twelfth grades." In addition, he stressed that students should not fall into the "senior slump" of the second semester. His words of advice are: "It should be possible to enjoy all that comes with being a senior without blowing off your academic work."



Post-graduation options for seniors bright

By Krishna Tripuraneni

When high school students begin to decide which college or university they want to attend, they also face a dilemma of choosing whether they want to pursue a pre-career or a liberal arts degree. This decision will set the stage for the rest of a student's life, and it should be thought about very carefully. There are both advantages and disadvantages to choosing either of these two paths. Everyone has to decide what type of degree they wish to pursue, according to what their interests are.

"You are still going to be a member of the college of arts and sciences. You still have to choose a major within the college," says Mr. Jeffrey Christ, one of Gilman's college counselors, about going into a pre-career program. If you wish to major in a certain subject that you intend to pursue in graduate school, then you can go ahead and major in that area of interest. However, in most schools, you are required to take other courses besides those that fulfill your major. Today, medical schools are looking for students with extensive bases of study. Students are being accepted into medical school who have taken English and other non-science based subjects as their major. The reason for this is that all graduate schools want a diverse student body. A medical school would not be diverse with all science majors.

At the Wharton School of Business, students must take business courses, but they still have to complete a core curriculum of courses at the College of Arts and

Sciences. Furthermore, it is not necessary to go to a business school to become a businessman. Businesses are not always looking for people with business degrees. They are seeking people who can and will take on challenges and responsibilities. Businesses want people who have overall solid academic backgrounds. However, Mr. Christ says, "If you really are interested in some area and your mind is set on it, go ahead and study it."

In most colleges, there is no pre-law or pre-medicine. Instead, there are advisory groups. These groups help students decide which courses to take in order to be accepted into graduate school. "Law is one of the most wide open ones going," asserted Mr. Christ. Many students are now taking a comprehensive array of courses, and still later attending law school. Majors such as math, physics, economics, and English help them when they apply to graduate schools.

So, what path are Gilman students going to take? Mr. Christ says, "A very large percentage, maybe 50 to 75 percent, will talk about business, law, medicine, or they are undecided." There is a tendency for them to change their minds as well, and Mr. Christ believes that the American system allows you to do so, through its flexibility.

Mr. Paul White, Director of Undergraduate Admissions at Johns Hopkins University, says that *individuals who are narrowly focused on a certain field do not have a broad view of how many and of what types of opportunities there are available to them.* For example, a student

who wants to take a pre-medicine program tends to want to take courses in natural science. That is the typical student who is not broad in thinking. However, Mr. White said that pre-career programs also have their good side. These programs allow a student to focus on one area of interest which he will be studying over the next few years.

Obtaining a liberal arts degree, according to Mr. White, teaches students many skills, including analytical, communicative, and writing skills. A liberal arts degree also gives students a foundation in other studies. Often, students will go on to graduate school so that they can apply their skills in other areas. Some people think that undergraduates with liberal arts degrees are at disadvantages in getting jobs. Their reasoning is that these students are not specializing. Obviously, nobody will hire someone who does not have a degree in a particular area, considering that that student has not studied anything very deeply. On the other hand, college is

the last opportunity in life to take "a wealth of different courses." Mr. White feels that, in the end, it is up to the individual to decide between a liberal arts or a pre-career degree. "In today's job market, you are going to have to get a graduate degree, which should not be seen as a negative point" - that is, if you choose a liberal arts degree.

Some might wonder why one should worry about all of this, instead of taking the easy path and avoiding college. The statistics have proven that it is better to go to college than going straight to a job. There are some good reasons not to go to college right away, including time to work, travel, and get motivated. However, Mr. Christ does want Gilman students to go to college: "College is a terrific opportunity for academics, personal reasons, and it helps one to grow as a person, which should not be overlooked." Despite the difficult decision-making involved, going to college seems to be the right and obvious choice.

Making sense of the application process

By Ted Lord

Seniors hope that college will provide great changes and opportunity, but it is precisely for these reasons that the application process proves so daunting. Seldom have their futures so entirely rested on them. *It is their grades, actions, recommendations, and essays that will ultimately determine where they spend the next four years of their lives.* Everybody has their own advice on how to get into college, and not all of it is useful. Often it serves to confuse the subject further, which is quite a feat considering the intrinsic complexity of the process.

The importance of timing cannot be underestimated. Nothing makes a more unhappy senior than finding oneself clueless while others are mailing off early decision applications. Colleges usually wait until junior spring and summer to contact their prospective applicants. Dozens of brochures, all with glossy cover photos of students in rigorous academic discussion under a tree, inundate rising seniors. As the volume of mail increases, so does confusion. Allowing for the average response time, students may not begin to sort through everything until late summer or the beginning of school.

Seniors should not merely react to the initiative of colleges, but take initiative themselves. They should begin setting priorities and making plans early. Inevitably, somebody asks "What are you looking for in a school?" Borrowing from Socrates, students often must admit that all they know is that they have no idea. As students begin to decide which colleges they want to apply to, they realize that the choices are vast, and the decisions are hard. Differences in colleges range from size and geography, to the special area of excellence that each college offers. With so many options available, it often

becomes hard for seniors to make up their minds as to where they want to go.

Beginning the process early allows one to create more options, and making an informed decision always requires having several strong options. *Having worked extremely hard, seniors owe it to themselves not to shortchange themselves at the culmination of their efforts.*

Getting in. Most sentences spoken during senior spring seem to relate, whether explicitly (Did you get in?) or implicitly (Get any mail lately?) to this phrase. Seniors want to know what to do to ensure positive answers to these questions. Applications consist of transcripts, teacher recommendations, standardized test scores, and essays, which are all compiled during senior fall. However, this late timing can be misleading. Seniors should not ask what they can do to get in; sophomores and juniors should. All colleges are looking for well-rounded, motivated students. It seems that they actually do look at more than SAT scores. The type of student that colleges are looking for cannot be created in a year or a semester, but over an entire high school career.

Seniors want hard answers from colleges and advisors about what will get them in, but this question is more effective when asked to oneself. Arriving in your senior year and asking what you should do to be accepted is analogous to lining up for the Boston Marathon in new shoes, without having trained, and asking the officials to tell you what you should do to win. Gilman provides excellent college counseling and advising, but they can only help smooth the rough spots of the process. Ultimately, it is up to the students to create options and organize themselves because, naturally, the process is founded upon their ideas and direction.

Recent Gilman grad sheds light on college

By Ryan Isaac

During my twelve years as a Gilman student, I used to go to camp during the summer, and as September approached, I found myself holding on to the days longer and longer. Now I am in college, which I have learned is nothing more than a fancy name for camp, with a little work thrown in, of course. When I arrived nine weeks ago at Haverford, I could not have been happier to escape home. Little did I know that I would grow to love the multifaceted world of college so quickly. After one week, I had made friendships that seemed years old. But this situation is not unique to college; I have heard similar claims before from others outside of higher education. Here at college, though, the eleventh grade daydream of freedom (during a seventy minute Thornbery lecture) has blossomed into more than the thought of no supervision.

The work is not much more challenging than it was in high school, although the load appears to have swelled. The true test comes at 9:00 a.m. each morning when my alarm awakens me, and I must decide whether I would rather just turn off my alarm or go to a math class that is not taught with the same enthusiasm as a Mr. Lewis or Mrs. Hutchinson class.

So it is clear that classes are a bit different, and that at college you are the master of your domain; however, this overview would not be complete without an explanation of the one gender foreign to the hallowed walls of the Tech. Females. At Haverford, not only are the dorms coed (nothing unique), but the bathrooms are as well (quite different). I'm not talking about showering while your sister uses the sink; I mean performing everyday bodily functions in the company of your hall-mates. It certainly has brought us closer together.

College therefore entails the balancing of work, sleep, and socializing, and he who can juggle these disciplines the best will be the student who loves college the most. And he who emphasizes the last two-thirds of these criteria will like college a lot...until he gets his grades. I find it difficult, perhaps impossible, to sum up all emotion about college, but I do know that I am having the time of my life. I, therefore, tell all of you in despair over the new schedule that at the end of the Gilman tunnel there is a light that radiates brilliance, perhaps brighter than the light cast by the "In Tuo Lumine Lumen" motto.

Ryan Isaac is a freshman at Haverford, and was editor of *The News* last year

Doe, a deer starts November 18 at RPCS First show ever to go up in new RPCS theatre

By Jason Haas

This fall, on November 18, 19, & 20, Roland Park Country School will present Rodgers and Hammerstein's *The Sound of Music*, the classic musical that has touched generations of Americans. The production promises to be a good one, with a great cast, a great director, and a great script.

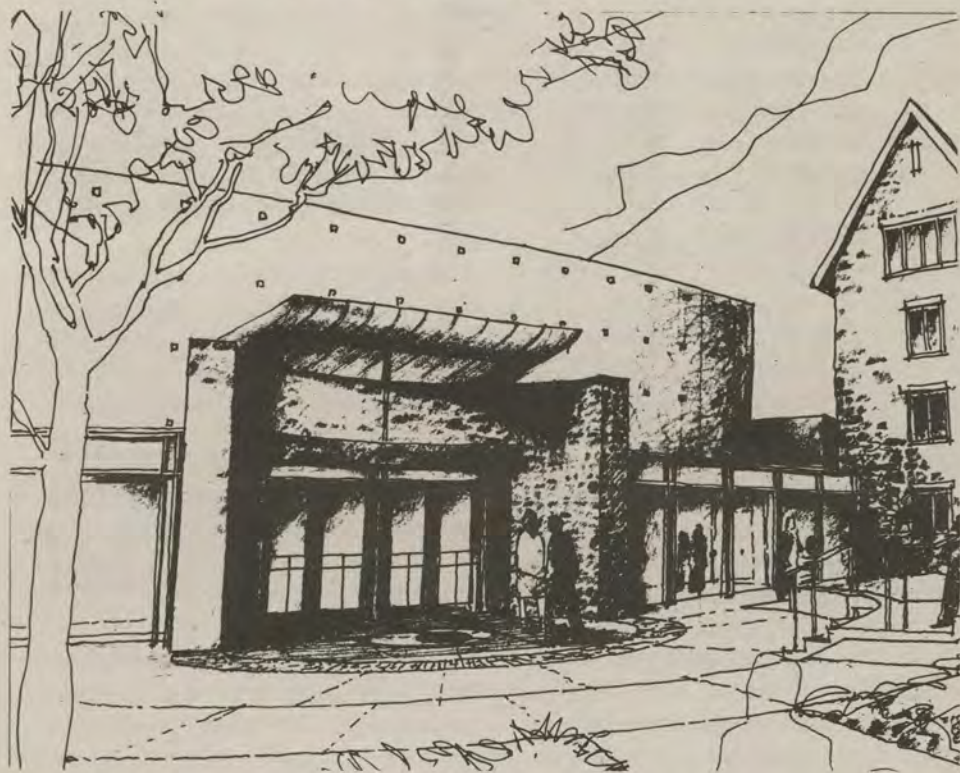
The production will take place in the new 415-seat Sinex Theater in Roland Park, and will mark the theater's opening. The new theater is incredible, a dream theater. There is a construction room off to the side where sets can be built and moved with no problem. The stage itself is huge, with plenty of room for moving the large, lavish sets. The seats are plush and floral. This should be much more comfortable to watch than past productions, which were in the poorly ventilated Harris Center, and involved sitting on plastic seats. Ouch!

The Sound of Music is the story of a stern, Austrian, military widower, Captain Von Trapp, whose children have been brought up by governesses whom they have scared away. The seven children then get a new governess, Maria, from a nearby Abbey. Maria turns the house from an austere home to one of love and joy when she brings music back into it. The Captain and Maria get married and when the Captain comes back from his honeymoon, he is ordered to command a Nazi warship.

He is so determined to keep the Nazis from dominating him and taking over his home that they make a daring escape from the Nazis with the help of their friend Max and several nuns, all after winning the Kaltzberg music festival.

Almost every weeknight there is a practice, which entails a grueling two to three hours of acting, singing, and dancing. The Captain, played by Noah Gallico, sings the classic song *Edelweiss*, and Maria, played by Meredith Hartman and Kim Owens, sings two classic songs which everyone knows and probably learned to sing with, *Do-Re-Mi*, and *My Favorite Things*. The cast also contains an opera singer, Mrs. Kim, as Mother Superior. Other stand-outs in the cast are Reece Thornbery as Max, Scott Bartlett as Rolf, a Nazi and the boyfriend of Captain Von Trapp's eldest daughter, and Carrie Donahue as Elsa, a woman who was to marry the Captain before he met Maria. Kaveh Haerian and Jason Haas are also featured in smaller roles, a Nazi and a butler, respectively.

The play promises to be good. The costumes and sets have been built extravagantly, involving blood, sweat, and tears. The actors have been working hard, skipping homework and losing sleep. The theater is nice and will be comfortable to watch the play in. A lot of work has gone into this, and it is hoped that you all can be there to see it.



New theater complex at Roland Park Country School is ready for a first performance



The Bryn Mawr and Gilman
Ninth and Tenth Grades
present

THE TORCH-BEARERS

a satirical comedy
by
George Kelly

November 18 & 19 8:00 PM
November 20 2:00 PM

Centennial Hall

Adults \$3.00 Students \$2.00

produced by special arrangement with Samuel French, Inc.

Ninth and tenth grade play at Bryn Mawr *The Torch-Bearers* starts November 18

By Doug Finnegan

Throughout the years there has been a tradition of a ninth and tenth grade play amongst our tri-school community. Always well done, these plays give us an inside look at the young actors and actresses who will be wowing the audiences two or three years from now. This year, the play, George Kelley's *The Torchbearers* will take place at Bryn Mawr on the weekend of November 18-20. It promises to be another good show.

The story of *The Torchbearers* is a funny backstage look at the making of a play. It focuses on an amateur acting group which actually has very little talent. There are many problems facing the crew. For one, the main female lead's husband dies and she is unable to carry on. Unfortunately, her replacement is dim-witted and has very little skill at acting. Not only that, but the crew is bogged

down by a pretentious director who has a habit of messing things up more than accomplishing them. When the big night finally comes, the troupe pulls it off, even though everything goes wrong.

The satirical play is being directed by Mr. Josh Shoemaker, who is doing a good job according to his actors. Gilman students included this year are Patrick Yeoman, playing Frederick, Mike Stanley, playing Puxley, and Jarrett Burns playing Ralph. Also appearing are Rodney Glasgow and Skip Paal as Mr. Spindler and Em Edev, respectively. It should be exciting to see these young thespians at work. They all have put numerous hours of work into this play and have done so willingly in hopes of producing the best possible show. The play will go on the same weekend as Roland Park's *Sound of Music* so make sure you make plans to get to both. It will definitely be a delight.

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Your yearbook pages were due a while ago. Get them in by Thanksgiving!! You are paying \$1.00 for every day they are late!
Talk to Matt if you have questions.

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Friday night
Saturday night
Sunday afternoon
Bryn Mawr or Roland Park

High marks for new Nirvana release; Electrically charged REM gets new image

By Doug Finnegan

When Kurt Cobain took his life last spring, the entire musical community, both fans and non-fans of Cobain, had to admit that a great songwriter and a decent musician had vanished. Many said that he was the voice for modern youth. So when new material is offered, such as the *MTV Nirvana Unplugged in New York* album, it is understandable that there will be some commotion. The new album is a good album. But it is unfortunate that the last album we have of the Seattleites is one where almost half of the songs are songs not written by Nirvana, but rather by artists whom the band holds in high esteem, such as David Bowie, Eugene Kelley, The Meat Puppets and Huddle Ledbetter. On the bright side, these songs are just as appealing and fit Nirvana's fluidity well.

The first single, *About a Girl* (off of their first album, *Bleach*) opens the show and sets the mood for the mellow tracks to follow. *Come As You Are*, *Polly*, *On a Plain* and *Something in the Way*, all from *Nevermind*, are each executed well, done in a way that accentuates each instrument to its fullest. This is a nice element to Nirvana, for it is not often that the bass and drum lines come through as crisply as they do during this show. Songs such as Eugene Kelley's *Jesus Doesn't Want Me for a Sunbeam* is a pleasant treat from a band known mostly for its squealing feedback and grating guitar riffs. Two of the three Meat Puppets, Chris and Curt Kirkwood, sat in for three of their own songs, *Plateau*, *Oh Me* and the haunting *Lake of Fire*. All three come across well through Cobain's restrained vocals. The two best songs offered are Bowie's *The Man Who Sold the World* and Huddle Ledbetter's *Where Did You Sleep Last Night?* The former, with its distorted acoustic guitar and escalating bass line, is a chilling reminder of a possible warning of Cobain's depression. He sings "Your face/ to face/ with the man that sold the world." Many have questioned whether this choice in songs could have been a tie-in to Cobain's fear of selling out. Also appearing on the album are three songs off of *In Utero*, including a solo version of *Pennyroyal Tea*. Overall this album is deserving of an A-. It offers a look at the

softer side of Nirvana and serves as a bookend to the career of Kurt Cobain.

On the other end of the spectrum, R.E.M., a band known for its happy pop tunes and soft and often depressing ballads, has just come out with an electrically charged album titled *Monster*. In the past I have not been impressed by R.E.M.'s work. They have always been a band that seems too involved in their causes, and less interested in their music. To be quite frank, R.E.M. has been a band that uses its music to whine and ramble on. So I have to admit that I went into this album with a certain degree of skepticism and bias. I expected another rainy day album and instead was barraged with a head-bobbing, exciting album that made me want to move. This album fires right up with *What's the Frequency, Kenneth?* which was the first single as well. It is a great track to begin with and moves right into *Crush with Eyeliner*, which, surprisingly enough, features Thurston Moore of Sonic Youth. This is a good track that pulls your attention away from whatever you are doing and directs you to your stereo.

Unfortunately, there is a bit of a lull after this smashing start as the band wanders aimlessly through the next two songs, *King of Comedy* and *I Don't Sleep, I Dream*. Neither has the edge that keeps you interested. *Star 69* does just that as it gets the band back on target. Its quick drumming and rhythm figures do them justice. *Strange Currencies* shows many similarities to *Everybody Hurts*, the award-winning song from *Automatic For the People*. Its buildup and sweeping melodies all come together to make a good song. *Tongue* is a gospel-sounding track that has Michael Stipe singing in the style of a choir boy. The album moves on from there to tracks such as *Blank and Blame* which is driving and distorted and still sweetly subtle, and *You*, the record's finishing point.

Until now, R.E.M. had seemed to me no more than that band that sang *Stand*, that annoying melody that symbolized everything cheesy about the eighties. But after one listen through *Monster*, I am willing to give this band from Athens, Georgia another chance. I give this album a B+.

A good look at Gilman's Traveling Men Creative twist to traditional "barber shop" songs

By David Freedlander

Every spring, the best singers from the Glee Club are chosen to form Gilman's only a capella singing group, the Traveling Men. This year's entourage is an underclassmen dominated group. The 1994/95 T-Men are seniors Bryan Lopez, Matt Wolf, Max Mednick, Amani Hemphill, Marc Gilman, and Jay Dunning, juniors Scott Bartlett, Teddy Wasserman, Steve Beyer, Gaurab Bansal, Charles Howard, Joey Lee, Mike Stanley and David Chalmers. Hemphill and Wolf provide capable leadership and Doc Merrill is the faculty advisor.

The purpose of the Travelling Men, according to Amani, is to provide talented singers a chance to practice their craft with those of like interest and ability. Most are not concerned with "making it big" but are more interested in just doing what they enjoy in front of people. The T-Men try to take a capella, which is done without a musical accompaniment and convert it from its traditional "barber shop" genre into contemporary tunes which the Gilman students probably prefer a little more. Most singers pointed to this as a difficulty, citing they weren't used to singing without music.

According to the singers, the T-Men practices are intense. "It can turn into a real pressure-cooker," said Amani.

"Tempers flare." The students frequently bicker amongst themselves about the way the rehearsals are run and who is not pulling their own weight. This tense atmosphere is understandable. Can you imagine coming back to Gilman for an hour and a half every Wednesday for rehearsal, having to deal with Amani's incessant nagging and Scott Bartlett's utter weirdness. "It definitely is a pretty big commitment," said Joey Lee, "But it really is fun singing."

Right now, the Traveling Men have a lot of young potential which needs to be cultivated by the seniors. They have already performed at Homecoming and at Coffee Houses. "Our goal is to improve," according to Amani. "So far we have done just that," said another singer, who wished to remain anonymous. "Right now, we're pretty bad, but hopefully with experience we'll get better."

Moreso than anything else, the group pointed to their unity as the most important part of the T-Men experience. They used words like "brotherhood", "family", and "close-knit" to describe themselves. The singers form great friendships with students whom they otherwise would never get a chance to meet. Upcoming concerts will be announced, so go to a show.



T-men Brian Lopez, Marc Gilman, Matt Wolf, Max Mednick, and Scott Bartlett Strike a pose. The rest of the T-men were off singing somewhere.

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Do you have connections in the club scene?

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If you are interested see Doug Finnegan!



How safe is our President these days?

By Scott So

In one month the White House has come under fire - literally! Two incidents at the White House have brought about serious concerns over the security of the President. When the flight of a drunk pilot and a crazed gunslinger both disgrace the President and bring him under serious danger, should not the so-called Secret Service Agency, the ones who protect the President, do everything they can to insure his safety? In these two incidents they did nothing and the President could have been killed.

The White House's security is jeopardized when an intruder, either in flight or shooting at the White House, comes storming out of nowhere and causes all hell to break loose. On September 11, 1994, sometime before midnight, a man by the name of Frank Eugene Corder stole a single-engine plane from an airport north of Baltimore and then headed south towards Washington D.C. As reported by *Time Magazine*, he then "flew over the National Zoological Park and down to the Mall, probably using the Washington Monument as a beacon." He then banked right and came in low over the White House South Lawn, clipped a hedge, skidded across the green lawn that girds the South Portico and crashed into a wall two stories below the presidential bedroom. Corder was killed on impact.

There was the recent shooting at the White House where a man, by the name of Francisco Martin Duran, 26, of Colorado, shot an AK-47 at the White House while the president watched the favorite American pastime: Football. He placed the weapon on the fence and fired at least 20 to 30 shots at the presidential residence. One of the bullets pierced through the White House briefing room, and it nearly got one of the correspondents from

The Middle East

By Naveen Divakaruni

On October 26, a political milestone took place in the Middle East, with the signing of a peace treaty between Israel and Jordan, which ended 46 years of a formal state of war between the two nations. The treaty was the result of years of secret contacts between King Hussein and Yitzhak Rabin. The treaty, which brought peace for two countries who have been at war since Israel was created in 1948, was welcomed by Israelis, but was less enthusiastically accepted by Jordanians.

The newly established peace has opened border crossings as well as unblocked telephone communications between the two nations. Proposed economic advantages of the treaty include free trade, joint projects, and shared resources.

The Middle East has moved one step closer to a more peaceful existence with this new treaty. Israel now has formal peace treaties with Egypt, Jordan, and the Palestinians of the West Bank and Gaza Strip.

CNN News Network. Onlookers subdued the gunman before Secret Service agents took him into custody. Luckily, the President and none of his staff were shot in the incident.

White House security - is it all that it is cracked up to be? I believe that the security of the President should be on the foremost mind of every Secret Service Agent in Washington D.C. The President's life was in danger twice, and he could have been killed! The protection of the White House is also in question. In 1974, a disgruntled U.S. Army private staged an unauthorized landing on the South Lawn. Soon after that the government installed a special communications line from Washington's National Airport control tower to the Secret Service operations center. The so-called hot line was to prevent any sort of thing from happening again. However, on September 11, 1994, the very same thing happened once again. No one at the airport was watching the monitor at the time of Corder's untimely accident. Was the man off-duty or was it pure negligence on the part of the control tower? The incident of the gunman was of the same caliber. There should have been at least one Secret Service Agent on the lookout watching over the presidential residence.

Government security of the highest official in the United States should be protected at all costs. In the movie, *In the Line of Fire*, Clint Eastwood threw himself in front of an assassin's bullet to protect the president. The president could have been killed in both incidents. The last time a United States President was killed was John F. Kennedy. The country went into mourning that grim day of November 23rd, 1963. The president's life is no joke, so we should protect him at all costs.

The Class of 1993/ Reginald S. Tickner Writing Center

Directors
Ms. Julie Chekaway
Dr. Meg Tipper

The Writing Center is celebrating its one year birthday with the addition of a larger staff, IBM and MAC computers, consultants from Bryn Mawr School and Roland Park School, and interns from The Johns Hopkins University.

Consultants learned to "Involve not solve" and "Challenge by choice" at wilderness excursion to Genesee Valley Farm for implementation in the Writing Center at the start of the school year.

Classes are being conducted in the Writing Center. There are more resources available, more opportunity for one on one work, as well as consultants visiting classrooms.

Protect the wetlands

By Marc Gilman

Every year nearly 4,500 acres of wetlands are destroyed in the Chesapeake Bay area alone. Despite the promises of governmental agencies to assure the protection of the remaining wetlands, the marshes and bogs of Maryland are disappearing at an alarming rate. Maryland has already lost more than 75% of its original wetlands, more than any other Mid-Atlantic state. Wetlands provide a natural filtration process for the removal of pollutants, and act as ideal habitats for fish and waterfowl, providing the necessary shelter and food to ensure the survival of the animals.

Despite the supposed enforcement of regulations on their destruction, the wetlands are still being destroyed because of illegal filling and large gaps in legislations designed to protect them. An

ecologist for the National Wildlife Federation, Douglas B. Inkley, calls for stricter wetland protection through the enactment of the Clean Water Act. The Chesapeake Bay Foundation is already requesting a stronger enforcement of the regulations that are already in place, with better coordination between the state and federal agencies that are supposed to be protecting these laws. Opposing these groups is the Fairness to Land Owners Committee, who state that the residents of areas that contain wetlands on their lands should have the right to build on them or to destroy them.

Through the actions of committees like this one and through illegal filling, our wetlands are being destroyed. The enforcement of government regulations, and the enactment of new regulations are necessary for us to save them.



New seventy minute period schedule allow for longer conferences, ranging from thirty minute to sixty minute intervals.

The Writing Center is working in cooperation with the college counseling office to help with college essays and overall applications.

Writer's at Work series begins in December:

Mark Strand, the former poet laureate of the United States will attend Gilman on

December first during fourth period to talk about the life of the writer.

Pam Cardullo, lead singer of the group Terra Nova will visit Gilman on February third during fourth period to run a song writing workshop for ninth grade classes. (More information to follow about series.)

Information on writing contests are available in the writing center.

Hounds rout Dons 32-30 on way to victory

By Gaurab Bansal

One week after the tough loss to a good Mt. St. Joe team, the Gilman Greyhounds took to the field against the Loyola Dons. The Dons, then the #5 team in the state, were looking to continue their winning ways by defeating Gilman. The Hounds, on the other hand, were looking to rebound from last week and get back on a roll.

The Greyhounds managed to get that win while at the same time putting on one of the greatest high school football games in Maryland this year.

The first half of the game was mainly dominated by the offenses of both teams. Both also relied mostly on their running games to supply most of this offense.

Leading the Hounds on the ground were seniors R.C. Kauffman and David Biddison. The results of their efforts were two first half touchdowns. Loyola would also add two touchdowns, but converted on two 2-point conversions. Half-time: Loyola up 16-12.

Loyola opened up the second half scoring with a touchdown run and another 2-point conversion. The score was now 24-12. The Dons' powerful running attack seemed unstoppable. Time was becoming precious. Would the Hounds be able to overcome this 12 point deficit?

The Hounds came out on the ensuing drive and showed their determination. Lorne Smith threw a short pass to James McIntyre, which he then turned into a 60-some yard touchdown reception; but the extra point was missed, making the score 24-18 in favor of Loyola.

Three quarters had gone by so far. During the last few defensive series, the Gilman defense had begun to show a little muscle, forcing Loyola to punt the ball several times.

The Gilman offense had the ball yet again, and using its powerful running game and good passing attack marched the ball down field to a touchdown, and this time converted on the extra point. Gilman now leads 25-24, with under five minutes to play.

Corey Popham blasted the kickoff into the end zone. Loyola would start at their

own twenty yard line. A few plays later they were on their own forty yard line. On third down and two, the defense stopped them. On fourth down they went for it, but the defense held them. Gilman ball, first down. Three minutes to play. Game over, right? Not yet.

We have not moved much and so it comes to fourth down and about three yards to go. The Hounds go for it, but are unsuccessful. Loyola ball. Two minutes to play. Gilman still leads 25-24.

After two dropped balls by Loyola, it is third down. The Dons' quarterback drops back and heaves the ball forty yards down field into the waiting arms of a wide open receiver, who then runs the other twenty yards into the end zone for six points.

There's a flag on the play, but it is against Gilman, so the touchdown counts. The Dons then tried and failed on their two point conversion. Loyola now leads 30-25. Thirty-two seconds left in the game. Will it be two tough losses in two weeks, or a miracle?

Loyola kicked off to the Hounds. Loyola fans were on their feet, while on the other side of the field sat a stunned Gilman crowd. James McIntyre took the kick around our own three yard line. Five, Ten, Twenty, Thirty, Fifty, Thirty...he could go all the way...but he is brought down at our four yard line. James McIntyre has revived the Gilman crowd and any chance to win in only ten seconds.

18 seconds left. Gilman is still down 30-25.

Two plays later, Lorne Smith airs the ball out to the corner of the end zone where Scott Bannerjee leaps...and comes down with the winning touchdown.

Final Score: Gilman victorious over Loyola, 32-30.

A great game with an even greater finish. Both teams fought hard for 48 minutes, but only one could be the winner. So, in a span of thirty seconds on an autumn day in October, the Gilman Greyhounds pulled off one of the great comebacks in school history. A great win for a great team.

types of victories. The first was a 2-1 upset victory over Loyola, in which Mr. Harris said the team was, "very fortunate," to beat them. The second, against Curley, was a moral victory for the team. Although Gilman played better than the other team, and should have defeated them, the game ended in a tie.

The most important factor in the success of the team was the consistency of the defense. This great defense was led by sophomore Drew Forbes, who Coach Harris described as, "the heart and soul of the defense." Other members who contributed to the defense were Ben Mersey, Justin Harper, and Billy Herrfelt. In goal was freshman Scott Homa. Barry

Strong intramural program comes to close

By Dan Diamond

Fall is here, signalling the return of students around the country to homework and testing. Here at Gilman, though, students have returned for another important activity: fall athletics. To some, this means playing football games chronicled in *The Sun*, or running for seven miles straight to get in shape. But to others, fall athletics is a time to relax and take it easy, as they get readjusted to the burdens of a high school schedule.

The intramurals at Gilman signify the relaxed fall sport. Currently, there are five different options: tennis, basketball, ultimate frisbee, flag football, and rollerblade indoor hockey. Overall, there are 140 enrolled in fall intramurals, with basketball and tennis being the two most popular.

Unlike the other fall sports, flag

football maintained an informal league. Flag football, headed by Alex Vishio, is kept team records and league standings. Between the 26 players and four teams, there were playoffs the week of Halloween.

Basketball, though, was not able to get together a tournament this year, as it has done in the past, due to the lack of coaches. Mr. Matthews was only able to referee and give pointers, as there was really just him coaching. But despite the few teachers, plenty of students have come out for this sport which can be played yearlong.

Ultimate frisbee experienced a slightly unusual change this year, with informal participation by R.P.C.S. students. Mr. Shields, who has now been at frisbee for seven years here, is the school's resident frisbee veteran. In Mr. Shields' own words, "Ultimate frisbee is a great sport, because everybody participates and gets a lot of exercise doing it." Apparently many students agree with Mr. Shields, because frisbee is still going strong.

Tennis with Mr. Morrison is also a popular sport, right up there with basketball. There was a good mix of talent from seniors to freshmen. This will be useful come spring time, for interscholastic tennis. Though some of the players left for frisbee, there still was a large crowd of approximately 30 participants. Tennis is presently a strong intramural sport with a bright future.

Rollerhockey is a new trend sweeping the nation, as many grow accustomed to rollerblades, which are perfect for street hockey. To some, rollerblading looks dangerous, but to those who have experienced the art of rollerblading, it's easier and quicker than running or jogging. The "Czar" of fall intramurals, Mr. Jeff Taggart, oversaw this enjoyable, and interesting fall sport.

Though the Czar coordinates a sport, he also is in charge of making sure the entire fall program is running smoothly, and taking care of any possible equipment needs. He also is in charge of making the important decision on cloudy days whether or not to have intramurals. Mr. Taggart also says that intramural attendance had been pretty good, and that rumors of skipping intramurals are "unfounded". He warns, though, if one were to skip intramurals, or be purposely late, a punishment would be inflicted.

Yet some students disagree with this take on intramurals. Many say there is not much structure or system, and teachers really do not care if you participate. Jeff Lin, a ninth grader taking tennis, said, "it would be nice if they gave you instructional help." A fellow ninth grader, Jon Marcum, added, "but the lack of structure is good for some."

Still with new teachers, new students, and occasionally new sports, the intramurals at Gilman remain a fun and relaxing end to a day filled with activities in a classroom.



Scenes of the memorable soccer season

Varsity soccer came up with a great season as well.

Watch for an article in the next issue of *The Gilman News!*

Cronin provided good offense, and was the team's leading scorer at the season's end.

For the first time in a couple of years, the fresh/sop soccer team went to the playoffs to try to become champions. Unfortunately, they drew a ranking of four, which meant that they had to play the top-ranked team, Calvert Hall, at Calvert Hall in October 31. The team lost this game, unfortunately, but they went down in a flare of glory as they came unexpectedly close to beating them, but finally succumbed 1-0. However, overall, the team had a very successful season in which everybody learned to play the game of soccer and became very good at it.

Fresh/Soph soccer right on target; future is bright

By Krishna Tripuraneni

This season was an enormous success for the fresh/soph soccer team. Compared to last year's team record, this team improved by a considerable margin and posted a record of 4-4-4 in a tough conference, which is composed of teams like Calvert Hall, Archbishop Curley, Loyola, and Mount St. Joseph. All of these teams have a rich tradition of soccer, while Gilman is just beginning to make its mark in soccer. The Hounds did pretty well in this league, and the success of this team can be attributed to the head coach, Mr. Harris, who received help from his assistant coaches, Mr. Perkins and Mr. Swanson.

The highlights of the season were two

Thrilling cross country season closes

By Bryan Willats

On October 26, the varsity cross country team went to Calvert Hall to face the Cardinals in the conclusion of both teams' dual meet seasons. The Hounds and Calvert Hall both had records of 5-0 going into the race, so only one team would end the season undefeated. The race was to feature last year's top runners, Gilman's Ted Lord and Calvert Hall's Jonathan Dietrich, but this much awaited meeting proved to be much less exciting than had been anticipated.

As it turned out, Lord crushed both Dietrich and the course record. Lord streaked across the finish line in 15:43, shattering the former course record of 16:18 by 35 seconds. Not far behind Lord, somewhat unexpectedly, were Calvert Hall juniors Cory Smith and Doug Stewart, and following them was Dietrich. After Dietrich was our own Dave Chalmers, who was just edged out by Dietrich in the final 100 yards. Rounding out the top 5 for Gilman were Ted Wasserman at seventh, Reed Townsend at tenth, and Tom Hale at fourteenth. Although it was a great effort by the Hounds, they unfortunately succumbed to the Hall and lost by a score of 23 to 35.

Next for the Hounds was the final race of the season: the MIAA Championships at Herring Run Park. In this race was every team in the MIAA, including Calvert Hall. Could the Hounds get revenge?

Again, this race was to feature Lord and Dietrich, but again the fans were disappointed as Dietrich could not keep up with the mighty Lord. Unfortunately for Ted, though, Smith, who had just lost

to Lord in the race at the Hall, outsprinted Ted in the final yards of the race and took first place with an outstanding time of 15:57 with Ted following at 15:58. This was the first time in over a decade that 16 minutes has been broken on the course, and the amazing feat was that two people had broken 16 minutes. Next to come in for the Hounds was Dave Chalmers, finishing in sixth place with a time of 16:42. This great time would have won the championships last year. Also with a great finish for the Hounds was Ted Wasserman, who crossed the finish line in tenth place with a time of 17:12. This time would have won the race two years ago. Rounding out the top 5 for Gilman was Reed Townsend at sixteenth and Tom Hale at twenty-fourth.

The tension was now building as the points were tallied. Who would win? Well, as it turned out Gilman was just edged out for first place by Calvert Hall, but finished with a very impressive second place. A great end to another very successful season for the Hounds.

Throughout the season, the Hounds had dominated every team, including rival McDonogh. Every member of the team deserves great respect. Next year will definitely be a very successful year for the Hounds. They will only lose one runner to graduation, Ted Lord, but losing Lord will cause some problems. The Greyhounds will need Ted Wasserman and Dave Chalmers to step it up and continue Gilman's winning tradition. But they alone cannot lead the Hounds to victory, because every runner must do well for the team to win.



The successful cross country team photographs quite well due to their exceptional physiques!

Water polo trains hard; plays hard

By Dave Sandler

On the weekend of November 12, the Gilman water polo teams played their final games at the Lawrenceville School. The Easterns, the name of the water polo championship, is where all the teams on the east coast battle it out for the championship. This year, both the varsity, and the junior varsity teams played three games. Gilman's junior varsity team played the Wilton B team first. The team played very well, however, to no avail. Wilton beat them out at a close game. The Gilman junior varsity went on to play the Annapolis C team, whom they crushed. The last game of the tournament, was against the Grenich C team. Unfortunately, Grenich was a powerful team, and Gilman came up with another loss.

Despite these two losses, the J. V. team is still a strong and growing team. Sophomore Will Lanahan scored a total of fourteen goals over the weekend. Sophomore Thom Bowen, and freshman Mike Shattuck are also key players on the team. The team had a very good season, and is looking forward to next year.

The Varsity team also played extremely well over the weekend. In remarks to the team's last game, against Lawrenceville, Sophomore Lee Keenen said "... the team seemed to just really come together." The game went into a "sudden death" overtime, and in the last ten seconds, Lawrenceville scored one last goal that won the game for them. In their first games, against the Annapolis B team and the Cathedral Prep School, the team did very well. Gilman beat the Annapolis team, however they had a disappointing loss to the Cathedral Prep team.

On a disappointing note, many of the team's key players will be going off to college next year, and the team will need more players. Seniors Jeff Miller, Brett Myerson, Kaveh Haerian, Nauman Siddiqi, and captains Doug Hamilton and Brad Beacham, will be leaving Gilman School in pursuit of more knowledge. Fortunately the team's goalie, Junior David Raynes, will be back next year. Despite their losses, the varsity is looking forward to next year.

Many think that the game of Water Polo is easy. With a complicated set of rules, however, the game is quite challenging. There are six players in the water, along with a goalie. All of the players—except the goalie—are allowed to go all over the pool, much like in the game of Basketball. The offensive players begin the game stationed two meters away from their goal. One man, called the hole-man, is placed in front of the goal. This person mainly passes the ball to the other players on his team. The referees call anything that looks as if a defensive player is playing the person, rather than the ball. The players are not allowed to push the ball under water, and can not use both hands at once. The referees call many twenty second penalties, which happen often, sometimes five or six in one game. They players are not allowed to stand on the bottom of the pool, unless they are playing goalie. The team switches the direction they go halfway through the game, in order to make for a fair contest. Again, like the game of Basketball, in Water Polo, there is a shot clock: the players have thirty-five seconds to shoot the ball.



The water polo team pauses for a "Kodak moment," offering temporary relief from Coach Fisher's grueling practices

"Una sola familia humana"
-slogan of the Coalition Against Xenophobia

The GILMAN NEWS



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Gilman School

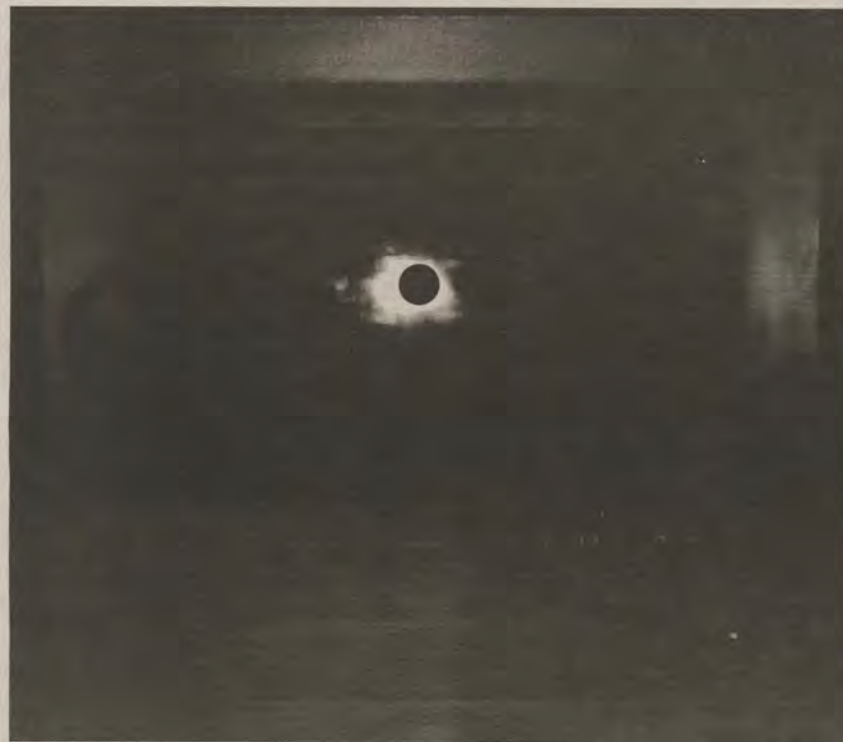
16 December, 1994

You do not need a license to drive on the information superhighway

By Nathaniel Hoffman

I am such an idiot. Mr. Thornbery gives out a bulletin at the beginning of the year that has every little detail and assignment for his Southern History course precisely mapped out and typed very neatly. I have known since September that I would have to read the preface and the first 111 pages of David L. Lewis', *King: A Biography*, for a quiz. I knew what day the quiz was on. I knew that the Country Store did not carry this book. It was Sunday night, and I did not have this book. I needed to have the reading done by Wednesday. Most students would be up the creek without a paddle, especially if they could not drive or were lazy. Luckily, being the silicon surfer dude that I am, I was able to dial in to Metnet, telnet to Sailor, telnet again to the BCPL catalog, locate and reserve a copy at the Highlandtown Public Library, <ctrl>] to a UNIX prompt, and return to Metnet just in time to receive e-mail from a friend of mine in Rochester, New York. Many people still see computers and telecommunications merely as amusements for people who don't care to date, wear thick glasses and pocket protectors, and drink a little bit too much Coke. But allow me to assure you, these computer geeks have one foot in the door to the future, and anyone that has never heard of a baud or terminal emulation or downloading is soon to be at a serious disadvantage. The future is here my friends, so sit down at your terminal and start surfing.

Seriously, the Internet, though still in its infancy, is an emerging technology that will some day dominate the planet on which we live. Linking thousands, nay, like more than 20 million, computers together, the Internet provides a medium for exchange of information, ideas, sounds, pictures, text, and even full motion video that is unequalled in the history of time. The potential for societal advancement through the Internet is great, the potential for fun even greater. Debates ranging from the conjugation of the Klingon word for "love" to practical uses of the Buckyball to Clinton's shift to the left can all be found in the vast encompasses of virtual space. Word processing programs, text files, digital images of world leaders, and copies of manuscripts in the Vatican library can all be had and for the most part for free. "But where is all of this stuff?" you may ask. "What



Sailor welcome screen welcomes you to a world of wonder.



Photo by Coady

See page 11 for more ice hockey action.



Photo by Ruark

The dooonuts paid off.

does it mean to me?"

Not that I understand it, and not that anyone can fully grasp the concept of "Internet", but in general terms, the Internet is just a big network of computers, which is made up of many smaller networks, which are in turn made up of individual computers. A network is just two or more computers joined so that they can work together and share files, and thus be more efficient. Originally, the Internet was set up for US government

security reasons. In 1969, the Internet was started in order to link research universities working on top secret projects to the Defense Department. The idea was that if the data was stored on many different computers across the country instead of on one mainframe, it would be more difficult for hackers and spies to access. This has since grown to vast international proportions, and government traffic is a very small part of it. Universities are leading the way, and business and recreation are rapidly catching up. Soon the way we do business and the way we play will be drastically changed, and hopefully improved. Instead of flying to New York for a two hour meeting, business associates will be able to conduct a virtual meeting from their desks. Instead of going to the library to do research, historians, scientists, and librarians will have vast databases and even whole books at their PC finger tips. Students are already linked to one another and to professors, and are utilizing the information available and tapping the knowledge of experts through e-mail and electronic magazine subscriptions (usually free, by the way). You can get newspapers, stock quotes, new jokes for your upcoming Christmas party, weather briefs, and especially information on computers and computing. In a short time you may even be able to have virtual sex; that is, if you really want to.

All this is good. It is great. But what does it mean for the immediate future, for *your* immediate future. You can go into

any Gilman library right now, and instead of drooling all over the new high speed, high resolution computer systems, you could actually touch one. This network has recently been named Gilman's BRAIN, Books, Research, And Information Network. The BRAIN is bound to become a centerpeice of the gilman campus, so start using your BRAIN now. If you choose the option labeled "Go to Internet" it will take you to Sailor, the Maryland Library Network and Internet Gateway. Through this gateway, anyone in Maryland can have partial access to the Internet. Not only can you find any book or magazine in the state of Maryland, and where to get it, but you can actually read some books on the screen or download them to your computer, and print them.

Once on Sailor, if you choose option number 3, "Go to library" you can, among many other intriguing options (I once found myself at a Japanese library if you'll believe that), choose (9) Browse Virtual Bookshelves, (9) Poetry, and (1) Search will allow you to type in the text of a poem or the name of a poet, and within seconds, something will come up. Just for kicks, I entered the name of my favorite poet, Gary Snyder. Two poems that I had never seen came up, and I transferred them to my computer (by pressing "D" and following the instructions) so that I could read them later. I then went back to the "Browse the Virtual Bookshelves" menu (by pressing "u" repeatedly), and

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Student reaction to new policies strong

By Karim Fakhry

Thus far it has been a relatively mild winter in Maryland. The temperature has reached the sixties in early December. Sweaters have not been necessary, much less jackets. The birds are still hanging around, reconsidering migration. We have not yet had a day off of school for snow. No question, it's been a warm winter. In Carey Hall, there has been a truly unseasonable heat wave. The torrid temperatures have been brought on not by strange weather patterns, rather by the friction which is taking place between the Administration and the student body. The Administration, sick of the student body's hirsute antics, has taken a stand against "unnecessary hair." Any sort of "excess hair" warrants a trip to the Dean's office, where a variety of free clippings is available. If you have a bit of stubble, you have the opportunity to have your face ripped up by one of Mr. Kwiterovich's extra women's razors accompanied by some cheap, ineffective shaving cream. Extra long hair gets you a free, ugly hair-ripping, courtesy of your friend Mr. K. Don't ask what happens if you forget to shave your legs, God-for-bid.

Just recently, Mr. Kwiterovich, infuriated by the latenesses for chapel, delivered a harangue and warning to the whole student body. If we don't get our acts together soon, we're going down, he said. So the Administration is upping the ante, for they have had enough of being nice to the students and being abused. And the students, tired of the faculty's stringency, are coming to school with goatees, long hair, and other "dirty looks" in order to aggravate the Administration. Thus, we have two forces working against each other, and both are trying to outdo each other. What is particularly disturbing is that both seem to be headed toward a showdown, a day of judgment when somebody is going down.

Why is it that during this holiday

season, a season of love and joy, our school is full of so much hatred? Our teachers should be going out of their way to accomodate their students. They should understand that students need a little tender loving care. We're humans too! And the students, they should do anything and everything to make their teachers happy. We should show a little love, guys! When I walk through Gilman's halls, I should feel the radiance of love and brotherliness caressing my skin as though I were a weak, new-born baby struggling for the joy of life.

In all seriousness, what's going on?! I never thought that it was nice for a young man to have long hair or a beard, so I understood the Administration's policies, but the Administration has gone a bit too far this year in the execution of these policies. For example, not too long ago, most of my biology class was sent to the Dean's office for being a bit too hairy. They all came back red in the face from blood and anger. After that incident, these students pledged to avenge the system by growing out their hair, growing beards, cutting classes, and being late to appointments. The system is then bound to get stricter than it already is, and the cycle of reasonless stringency, wild response, and ultimate hatred and friction will continue.

Sure, the Administration does not want to "lose" to the students and show weakness, but it should back off a bit. If, and only if, it does so will the students quit their admittedly aggravating antics. The students, by the same token, should understand the Administration's position and should make an attempt to keep a low profile. At this time of extreme tension, the only way that a highly undesirable school image-soiling judgment day can be avoided is if both entities back off and try to reach a compromise. Without a doubt, the answer is not to put down our heads, point our horns at each other, and run in a blind rage.

Proposition 187

By Nathaniel Hoffman

Despite the conventional wisdom, the Civil Rights Movement is alive and well. The third phase of the Civil Rights movement in the United States, affectionately termed the Third Reconstruction, is beginning to take a grip on our country, and the sides are being drawn as we speak. This time the movement has an even larger focus, for it has to battle racism, classism, prejudice, and xenophobia, on several fronts at once. Issues such as the proliferation of toxic pollution in impoverished areas, and the poor living conditions of urban centers make up the environmental rights movement. The problems with our health care system, and welfare system are being addressed, along with the connected issues of violence and drugs. On the forefront of the civil rights movement of the nineties, however, is the issue of immigration and immigrants. This issue has been in the news a lot recently what with Haiti, Cuba, and the attempt of the California legislature, along with at least fifteen other state legislatures to pass laws such as Proposition 187.

Prop 187, as endorsed by California Governor, Pete Wilson, and a majority of the California State legislature, consists of ten measures aimed at securing for "the People of California a right to the protection of their government from any person or persons entering this country unlawfully." This proposition renders the manufacture or possession of false immigration documents a felony, requires police to identify, question, and detain those suspected of being illegal immigrants, excludes illegal immigrants from public social services, publicly-funded health care services, and public education, and requires public entities to report suspected illegal immigrants and deny them service.

One of the purposes of this proposition is to ameliorate the economic woes in California. If the state of California is faced with such dire economic hardship, as most states are recently, isn't the fact that taxes were cut by 57% in 1978 a viable cause? Does the state government have the right to deny a sizable portion of

the population of California much needed services and opportunities just to save another portion of the population a few hundred dollars in income tax? I say no! US business men invite these immigrants to our country, dangling the rotten carrot of opportunity under their noses, pay them substandard wages, exploit them, and now we take away their health care and education, so that even if they do not die, they have no chance of bettering themselves. The truth is that, according to several studies, the cost of services to immigrants is far less than their economic contribution to the United States by way of much needed labor, and state and sales taxes. Furthermore, it is ridiculous to think that by cutting out services and education we are going to decrease the amount of crime and the number of immigrants coming into the country.

Besides these practical negative implications of the Proposition, there are numerous moral implications as well. Police and service providers will now have to suspect all foreigners of being illegals, which will only serve to increase the highly charged racial atmosphere in California (remember the riots?) and to create a climate of suspicion around all anturalized citizens and "legal" immigrants. When last I checked this was called xenophobia, and it was bad. It is the same thing that is going on in Germany with the Turkish populations, in France with the Middle Eastern and Russian populations, and Japan with its Chinese population. Another term for it is scapegoating. We cannot deal with our problems rationally anymore, so we blame them on the "damn immigrants."

Amidst all of this negativity and mean spiritedness has arisen a movement that promises to bring a fresh voice to the political and social arena of our country. Students from across the country are busy organizing and speaking out against this inhumane and unjust measure and the ignorant ferment from which it arose. People have always said that it could never happen here, not in America, but it is happening. It is happening right under our noses. STOP IT BEFORE IT IS TOO LATE!

regularly. All that is going to be shown is what the person likes to hear and the praise that someone who likes the band would give. We then only see one facet of the music world. Why not just name the column Alternative Music? In last month's issue, there was a request for someone to review a hip hop or rap album. This is good because it expands the music coverage. Not everyone likes alternative and would know exactly what one was talking about when they use the adjective "crunchy." Do not have one person just write about an album that he owns and that he likes. Select an album and have the reviewer show some true reporting skills and criticism; not writing about something he is definitely partial to and would recommend.

-Jason Yang

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The Gilman News accepts (welcomes, beseeches) letters to the editor, columns, and political cartoons from Gilman students, teachers, faculty, alumni, and from the community at large. All items must be signed and typed, and preferably saved on a 3.5 inch disk in Microsoft Word or Works format. Send correspondence to The Gilman News, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210.

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Splitting hairs and slaying myths

By Jason Nitzberg

As I walked into the familiar common room of Gilman, on just another regular morning waiting for the first bell to ring, it happened. I was standing in the middle of the room, talking to some friends about girls and school (more about school than girls) when suddenly I was grabbed from behind. I whirled around with my arm cocked ready to pound some freshman dork, when to my surprise, there stood the headmaster, "Montgomery". He said "Boy, I see some dirt on your face that your mama didn't get this mornin'!" (He was referring to some growth of hair upon my face that could have been mistaken for an attempt at a beard of some sort). He grabbed me by the arm and along with some other accomplice who shall remain nameless but will be referred to as P.K., they marched me into the Dean's office. While Montgomery held me firm in his grasp, P.K. searched for an excuse for a razor. After finding a blade that was hidden in the lost and found (which was better off lost than found), I was marched into the bathroom near the art room by both of them.

What happened next was rather a traumatic experience, so it shall be told in quick detail. As P.K. filled the sink with water, Montgomery dunked my head under screaming with a wild grin on his face, "Wet your face so that there dirt has a chance of comin' off!" After my head was fully watered Montgomery bent me over the sink so that P.K. could thoroughly have his way with my face. P.K. brandished the rusted razor, which was basically one rusted blade that was used by the swimming team to shave their legs, and proceeded to rack it across my face, over and over again. It was ripping hair out in chunks and my screams of "NO, STOP!" were met with P.K.'s sneers of "Your mouth says no, but your face says SHAVE ME!" After they had their fun they left me in the bathroom, sore, bleeding, and angry. I was able to pick myself up and watch them walk down the hall receiving high fives from all the other male teachers.

After that disturbing day, I began to hear other similar stories of the Administration forcing members of the student body to shave. I find this a tad bit unsettling because it is just the Administration trying to control the students by enforcing a clean, fresh faced look. I mean, it's not like it was entirely offensive to someone for a student to have facial hair because hair is common. Hair of all types, not only on one's face, is not a "sign of rebellion against the tyrant Administration," but rather a preference of certain students. To have some form of facial hair or long hair is a choice, just as having no facial hair or short hair is just someone's preference. For instance, I've seen many students at Bryn Mawr and Roland Park who have elected to keep their facial hair and they don't have to shave.

In closing, I feel that there is a subconscious psycho-phobia of the administrative males about the student body and their ability to grow hair. This is a jealousy that some of the male faculty members have towards the facially hairier student body. When Mr. Neale went to B.L., Gilman received a young, gifted and talented administrator with a fresh smooth face, almost too fresh and smooth. The male faculty members are on a whole entering their later years and experiencing a type of mid-life crisis. During these years of aging they are balding and want to retain their once precious hair. The result is that teachers wanting to retain hair which is receding while the students are harboring hair which is growing. This growing of hair by the students is seen as a direct challenge to their manliness, when they see their 'manliness' lying around in brushes and bathtubs and thus want to fight back by throwing their power and razors around.



Remember that others have it worse this holiday season

By Dave Freedlander

Karim called me up late Sunday evening at around 9:30 in typical Karim fashion to tell me to write an article for the upcoming issue. Due date on this: tomorrow morning. Naturally I was a little apprehensive, being how Thanksgiving was approaching and all. Any student who has been around at all knows how tight it can be at this time of year. For me, though, it was not the time which was my problem, it was that I had nothing to write about. Hate to say it, but the theater's blank. I asked big Mr. Editor-in-Chief for some assistance. "Write about something you're ticked off about," he said. Hmm, something I am ticked off about. I racked

The people have spoken as they flee

By Billy Whitridge

On November eighth in the election of 1994 the population of the United States of America proved to be every bit as revolutionary as those who participated in the American Revolution over 200 years ago. In this modern day revolution these people were successful in diverting the course of American politics and history forever. This great turnover from Democrat to Republican was undeniably intended to send a neon message from the people of the United States to our government that could never be ignored. Yes, the message has been received on Capitol Hill; however, it has yet to be deciphered. What does it mean anyway?

That is the question that everybody has been asking since that fateful night. According to President Clinton the message indicates a clear desire of the people to be more involved in the total government-making process. He follows

this up by saying that the public has yet to feel the benefits of his accomplishments, such as the new economic package and the Brady Bill. Unfortunately for President Clinton and all politicians the answer is not so simple. I feel that the answer to this question can be identified by looking within the people and, more generally, the cities they inhabit. These cities serve as a microcosm which strikingly reflects the freefall of the United States in recent times. There was a time when people flocked to these urban centers in pursuit of more housing, better schools, and higher paying jobs. Today these same cities reflect drugs, crime, AIDS, homelessness, overcrowdedness, and economic rigormortis. It is because of these current trends that people are now fleeing from these former promised lands back into the suburbs.

These same suburbs to which people are running serve as a metaphor to the meaning of the most recent election. What the people are looking for from the suburbs and the American government is security from all that plagues America: drugs, rapists, murderers, AIDS, welfare, layoffs, smog, traffic, illiteracy, bureaucracy, red tape, death, taxes, and the list goes on. It is this lack of security and confidence that has instilled an uncoolable anger in the people of America which drove them to oust those who were dubbed as being abusive to their responsibility of service.

One can only hope that our rejuvenated government, Republican or Democrat, will heed the warning, which has been sent by the people. A warning which reads that the failure of government to provide for its huddling masses will no longer be tolerated. The people have been empowered, and have spoken out against the stagnant government, and will continue to do so until security is delivered.

**Paragon:
submit!**

my brain and as the hour became later I still had not thought of anything. Hell, what have I got to be angry about? Hey, isn't this the Thanksgiving/Christmas season, a time to, well, give thanks and count our blessings. Whether we admit to it or not, they are so numerous. For one, (I can assume) we have made it to another year. Would you rather be dead? We are all at least reasonably happy, reasonably healthy, reasonably loved. When faced with these colossal blessings a little speeding ticket doesn't seem so bad (see Gilman News, November 18). You think we got it bad take a look around you, pal. Here at the Gilman Country Day School for Young Lads our biggest dilemma is

whether or not we should be allowed to wear denim. You think if we travel down further south into area public schools we would find students dealing with such, should we say, worldly issues. You think that if you travel down to the Bentley Food Pantry (if you haven't, you should) that the people there care whether or not they made the wrestling team.

Ya' know what one of my theories of life is? No matter how awful, horrible, despicable, disgusting or unfair life is treating me, someone, somewhere, has it worse. Or as the great 20th century philosophers Simon and Garfunkel said, "De de de da de da, feelin' groovy."

HOLIDAYS & FESTIVALS

Hanukkah: reminder to maintain Jewish continuity

By Michael Kleinman

Hanukkah, the festival of lights. This important Jewish holiday is more than simply giving and receiving gifts, more than simply lighting the candles on the Menorah. To Jews, Hanukkah symbolizes faith in God and in his ability to perform miracles.

The story behind Hanukkah is fairly simple. In ancient times, around 167 BC, king Antiochus ruled the holy land. He was neither a Jew nor an Arab; he was of Greek descent. Antiochus tried to suppress all forms of religious and cultural activity that were different than his own - including Judaism. The Jews soon rebelled against this forced assimilation. The Jewish leaders of this revolt were the Maccabees (Hebrew for "hammer"), a family committed to freedom and to God.

Although vastly outnumbered, the revolt began to score victories against Antiochus' forces; yet the war disrupted everyday life, especially religious life. After the Jews recaptured Jerusalem and the temple, they found that they did not have enough oil left to light the ceremonial lamps. The only oil they could find was a day's supply which Antiochus' forces had left behind. Yet miraculously, the one day's supply of oil lasted seven days, until more oil could be brought into the city. It is this miracle, the fact that a little bit of oil lasted seven days, that we celebrate on Hanukkah. In this way, Jews are giving thanks to God for his miracle. The lights symbolize man's faith in God, and they also represent forces of good conquering those of evil.

The Christmas season is brightened by lights, trees, and Santa

By Brad Boutilier

Christmas celebrates the birth of Jesus Christ. Jesus was born in a manger in the town of Bethlehem, and is considered by the Christians to be God's greatest gift to mankind. The gift of Jesus, it is believed, demonstrates God's forgiveness of the Christians' sins. When Jesus was crucified on the cross, it is said that he died for the sins of humanity. Though Christmas has deep religious overtones, it is also celebrated with joy, and people have feasts and give presents to one another.

During the Christmas season many

families light candles on an Advent wreath. Starting four weeks before the 25th of December families light one candle. The next Sunday they light two and so on until four have been lighted, the last one being lighted on Christmas Day.

Many people celebrate Christmas by putting up Christmas trees which are decorated with ornaments that have been passed down through the family. The tree is full of many colorful lights. Also many people light up their houses with images of the nativity and Santa Claus to celebrate the season.

Kwanza mends African tradition with African American ideals

By Franklin McCraw

Some of Gilman's African American families will be celebrating Kwanza this holiday season. Many students at Gilman though, including African American students, do not know what the holiday is about. The word "Kwanza" is a Swahili word for "first fruits." The holiday itself is based on traditional African harvest festivals. Though its principles and symbols are African, Kwanza was developed in the United States in 1966. Its creator was a professor of Pan-African studies, M. Ron Karenga.

The seven principles that Kwanza centers around, the Nguzo Saba, are Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith). These

principles serve to incorporate African tradition with African American ideals and beliefs.

On each of the seven days, beginning with December 26, one of these principles is acknowledged and discussed, and a candle is lit in a candleholder called a Kinava. Members of the family exchange gifts, many of which are homemade. On the final day, many families attend Kwanza feasts called Karamu, where they enjoy traditional dances, music, and special ceremonies.

Even though many of Kwanza's principles are directed specifically towards African Americans, they can be applied to everyone. In the Gilman spirit of multi-cultural appreciation and understanding, Kwanza has beneficial ideas for all, and it is not tied to a specific religion.



Photo by McHenry

Deepavali: new year celebrated with the "row of lights"

By Karthik Balakrishnan

In late October or early November, Hindus celebrate a holiday known as Diwali, which represents the new year in some regions of India. Diwali is more accurately known as Deepavali, which means "row of lights." This name comes from the tradition of lighting candles of tiny clay lamps filled with oil and placing them about the house in order to ward away darkness. The light not only physically drives away the darkness, but it also represents knowledge and goodness as they drive the twin darknesses of evil and ignorance from our hearts and minds. Thus our minds are renewed for another year.

In order to communicate the idea of good triumphing over evil, many legends are associated with the holiday, most involving an incarnation of God defeating a demon representing all evil. There is an important story, however, that is not quite as dramatic, yet enforces the holiday's significance.

Once there was a king who ruled his subjects wisely and well, yet he was vain

and overly proud of his skills. One day, the king, in keeping with his merry nature, promised a visiting dwarf any gift that he would desire. The dwarf asked only for as much land as he could cover in three steps. The king laughingly agreed, at which the dwarf began to grow to enormous proportions. Now a giant, the oncedwarf took his three steps. With one step he covered the world and the underworld, and with the second, he covered all of heaven. Seeing this, the king realized that the "dwarf" was actually the Lord, and realizing his petty arrogance and vanity, the king humbly offered his head for the third step. In doing so, the king was released from his earthly bonds, and went to heaven, having gained the Lord's blessing.

This story, with its happy ending, challenges us to think of ourselves, and consider our own petty dilemmas. It is important that we realize what the king did. Goodness and inner peace are greatly superior to the unthinking pride and attachment to the physical.



They call it how they feel the elephant

Food! Glorious food!

By Jad Fakhry

In the Upper School, one may have lunch in three different ways. Students can bring their own lunch, leave campus for lunch, or stick around and purchase Macke food. Although nothing beats mom's homemade meal, or the privilege of leaving campus, Macke food has worked its way into the stomachs of many students. In many ways Macke food has a monopoly over all other food because there are only so many times that we can talk mom into making our lunch or leave campus without getting caught.

In the past, students have complained about such things as cold french fries and hamburgers, but Macke food has worked to solve its problems. This year, though, there are still mixed views on Macke food. One student exclaimed, "The food is ten times better than last year!" yet another says that the food "seems fresher but it still doesn't taste that good." The freshness may be due to one of the many new devices that the company installed in the cafeteria. New food warmers, for example, have added to the taste of the food, and the new vending machine and microwaves have been greatly appreciated, especially for their location. One thing the students have been irate about for the past few years is the food in the vending machines. All "junk food" has been removed. It is supposed to be healthier for the students. Students should be given the opportunity to take care of themselves and a candy bar once in a while will not kill anyone anytime soon. This is why ninth graders are required to take a health class which includes nutrition. Macke's hamburgers, cheesesteaks, and french fries are extremely unhealthy, these are the things that should be eliminated.

The cafeteria has taken steps to make their food healthier. The instatement of veggie burgers to the menu has had a great effect on the relative quality of Macke food. Food service providers around the globe are quickly learning that humans

need to eat better, more healthy food. Kudos to Macke for picking up on that trend.

The cafeteria staff have taken advantage of the two separate lunch blocks, and have kept food warm throughout lunch-time. Mrs. Vera, head of the cafeteria staff also explained that the new setup of having the deli to the right and the grill to the left will hopefully lessen lines. The new clear signs displaying the specials of the day are also appreciated.

The price of the food, however, is one thing about which many students are unhappy. Each school year, the prices of the food go up, and many feel that it is unfair. Because of the monopoly that Macke food has, students are forced to buy the overpriced french fries and club sandwiches, for there is no other alternative. Some students indeed have taken to bringing food from home. Others stop for food off campus. Instead of purchasing bagels from Macke for breakfast, some students, for example, stop at Sam's Bagels to buy bigger bagels for almost half the price. Mrs. Veera explains that Macke's prices reflect the food industry's prices. Their prices fluctuate with the market and therefore the prices go up. In just a few years the price of fries has gone from fifty cents to eighty-five cents. It seems as if Macke has no intentions of changing their prices and we will just have to deal with it. We will expect that next year fries will cost ninety cents.

Nonetheless, a great benefit of Macke is its convenience. Having a place to get fresh, hot food right in our cafeteria is a great bonus. Gilman students often lack the time to prepare food for lunch, and are grateful to the cafeteria staff for providing a quick, easy way to get lunch. The truth is, while Gilman's lunch prices may be high, they are in general lower than those of Saint Paul's, Park, Calvert Hall, and NDP. At least you don't have to buy lunch for the entire year as they do at McDonogh. You can always bring your own lunch if you feel like it.



Chris Devlin (11) checks out the food before lunch. The smile on his face is evidence of his great hunger.

Sail, surf, cruise; just do it on the Internet

From page 1
was able to find 42 titles under "American Literature," including The Call of the Wild, six Mark Twain stories, several stories by Nathaniel Hawthorne (no relation), and many others. This is the full text mind you. There were 51 titles under "English Literature", and there were many other categories to choose from. I downloaded Descartes' masterpiece, his proof of "cogito ergo sum" in about twelve minutes, and I was able to get some of the 111 pages for Thornberry read in the meantime.

Next, I went back to the main menu, and chose (4) Find information by topic. Much to my delight, a huge list of topics filled the screen. If you scroll down using the down arrow key, a whole nother screen appears. I chose Astronomy (for no particular reason, and then chose (8) Hubble Space Telescope. This took me by means of a tenet session (remote login) to another computer, probably in the Hubble laboratories at Hopkins. At the "Login" prompt I typed "stinfo" as it said in the directions, and I then had access to a minute by minute report of the progress of the space telescope and what it was pointing at and what mirrors were moving at what angle and who the heck cares you are asking. But just think how happy your physics teacher would be if you were able to use real data from Hubble to figure out when Jupiter will crash into the earth, destroying life as we know it.

Finally, and believe me it was getting late, I found myself at a screen, and though my sight was growing dim, I am quite sure that it was in Spanish. I tried to log onto MEXnet, a network most probably located in Mexico, but the system was hanging (hanging is a technical term for broke). It was cool any way and I got to practice my Spanish.

The problem may be that since our teachers do not really know anything about technology, we do not yet have many uses for this internet stuff. Trust me though; it pays to learn it now. At least fool around on-line enough to get comfortable and relatively aware of what is available. You may find more uses for this information superhighway or whatever they call it nowadays (that's not the salad

bowl metaphor is it?) than you could ever imagine. The important thing is that you experiment. Read all of the directions and ask people for help, but remember - you cannot break the internet, it can only break you. Feel free to try stuff, but do not be rude or make it too obvious that you are an internet virgin. Experienced users may get fed up with a new user that is messing around too much (and then they will get your mom's credit card number and will order a new Pentium based PC with 14.4 fax/modem, CD ROM, and...).

If you want more access than Sailor provides, there is another network called Metnet. The Gilman library has registration forms for Metnet, which is free to students and teachers in Maryland. This will give you an e-mail address and a few other internet tools. The more people who start using the internet, the more useful it becomes. The Gilman library may be ahead of the times with the amount of accessibility that it now provides. We must begin to make up this technological deficit in our other classes. For instance, if the Writing Center were on-line, we could send papers by e-mail, and the consultants could respond to them by e-mail. Consultants could even call in from home to check if they have any appointments or assignments waiting for them. Science classes could start tapping the wealth of scientific resources on the internet. Most politicians and many famous writers and historians have e-mail addresses that are easily accessible, and since e-mail is so easy (no envelope or stamps required), a response is more likely. In colleges, students are beginning to use the internet to trade notes and to organize study groups. We could do that here if we wanted to.

It is very easy to go to the library and hook up to Sailor. Try it during lunch A or TAP or something. You will be amazed at how simple it is to use, and how much neat stuff it contains. Pretty soon you too will not be able to stop. You will do your homework quicker so that you can get on-line. You will have a new reason to stay home on Saturday night. You will be on your way to the society that is THE FUTURE!!



Faculty expresses discontent over drinking Baltimore has much to offer

By Gaurab Bansal

An increasing number of parties these days involve the consumption of alcohol, drugs, and other "chemicals." "I am disturbed by some rumors that some, maybe many, students find it necessary to use chemicals to have a good time," says Mr. Montgomery of this growing problem.

The general feeling of the faculty is that parties are good, if they are held in a socially responsible atmosphere and are done with good intentions. Mr. Kwiterovich feels that parents are an integral part of having a responsible party. Yet, that is not always the case, as most Upper School students find that parents take the fun out of parties.

Creative alternatives to such parties involving drugs and alcohol are usually not very popular. Due to peer pressure and the perception that in order to have fun one must get drunk or high, further options such as drop-in nights, movies, and mixers, are rarely successful. However, Mr. Bulkeley feels that more mixers and dances might help reduce peer pressure, while still providing a social atmosphere. Mr. Alex Vishio suggests that "the school itself should try to cultivate other options in the minds of students."

As Mr. Bulkeley says, "It is possible for students to have a good time without alcohol." The key, according to him, is the presence of "good food and decent

entertainment." He feels that most students find it necessary to get drunk in order to be accepted. He notes that it is easy to get drunk saying, "It does not take much skill to drink liquor."

Mr. Stillwell feels that it is difficult as an educator to get beyond the notion of "cool" and have an effect on students. "The perceptions about parties along with the peer pressure makes it difficult to stop students." He feels that parental support and student cooperation are necessary in reducing the use of alcohol and drugs.

However, Mr. Montgomery knows that "students are bound to make bad decisions," but he hopes that students will be moderate and sensible in their activities. As a teacher and educator, Mr. Kwiterovich feels that he is "obligated to inform kids of the possible consequences of their actions." The school should give more assemblies that have an impact, involving victims of drunk driving accidents to serve as a reminder to students.

The faculty members to whom I spoke hope to continue to inform the students throughout their Upper School careers of consequences and alternatives in socializing. Students should keep in mind that since they ultimately make the decisions, their actions do have results that have bearing on themselves, and possibly on the community.

By Barton Kenney

A lot of people seem to think that there is not much to do in Baltimore besides going to house parties, but this is really not the case.

If you are into the music scene, Baltimore is a great place to live. There are clubs throughout the city that offer both large concerts by well-known groups, as well as small club-room performances by more obscure artists. Many of us can remember going to The Bank to hear *Midnight Sun*, but more of us are discovering that places such as Merriweather Post Pavilion, Hammerjacks, Benny's, the Haven, and the 8 x 10 are good spots for local music. If you not only like to listen to music, but also to dance, there are places such as Club Orpheus and Club 101 that offer dance music of all types.

While you are downtown you can check out some of the good local restaurants such as Uncle Lee's, the American Cafe, and my personal favorite: Hooters. But, for the more formal dining experience Baltimore offers many fine restaurants such as the Polo Grill, Rudy's 2900, and those housed in some of our nicer hotels.

For those looking for less excitement and more education, we have one of the finest aquariums in the entire nation, and a

very good zoo. If you are a Mr. Shields type you will experience never-ending happiness in our first-class Science Center with the IMAX theater, and the historians among us will appreciate Fort McHenry, a place which is greatly under-estimated as a sight to see in Baltimore. Beyond this, we have the Walter's Art Gallery, housing one of the finest collections of ancient art around, the Baltimore Museum of Art, housing perhaps the world's greatest Matisse collections, and numerous other small museums such as the Babe Ruth House.

For sports fans we obviously have "the stadium", at least when baseball is being played, and now we have CFL football to keep us occupied. There are also our indoor soccer and lacrosse teams. But, perhaps the two greatest sporting events in the world also find their temporary homes in Baltimore: Professional Wrestling and the king of all sports, Monster Truck Racing. If you live in Baltimore there is no excuse for not attending each event at least once.

This is just a quick overview of only a few things that you can do in our city, there are many, many more. However, the point is that there is no reason for anyone living here to complain about boredom or to think that Baltimore has nothing to offer but parties.

Faculty reminisce; recall the good old days when most were party animals

By Jon Mohraz

For as long as we can remember a tradition of partying has existed among high school students throughout the country. At Gilman, alumni that have returned to Gilman as members of the faculty recall what parties were like during their student years.

Cary Woodward came to Gilman as a post-graduate boarding student for one year. He graduated as a member of the class of '53. Mr. Woodward remarks that the boarders did not get out much, but he remembers parties where the guys would sit around and play cards. These card games were rarely co-ed and he does not remember there being a lot of drinking. Mr. Woodward remembers that alcoholic beverages were served at debutante parties where young men escorted young women as they were introduced into society. The open bars served teenagers and adults

alike.

John Schmick, a member of the class of '67, says that back then "kids did not grow up as fast." He remembers very little alcohol and only one party where parents were not present. Mr. Schmick recalls that there were no drugs but more cigarettes. A typical party contained loud music, socializing, dancing, and two or three couples off making out. The parties were stationary. Mr. Schmick says that it was more common for couples to go out individually or on a double date to dinner and the movies. Most people were paired up and did not go out in large groups. He remembers there being large concerts but not nearly as many as today.

A graduate of the class of '71, William McLean says, "It is hard to generalize partying during my years at Gilman." In comparison between parties then and now,

he comments that there were not any organizations, such as SAIF, or school organized mixers. He says that there was some alcohol at parties, but not always. He says that drugs came onto the party scene a couple of years after he graduated. When parents leave town, you will always have some students who will throw a party. However, you also have plenty that will not have one out of respect for their parents. (That was the same back then). Mr. McLean says that concerts were different than they are now. He remembers going to two or three concerts. People went for the music, where as now people go just for the sake of going. Also, concerts were not nearly as expensive.

Graduating less than a decade ago was Peter Kwiterovich, class of '87. He says that there is very little difference between the parties he went to and the parties we

go to now. The group of guys who go out every weekend and get drunk is the same as it was then. Mr. Kwiterovich remembers a bunch of people gathering at someone's house when their parents were gone for the weekend. He remembers that the Hunt Cup was a big place where classmates could go and drink for the day. Concerts were similar to present ones, except they were not as popular. He says that they are a more recent trend.

It is obvious that in the last fifty years there has been tremendous evolution in high school partying. Probably, fifty years from now, students will view our parties as outdated. Fifty years ago, people never would have even dreamed of moshing in a pit with two hundred strangers at a concert. Partying changes from generation to generation, and it will be interesting to see what the next generation will bring.



Mr. Woodward used to play a mean 5-card stud.

**Bring in your
food, clothing
and toys for the
Christmas
drive!!**

Don't let people go
hungry now or ever!

The *Gilman News* sincerely apologizes to Mrs. Ivana Turner and to her family for using the wrong name in our last issue. We wish Mrs. Turner good luck next year as head of Gilman's college office. Sorry once again.
-The editors

If you don't want
to be a lose(er),
Join the *Gilman
News(er)!!*

Learn to enjoy yourself without the booze

By Krishna Tripuraneni

After a week of hard work, students look forward to a weekend of relaxation and fun. Going to parties is way to have fun, relax, and enjoy other people's company. However, it is becoming more and more difficult for people to go to a party without being exposed to alcohol.

There are many reasons why people should be able to party without the presence of alcohol. First of all, it is against Maryland state law for anybody under the age of twenty-one to consume alcohol. Even though there are vendors in liquor stores who obviously do not care about the youth, because they sell them alcohol, the opportunity should not be taken advantage of by youngsters. Alcohol is now routinely being brought to parties. It seems as though there will only be a party if alcohol is present.

A party should let people have fun, and if somebody's idea of having fun is getting drunk, then they need to understand what might happen to them in the future. If somebody is drunk when they leave a party, and they foolishly decide to drive home, there could be some serious problems.

There are many notices and pleadings by groups, organizations, and friends warning against the consequences of drinking and driving. These warnings are everywhere. People must heed these notices. They are completely telling the truth, based on drinking and driving accidents that have killed people. These accidents are not the only consequence, for alcohol also hurts the inside of a person's body. Every time alcohol is consumed, precious brain cells are killed. Normal cells in your body reproduce,

however, the brain cells do not. You are simply hurting yourself by drinking.

Why do kids under twenty-one drink alcohol at parties? Some people say that they drink just to be social, and not to get drunk. In other words, it is simply peer pressure that causes them to drink. Everybody else is doing it, and if you do not drink you will not be able to go to parties anymore because others will think that you are stuck-up, or simply a dork. People will laugh at you and they will not invite you.

One might ask, "How did alcohol begin to show up at parties? People must have had good times at parties a long time ago before alcohol began to be an integral part of them." Possibly, it was simply that parties were getting boring. Dancing and just hanging out was old. There needed to be something that could spice up a party. It developed from there. After that point, teenagers became hooked on this new idea, and it has continued ever since.

However, it is not necessary that there be alcohol at a party. Actually, people can have a better time if they do not drink alcohol, mainly because there are not any horrible consequences. It seems fun when you are drinking because you are doing something with people you like to be around. However, there is always an aftermath to anything you do. Unfortunately, alcohol has proven to be a killer of many. This can change if people think about what might happen later on after they have been drinking, and also what might happen if they do not drink. The worst possible thing that could happen is that they would enjoy themselves without having to worry about whether or not they would be alive for the next party.



Is drinking a result of rebellion?

By Doug Sandler

For decades, the subject of underage drinking has been debated, yet never has there been a way found to halt this incorrigible behavior. It is impossible to completely end such a complicated and repeated problem, and if we want to make any headway, we should consider making a better attempt to understand the motivations behind underage drinking.

This is far from an excuse for or an endorsement of drinking, or of any other illegal activity. It is instead an exploration of some of the reasoning and motivation behind drinking.

In an era such as the one we are living in, rebellion is inherent. People want to make a mark and stand for something - individuality is always significant. Students at schools such as Gilman take part in activities both beneficial and detrimental, all for the sole purpose of being unique and satisfying themselves. People often feel they need to demonstrate their individuality by standing out or breaking from the status quo. Drinking is one such example.

Though some may break the law or do unconventional things for entertainment, others may do it to display anger, or even to make a statement or question authority. Whatever their motive, we should be concerned not always with what they have done, but why they may have done it.

On the average, students at Gilman are mature and intelligent. Drinkers and nondrinkers alike, we have the ability to take on important responsibilities and make significant decisions that will affect our lives. At our age, however, relationships we have with established leaders may sometimes become a little strained when discussing responsibility. Many of us feel, and rightly so, that we can do more if given the chance. We are strong-willed, responsible, and resourceful, yet it seems we are rarely given the chance to demonstrate this. We always encounter the insurmountable obstacle blocking our path: our age. We have proven we are

more responsible than many adults, yet it seems to many that we are never allowed the freedom adults enjoy. There are boundaries on all sides of us that arrest our development. The examples are endless. We are too young to stay out past a certain hour, too young to vote, and we are too young to drink.

Drinking alcohol is one of the easiest of the forbidden activities in which a young person can partake. Among the many excuses young people have for drinking, it seems that, though entertainment is the most popular reason, "making a statement" does not fall too far behind. According to the law, of course, no excuse for drinking holds any value. It is obvious, however, that not everyone in our country (our school for that matter) believes that the laws created are beneficial for all. If one were to debate the argument concerning health, for example, and say that a reason it is illegal to drink is because it is dangerous to our health, it may be said by another that a person's health is their own personal business. Similarly, according to arguments concerning privacy, what one does to himself or herself is his or her own prerogative. Of course the government would have the right to punish those who do not act responsibly, such as people driving while intoxicated, yet should any institution reserve the right to punish those who have harmed no one?

In a broader sense, another important question may come to light. Why do we have to follow these rules set down for us? Obviously no revolutions will be sparked from the words of a simple high school student, yet some have contemplated the issue of allowing younger people to give input in the world. We do not elect the officials who govern us, yet we are forced to follow their laws. Many times, it has been proven, people do unreasonable things to gain the attention of an otherwise indifferent institution. Pressures often times build to provoke an action that may, or may not, be related to unjust issues.

Dearest Dave,

Dear Dave: I have had change stolen three times from my car on Roland Avenue. What can I do?

I get this question a lot and the answer is simple- place a home entertainment system inside the car. You will never have change stolen again.

Dear Dave: What really is the difference between the *Bryn Mawr Quill* and the *Gilman News*?

About ten issues?!

Dear Dave: As a freshman, what advice can you give me to insure a happy and successful school year?

Transfer in December. Reapply in March.

Dear Dave: Have you heard that sophomores are still stuck in 310? This is an outrage. We will not stand for it!!! Oh, Shut up. Next question.

Dear Dave: I really like this new "President of the School" office, but c'mon, don't you think he is trying to do too much?

Uh, sorry fella. That's not the President; it's the Upper School Head. Easy mistake.

Dear Dave: I'm looking for an easy, unstructured, winter intram. Which do you recommend?

Varsity hockey.

Dear Dave: How come the Hall got beat - AGAIN?

The field was too dry.

The field was too dry?

The field was too dry!



Dave Freedlander, a very funny guy!

TOP TEN REASONS EAGLE WINGS GOT CLIPPED

10. Low Payne threshold
9. Exceeded M.I.A.A. salary cap
8. Holding out for more \$
7. Tired due to difficult harvest
6. Preoccupied with endorsement deals
5. Their headmaster doesn't really care whether or not they win
4. Too many players left for pro a year early
3. We got Menton
2. They got Stukes
1. NOT ENOUGH SPIRIT !!!!!!!!!!!

* Dear Dave is meant to be read in the manner in which it was written

Drama Week brings theatre to junior class

By Jason Haas

In an effort to bring the theatre to Gilman, Mr. Spragins this year organized *Drama Week* between December 2 and December 9 for the junior class. The program was administered through the English classes, relating to their recent study of tragedy, and culminated in this year's Mountcastle Lecture. There were many activities related to drama included in the week.

The first activity was a trip to see August Wilson's *Two Trains Running* at Center Stage in Baltimore. The students missed second and third periods on Friday, December 2 to see the play. It is the story of an ex-convict trying to find work, a restaurant owner trying to get the right price from the government as they foreclose on his business, and a mentally disturbed man who is just trying to get his ham. It is set in Pittsburgh in 1967, against the backdrop of the Civil Rights Movement, and was a wonderful success.

That night, at *Coffee House*, actors from the eleventh grade English classes and from Mr. Spragins' Shakespeare class performed scenes. This was in addition to the standard *Coffee House* fare, including the performance of the *Jesus Christ Superstar* orchestra.

The rest of *Drama Week* took place in the form of workshops within the English classes. The workshops were given by

professional playwrights from the Baltimore area. The participants wrote play scenes and other works under the guidance of these playwrights, and learned much from them.

Unfortunately, those Gilman students who take English at Bryn Mawr were not so lucky. They were not able to participate in the workshops due to some ineptitude by the Administration. In response, Mr. Spragins said, "Maybe next year."

Drama Week culminated with this year's Mountcastle lecture, by Stan Wojewodski Jr. Mr. Wojewodski is the Dean of the Yale School of Drama, and was formerly the Head Artistic Director of Center Stage. He provided an enthralling lecture. In the past, many people have complained about having to come to school at night in a coat and tie, but Mr. Wojewodski was a more interesting speaker, with his past in the theater and his experiences as the Dean at Yale.

Drama Week is something that is needed to promote the arts in this school. Later this year, there will be an *Arts Day*, and *Drama Week* will be a good way to prepare for it. The realization of the importance of the arts at Gilman has been growing slowly and steadily, thanks to programs like this. Gilman should continue this kind of program for years to come.

Hey Mr. DJ, they're playin' our song!

By Doug Finnegan

This year, a revolutionary new idea has hit Gilman. For the first time in its existence, Gilman will have its own radio station. It will broadcast throughout our school and even to the surrounding communities. The future for Gilman Radio looks bright. They have recently received a room in 310, next to the Paragon office, as a place to do all their business. Using the money that they have raised, a transmitter and other equipment has been ordered. The signal will be picked up on AM radios and plans have been made to mount speakers in the cafeteria, the form rooms, and through the hallways. The station will specialize in the

music that the Gilman community wants to hear. Plans are also being made to include up-to-the-minute news and sports, along with coverage of live sporting events. The station is in need of disk jockeys and other people to work behind the scenes. In the near future, forms will be given to all those interested in the DJ positions. With the results from these forms, the Radio Club will be able to pick the best man for the job.

The Club is hoping that everything will be up and running by the end of January. All those interested in working at the station should get in touch with Juniors Jay Homa or Sean Kiernan.

Pump up the volume!

Join Gilman's very own radio station!

A great start for a career in radio!!

Zen and the Art of Motorcycle Maintenance

Written by Robert M. Pirsig

Reviewed by Ted Lord

Robert Pirsig's classic novel *Zen and the Art of Motorcycle Maintenance* seeks to dissolve the modern Western divisions between object and subject, romantic and classic, by invoking Ancient Greek perspectives and introducing Quality as the most important influence on our lives. Pirsig challenges the values of the modern world and our perceptions as people in a time of technology and scientific "truth." He argues that the modern insistence on objectivity, a human science, and a world beyond the grasp of human values essentially seeks to remove value from our minds. In doing so, we risk removing forms of Quality, which alone makes our existence meaningful.

The dialogue is built upon two simultaneous journeys- one across the landscape of America, the other through the mind of his character Phaedrus. The journey's complement and strengthen each other as the Pirsig ties the mind of Phaedrus to the landscape. "We take a handful of sand from the endless landscape of awareness around us and call that handful of sand the world," comments the narrator, as he relates literal and mental landscapes. Phaedrus examined his handful of awareness and found Quality.

The narrator travels across America with his son, discussing the thoughts of Phaedrus, and uses the motorcycle as a model of a modern invention viewed in ancient ways. Phaedrus, an insane rhetoric teacher of Aristotle and Plato, struggles against established thinking to find the

essence of existence- and loses his mind in finding Quality at the root of it all. As the story progresses it is revealed that the traveling father and Phaedrus are one schizophrenic in the same. Phaedrus does not attempt to simply topple the academic structure which he believes is hiding the Truth, but to alter the modern mind set. "If a revolution destroys a systematic government, but the systematic patterns of thought that produced that government are left intact, then those patterns will repeat themselves in the succeeding government," rationalizes Phaedrus.

To find just how important Quality is to our lives, Phaedrus/Narrator imagines a world in which Quality has been removed, and then examine the changes. What he finds is that "the world can function without it, but life would be so dull as to be hardly worth living. In fact it wouldn't be worth living. The term worth is a Quality term. Life would be just living without any values or purpose at all."

Zen and the Art of Motorcycle Maintenance is no beach novel. One must be undisturbed and concentrated to follow this writing, as Pirsig pulls the reader through complicated rhetorical arguments and the complexity of the plot. Pirsig's contribution to the dilemmas of technology, scientific "truth," and the development of enduring values is impressive and worthy of investigation. The last pages of the book may leave you questioning your sanity, as you follow and discover wisdom in the mind of a madman. Is insanity a prerequisite to discovering and following your own way in life, or are others insane not to search?

Gilman halls glitter with the Stars

Poll reveals diverse music interests

By Doug Finnegan

Well, the results are in, and if anything, it is clear that Gilman's opinions are as diverse as its people. While there was some consensus, there was a much greater variety in the responses than we had initially expected. The response was pretty, with about 25% of the school returning the poll sheets. It is very clear from the results that Gilman's favorite music is rock, while rap is the most unliked. Heavy metal was also a big loser, almost tying rap in each grade for least



The beautiful Sharon Stone.

favorite music. Country music showed up in both categories, as did reminders that we had forgotten to include country as an option. To those who complained, your opinion is noted. The ninth and tenth graders love Harrison Ford, where as their older counterparts, the juniors, seniors and staff, preferred Jack Nicholson. Sharon Stone was the school's favorite actress, winning all four student forms with big numbers. Likewise, Roseanne came up the HUGE loser, losing all five sections! The



The Rolling Stones; perennial favorites.

ninth graders showed their extreme maturity with their choice of *Sesame Street* as their favorite show. *The Simpsons* was another big winner, taking three of the five forms.

There were many ties, often with each choice receiving five or six percent. Such was the case with the junior class's choice of favorite musician and favorite movie. Results varied from Led Zeppelin to Peter Tosh and from *Apocalypse Now* to *Up in Smoke*. Many (almost all) of the winners

won their categories with sufficiently smaller numbers than the majority. Another point of interest is the fact that The Rolling Stones won both the sophomores' vote as well as the staff's proving their (the band, not the teachers) true timelessness.

This poll not only gave a representation of our school's views, but gave the students a chance to voice their personal ideas. Sophomore John Schmick said, "I think *The News* should definitely have an article on the Dave Matthews Band. In a few years they will be huge..." Chaz Howard, a junior, wrote, "Halle Barry is so beautiful."

There were also more serious comments made. One teacher brought up an interesting point. He/she asked why books, authors, plays, playwrights,



Kaveh Haerian ranks with Fabio, Saget. composers, sports etcetera were not included. While there are many forms of entertainment, *The News* could only include so many. Our selections were based upon what interested the student body the most. Some more negative criticism was also received. Junior Pierce Flanagan wrote, "I don't like TV or movies. They cause your brain to rot." Ok... One student, expressing his detest for *Blossom*, wrote, "Dear Lord- Cancel her!"

Overall, the poll was very successful. Not only did it provide a fun way to measure our views, it also served a substantial service, giving the Radio Club an idea of what to play. Thanks to all those who participated and to those who wrote additional comments. It is because of your help that this year's poll was a smashing success.



THE RESULTS

9th Grade Results

Favorite Music: 57% Rock
 Least Favorite Music: 36% tie with Rap and Metal
 Favorite Musician: NO CONSENSUS
 Favorite Movie: 20% *Star Wars* Trilogy
 Favorite Actor: 15% Harrison Ford
 Least Favorite Actor: 31% Macauley Culkin
 Favorite Actress: 42% Sharon Stone
 Least Favorite Actress: 17% Roseanne Barr
 Best Television Station: 23% Fox
 Worst Television Station: 31% CBS
 Best TV Show: 14% tie with *Seinfeld*, *Simpsons* and *Sesame Street*
 Worst TV Show: 15% tie with *B.H.90210*, *Models, Inc.*, *Mighty Morphin Power Rangers*
 Best Radio Station: 47% WHFS 99.1

10th Grade Results

Favorite Music: 61% Rock
 Least Favorite Music: 26% Rap
 Favorite Musician: 8% tie with Doors, Clint Black and The Rolling Stones
 Favorite Movie: 12% *Pulp Fiction*
 Favorite Actor: 13% Harrison Ford
 Least Favorite Actor: 16% Kevin Costner
 Favorite Actress: 33% Sharon Stone
 Least Favorite Actress: 36% Roseanne Barr
 Best Television Station: 39% Fox
 Worst Television Station: 26% CBS
 Best TV Show: 19% *Simpsons*
 Worst TV Show: 15% *B.H. 90210*
 Best Radio Station: 31% WHFS 99.1

11th Grade Results

Favorite Music: 45% Rock
 Least Favorite Music: 34% Rap
 Favorite Musician: 6% tie with Peter Tosh, Led Zeppelin, Jimi Hendrix, S.R. Vaughan, bb Marley, U2 and Metallica
 Favorite Movie: 6% tie with *Forrest Gump*, *Up in Smoke*, *Major League*, and *Apocalypse Now*
 Favorite Actor: 12% tie with Jack Nicholson and Wesley Snipes
 Least Favorite Actor: 8% tie with Pauly Shore and Kaveh Haerian
 Favorite Actress: 24% Sharon Stone
 Least Favorite Actress: 38% Roseanne

Barr

Best Television Station: 28% Fox
 Worst Television Station: 15% tie with WNUV 54 and C-SPAN
 Best TV Show: 14% tie with *Baywatch* and *The Simpsons*
 Worst TV Show: 17% *Full House* and *Mighty Morphin Power Rangers*
 Best Radio Station: 26% WIYY 98 Rock

12th Grade Results

Favorite Music: 46% Rock
 Least Favorite Music: 22% Rap
 Favorite Musician: 5% tie with Phish, Pearl Jam, Nirvana, J.S Bach, Garth Brooks, Metallica and Smashing Pumpkins
 Favorite Movie: 14% *Pulp Fiction*
 Favorite Actor: 8% tie with Samuel Jackson, Jack Nicholson, Harvey Keitel, Chevy Chase and Jim Carrey
 Least Favorite Actor: 10% tie with Fabio and Bob Saget
 Favorite Actress: 20% Sharon Stone
 Least Favorite Actress: 40% Roseanne Barr
 Best Television Station: 24% Fox
 Worst Television Station: 11% tie with PBS, ABC, and CBS
 Best TV Show: 13% *The X-Files*
 Worst TV Show: 38% *Full House*
 Best Radio Station: 32% WHFS 99.1

Staff Results

Favorite Music: 31% Rock
 Least Favorite Music: 42% Metal
 Favorite Musician: 15% The Rolling Stones
 Favorite Movie: 20% tie with *Natural Born Killers* and *Forrest Gump*
 Favorite Actor: 19% Jack Nicholson
 Least Favorite Actor: 32% Sylvester Stallone
 Favorite Actress: 15% tie with Emma Thomson, Meg Ryan and Meryl Streep
 Least Favorite Actress: 37% Roseanne Barr
 Best Television Station: 42% MPT
 Worst Television Station: 27% WJZ 13 (ABC)
 Best TV Show: 21% *NYPD Blue*
 Worst TV Show: 22% *Baywatch*
 Best Radio Station: 27% WJHU

Bullfighting in the 90's Cool tradition or cruel anachronism?

By Eric Holloway

For the people of Mexico, a long-standing tradition is on the threshold of extinction: the ancient art of bullfighting. Unfortunately, Mexicans need bullfighting, and in an upcoming vote, their government will decide whether or not to ban "la fiesta brava". Animal Rights Activists are out for justice and they intend to put an end to the brutality Mexicans call sport.

Many are under the impression that bullfighting is "all fun and games". Many see bullfighting as merely a harmless event in which a guy, in the highest Spanish fashion, bounded around an arena taunting a dumb animal with a great red cloth, while the crowd cheered and the matador beamed carelessly. However, this version was incomplete.

pants," and a bicorne hat. These suits can cost several thousand dollars and leading matadors need to have at least six of them for each season. The bull is released from its pen out on to the arena floor. The matador greets the bull with an elaborate series of maneuvers, employing that famous "red cape". A common misconception people have is that bulls charge because of the red color of the cape; according to one source, "fighting bulls charge instantly at anything that moves". The closer the matador is able to come to the horns on each pass, the more applause he receives. Of course, one might wonder whether being impaled by one, or even both, horns would receive the highest praise (the closer the better?), but, apparently, this is seen as a deficiency in skill and is looked down upon. The



Bullfighting is defined as "a combination of ritual and mortal combat, with an attempt, at the risk of the contestant's life, to maneuver a bull gracefully and kill it in a manner both courageous and aesthetically unrepugnant". To many it seems hard to digest certain parts of this definition without wondering who the "bullfighting community" was trying to fool (the animal rights activists?). How does one "maneuver" a bull "gracefully", or "kill it" in a manner "aesthetically unrepugnant"? Apparently, some can and do.

One arrives at the arena for an afternoon of fun at the expense of a helpless animal (several, actually); a spectator will have witnessed the bodies of six bulls, killed at the hands of three different matadors (when no 'gorings' occur), being dragged from the arena floor by day's end. There is a matador below; he is wearing a "traje de luces" or "suit of light" which consists of a "silk jacket, heavily embroidered in gold, skin-tight

technical term for this occurrence is a "goring". Next, the "picadors" come out "bearing lances and mounted on horses". After three or so lincings(!) the "banderillos" advance with "brightly adorned, barbed sticks" which they proceed to thrust into the bull's shoulder(!). This is done to lower the head of the animal for the matador to kill it (you will understand this soon enough). At this point, the matador reenters the ring brandishing the "estoque" or sword and performs the "faena", the finale. This is, by far, the most exciting part of the event. The matador will attempt to put the blade of his sword directly between the shoulder blades of the hunched, charging animal, piercing the aorta region, and thus, killing the beast; it is known as "the moment of truth". This is no simple task to accomplish because the feet of the bull must be together, shoulders aligned, when the strike is made by the matador; for this reason, matadors can be paid "as high as

Is it a channel? Or is it a tunnel?

By Naveen Divakaruni

Seven years after the start of the project which would link Paris, London, and Brussels, and change life in these three cities forever, the Channel Tunnel, aka "Chunnel" has finally been completed. The Chunnel, the first of its kind in the world, runs 132 meters under the English Channel and links England with France. The Eurotunnel trains began their long awaited passenger service on November 14, a date which for many will go down in history as, well, November 14, 1994. The Eurotunnel trains have a maximum speed of 187 mph and take a mere 3 hours to reach their destination. The first day of passenger service ran very smoothly with the exception of a 50-minute delay due to technical difficulties. First-class round-trip tickets cost \$308, a price which is comparable to airfare between Paris and London, however, according to many passengers, the extraordinary comfort makes it well worth the price.



the equivalent of \$25,000" per fight.

Several Spanish teachers were asked for their opinions concerning the issue. Mrs. Burgunder revealed that she had at one time rather enjoyed and admired the fighting of a bull but now, reexamining the event, says that she finds it too cruel and thinks that the animal is given an unfair chance to survive. Though, Mr. Perkins contends that, were he a bull, he would expect to die in some lab, or end up on someone's plate, and would much rather lower his head and go out in an heroic and honorable fashion. Mr. Duncan's response was most intriguing. He thinks that everything should be seen in context. To these people, bullfighting is a ritual, an aspect vital to their culture. Therefore, it should not matter whether Animal Rights Activists have a problem with it. Be on the lookout for the results of this controversy.

Earth Awareness corner

By Marc Gilman

A major issue on the forefront of today's society is the issue of recycling. Modern technology now allows us to be able to recycle anything from glass to old tires to car oil. We are also seeing an increase in the participation of America and the world as a whole in the process of recycling. Curbside neighborhood recycling is now being introduced into almost every large city in America, and the number of small towns and burroughs that are now recycling grows everyday. The city that leads America right now in recycling is Seattle. Forty-five percent of Seattle's garbage is recycled, and in comparison to the national average of seventeen percent Seattle is clearly a model to be followed. The residents of Seattle are so conscious of their waste because the city makes it cheaper for its citizens to recycle. The citizens must pay a monthly fee of \$30.00 for every garbage can they own. By recycling, the amount of waste that is put in the garbage cans goes down, thus making the fee for the cans lower. If a person has only one trash can then they only pay \$30.00 per month. Even though Seattle's system is extremely effective, it is frightening that people have to be lured with money to recycle. Contrast this to New York City's waste disposal problem. Having nowhere to put all of their garbage they are forced to have it hauled to Texas by boat, creating more landfills. They are beginning to recycle in New York, but the process is slow and tedious. Most citizens are hesitant and don't want to take the time to sort out their garbage. During World War II when the U.S. was trying to conserve its waste, and channel all of its useful materials into the war effort there were 21,000 recycling programs in the U.S. Today that number has dropped significantly to only 12,000 centers. This is a very good barometer for the attitudes of America in regard to its priorities. When the threat of war arises America harnesses all of its efforts into winning, and being the best, but when the threat of war fades the government reverts to its prior tactics, and completely disregards its environmental status. Clearly, America must get its priorities in order.

*The
co-edition
is coming*

Gilman athletics bolstered by new sports

By Dave Sandler

The 1994 Gilman fall athletic semester has come to an end. It is time for new activities and new sports. This season, along with the other intramural sports that have been offered in previous years, there will be a few new sports programs. This winter, many Gilman students will be practicing tennis at the Bare Hills Athletic Club, and still others will be learning karate and other martial arts in the Stevens Room in the Gilman Lower School.

This winter, at the Bare Hills Athletic Club, five sophomores will be following a very rigorous training program that will enhance their tennis playing ability. These five high school students- Parijat Didolkar, who recently won the Frederick Junior Open singles competition for boys ages 16 and under, Clayton Apgar, who along with Parijat won the Frederick Junior Open doubles competition for boys ages 16 and under, Ung Lee, Eric Atas, and Geoff Hayward- will be training and learning under their professional trainer, Rob Hubbard.

Each day after school these students will be going to practice. They will be lifting weights and doing cardiovascular exercises. They will be practicing drills to improve their tennis skills, and they will be playing practice games. These exercises will help improve their endurance, strength, and skills. Rob Hubbard will be preparing these sophomores for the spring athletic season and for the years to come.

This is not the only non-conventional winter sport. Twenty students at Gilman will be practicing tae kwon do, kung fu, karate, and aikido in the Stevens Room in the Gilman Lower School. This program

will emphasize the qualities of discipline, self-control, strength (both mental and physical), and determination.

Earlier this year, sophomores David Park and David Kim decided they wanted to form the intramural sport of martial arts. They took this idea to Mr. Bristow, who was very interested. He arranged the use of the Multi-Purpose room. Already many students have shown interest in this sport. Unfortunately, due to the size of the room and the number of instructors, the number of students who will be able to participate will be limited.

David Kim has arranged for a master from the school of Kim's Karate to come and teach the students. Sophomores Eli Wasick and Mark Scott have also arranged for an aikido master to help with the students. The participants will be going to martial arts training three days a week. On the other two days, they will be running and lifting weights.

This sport seems to be getting off to a great beginning, however there is one obstacle that is blocking progress. The winter intramural martial arts program lacks a faculty advisor. This problem however will be quickly remedied.

If all goes well, leaders David Kim and David Park have been thinking of putting on a demonstration before the school during assembly. Although tentative, this demonstration may include the breaking of cinder blocks and wooden boards, or any other number of skills.

Gilman has always stressed the importance of athletics at school, however there are many students who participate and excel in sports not usually held at Gilman during the winter season.



Photo by McHenry

Lee Keenan at the wall. The swim team is very fast this year. Check them out!



Photo by Coady

Gilman ice hockey. After getting up at five in the morning, they are still able to win a few games.

Late tribute to talented young soccer team

By Andy Cohen

This year Gilman soccer continued last year's tradition of a strong soccer team. The Greyhounds were coached by Mr. Tucker, Mr. Macnamara, and Barry Stitz, a player for the Baltimore Spirit. Gilman's final record was 12-7-1, which was strong enough to boost them into the playoffs as the number four team. In the first round on November 11th, Gilman played against Archbishop Curley, one of the best teams in the state. They suffered a tough loss, 2-0, but they played a hard-fought game. The goals came from Curley's two best players, Juliano Celenza and Mike Bailey. Gilman played an almost perfect second half letting up no goals and putting up some good runs. However, to the detriment of the team, no goals were scored.

No matter what else happened this year, it is always a pleasure to say that Gilman beat The Hall. This rivalry which exists in Gilman soccer began last year when Gilman beat Calvert Hall for their first loss in almost three seasons. This year, the first game between these two

powerhouses was played at Calvert Hall and the Greyhounds lost 3-0. The second game, however, was Gilman's last regular season game and it was played at home on November 9th. Many fans came out to see Gilman spring out to a 2-0 lead in the first half and hold on for a 2-1 victory. The goals came from Corey Popham and Yani Rosenberg.

Although Gilman came up a little short for the MIAA Championship, nevertheless they had a season to be proud of. The Hounds have much to look forward to, since only 4 starters are seniors. In the coming year, they will have the entire team back except for five seniors graduating. The team had a great season, with strong defense coming from Eric Holloway, Adam Heaps, and Steve Burlingame. The midfield was held up by Corey Popham and Chris McLamb, with many goals coming from Matt Woodward, Yani Rosenberg, and Jon Jachman. The team is well prepared for next year and hopefully, they will be able to bring home the MIAA Championship.

Gilman hockey pucks it up

By Willy Aughenbaugh

This year's ice hockey team will begin the 1994 season with a great deal of optimism and confidence in itself. They have no reason to, considering their excellent coaching staff and their talent, which goes beyond the starters. They have grown in both size and experience. In fact, 75% of last year's team has shown up for another season of Gilman hockey. Head coach Bo Bulkeley has worked hard along with four assistant coaches who have helped prepare the team for the upcoming season. Will Perkins (Spanish teacher here at Gilman) and Archibald Montgomery (our Headmaster) are coaching along with Terry Rogers (a professor of biochemistry at the University of Maryland Medical School) and Patrick Pothel (former Junior A [semi-pro] hockey player from Montreal, Canada). This new, experienced coaching staff gives high hopes for a successful season.

The varsity team brings with them into the season a squad of experienced and

skillful players. Assistant Captain Lewis Applefeld will stand in goal, while team captain Chase Martin, assistant captain David Payne, Teddy Swingle, Eric Gillman, Ben Wilson, and Dan McGill will defend. The coaching staff has built three strong lines, all of which should pose a scoring threat to their opponents. The first line consists of center Herb Beatson and wings James Kayler and Blake Murphy. Center Alex Mueller and wings Jon Jachman and Drew Poffel make up the second line. The sophomore trio of center Jordan Angell and wings Morgan Salmon and Noah Bengur show for an impressive third line. Will Gee, Alan Kaplan, Jay Menton, Yani Rosenberg, John Morton and Doug Sandler round out the varsity team.

The varsity team will play ten games against such schools as St. Albans, Wild Lake, Calvert Hall, and St. Paul's. Most of the games will be played at Northwest or Patterson Park.

Winter season holds high expectations

By Krishna Tripuraneni

This year's wrestling squad will be returning nine varsity wrestlers, out of a total possible number of thirteen. During the off-season, the coaches did a lot of work with different techniques and style, which will hopefully help the offense of the wrestlers. This year, Gilman will try to "challenge" Mount St. Joseph, who always has a quality team, and to try to become league champions. Coach Chris Legg says that, "It sounds like a lofty goal, but we have some excellent potential." With lots of conditioning, drilling, and practice, Gilman will be able to attain all of their goals. The first varsity meet will be a tri-meet, home, on December 2, against Calvert Hall and Southwestern. A good addition to the wrestling program this year is the increased number of meets and tournaments for the junior varsity team. This way the wrestlers will be able to gain more experience.

Right now it is too early to say what the varsity basketball team will be looking like. However, according to Coach Martin Meloy, there is a potential that nine players from last year's team could return, but that is all that is known now. This year's varsity and JV teams will have a very tough schedule to follow, with a

fourteen game schedule against teams like Calvert Hall, Loyola, Gibbons, Severn and always feisty McDonogh. The schedule is filled with difficult opponents, but the players should rise to every occasion. Coach Meloy points out though that the goals for the season are for the players to improve individually, and as a team, to learn more about basketball, and along the way, they can hopefully win many games.

The varsity swim team will have seven returners, including two swimmers who sat out last season. This year the team is very optimistic that they can beat Calvert Hall, which has an uncharacteristically weak team. This was a goal which was set early, along with sending six or eight swimmers to Easterns. Coach Sean Fischer says that they have a chance of placing second, in a tough league. More than half of the team is composed of water polo players, so they are in great shape for swimming.

The News would like to wish all of the teams a successful winter season. Every team needs everybody's support, so go to a game this season.

Corey Popham - does double duty *Senior Popham plays on varsity soccer and football*

By Bob Moran

Last year during the 1993 football season, Mike Allan, the Gilman football team kicker was injured and could no longer kick. Corey Popham, who was already starting at forward on varsity soccer, was asked to step in and take his place. Corey readily stepped in and accepted the challenge. He continued to go to soccer practice from Monday through Thursday. On Friday, when the soccer team would normally run, he would go to football practice. This year, Corey was quite successful as kicker for the football team. His field goal and extra points were crucial to Gilman's win over McDonough to become MIAA co-champions. "It was amazing just to be a part of Gilman football this year," says Corey. Although the soccer team had a disappointing loss in the semi-finals this year, he feels like the team has worked super hard and has come far in the past four years.

Corey says that he really enjoys working hard both individually and as a team member, and setting goals and then trying to achieve them. This is something the basketball team will have to do this

upcoming season with the loss of Jimmy Fields coupled with their moving into the "A" Conference. Corey thinks this year's basketball team is being underestimated and will surprise a lot of people.

One thing Corey says he likes about Gilman is that they require you to do well academically as well as athletically. It is amazing how he manages to keep a strong academic record with a commute to Annapolis each night and "four" seasons of sports.

By the end of the lacrosse season Corey will have an astonishing thirteen varsity letters. The main goal of the lacrosse team this year is obviously to repeat as the MIAA champions. Corey feels that the returning varsity team has a lot of depth and an excellent chance of repeating. His amazing talent at the goalie position has attracted many people to come and watch him play.

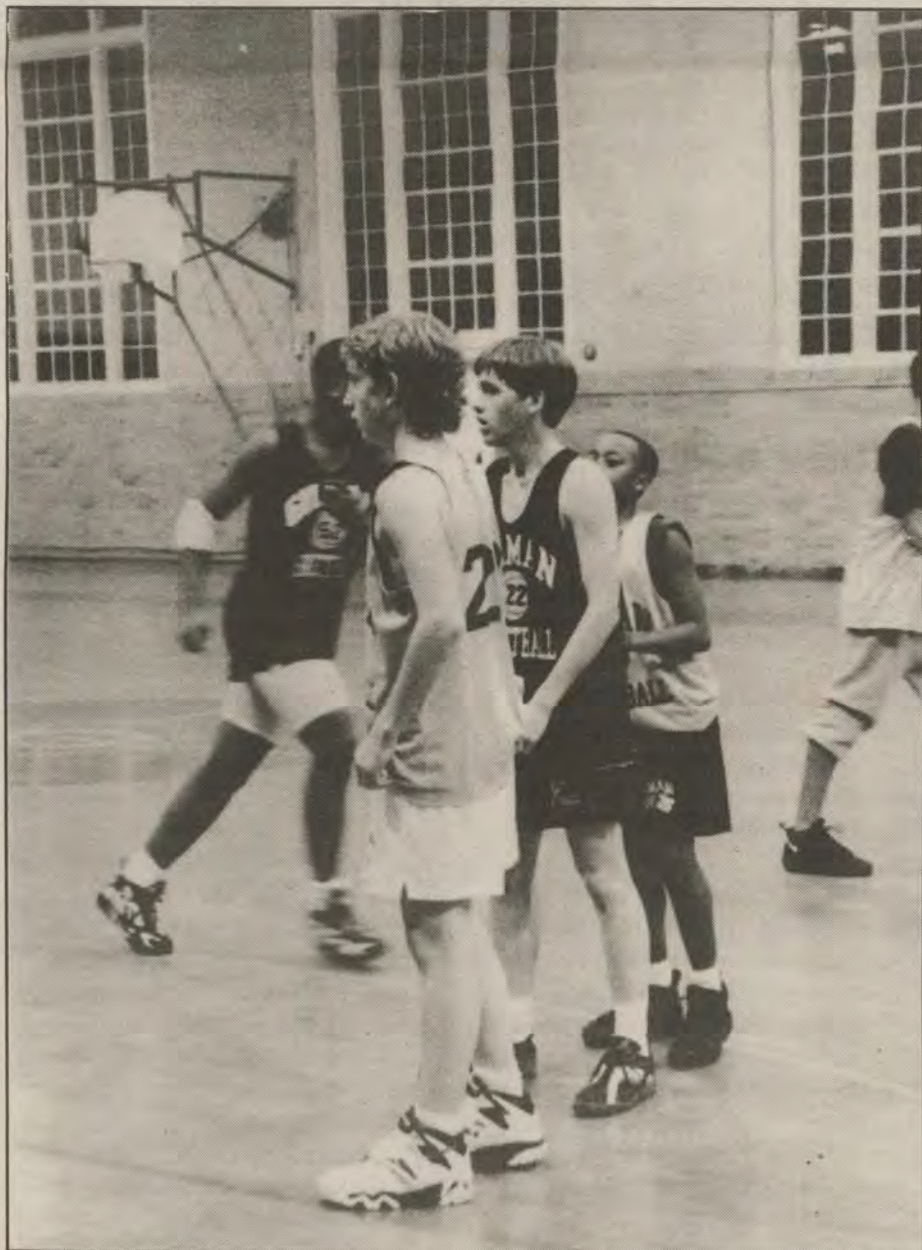
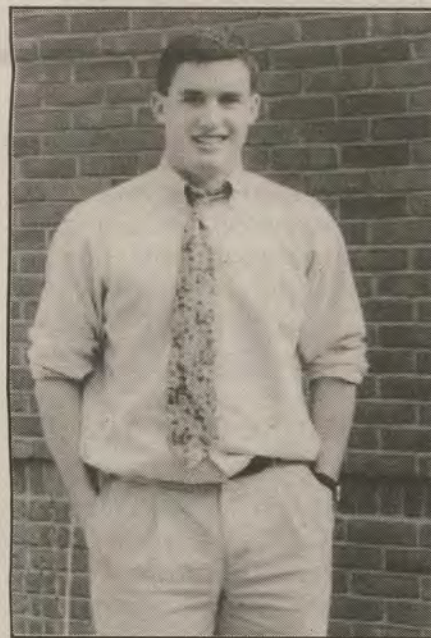


Photo by McHenry

F/S and JV basketball are strong as usual. Game today against The Hall at 4:15.



Corey Popham in a rare, civilian, moment.

Photo by Coady



Photo by Ruark

Wrestling always requires a great effort.

Go to a game!!

Varsity Basketball

- 13 Dec. v. Loyola - 6:00(H)
- 16 Dec. v. Towson Catholic - 8:00(A)
- 20 Dec. v. Gibbons - 7:00(A)

JVBasketball

- 13 Dec. v. Loyola - 4:15(H)
- 16 Dec. v. Towson Catholic - 6:15(A)
- 20 Dec. v. Gibbons - 5:30(A)

F/S Basketball

- 16 Dec. v. Calvert Hall - 4:15(H)
- 20 Dec. v. Gibbons - 3:30(A)

Varsity and JV Swimming

- 15 Dec. v. Mt. St. Joe - 3:30(A)
- 17 Dec. v. Episcopal - 1:00(A)

Varsity Wrestling

- 16/17 Dec. - McDonogh Tournament - TBA(A)
- 20 Dec. v. Curley - 5:30(H)

JV Wrestling

- 15 Dec. v. Aberdeen - 6:00(A)
- 17 Dec. - Dulaney Tournament - TBA(A)
- 20 Dec. v. Curley - 4:15(H)

Varsity Hockey

- 15 Dec. v. Spalding @ Piney Orchard - 4:30
- 21 Dec. v. Wilde Lake @ Northwest - 4:00



The Co-Edition



Of the Bryn Mawr Quill & the Gilman News

The Bryn Mawr School

21 December 1994

The Gilman School

Fiendish flasher finally foiled

Bryn Mawr still safe thanks to hero

by JOHN LANDAY

For years "flashers" have been terrorizing students at Bryn Mawr and Roland Park Country School. An encounter with a flasher can be a frightening experience for a female of any age. An incident in 1989, involving two RPCS 7th grade students, is typical of the many reported occurrences. On a Friday afternoon around 4 p.m., two unsuspecting students, who are now juniors, were walking down Roland Avenue on their way home from school when a male jogger approached and turned at the corner ahead of them. The girls noticed that the man's fly was open but only laughed, thought nothing of it, and continued to walk. Then suddenly as they neared the next corner, the jogger jumped out in front of them, exposed himself, and said, "Do you see it this time?"

The terrified girls ran as fast as possible without looking back to one girl's home and when safely inside, they notified the police. As far as they know, he was never apprehended.

Another incident took place during the winter of 1992 to a B.M.S. student who was then a freshman. She was waiting for her bus on the corner of Roland Avenue and Northern Parkway when a man walked up and stood next to her at the bus stop. After a few minutes he turned and walked behind some bushes where he proceeded to remove his clothing and push back the branches of the bush in order to create a hole so she would be able to see him. He then began to masturbate as she turned to see what was going on behind her. Disgusted by what she saw, she turned her head to ignore him but was understandably quite upset. In a matter of minutes her bus arrived, and she quickly got on and escaped a terrifying situation.

While no one was arrested in these two instances, police of the Northern District Precinct in Baltimore City are quite familiar with the problem in this area of Roland Avenue and have made many arrests over the years. Officer Thomas Lombardi, who for many years patrolled the area on foot, recalls numerous instances of this problem. When a flasher is arrested and convicted, they usually are sent to jail or a hospital for a psychiatric evaluation.

Many people ask the question, "Why

would someone do such a thing?" The answer lies in the mentality of the "flasher." In speaking with Baltimore psychiatrist and Gilman graduate, Dr. Ted Knowles, he explained that "flasher" is the informal term for exhibitionist/exhibitionism. It is defined as one of the sexual perversions and is only found in men. These men are often timid or shy and do not hold themselves in high self esteem. They usually pick their victims randomly and never expose themselves to someone they know. Extremely passive in their relationships, they tend to be involved with dominating women. Because they feel sexually inadequate, exhibitionists are motivated by the desire to reassure themselves of their manhood. The reactions that they hope to elicit from their victims are shock and horror.

Dr. Knowles explained that the feeling that an exhibitionist has when a woman exhibits these reactions is one of satisfaction. He feels a strong sense of power as a man, because he has managed to scare a woman with his genitals. Dr. Knowles states, "There is a distorted feeling of manliness. An exhibitionist is not a dangerous person. He will usually stay within 10 to 70 feet of his victim, and if she rejects or acts aggressively toward him, he will turn and run away." In most cases he exposes himself more than one time and does it compulsively. The reactions that "flashers" hate are being laughed at, made to feel foolish, or ignored. These forms of rejection make them feel ashamed and cowardly.

This fall on October 28 at 5:15 p.m. after a field hockey game between Bryn Mawr and RPCS, two Bryn Mawr seniors left the game at Roland Park before the rest of the team. As they were approaching the last turn before the Bryn Mawr campus, they heard a voice from behind the bushes say, "Hey, girls." They rounded the corner assuming the voice was that of a Gilman student and to their horror found it was not. In front of them stood a large man with his shirt pulled over his head and pants pulled down, masturbating. The two girls, who were in complete shock, screamed and ran to Bryn Mawr where the police were called. A report was taken, but no arrests were made.

Continued on page 4



Picture by Scott Bannette

Be wary of shady characters such as this flasher demonstrating to all of Carey Hall.

Mrs. Turner to leave BMS for Gilman

by KIANA HEBRON

After nineteen years anywhere, you become a tradition and after nineteen years at Bryn Mawr, Mrs. Ivana Turner is preparing to vacate her position as director of college guidance. Since 1975, the name 'Mrs. Turner' at BMS has been synonymous with college counseling services. Whether it be Princeton, Howard, Johns Hopkins or University of Maryland at College Park, Mrs.



Picture by Amy Shan

Mr. Ivana Turner poised to move on.

Turner has been instrumental in aiding Bryn Mawr students to gain acceptance to any college. Mrs. Turner's tireless efforts have truly been a learning experience as well as a stepping stone for her and she will be the first to tell you that "it's been a blast ever since!"

Mrs. Turner taught English for five years at Bryn Mawr. Then Mrs. Barbara Chase, the former headmistress, offered the job of college

counseling to Mrs. Turner. Even though she had no prior experience as a college guidance counselor, Mrs. Turner decided to take the position and has been serving in that capacity for almost two decades.

In assessing her years here, Mrs. Turner commented that "it's a very people intensive job. It has been a great joy [for me]...to see it all come together senior year for some wonderful women." She has also enjoyed "interacting with so many different kinds of constituencies in the school." The students' parents have proven to be just as good advocates for the college process as the school itself. Faculty and advisors also play an intricate role in helping to create an impressive portrait of a student. She adds that she has never ever been bored on the job since it "has action, emotion, high energy and substance." She is always thrown right "into the thick" of things.

Then why, after such a blissful tenure here at Bryn Mawr, is Mrs. Turner leaving to assume the position of director of college guidance of Gilman School? It is not because of a rumored power struggle or that she hates Bryn Mawr students, but after twenty years things do tend to grow old. "A job opened up that I thought it might be interesting to do." She feels as though the switch from Bryn Mawr to Gilman is the "right thing to do at this time in my life." After so many years with one institution a "professional change" is well overdue.

She feels that the position at Gilman will surely "challenge [her] in new ways." She has worked solely with women's education since her tenure here and would now like to explore new horizons by charting new territory dealing with men's education. Mrs. Turner has become a "staunch advocate for single sex education and the educa-

Continued on page 4

What's inside the co-edition?

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Students debate the quality and difficulty of Bryn Mawr classes

Many a Gilman student, and perhaps a couple of Bryn Mawr students, will claim that Bryn Mawr classes are easier than Gilman classes. This view of the coordination system fosters an unnecessarily competitive atmosphere among the students. The purpose of the co-ordination between Bryn Mawr, Roland Park, and Gilman is to expose the students to different classes, teachers, and campuses, all of which create the rigorous academic environment of the community.

There is no factual information, statistical information, or even an agreement among the majority that any one of the three schools is superior to or weaker than the other two. It is assumed that a class taken at one school, while it may present different material and different approaches to learning that material, is essentially equal to that same class taken at another school.

An example of the same class offered at each of the three schools is U.S. History, which is required for all juniors. There are several teachers who teach this class at the three schools, and each uses different books and teaching styles. Yet what each student gets out of this class is an understanding of the history of his country, whether he studies the material at Bryn Mawr, Roland Park, or Gilman. Having studied history at Bryn Mawr and Gilman, it is not apparent that one school has the "better" history department, or the "harder" history classes, but rather they have different departments and offer different class material. Many students request to take history at Bryn Mawr and many request to take history at Gilman. If there were an apparent difference in the difficulty level of the classes at the two schools, it is unlikely that so many students would request the addition of this extra challenge into their already hectic schedules.

These personal experiences hold true for the mathematics and English departments, as well. Having taken math and English classes at neighboring schools, there has been no reflection in my workload or grades of a difference in the demands of the courses or teachers. Perhaps one of the greatest advantages of the coordination program is the language departments of the three schools, which together offer a total of eight different languages. No one chooses a language because it is offered at a particular school, and is therefore considered to be easier. The joint language departments only enhance the curriculum and show the basic curriculum must remain in sync because many students alternate campuses for their language each year.

By senior year, many students take as many as half of their classes at one of the two neighboring schools. If there were a significant change in the grade point average of the majority of students who took classes away from their own campuses, it would likely be reported. There are no such reports for the simple reason that they do not exist. These distinctions do not exist because Bryn Mawr, Roland Park, and Gilman are all high-quality institutions of equal status.

There are different strengths and weaknesses in the curriculum of every school, which is why we, as members of a tri-school community, are lucky to experience the strengths of each school. We should look at the other schools as an extension of our own intellectual community, and not as a campus with which we are in competition.

RB

This is *The Co-Edition*, a combination of both *The Quill* and *The Gilman News*. We hope that you enjoy this special issue, and write to either newspaper to express your opinion of this joint endeavor.

Thank you!

Rachael Baylin, Karim Fakhry,

The Co-Edition

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Every spring, when it comes time for Gilman students to select courses for the coming year, they bombard Mr. Carr, Academic Dean with requests to have Bryn Mawr classes. "The more Bryn Mawr classes the better," most students say. Why is it that these students flock to Bryn Mawr when it comes to course selection? The answer, my dear Bryn Mawrtians, as disappointing as it may be, is the abundance of easier classes at your venerable institution.

Granted, Gilman students are deeply involved in a search for higher knowledge. They seek the elusive truth for which mankind has always searched. Nothing, but nothing, is as important to these students as the ultimate discovery of this truth—except, of course, an easy class, which can easily be obtained at Bryn Mawr. Some may argue that the teenage Gilman lads are being natural and thus favoring Bryn Mawr classes for their high percentage of persons of the opposite gender. On the contrary, it is a notion generally accepted that having an easy class involving minimal thought is more important to Gilman students than being able to sit in a class and slobber over a girl who is falling in love with her notebook, as is apparent in the way she caresses it.

On a serious note, it is believed by almost all Gilman students that Bryn Mawr classes are easier. There is no question about that. Why is this? The main reason is that Bryn Mawr has a very different way of testing its students for knowledge. Bryn Mawr teachers test their students on general knowledge of a subject matter; that is, they make sure that students have a cursory, overview understanding of material. They test this understanding through essays which, when the students are verbose and demonstrate any understanding of the matter, receive a good grade. Gilman teachers, on the other hand, seek to ensure that students are learning something concrete. They test students on cold, hard facts in objective tests which cannot be passed unless a student really knows and understands the material at hand. Of course, Gilman tests also contain essays, but these essays are always graded harshly; teachers look for a demonstration of both intellect and knowledge. Further, essays are always supplemented by objective parts. Bryn Mawr also has objective tests, but these tests seem to check the understanding of perfunctory concepts, ignoring the knowledge of dry facts.

Bryn Mawr teachers, because of the style of their graded evaluations, leave themselves open to deception. Even if a student has not studied the material in detail, he or she, by doing something as simple as writing a wordy, stylistically pleasing piece, can obtain a strong grade. Throwing in a couple SAT words gets you extra points, as well as expressing your opinion. In other words, common sense, a good writing style, and having any sort of a clue are all that is necessary for success in a Bryn Mawr class.

At Gilman, on the other hand, teachers, because of the style of their tests, can see right through someone one who is not prepared. There is no opportunity for deception, for even on essay questions teachers look for specific facts. If these facts are not there, the teacher ignores the writing, no matter how strong it may be, and gives a grade representative of the factual knowledge demonstrated.

Why is it that Gilman students favor Bryn Mawr classes? Students of the former, in general, simply study less and rely more on their intellect, and they are thus suited for Bryn Mawr classes. Why do Bryn Mawr students prefer Gilman classes? Other than the fact that they admire Gilman's student body's handsomeness and wish to bathe in its brilliance as long as possible, they would rather study hard, cold facts than be forced to rely on their ability to write fluently and intelligently. This, of course, has nothing to do with ability, rather with desire. Bryn Mawr and Gilman differ only in style. This says nothing about the quality of the education at either school, for it is impressive at both schools. Both institutions deserve a great deal of respect, for they have proven themselves successful.

KF

School stereotyping must cease

We all hold certain beliefs in the form of stereotypes. Some of us have more than others. We stereotype by race, gender and religion. In fact, almost any collective quality found amongst a majority of a defined group of people has potential to become yet another stereotype. It would be impressive if we Bryn Mawr and Gilman students could claim that we immediately disregard all stereotypes but, unfortunately, this is not the case.

Think about it: how do you picture a Gilman student? a Bryn Mawr student? a Roland Park student? Yes, it is possible that you are one of the few who sees no dominant quality present among these various schools, but it is more likely that you too have been affected by these stereotypes. The RPCS girl may have been pictured as a girl with blonde hair. Face it—whether this belief that more RPCS students are blonde than BMS students is of course very trivial, but has somehow been gradually ingrained into the minds of many private school students. We all know RPCS non-blondes and BMS blondes, but the stereotype is sadly here to stay.

Stereotypes often go further than merely a girl's hair color. What about biases concerning the ego of the typical Gilman student? In most cases, this assumption drastically loses its fans after proven false by Gilman guys who are actually nice people. Every RPCS girl is not blonde, just as not every Gilman guy is conceited.

At BMS, we are assumed to be total grinds who lock ourselves in our rooms to do homework, having no idea what the meaning of a social life is, as girls solely motivated to attend the Ivy League college of their choice. Here again, we see that there will always be some students who are devoted to schoolwork while others are, in fact, dedicated to being social. To assume that no BMS girls go out on weekends is just as wrong as to assume that we all party at every possible opportunity.

Various prejudices such as these can be just as harmful as those prejudices against various races and ethnic groups. They may be even more harmful, because a smaller group is easier to quickly judge before gaining a proper basis for that judgment.

As private school students as a whole, we are all victims some of the same stereotypes. As far as many others are concerned, private school students are all rich, spoiled, privileged kids who are obviously the children of doctors and lawyers. We all feel fortunate to attend our respective schools, but we are not all snobs, nor are we all rich. We wonder why people believe these stereotypes, while many students are on financial aid while still more families struggle to pay tuition. It is a minority of families who easily can give up \$10,000 per year without noticing.

No one has the right to judge anyone else simply on the basis of how others of their race, religion, gender, or school look or act. People must simply realize the dangers in assuming a person to be a certain way with no facts to back up the assumption. Even when visiting colleges, we are quick to judge a college as "liberal," "laid back," or "preppy," along with other various generalizations.

Only when the presence of stereotypes diminishes in our thoughts and everyday speech will we be free to judge someone for who they are rather than assuming that they simply fit the mold of others at their school. Everyone does not fit the common stereotypes. Only when we can all be stereotyped as nothing more than ourselves will we finally break free from the hurt feelings caused by unnecessary prejudices that, at some time or another, will affect us all.

RL

SATs proven false reflection of student ability

Like so many little sheep with the wool pulled over their eyes, tens of thousands of nervous, fidgeting, teenagers every year are dupes to the biggest con of the twentieth century. The big con of which I speak is that of standardized testing. Forced not only into a competitive and anxiety provoking state, but compelled to pay for it as well, the farce of standardized testing is just another example of American tolerance at its worst. Nobody likes taking SATs, very few people feel that it is a true and equitable test of knowledge, and there are only two possible tests to take (that I know of), the SAT being a veritable monopoly in this country, yet everyone I know takes these tests. In fact many students take them three or four times. This lunacy must stop. If education is going to go anywhere in this country, a great first step would be the elimination of standardized testing.

One thing that I hear increasingly on the college admissions frontier is that SATs are becoming less and less important in the admission process. Many schools in fact do not want to see SAT scores anymore. The plain truth is that SAT scores do not adequately reflect a student's aptitude, nor can they begin to project a student's value to a college campus. What should be important is a student's dedication to learning and studying. The SAT cannot reflect this dedication. It is hoped that this trend of deemphasizing SATs will continue.

Another negative aspect of the SAT is the fact that it is standardized, and it is common knowledge that students are in no way standardized. Different people know different things, in different ways, and it is impossible to create a test for a nation as diverse as ours that will be fair to all. If a college knows where you went to school and how well you did in school, then that should be enough data to judge your scholastic aptitude- whatever that may be.

A further problem with the SAT test is the cost and beauracracy that one has to go through to get the test and to send the scores. After navigating a maze of automated telephone systems, complex registration procedures, and a multitude of petty fees, one cannot help but feel as if one's academic future is unsure in the hands of such a meat market of academic evaluation. Further costs are added when students succumb to the pressure to boost their scores by taking a crash course in SAT preparation, one of numerous manifestations of the American Way in this whole process. Not only are these courses a short cut to real knowledge, their purpose is to get ahead, to beat your friends, to go to a "better" college. It's like reading the Cliff notes to Life.

Which brings me to the final problem with SATs. They basically rank American kids from one to a hundred thousand (or so). Imagine being the last kid on the list when they order the SAT database by score (highest to lowest). It just does not seem right to reduce twelve years of hard work and learning to a raw score, or even worse, a combined score. Students need real motivation to go to school and turn out as good people, not superficial, number based motivations. Students in America need a better educational ethic than they have. We have to start learning for learning's sake, and we can only do that by eliminating the horrid roles that society has cast on us. Shed with me, my fellow students, the old skin of academic competition and grade-based motivation and put on a new skin of love of learning and cooperation. We will all be better people for it.

NH

Practical ways to make the most of treks across school campuses

The daily trek between Bryn Mawr and Gilman is a ritual practiced by almost the entire school population. Some feel that the fifteen-minute interval allowed for the hike is wasted time, but I beg to differ. Since I walk back and forth between every period, I have learned to fully utilize this free time. Here are several suggestions.

Practice your excuses for not turning in your homework. There is nothing worse than compounding the error of missing a homework assignment with a poorly-given excuse. Take your time and account for every possible argument the teacher might offer. Don't worry about talking to yourself; everyone does. On the way back, go over the conversation in your mind, trying to pick out the mistakes. If the teacher became angry, you did something wrong. Learn from your mistakes and, next time, your excuse giving skills will have improved immeasurably. This method has always worked for me.

Another helpful activity for filling your time is writing papers. Avoid the pesky complication of writer's block which always seems to occur at the last minute. My best inspirations invariably come to me as I am hurrying to my next class. Every idea appears extraordinary, every word unique. The only problem is when you forget to write down your brilliant essay and by the time you sit down to type it, you cannot remember a word of it. An easy remedy for this common affliction is to carry around a pen and pad of paper, just to jot down your ideas. Unfor-

tunately, allusive points often lose something when they are put into words.

The fifteen minutes between Bryn Mawr and Gilman also allows for a chance to catch up with friends, recently ignored due to too much work. It is cheaper than calling on the telephone and it sure beats having a conversation with yourself. However, common obstacles can turn into major obstructions. My friends forget to watch where they are going once they have become engrossed in my stimulating conversation and usually trip over the fire hydrant or fall into the street. Watch out!

My favorite trekking pastime is thinking up witty comments to tell my sister when we pass each other. At times, we only have to look at each other to break out laughing. We have even been known to fall to the ground in fits of uncontrollable laughter while our friends look on in utter amazement and disbelief. While you may not have a sister with whom to share these precious moments, any old friend or relation will suffice. Latch on to anyone and begin practicing this ritual today!

With so many awesome possibilities, why would anyone shy away from having class off campus? The time it takes to walk over to Gilman and come back is not wasted time. You simply have to know how to use it properly. Wow, I'm finished just in time for class. Another trek time used successfully.

by AB

Computer jaws strike again, seizing papers, destroying disks

Alert reader, we'll call her "Jane," sent me a letter regarding computers. Yes, those wonderful machines that help you with your homework, connect you to Japan and even help those of you who are in need to find a date, are enemies to some people. People like Jane are afraid to touch these wonders because in their hands, computers become monsters.

These monsters like nothing better than to eat your favorite game, then write on the screen in nice blinking letters that it was your error and now Number Munchers have been eternally munched. Jane writes that, "In my computer lives a goblin that waits until I haven't saved my history term paper, then it jumps out from behind one of the microchips, and eats my paper!"

Before the nice men in white coats to take Jane on a long vacation to a comfortable room with padded walls, try to understand her dilemma. While I do not have any goblins in my Macintosh, I do have a pubescent brother who likes to play hide and seek with my English papers and the ever popular, "Let's-see-how-long-I-have-to-wait-for-the-printer-to-work" when I have five minutes until I have to be at school. Although I do daydream...it's real, I tell you, it's real!

Millions of human beings across the United States alone struggle with computers. From the statistics people love to tell us is that we are behind every other super-power and many not-so superpowers in academic performance, it is no wonder that the average American has a complex about computers. Therapists strive daily to teach people how to live with artificial intelligences that are more intelligent than the humans that work them.

There are, of course, the exceptions to the rule in the form of men and women who bond with their computers. These god-like individuals know how to handle every quirk that machines can throw their way, and the computers love them for it. When these people walk into a computer lab, a humming, not unlike the sound your little brother made when trying to sing underwater because you told him that it was easier to breathe that way, permeates the room. When they write a paper that determines success for the rest of your life it prints perfectly; the computer does not decide to arbitrarily commit suicide taking your paper along with it ensuring that you will fry burgers at Grease-R-Us for the rest of your life. The men and women mentioned above are few and far between, however, so there

is no need to purge the community of the taint of computer literacy.

My relatives on my mother's side of the family are so computer friendly that they work with them for a living. They cannot understand my family's problems with the devil boxes, therefore their explanations concerning how to retrieve a jammed disk sound more like "The Quantum Theory From An Engineer's Perspective" than a simple statement on how to release a disk.

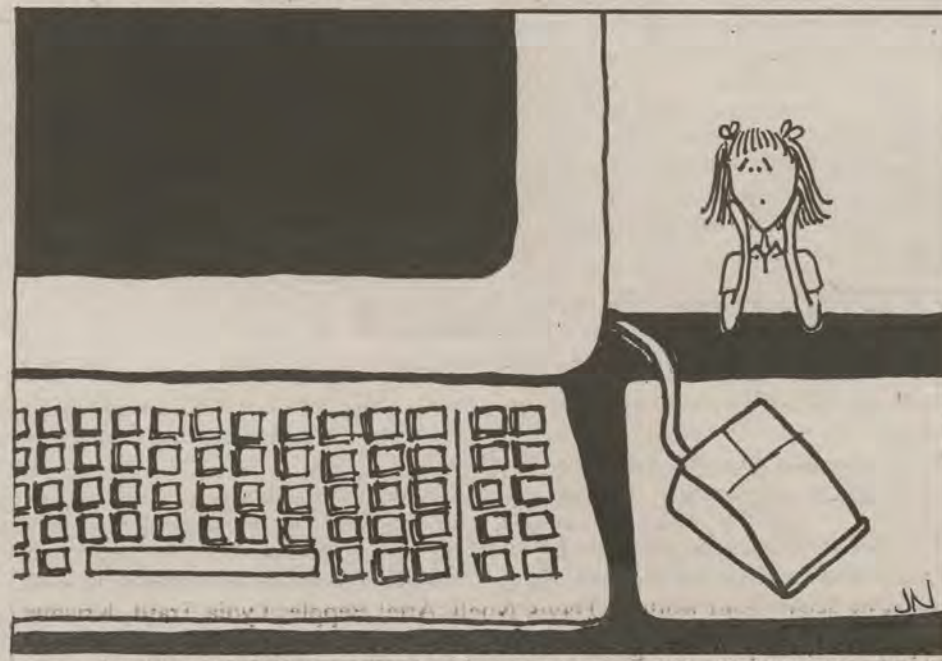
The jaws of a computer are the strongest known substance in the world. Diamonds have nothing on the sheer brute strength a disk drive possesses when you are late for your next class. Once a disk is clamped in the Aperture of Death, there is no turning back; either you lose or the computer does. It is a fight to the death with no witnesses except for the screen-saver fish which scatter at a touch (of the mouse). No one can aid you in your battle, and you have only your trusty paper-clip as a weapon.

Ha, you say, a paper-clip is not a weapon, but it is. When you have been frozen out of the reach of the mouse and talking nicely to it does not work, there is only one thing to do- you must take the disk by force. Unbending the paper-clip as you approach the computer, the machine begins to make its battle cries which sound like it is sucking your disk dry. Confident that if you do not rescue it immediately, the disk will become empty, you take the disk in an epic struggle. Finally, you have the precious disk in your hands, but hark, over yonder, the computer lies dormant, a life long moron, a casualty to your zeal. Because you were so forceful, you killed the computer.

While this may not be a tragedy to you, to your parents it is the death of their one attempt to incorporate themselves in the modern era rather than remain stuck in the time warp (take a step to the right...) of the period of their birth.

Despite the obvious pitfalls and malfunctions of the Age of the Computer, it does not seem as if all of the computers in the world are going to suddenly disapper (no, David Copperfield does not do that- I called him last year). Therefore, we must learn to, if not like them, than to deal with them. And for all of you Jane's out there, take heart, there is no such thing as goblins- everyone knows that mutant Care Bears have lived in your hard drive since they suddenly disappeared off of Nickolodeon.

by JV



Heads of schools united in focus ...Mrs. Turner from page 1

by ANN BAUM and ANDY COHEN

Recently, both the Bryn Mawr and Gilman schools received new heads. Mrs. Brizendine returned this year to Bryn Mawr to be the interim headmistress, and Mr. Montgomery came a couple years ago to fill the vacant office left by Mr. Finney. In recent interviews, they both shared their insights on the positions they currently hold.

When asked about the differences between running a boys' school as opposed to a girls' school, Mr. Montgomery said that he could not give an accurate description of what it would be like to be headmaster at a girls' school, such as Bryn Mawr. He said that even though his father had been the headmaster at the Garrison Forest School, he still could not accurately say what he



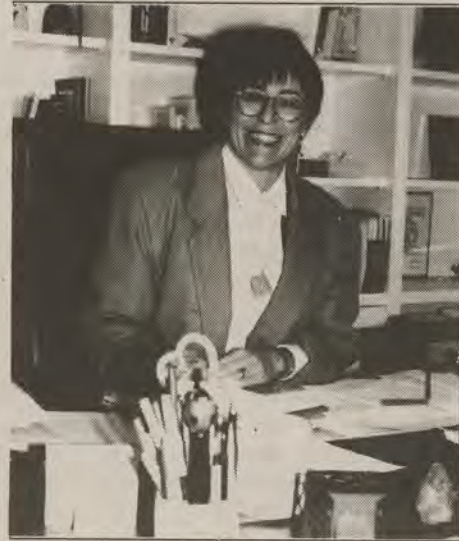
Mr. Montgomery always has a smile.

would have to expect from a wholly female population. In the past, as Mr. Montgomery noted, institutions tended to follow sexual stereotypes, namely that girls are more interested in art while boys prefer sports. Another fact pointed out by Mr. Montgomery was that there have been studies showing that on the whole, the different sexes learn better in different settings. Boys learn better in a teacher-student environment, but girls, on the other hand, tend to learn more in small groups. However there are always exceptions to the rule. And "the melding of male and female education styles" is what is so advantageous about the coordination program in the upper school. One of the benefits of being in a single sex environment is that in chapel / convocation, there is less "posing" (as Mr. Montgomery put it), or showing off while on stage because the speaker's boyfriend / girlfriend is sitting in the audience. Therefore people are more relaxed and are more willing to speak their minds, not only in a public forum, but also in class. Mr. Montgomery would consider being the headmaster at a girls' school if he ever leaves Gilman. However, he feels that he might not be able to serve all the functions the students may need, such as he could never be a female role model for the students.

...Flasher from page 1

The most recent incident took place on Thursday, December 8, when two BMS friends were walking down Northern Parkway toward Roland Avenue after school. As they neared the intersection, a voice called to them. They turned to see where the voice was coming from, and the same man who she had seen before was exposing himself to them from behind a bush. Fortunately, the Pinkerton guard from Gilman was nearby and managed to tackle and hold the man

Mrs. Brizendine's work this year as the interim headmistress at Bryn Mawr has been far from a simple transition. Although the job title may make it seem lesser, Mrs. Brizendine's duties are as complete as those of a full-time head. Her main goals for this year are to focus on the classroom and teaching, celebrate the classroom (with the help of 70-minute periods), and allow for as



Interim Head of BMS - Mrs. Brizendine.

smooth a transition as possible between heads. Mrs. Brizendine loves the 70-minute periods. She feels that they provide for a more peaceful life in class, a more relaxed class environment, and different ways of teaching and comprehension. She also feels that coordination is an aspect of our schools that is unique as well as productive. The schools are allowed to maintain separate identities yet come together in the classroom to learn as a whole. Although she has never been the head of a school, let alone even taught at a solely male school, she imagines that the role of head at Gilman or another school like it would not be unlike her current position. Although the goals, demands, and general environment of an all-male school would be different, the delights and rewards would be very similar. As with Mr. Montgomery, she would take a job as head of a boys' school, however, she feels that she would not be able to relate to her students as a role model.

Mrs. Brizendine and Mr. Montgomery alike have many goals which they wish to accomplish this year. And while Mrs. Brizendine may no longer be part of the Bryn Mawr community after this year, both of the school heads strive towards the goal of bettering the atmosphere at both Bryn Mawr and Gilman. So when you see them passing you in the hallway, at an assembly, or in the Common(s) Room, remember that they are trying their best for you, all of you, not just for the students of their respective schools. Also remember that there may be other people with the same opinions as Mrs. Brizendine and Mr. Montgomery, and that Bryn Mawr may one day have a headmaster or Gilman could see the day when it has a headmistress.

until the police arrived. The suspect, a large, balding man in his late thirties, was booked at the Northern District Precinct and is now awaiting trial.

Incidents such as these have been taking place for many years and despite increased security, they continue to happen. Although experts agree that these occurrences are not life threatening, they are an emotional strain on the victims and an annoyance to the tri-school community.

tion of women. You can be an advocate of women's education even by teaching young men."

Mrs. Turner has two sons, Hal Turner, who now attends Gilman Lower School and Mr. Andy Martire, who presently teaches fifth grade at Gilman, his alma mater. Having two children who both attend Gilman played an important role in her decision to work at Gilman. She knows the school and feels that it is a quality institution.

Mrs. Turner admits that she was "excited, then mortified but if you want it, you go for it." Bryn Mawr has been such a big part of her history that it is hard to think of her not being here. On her positions as both director of college guidance and English Department Chair, she says, "I have ab-

solutely no qualms. I've loved every minute."

Bryn Mawr Administration is conducting a national search and running ads in professional journals in order to find a replacement. There has also been a lot of interest generated by word of mouth. Mrs. Turner will continue to work with the seniors and begin to conduct preliminary interviews with the juniors. She will start counselling the Gilman seniors during the summer. She asserts that she will also be available as a "transitional resource" while at Gilman.

Mrs. Turner has been an amazing college guidance counselor and although the students and faculty will miss her, the school wishes her the best of luck.

Driving to class; is it really worth it?

by EMILY CHATTERJEE and ALAN HSU



Why is it that no driving between campuses is the policy of both Bryn Mawr and Gilman? There are several reasons, namely safety and environmental concerns and the availability of parking for student drivers. Safety is a major source of concern regarding driving between campuses. Students are often in a hurry to get to class and thus their driving becomes both reckless and fast. Additionally, accidents and school liabilities are a concern.

According to Mrs. David, environmental concerns are another reason that driving between campuses is prohibited. As Gilman and Bryn Mawr are relatively close to one another, it seems excessive for students to drive and create more air pollution than is already present. Driving the quarter-mile distance between Gilman and Bryn Mawr twice just to get to a coordinated class seems particularly excessive when one realizes that most of the pollution a car gives off comes from the initial ignition to start the engine.

Another reason that driving between campuses is not allowed is the availability of parking for student drivers. Gilman has parking by its tennis courts, while Bryn Mawr has student parking located at the Northern Parkway entrance. However, this parking is limited and each school's primary concern is for its own students. When students drive to either Bryn Mawr or Gilman the limited parking situation often results in problematic parking on Roland Avenue and Northern Parkway.

Due to the problems that the parking situation poses, Bryn Mawr and Gilman actively enforce a policy of ticketing students who are caught driving between campuses. The ticket is a \$25 fine. In addition, if the car is not registered, another \$25 fine will ensue. Detentions and demerits often accompany these fines as a way of reprimanding and enforcing the policies of both Bryn Mawr and Gilman.

Students' opinions about this policy vary greatly, ranging from total agreement to staunch opposition. Generally, however, students are ambivalent towards the policy. Shaline Khurana,



a junior at Bryn Mawr, is one of those students. "I think that students from Bryn Mawr and Gilman should not drive because the distance between the two schools is so small. Besides, I like walking in the fresh air between classes." However, Shaline's feelings towards the policy are not all positive. "Weather is a real problem. No one wants to walk outside when it is raining."

Jessie Margolis, a sophomore at Bryn Mawr, voiced another opinion. "I do not mind walking this year between campuses because of the longer 15 minute break between classes. This year you do not have to rush to class just to make the bell."

Some Gilman students are in opposition to walking between campuses. Things like "I hate walking", "What if you are tired", "I do not like getting wet", and "I sweat too much" were common responses to the question of whether walking between campuses is a beneficial policy of Bryn Mawr and Gilman.

The main opposition to this driving dilemma, however, continues to be inclement weather. Julina Ongkusawan, a Bryn Mawr junior, said, "Walking in the rain is awful!" Lara Coggin, a Bryn Mawr senior, concurs. "I don't think that walking between campuses is a bad idea until there is bad weather."

One suggested idea for easing the resentment towards the driving policy was proposed by Kimberly Henderson, a sophomore. "I think that a good idea would be to have Gilman and Bryn Mawr run vans between campuses during bad weather, like last winter, when there were a couple inches of ice on the ground. However, if this is not possible, the schools should salt the pathways better after it snows."

Safety, however, remains the primary concern of the administration of both Bryn Mawr and Gilman. Claire Sproul, dean of students at Bryn Mawr, agrees with the policy. "The main reason that driving is prohibited is to insure the safety of our students. We (the administration) did not create this policy to hinder the freedom and independence of the students. In fact, it is a problem for us, because we have to see that the policy is enforced."

School stereotypes rear ugly head at BMS, Gilman

by DAVID FREEDLANDER

It is not very hard to get reactions out of Gilman students when asked what they think of Bryn Mawr. You usually do not even have to ask. Just stand next to a few Gilman students and they will say, "Let me tell you a little something about Bryn Mawr." Even after you eliminate the unprintable things said, Gilman's opinions of its sister school are, shall we say, lackluster at best.

Not all things said about the Mawrtians are negative; many Gilman students said that Bryn Mawr students are all really smart, and that one does not find a lot of the, ya' know, like, "valley girl" types there. They are professed to be culturally and a lot more socially aware than most other students. A common assumption about Bryn Mawr students is that most are really involved in plays, music, and the such. In other words, Bryn Mawr is not the kind of place where one would go recruiting for a cheerleading squad.

Many Gilman students think that Bryn Mawrtians are a lot friendlier than a lot of other girls and that one does not find the prep school

snobbery typical of other Baltimore prep schools. Also, many Gilman students claimed it was hard to stereotype Bryn Mawr students, seeing as how they are such a diverse group with many different personalities. In what was probably a blatant sycophantic attempt, George Brown said, "I love them!!"

The most oft-heard complaint, though, was, "They're a bunch of dorks." Many felt that Mawrtians should spend less time studying and more time on the social scene. "They work too hard," said Scott Bartlett. "Staying in on weekends to do work? I could never do that."

Also, a lot of Gilman students think that Bryn Mawrtians try to prove that they are better than the boys in their coordinated classes. According to one rather angry senior class member, who understandably wanted to keep his anonymity, said, "Their senior class is pathetic. They're unathletic, unfeminine, don't party at all, and spend way too much time at the Silver Diner."

Perhaps no one, though, can express it better than Jake Rothwell, who said, "They're, like, smart and stuff."

by JEN KUNZELMAN

Between coordinated classes, weekend social events and interschool dating, the constant interaction between Bryn Mawr and Gilman students inevitably leads to conflict. The relationship between brother and sister schools is not always pretty. Just like any community in the real world, stereotypes are strongly upheld. Although these presumptions are not condoned, realistically it is nearly impossible to erase them.

Bryn Mawr students, who seem to be captivated with the whole politically correct movement, remain equally responsible for their share of stereotypes. Comments categorizing a diverse group of Gilman students into one typical model can be heard ringing throughout the halls of BMS eight hours a day, five days a week.

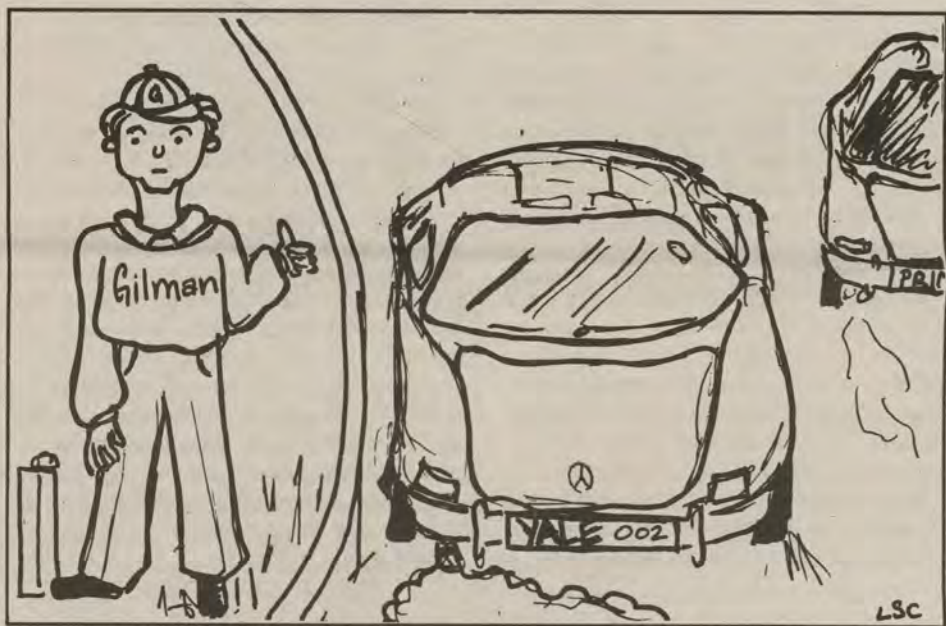
The most commonly heard stereotype of Gilman students is the "slacker." Considering the high standards and expectations that the Gilman school upholds, it is hard to imagine a class of over one hundred "slackers" graduating each year. Yet somehow Bryn Mawr girls seem to believe that Gilman students "do as little

as possible to get by." One fed-up student commented, "It's annoying to watch the guys in my coordinated classes slide by with little or no preparation for class."

One Gilman tradition which Bryn Mawr students have trouble relating to is the Gilman Raider tradition. One anonymous Bryn Mawr senior remarked, "They're such retardards. How mature are the Gilman Raiders?" Another senior quickly added, "Besides the fact that they're so immature, they just don't know when to shut up!"

The second stereotype most often heard about Gilman guys was in reference to their social skills, or lack thereof. "Gilman guys on the interior can be caring and sensitive, but on the exterior they put on a macho attitude," a Bryn Mawr student said who is, ironically, dating a Gilman guy.

How these stereotypes were formed is impossible to decipher, but it is true that nothing can stop them. Everywhere there are differences in gender, race, and culture, stereotypes will be a problem. It is possible that exposure to these ideas can bring students closer to real life outside of our community and in this way, make a positive out of a negative.



Early admission decisions abound at Gilman and BMS

by NINA LEE and KRISHNA

Over the past few years, the number of students applying early has increased at Bryn Mawr and Gilman. This year a phenomenal number of seniors from both schools applied to colleges early.

More than fifty percent of the Gilman senior class and sixty-one percent of the Bryn Mawr seniors applied early which makes them the largest group ever to apply early. These statistics indicate that students from both schools have gotten smarter over the years, and the competition has gotten tougher.

There are different plans to apply early to college. Some colleges offer rolling admission which means that the earlier the students send in their applications the better the chances are of getting accepted and the sooner they will find out.

The other two options are early action and early decision. Typically, colleges which offer either of the plans expect to receive applications by the postmark deadlines of November 1 or 15, depending on the college. Students who apply under ei-

ther plan expect to hear from colleges around December 15.

There is an inherent difference between the two. Under the early decision plan, applicants are obligated to attend the school if they are accepted. If the applicants are not accepted they will be deferred or rejected. Deferral means that the college will still consider their applications for regular admission.

Applying early is not for every student. There are many different types of students who have various reasons for not applying early. Some may want to strengthen their senior year with an extra half year, and some are not certain about which college they want to apply to. The students that do apply early do some research, and from that they get a clear indication of the college they should and want to apply to.

There were several students who applied to schools with rolling admission. The first senior at Bryn Mawr to send off a college application was Whitney Priest. She sent an application to University of North Carolina in late August and received an ac-

ceptance letter on December 8. She should have heard in November, but the letter got lost in the mail. Nonetheless, next year she will be studying at University of North Carolina.

The first one to hear from college was Molly Ness. In November, she got into University of Michigan, which has a rolling admission. Interestingly, when she opened the letter from Michigan she had thought it was just another letter telling her that they had received all the parts to her application. As she read the letter, it never registered in her mind that it was an acceptance letter. But once it did, she "screamed and danced around for a while. Knowing so early was reassuring."

Rachel Lerner applied to University of Maryland at College Park and got in. Her letter came in a big package which her mother had missed in search of those infamous SAT scores. After reading the letter of acceptance, she felt more secure about the college process.

The two students that have been accepted from Gilman are Bobby Prout and

Matt Wolf, and they will be attending the University of Virginia and the University of Wisconsin, respectively.

The main reasons for students to apply early is because they want to get college applications, and the stress which comes along with it, out of the way and over with. This allows the student to enjoy the rest of their senior year, but they still should be very careful that they don't slip into the infamous "senior slump."

After some seniors are accepted into college, they think that they are set, and they have a tendency to not work diligently anymore. But they must be careful, because after early acceptance, most universities watch over how well a student is doing in school and so do parents.

All of these students who have gotten in early to college encourage that if one can narrow their choices and apply early then by all means do so.

Congratulations to everybody who has been accepted to a college and best of luck to those still waiting.

A day in the life... Students from across the street switch places

Gilman student takes on BMS for size; finds friendly warm place

by GAURAB BANSAL

On a cool day in November, I had the opportunity to visit the Bryn Mawr School, our neighbor-school that many Gilman students take classes at during the year. Although we have coordination, there are a certain amount of stereotypes that Gilman and Bryn Mawr students hold about one another. Hopefully, I would be able to understand our neighbors a little better after experiencing a typical day at their school.

I walked across Northern Parkway and onto the Bryn Mawr campus, the same path that countless numbers of Gilman students walk every day. I went into the Howell Building, looking for the Seminar Room. I was to visit an eleventh grade English class first; a class that had both Bryn Mawr and Gilman students.

I was relegated to the back of the Seminar Room this morning. This particular English class was taught by Mrs. Turner. She cordially greeted me, as I entered and sat in a red, comfortable chair in the back.

The topic of discussion in class was tragedy, the theme of the entire first semester in this English class. The discussion was very informal and animated. It was an orderly exchange of ideas between all the students (something that I have not experienced much of this year at Gilman).

Mrs. Turner moved the discussion along at a smooth pace, posing questions to the class throughout. The class then broke off into smaller groups for further discussion purposes on such tragic characters as Hamlet, Oedipus, and Willy Loman. The discussion in the particular group that I listened to was also quite interesting. Ten minutes later, the entire class had once again congregated in the classroom.

This group of scholars, from both Gilman and Bryn Mawr, took their places at the large table and began to discuss tragedy again. There was no great amount of notes in this class on this particular day. Instead, the discussion continued for the remaining thirty minutes of class, with most everyone participating.

Seventy minutes after I first entered the Seminar Room, it was time to leave. The English class that I had just attended was quite the opposite of what my English class is usually like with more lively discussion and more group work. The students seemed to have learned quite a bit from the discussion.

I left the Seminar Room and bade farewell to all my Gilman classmates that were on their way back across Northern Parkway to Carey Hall. Second period was over and it was time for the two schools to temporarily end coordination and attend to their respective agendas.

With about fifteen minutes of free time, I walked into the Commons Room, located just down the hall from the Seminar Room. I sat down and looked around the room. I began to feel a bit awkward, as I, the only guy, stuck out in this room. I sat, listening to the commotion of this time in-between classes.

"Who are you? What are you doing here?" asked many. The flurry of activity in the room continued as scores of students poured in and out of the Commons Room. Few students stayed in one place. Most were off to their obligations within minutes.

I sat down again. A group of juniors were kind enough to allow to me sit at their table. The discussion topics, at this table, ranged from school to guys to the, then upcoming, Christmas Dance. I sat quietly, listening to this exchange between

seven juniors. Occasionally, I would be told not to put something in the article, but for the most part, I was graciously allowed to listen.

(Would you let a Bryn Mawr student listen in on something resembling your regular lunchtime conversation?)

On this day there was no assembly or convocation. Instead, there were class meetings. Slowly, all the juniors settled into the scattered chairs in the Commons Room. The junior class, that numbered only 65, stopped talking as the meeting began.

The class officers read announcements pertaining to parking, the dance, and other noteworthy items. Fifteen minutes later, the class dispersed. The class meeting was over before I knew it. It was more orderly and silent than any Gilman junior form meeting I have attended this year.

Even though the class was well behaved in a large group, they tended to assemble into little groups once class business was taken care of. There seemed to be little interaction between members of the student body, outside of their groups of friends. Whether that is always the case, I cannot say. However, I thought that a class of 65 would associate with each other more.

With the class meeting finished, it was time for lunch. After a short guided tour of the campus, I finally found the soda machine. I proceeded outside to the concrete area in front of the Howell Building. A group of juniors, again, courteously allowed me to eat lunch with them.

"How has your day been so far? What do you think?" asked one junior.

"It has been interesting and different," was all I could say at that point in time.

A few more juniors sat down to eat. The conversation jumped quickly from subject to subject, guy to guy, etc... However, I think they realized that I was sitting there, for the subject of guys was never brought up again. Instead, they talked about driving, school, and assorted, random "stuff". As I listened to their conversation, I learned a little more about Bryn Mawr. I got a feeling of what it would be like to go to Bryn Mawr...I think.

I asked them what they thought of Gilman students. Some had praise, others a strong dislike, and still others felt both ways. Most Bryn Mawr juniors were quick to put down the "stereotypes" that they have heard of. The notion that Bryn Mawr classes are easier and less demanding "cannot be further from the truth," said one junior. Those that I spoke to felt that they do an equal, if not greater, amount of work as Gilman students. Those students who have had siblings at Gilman had good things to say about the school itself. They believe that their brothers were educated well at Gilman. Those that felt both ways, criticized some Gilman students for various reasons and praised others.

The discussion soon ended, as third period neared. The group split apart, as each student was going to her next class. The next class that I attended was a studio art class taught by Ms. Roberson. I proceeded up to the second floor of the Howell Building. As I walked into the Upper School Art room, a few students were already down to work, sketching, painting and drawing. I sat down at an empty table. One student was drawing a flower, another a skeleton. The radio blared in the background.

There was a fair amount of talking across the room between the students as the period began. Ms. Roberson walked around, inspecting each person's art work, while quieting the class down.

I, too, walked around the room, looking at the art and listening to the conversations.

I asked one student what she thought of Gilman students. She turned from her art work and answered my question. The response was not so favorable. This particular student thought that Gilman students are "cocky and arrogant" inside and outside of the classroom. She was disturbed by the fact that some Gilman students "take pride in the fact that they don't prepare for class".

Another junior commented that Gilman students can either be "very nice people" or they can be "somewhat phony; you can see right through some of them". Before I could respond, Ms. Roberson told me that I must quiet down and let her students work. I did, for I was being somewhat of a distraction. The students got back to their paintings and drawings while continuing their conversations with one another and even singing every now and then.

Third period ended as quickly as it had begun. The art class had been a good change of pace for the students. I also walked out of the art room carrying both good and harsh words about my classmates.

My experience of a typical day at Bryn Mawr was over. I thanked all those juniors and other Bryn Mawr students who were kind enough to allow me onto their campus and observe them for a day. It had been an interesting day to say the least. As I crossed Northern Parkway, I took back with me a better understanding of Bryn Mawr.

The Bryn Mawr students had been very gracious, honest, and friendly to a stranger from the Gilman School. They were very good hosts, and my thanks go out to them. Although I do not agree with some of the complaints that Bryn Mawr students had about Gilman students, I came away that afternoon with a favorable impression of the school and its students, for the most part.

However, it is obvious that students from both schools need to interact with each other in order to understand one another a little better.

BMS student at Gilman

by LYDIA TRAILL

I began my trek to Gilman at 8:50, with high expectations of thousands of hot gentlemen, thrilling classes, and exciting and stimulating discussions in which everyone took part. Little naive me.

I was supposed to meet my guide, the lucky guy whom I would accompany for the day, at 8:55, so I had to high-tail it over there. But Providence was on my side, as the stoplight changed in my favor just as I reached the corner. I was five minutes late, so of course, he made a great show of feverishly looking at his watch as I approached.

After my apology, we proceeded to his history class. On our way, he proudly declared he was only able to catch one and a half hours of sleep the night before, as he was devotedly writing his history paper, and will therefore not be his usual sparkling self. Our class had a long slow discussion of the book *Fires of Jubilee*, and Nat Turner's *Rebellion*. The room we sat in, with its bare walls and bulletin boards dutifully covered in fluorescent construction paper, but with nothing on that, is comparable to nothing at Bryn Mawr.

But soon we left, and walked to the Science Building for chemistry. We stood on the steps for a quick feeding frenzy, in which I, sadly enough, did not take part. During this disgusting ten minute display, my guide ate a very brown banana, a great deal of very excited, very loud conversation took place, an oh-so-subtle display of showing off was set up for my benefit, and I relaxed. A funny thing happens to me when I get nervous. My laughs either become very loud or they stick in my throat, forcing me to do a very unattractive hiccup/gag. I had entered history a wee bit agitated, but my entrails were now beginning to disentangle themselves, and I could laugh without choking or threatening an avalanche from a distant mountain top.

But I digress.



Domestic violence on the rise

by ALEX ILIFF

"He's going to kill me," was the cry of Nicole Brown Simpson echoed by so many other women who have fallen victim to one of the most common crimes committed in America today, domestic violence. Unfortunately for these women, these desperate cries for help go generally unanswered, and the ruthless, pointless beatings continue. With the approaching commencement of the O.J. Simpson trial, this topic is one that the general public must be educated on before they jump to conclusions about this star's guilt or innocence.

Every year, four to six million women are beaten by their husbands, an astounding number considering that this crime is not widely publicized as a major problem in this nation. About fifty percent of all women murdered in the United States are killed by their husbands or boyfriends. Domestic violence is not confined only to men beating on women. Twelve percent of all men killed in homicides are killed by their female partners, but still men attacking women is the problem demanding the most attention. Close to one third of women checking into hospital emergency rooms are there for injuries caused by a man.

Why don't the women just leave? For some this is not an option. If a woman attempts to leave an abusive man, she suffers a seventy-five percent greater risk of being murdered by her hus-

band. Many women are afraid that if they do decide to turn in their husbands for abuse, the authorities will either not believe them, or the courts will acquit the man, as the courts are widely believed to be sexist. Other women must rely on their partner for financial reasons or if they have small children. Nicole Simpson repeatedly summoned the police to their home, but they took no action until she finally got a trial where O.J. pleaded no contest. She was fortunate to live until the trial. In many instances, the man delivers a lethal beating to the woman after being set off by the woman's action.

There is hope, however; there are well over a thousand shelters and counselling programs for battered women. One of these places, The House of Ruth, recently sent a representative to Gilman to deliver a very powerful presentation with very graphic, but real, audio clips. They are based in Baltimore and are a very successful nonprofit organization, but they still cannot turn the tide against domestic violence without help from the government and public.

Even if O.J. Simpson is not convicted in his double murder trial, the event may bring the problem of men beating women to the forefront. He will probably be convicted, and wife beaters may get it into their heads that they cannot be caught for hurting their female partners. Hopefully, with the help of places like The House of Ruth, battered women can find help and this epidemic will come to a conclusion.

Rape; precaution, prevention, protection

by JUDY GERRING and NAVEEN DIVAKARUNI

If you have been forced to have sex, by a date, an acquaintance, a stranger, a relative, then you have been raped. Rape is a crime of violence. "The victim is forced (or intimidated by threat) to relinquish control over her/his body while another person defiles and abuses it." (Pritchard, *Avoiding Rape on and Off Campus*, 1988).

While one in five adult women will be raped at some point in their lives, and over eighty percent of rape victims know their attackers, only seven percent of all rapes are reported. (Stasi, "Women Never Talk About," *Ladies' Home Journal*, May 1994) Why this startlingly low reporting figure? It seems that many rape survivors are unwilling to expose the crime because they feel an element of self-blame. Questions of "What did I do to make him think..." or "Why didn't I see his conduct was becoming..." are common among survivors, who unconsciously subscribe to some of the prevailing, yet disturbing, social attitudes of America. (Fairstein, "Sexual Violence- Our War Against Rape," 1993)

One example of a rape-supportive attitude held by a cross section of society is illustrated in a 1977 study of 598 Minnesota adults conducted by The Urban Institute in Washington, D.C. More than half the adults surveyed agreed with the statements that: "A woman who goes to the home or apartment of a man on the first date implies she is willing to have sex," and "In the majority of rapes, the victim was promiscuous or had a bad reputation." (Warshaw, *I Never Called It Rape*, 1988.) Myths such as these encourage rape victims to feel guilty after they have been assaulted, sparking an attitude of "I must have asked for it."

But women never ask for it. Just as no one asks to be murdered, NO ONE asks to be raped. Whether a man or woman, adult or child, a person never wants to be the victim of a crime.

Although people of both sexes can be victims, it is much more common for a woman to be raped than for a man. Among teenage girls, the fear of

being raped is quite common.

The key to rape prevention is awareness of one's surroundings. (Pritchard) By drinking or taking drugs a woman loses awareness of her surroundings and becomes more vulnerable to being raped. It is a fact that rapists look for easy targets, a perfect example of which are people who are drunk and or high. Many men feel that a woman who is drunk is "asking to be raped." It is this attitude which often leads to both group and date rape. (Pritchard) Drinking also brings a "false sense of independence" which may cause a woman to venture away from her group of friends thereby making herself even more vulnerable to being raped. A simple way to reduce one's risk of being raped is to avoid situations in which there is heavy drinking.

Date, or acquaintance rape has become a serious problem on college campuses. Approximately twenty percent of female students have been victims of date rape (Pritchard). In order to reduce the risk of becoming victims, women should be very careful in choosing their acquaintances, but at the same time always remain alert to the dangers of date rape, for a rapist does not usually "look" as if he were the perpetrator of a heinous crime. "There is no one 'type' of man who rapes. A rapist can be your friend, your ex, your boss, the head of a national company or the clerk at your local library." (Stasi)

Rape is a terrible crime which should be taken seriously. In addition to experiencing physical and psychological pain, victims are threatened by possible exposure to sexually transmitted diseases. Frighteningly, rape has become very common in today's society and the time has come to take action against it.

One researcher speculates as to how we can abolish acquaintance rape from our society. "Only by promoting the idea of sex as a mutually undertaken, freely chosen, fully conscious interaction... can society create an atmosphere free of the threat of rape." (Burt: Warshaw) Without the clear consent of two sober, thinking individuals, sex should never take place.



Picture by Scott Banerjee

The concept of violence as demonstrated by Gilman's finest.

Violence in sports; fun or foolishness?

by CLAUDIA ARANA

Even if unintentional, violence occurs in almost every sport. Though both Bryn Mawr and Gilman pride themselves on their ability to maintain a high degree of sportsmanship, injuries that keep players from participating in the games do occur. Most players and coaches, however, agree that any extreme violence is not due to the nature of the games that students play. Rather, violence is attributed to a variety of other factors, including teams played, and the sportsmanship of all the coaches, players, and fans involved.

Varsity field hockey player Maggie Buck believes that "it's not sports that are violent, it's the natural competition that can grow violent." The aggressive competition, can, in turn, lead to violence. Robby Kang, a varsity soccer player at Gilman, agrees: "There's lots of violence on the field. People are getting hurt in any sport. They'll do anything to get to the ball. Some will fly-tackle you, and take you down to keep you out of play, or foul on purpose."

Archana Ayyappan, a varsity volleyball player at Bryn Mawr, describes an experience that she had with another team who demonstrated such lack of sportsmanship: "During one game, we played some girls who were awful. They cursed at us, and pointed at me. None of it was violent, but it was really insulting, and totally uncalled for. I've never seen a whole team, including the coach, with such an attitude."

Bryn Mawr fosters sportsmanship to the highest degree. Athletic director Mrs. Sanborn, has worked at many schools, and feels that "sportsmanship at Bryn Mawr is very high." She believes that "sportsmanship must be taught. We have great role models in our athletic department. Ms. Budzik is the ultimate concerning sportsmanship. Her comments to the newspapers are always gracious, appropriate, with never a negative word about the opponent."

At Gilman, there exist strong beliefs toward conserving dignity and sportsmanship. Mr. Bristow, head football coach, dean of students, assistant headmaster, and athletic director, holds high standards for Gilman players: "There is a big difference between physical competitiveness and violence... In the beginning of each football season, we talk to the teams about sportsman-

ship. We see the correct ways to block and tackle, in order to minimize injury." Although he believes that football is the most violent of sports, he emphasizes that Gilman has never nurtured physical violence.

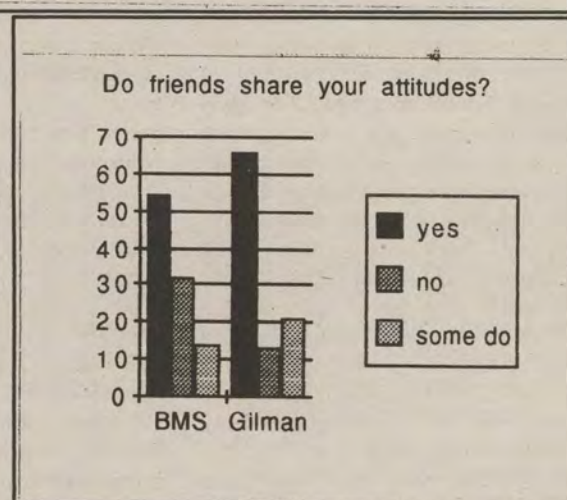
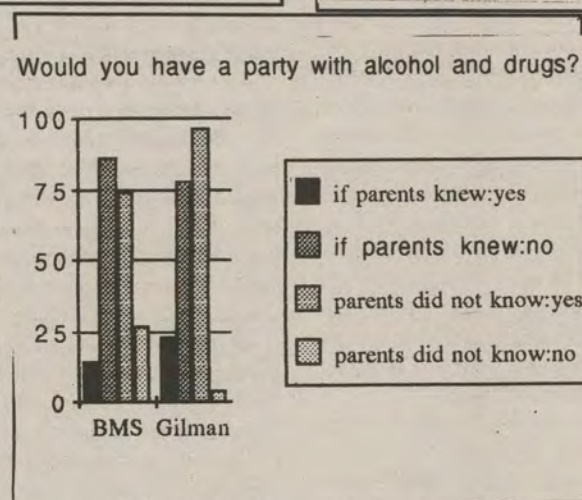
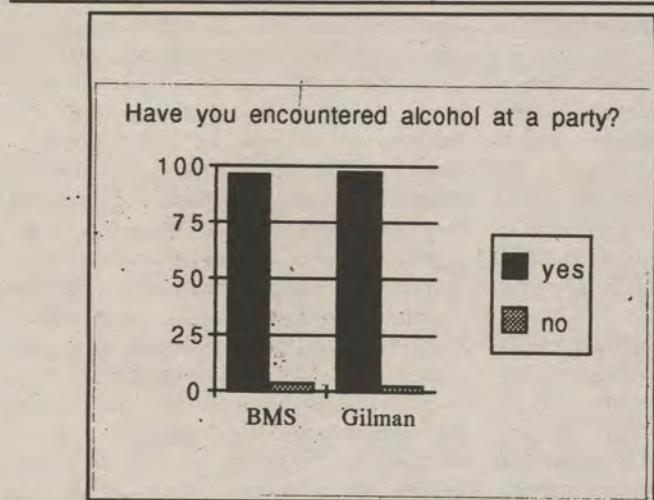
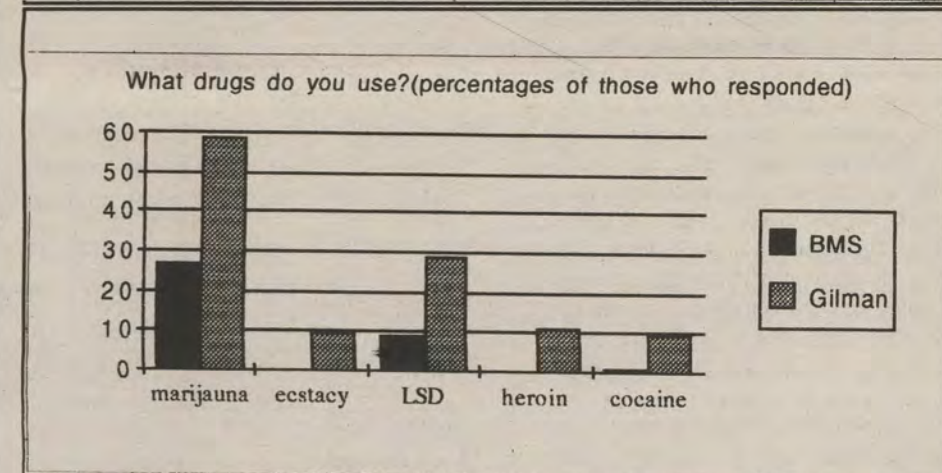
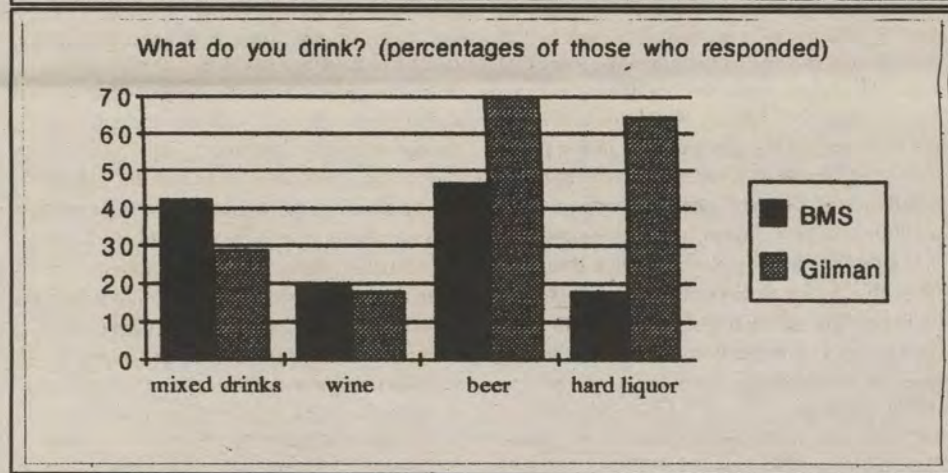
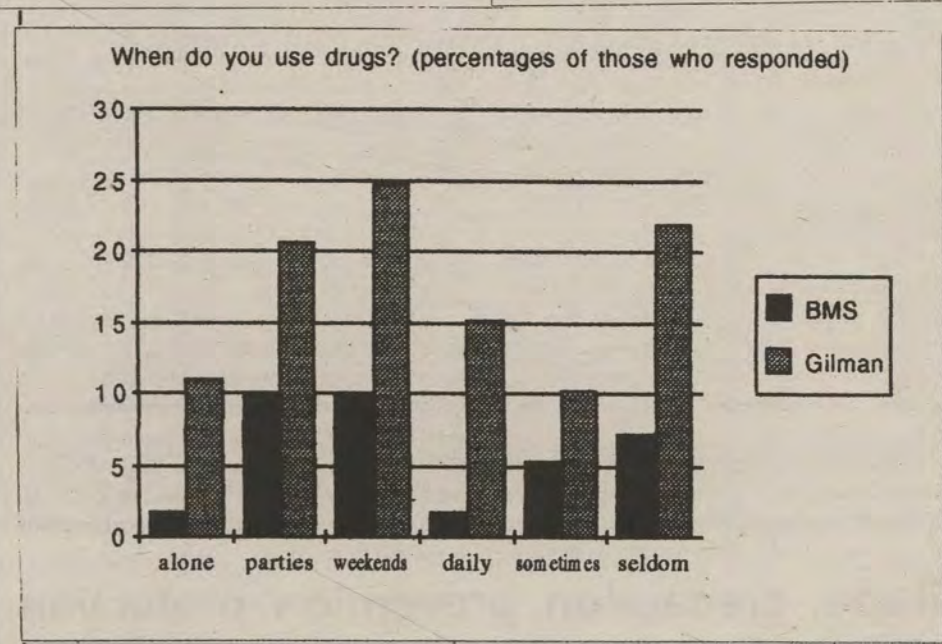
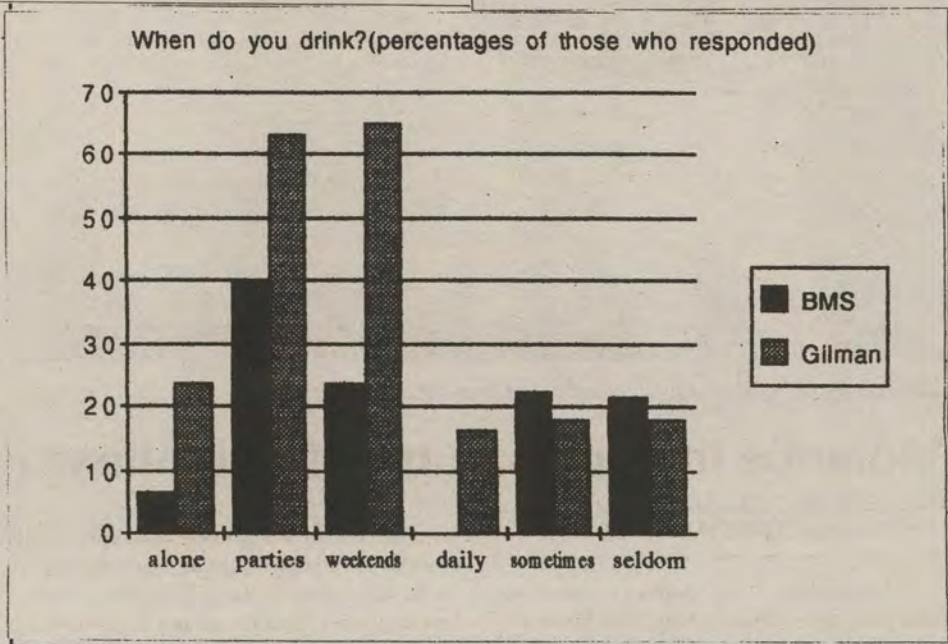
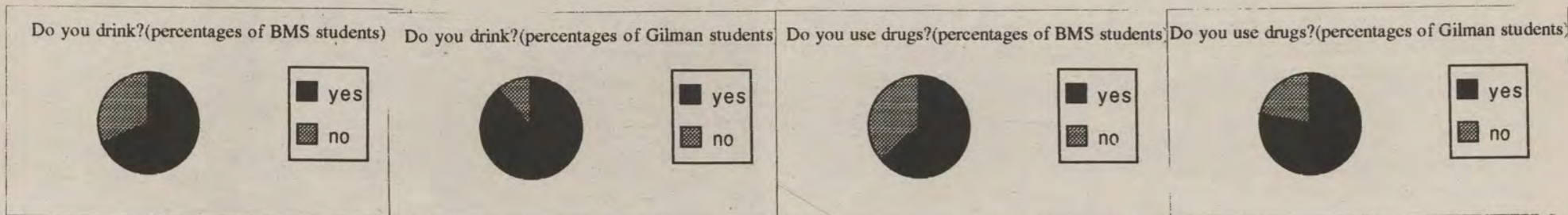
Gilman football players believe that the nature of football games is by no means violent. R.C. Kauffman, a varsity football player, adamantly believes that violence stems from "the people who play [the sport], especially if you play a team who tries to hurt you." He insists that football "is not a violent sport. On offense, you are trying to execute your play. It doesn't have anything to do with the other team." Teammate Alex Mueller agrees that football is a very "controlled sport". He says that by no means is there a lack of sportsmanship in the game, and that Mr. Bristow emphasizes and encourages this in football. Alex feels that Gilman teams live up to these standards.

Despite the dignity that we have seen on both Bryn Mawr and Gilman fields there exists some concern toward the nature of the pep-rallies that go on at each school before a game with their rivals. Most students view the pep-rallies as a harmless way to "psych up" the student body and the players. Although Mr. Bristow does not support the pep-rallies, he does not believe that they induce violence. "I am not defending the aggressiveness of the pep-rallies. I don't like them as a coach because I have always believed that players have to motivate themselves to play."

At Bryn Mawr, the pep-rallies can also be quite aggressive. Yet Mrs. Sanborn maintains that there is "a fine line between school spirit and supporting teams, and not turning that support into something negative." Although she believes in competition, she knows that "sports and teaching character is much more important than winning or losing."

Matt Woodward summed up the way students and faculty combined seem to feel about violence in sports, as well as sportsmanship: "[Our coach] has always told us that no matter what you do, you should not care whether you win or lose. You should be proud that your team had such a great season, and that you played with such dedication, respect, character, and sportsmanship. That's the first thing that comes in any sport."

This poll is based on the responses of 50% of Bryn Mawr's and 33% of Giman's tenth, eleventh, and twelfth grades. We are printing all of the results and must assume the polls were answered genuinely.



"It's a problem that needs to be looked at *now*. [Students] are already screwed by the time the school even gets close to addressing it."

"You know when you're on acid, it's hard to fill out a questionnaire! Do you all want any drugs? I got some good deals, man! I got some more things to say but I got to kill some beers. It's lunch time."

"When things go wrong, gotta hit my bong."

"I think drugs are all cool. You guys should have included speed and crack because they're getting pretty prevalent on campus."

"Alcohol rules, but drugs are where I draw the line. They are lame!"

"I don't need alcohol or drugs to have a good time."

"If you know what you're doing, it is not a problem. I don't drink until I puke, nor do I drink and drive, and alcohol has never been a problem for me."

"If people are dumb enough to drink and drug, that's their own damn fault."

Drug and alcohol policies threaten expulsion at both BMS and Gilman

by JAD FAKHRY
and
REBECCA HOFFMAN

Use and abuse of drugs and alcohol affect the lives of many high school student throughout their youths. Guidelines set out by parents and schools help to better prepare teens for encounters with drugs and alcohol. Both Bryn Mawr and Gilman play roles by having very specific policies regarding the use of substances.

Bryn Mawr's policy states, "Student's should not come to events under the Bryn Mawr School school jurisdiction used drugs or alcohol". Bryn Mawr has no policy regarding behavior on the weekend or at non-school related functions. Dr. Claire Sproul, Dean of students, commented that she is aware that students drink and there is no way to monitor students on the weekend. Parents need to take responsibility for their kids on the weekend.

"...If someone shows up drunk, we call their parents. We would not want to be the ones to turn someone away and have them drive home drunk."

**Dr. Sproul,
BMS Dean of Students**

If students arrive at a school function under the influence of drugs or alcohol, parent will be called and asked to pick their son or daughter up, this policy is true for Bryn Mawr students as well as friends or dates at B.M.S. functions. Dr. Sproul, Dean of Students states, "We are en loco parentis when the kids are with us. If someone shows up drunk, we call their parents. We would not want to be the ones to turn someone away and have them drive home drunk."

Students have mixed feelings about drugs and alcohol policies at Bryn Mawr. Some students feel that they are not effective, that students will drink if they want to and as long as it isn't too obvious, they can get by. Anjonette Wiggins stated, "It seems like a good effort but it's kind of worthless because people drink and smoke and take drugs anyway." An anonymous junior agreed saying, "Shaking someone's hand is not going to prevent them from drinking".

Other students feel that it would be "kind of strange to be in a school where the staff didn't care enough to check at dances. They have to, it's all they can do to try to keep us safe." There is not a lot that the school can do to prevent students from participating in illegal behaviors besides educating the students. Therefore, drug and alcohol education is a major part of the curriculum. The seventh and tenth grades have educational programs relating to drugs and alcohol, but education takes place in other ways also. Mrs. Marlene David, Upper School Head said, "Students are educated or at least, made aware through the school's advocacy of programs such as S.A.I.F and Safe Homes." Another way to educate students is the trip to Shock Trauma.

Bryn Mawr does its best to keep students safe and well educated. The policies that do exist are simple and they are taken very seriously.

Gilman's drug policy is obstinate and does not

entail much leniency towards offenders. Gilman has recognized that addiction to drugs is a disease which should be treated similar to other diseases. The School will attempt to obtain medical aid for students who voluntarily seek help. Students who conceal the use, possession, or distribution of drugs, however, receive different treatment from the School.

As the handbook states, if Gilman has any reason to believe that a student is selling or using drugs on campus or during school sanctioned activities the School may notify the student's parents and for first time offenders the faculty supervisor may either suspend or expel the student. For second time offenders the school almost always expels the student.

Gilman also prohibits the use of inhalants such as butyl nitrate, nitrous oxide, and amyl nitrate which can be found in whipped cream cans and other spray cans. These relatively new and lethal drugs kill brain cells and inhibit clear thought process. Although these drugs, and they are drugs, are taken lightly their potency cannot be ignored. This year there has already been a suspension due to substance abuse. Gilman's drug policy is rigid for a good reason. Students should learn in a healthy environment and drugs threaten this ideal environment. A good education includes the knowledge of such things as drugs and their effects. If Gilman wants to continue as a great institution it must enforce strict rules for drug abuse.

Gilman also reserves the right to designate a faculty member who can recommend counseling and/or medical attention. All Gilman students from Lower School on are taught about drugs and are constantly reminded of their dangers. Gilman also has a policy that allows the school to discipline the students even when there is off campus drug abuse. This issue is much debated among students who feel that this policy gives Gilman too much power. The policies at Gilman are very serious and the administration expects the students to respect them.

To drink or not to drink: A reality faced by teenagers one and all

by ANN BOONN

According to *Under the Influence*, by James R. Milam and Katherine Ketcham, "over 100 million people in the United States drink alcohol." Many of these people fall between the ages of thirteen and eighteen. There are many factors and influences that cause teenagers to drink, and there are many different opinions about drinking. In our society today, there are plenty of stories which are about the classic alcoholic family or teenage drinker, but there are many people in the Bryn Mawr school community who are probably living these stories. Drinking is something that everyone has to think about at some point in his or her life, whether it is a pastime that a person goes through himself or herself, or if it is a process which he or she has seen.

Drinking for the wrong reasons

Several students find drinking to be an acceptable act, if it is kept under control. "There's a difference between drinking with a meal and drinking excessively - like drinking to get drunk," says Allison Brill. But what is that difference? In *Under the Influence*, Milam and Ketcham describe a drinker who begins to drink for several other reasons than for self-satisfaction. The book states, "He may start drinking to impress his girl friend, to prove he is not afraid of his parents' disapproval, or because he is taunted into it by his friends." What may start as an innocent act to prove others wrong might turn into an addiction that can only be stopped with treatment. The reason why people drink is also an important factor in the way that they drink.

"Alcohol has immediate and profound effects on behavior," write Milam and Ketcham. If a person is drinking for the wrong reasons, such as in rebellion to their parents, it may lead to alcoholism because of the constant pressure they might feel throughout their life. Peer pressure is another factor which may lead someone to drink. However, as one senior says, "drink-

ing should not be an outlet," because the pressure or stress someone may feel could be relieved through other methods, not by self-inflicted abuse.

Stages of alcoholism

There are three stages of an alcoholic, according to *Under the Influence*. The first one, is a phase where a drinker may feel that he or she is now improved because of the drinking. During this stage, the body adapts to the amount of original alcohol intake, so that the drinker feels that he or she can tolerate more. This stage is misleading, because it does not foreshadow the next, more serious phase of alcoholism.

The middle stage is characterized by the need to drink. A drinker now feels that he or she cannot survive without a drink, and short periods without alcohol are spent suffering. "His body has adapted to the constant presence of alcohol...thus, when the alcoholic stops drinking, all hell breaks loose," states Milam and Ketcham. Finally, the last stage is where the most suffering occurs.

The final stage of an alcoholic is most characterized by, in simple terms, death. The body can no longer tolerate the abuse from the alcohol, and gradually deteriorates, causing many malfunctions and diseases, including heart failure, Cirrhosis, cancer, and malnutrition.

Consequences are proven to occur

These consequences to drinking are proven to occur. Through educating teenagers, the time when most alcoholics begin drinking, alcoholism and its three destructive stages can be reduced. There are already many organizations, such as SADD and MADD, which attempt to send the message of the horrors of drinking and driving. But even without driving, a drinker may kill himself or herself. While drinking may be seen as a way to "lose yourself" and enjoy a stressful situation, it does have destructive elements which must be fully considered before a bottle is raised to the mouth.

Pro's and con's of teenage drinking leave students with moral questions, serious decisions, confusion

by DAVIS NOEL

As any teenage boy or girl these days can tell you there are many good things and many bad things about under age drinking. Every Monday when students reconvene at school there are the stories about eventful drinking of the weekend.

There are the stories about teens throwing up after drinking too much, parties where there were three kegs of beer, and the stories of people getting their fake I.D.'s taken away after getting rejected at the local liquor stores. Drinking, regardless of whether it is good or bad, is an everyday activity for many teenagers. Some will tell you that drinking is a great pastime.

While one might not want to come out and say it, there are many pros to drinking. Many people use it as an escape. They use drinking to pull themselves away from the everyday world of term papers and tests. Although it might

be fun, drinking is only a temporary means to an end. Students might be able to get away from the world for a little while but it will be there waiting for them to return. Consequently this pro of drinking actually is not that great.

Even if one doesn't wish to escape, the whole idea of being drunk is ideal just because it can really loosen one up. A lot of times a person's true thoughts become evident when they are drunk because they don't worry about what they say, they just say whatever comes to mind.

Sometimes people can be a lot more fun, and have a lot more fun, when they are drunk. Thus drinking is a very popular activity at teenage parties, whether in the form of drinking games or simply watching others act unusually loud when drunk.

There are three cons that come with every underage drinking experience. The first and is that drinking impairs your thought process, hence it impairs your driving. So, if teens choose to drink, driv-

ing is not safe at all. An anonymous senior says of drinking and driving, "I've been designated driver before because I figure that if people drink, they should live to tell about it. Drinking is illegal anyway, so I don't understand why people do it."

Secondly, it is illegal for anyone under twenty-one. Legally, teens shouldn't drink but that does not stop many people. Lastly drinking is very bad for your body and your mind. Heavy drinking over any period of time can severely affect your personal health. Every time you take a sip of beer it kills brain cells.

Considering all the pros and cons of drinking, even underage, is not necessarily if it is kept in moderation. The reason that the drinking age is what it is that the government thinks that teenagers can't drink safely. Ultimately it is up to the individual whether or not he or she condemns or condones drinking.

Feminism versus chauvinism

Round one: the question of oppression

by BROOKE DONALDSON AND
KRISHNA TRIPURANENI

The *Merriam-Webster Dictionary* defines feminism as, "organized activity on behalf of women's rights and interests," and chauvinism as, "excessive or blind patriotism." Well, these definitions could work, depending on who you were talking to and what type of person you were talking to. For instance, you could be talking to a radical, or a very conservative person.

Over the years, the debate over these issues has heated up. Women are trying to prove that they can be in men's positions. While men are trying to affirm their superiority, women are taking a stand, and are consequently going into more high power jobs, and more executive positions previously held by men. In the middle of this century, after men were coming back from international service, women were continuing to take these positions in the home. It just did not start then, it was a continuation from the standards set hundreds of years before. The men went out and did all the work while the women stayed at home and cleaned and cooked. It seems like the women were fed up. They thought that they could do the same work that the men were doing, and possibly even better. There was a revolution, a major change, which took place, and some men are even finding themselves at home doing the cooking, while the women are out working, due to the job market mainly. Committees like the Equal Employment Opportunity Commission have acted, and have set up jobs for many women.

When this subject is talked about, if ever, on the campuses of Gilman and Bryn Mawr, there are obviously going to be some big differences in views. When asked by students to define these two words, there was a wide range of answers, from a simple answer to a deep and thoughtful answer. One Gilman student responded to chau-

vinism, basically as the partial treatment to members of the opposite sex that don't deserve it. Another comment made by him was, "Stupid women who want to get to the top by means of saying that they can do anything that men can do." Another response to this question was that it depended on who the other person was, that you were talking to. If it was a guy, it would be in a joking manner, because, in general, it is usually taken lightly. On the other hand, if it was a girl, it would be in, "an awkward and of f-balanced manner." The person who answered said that this was true because it was an assault on their integrity, and also he has never talked to a girl about the matter.

A Bryn Mawr student had an equally opinionated and biased response. "Chauvinism, oh, you mean those male chauvinist pigs who are condescending and think that they are better than us simply because they call us pushy bitches." These answers cannot be considered genuine, however, some questions about chauvinism and feminism provoke a flippant response.

Those students able to get past the stereotypes or expected responses, responded that the definition depended on the person. One word which was mentioned, many times by others was the word, "oppressed." A couple of times this word came up in their definition of feminism. Women could feel like they are being oppressed by chauvinism, and men feel that they are being oppressed by women's progress. The core of feminism and chauvinism could be this type of oppression. What Bryn Mawr and Gilman students could agree on was that feminism and chauvinism are, in actuality, perceptions that men and women have of themselves and their potential. A fine balance between chauvinism and feminism, attained by the willingness of men and women to understand one another, is crucial to the development of society.

S e x u a l

Harassment: in and out of the classroom

by ANN BAUM

The Navy, Senator Bob Packwood, and Supreme Court Justice Clarence Thomas. You might be asking yourself, What do these things have in common? But, if you have watched the news at any time over the past few years, you will know that the aforesaid people (or groups) have all been brought up on charges of sexual harassment.

While most people know what sexual harassment is, there are some who do not. *The American Heritage Dictionary of the English Language* defines sexual harassment as "unwanted and offensive sexual advances or sexually derogatory or discriminatory remarks," while *The Random House Dictionary of the English Language* states that sexual harassment is "unwelcomed sexual advances made by an employer or superior, especially when compliance is made a condition of continued employment or advancement," and the Equal Employment Opportunity Commission (EEOC) believes that sexual harassment is "unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of [a] sexual nature where submission to such conduct is made either explicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals, or such conduct [that] has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere." And in today's world, this is, unfortunately, a serious problem that we all must face. One must be aware that all forms of sexual harassment, be they verbal or physical, are prohibited by law, especially toward minors.

Obviously, school policy at both Bryn Mawr

and Gilman prohibit any type of sexual harassment, and if such actions are taken against a member of the student body, it should be immediately reported to your advisor or other faculty member. The Bryn Mawr hand book describes verbal harassment as including: sexual innuendoes, comments, and suggestive remarks about one's clothing, body, or sexual activities, personally offensive humor or jokes about sex, and implied or overt threats. Physical harassment may include patting, pinching, and other inappropriate touching or feeling, obscene gestures, attempted or actual kissing or fondling, or sexual assault.

Unfortunately, sexual harassment is not a problem only faced by schools. It has affected all groups of people and no one is immune to the personal violations it represent. Employees are harassed by their employers, doctors are harassed by their patients, and officers are harassed by their superiors. Even whistling at some one as they walk down the street can be interpreted as sexual harassment.

It may seem that in today's world there is much more harassment than there ever was before. However this is not the case. It is simply the fact that a woman is no longer marred for life if she has lost her virginity, so women are not scared to report such actions to the police. However, many cases of sexual harassment, or any sort of harassment for that matter, still go unreported every year.

While you may think sexual harassment is something that only happens to other people, just think of all the victims of harassment that thought the same thing. Sexual harassment can happen to any one, any time, any where. And there is no way to predict when it will start or end. But if sexual harassment ever occurs to you, please do not be the kind of person who suffers in silence. Report it to the proper authorities and maybe one day sexual harassment will not be a problem that people have to face any more.

Dress code: application and implication

by ERICA FISHMAN and NATHANIEL
HOFFMAN

Is there something wrong when you can predict, with minimal error, what all of your friends will wear to school everyday? Not if you go to Bryn Mawr or Gilman, where everyone wears virtually the same thing everyday.

Okay. Maybe Joe alternates sporting his Princeton tie and greyhounds belt with his greyhounds tie and Princeton belt. The point is, the dress of both Bryn Mawr and Gilman students is intentionally conservative, owing to the strict guidelines laid out by the administrations of both schools.

There is a major difference between the two systems. While Bryn Mawr's attire must always be bought in the Bryn Mawrket, making it a "uniform", Gilman's duds must adhere to a more general "dress code", items for which may be purchased from any store the student chooses.

Bryn Mawr's clothing selection stretches the term uniform to its limits, offering numerous possible combinations of tops, bottoms, legwear, and footwear. Keystone pieces like the skirt, kilt, or jumper must be bought through Bryn Mawr, while almost all other pieces may be obtained anywhere. Gilman, although theoretically allowing any article of clothing within the dress code guidelines to be worn, may actually present fewer possibilities for combinations simply because

guys do not wear skirts. Girls choose from a selection of skirts and pants; guys must always wear pants.

Even though the basics of Bryn Mawr's uniform may be more diverse than those of Gilman's dress code, they still constitute a uniform that usually sits in the drawer on weekends or whenever regular clothes may be worn instead. Gilman students are just as likely to don their chinos and plaid shirts off-campus as they are on-campus, but Bryn Mawr students are less likely to get so much wear out of twelve white turtle-necks or polo shirts, a green skirt or jumper, or three green cotton sweaters. While we claim that a uniform saves money, the Gilman system may in fact be even more cost-efficient than Bryn Mawr's full-fledged uniform because students can use the clothes outside of school as well as during school hours.

What is the dress code really for though? The answers for this are many. It eliminates "fashion competition" and allows students to be comfortable with their clothes. It makes the student body look nice, and presentable. It has a psychological effect on kids that makes them act with decorum and seriousness in class. This stuff sounds great, but is it all bogus?

The assumption on the part of the administration of Bryn Mawr and Gilman that students are so petty that they would not be able to concentrate on their studies and would constantly be worrying about how they look is condescending

and offensive. If we are not taught independence and confidence at these schools then our education is for naught anyway.

If neatness and presentation are the motivation, then the administration may want to go back to their philosophy of education 101 course and reexamine why we are here. We are not in school to impress anyone or to look like a nice bunch of kids. We are here to learn, and if we are forced to dress to impress, then that takes away from our learning experience. Again, part of the honor code and the atmosphere that we get at Bryn Mawr and Gilman teaches us to be neat and clean anyway, and we don't learn anything except dependence by being told what to wear. Isn't it a rite of passage to be able to dress yourself?

The psychological effect of dress on performance is highly debatable. For every study claiming that dress affects the way we work, there is another study claiming it does not. It is quite obvious however that there are many students in our community that take their studies less seriously than is expected of them, and yet they dress nicely as well. More evidence can be found in the fact that on days out of dress code there is no noticeable slide in the quality of work turned out by Bryn Mawr and Gilman scholars. In fact many seem more relaxed and sharper on dress-down days.

Fortunately, none of these excuses for dress codes are truly espoused by our community. The true origin of the dress codes at Gilman and Bryn

Mawr lie much deeper in the foundation of these institutions. The dress code is a flag, a symbol of the fact that Gilman and Bryn Mawr are special places for special people. Our ties and skirts and polo shirts set us apart, and in our minds above the rest of the academic world that wears whatever it wants. This is why it can sometimes be embarrassing meeting with friends from other schools who are chillin' in their jeans and tee-shirts, and why many hold certain stereotypes about our schools. If Gilman and Bryn Mawr would end the delusions of grandeur that come with the dress code, many positive effects would be gained.

Despite all these rebuttals to administrative claims of why a dress code creates a better school environment, there is a positive side to the concept. The dress code unites the student body, and blurs the economic gradations between students. Rather than quelling individuality, the dress code fosters creativity within certain limits. Finally, students find other ways to express themselves aside from the way they dress, by experimenting with hairstyles or participating in other activities.

With a more liberal dress code, fashion reviews in *The News* and in *The Quill* would be much more interesting. But we would also be less hung up on looking important and like little stockbrokers and Vice Presidents of Pencil Sharpening, and be free to be kids who, frankly like to wear ripped jeans and tee-shirts.

The climate of chemicals The true origins of coordination revealed

by DAVE FREEDLANDER

What is the drinking and drugging climate at Gilman/Bryn Mawr? That was the question presented to four students from each school. Surprisingly, many were anxious to talk. Interviews routinely lasted one hour, and once the word got out that such a study was occurring, many actually requested to be interviewed.

The first order of business was to find out how many people drink or did drugs. BMS students 1, 2, 3, two juniors and one senior, believed that around 15 people in each class have done drugs, while BMS #4, a junior said that 1/2 of the people in her class have, and they all believed that around 1/4 drink regularly, meaning twice a month. The Gilman students, all juniors except #4, who is a senior, said that between 40 and 60% of their classmates drink on a regular basis, while #4 said that closer to 2/3 of the people in his class do. At Gilman, the number of drug users was also hard to pin down, as #1 said that around 40 people in his class do it regularly, #2 said it was closer to 10, and #3 guessed that 15 people do. All students said people really began experimenting in the 10th Grade. Gilman students #1 and #2, and BMS #4, all drinkers, couldn't remember the last time they went to a party where there was no drinking, and Gilman #3, a non-drinker, said he has never been to a party where alcohol was served. All BMS students felt that the lion's share of the drinking was done by Gilman students.

All of the students interviewed believed that there was no direct peer pressure, nobody standing over you trying to coerce you into drinking, but they also all said that girls probably drink because they want to fit in. Gilman #4, a non-drinker, believes that most people do drink because they feel pressure, and want to fit in. He also thinks that a lot of drinking is as a result of societal pressure, people seeing actors do it on T.V. and the movies. The drinkers deny that such an influence had any effect on them or others at all. B.M.S. #2 said, "Nobody is just going to have a bunch of girls over and drink. They'll go to the movies instead." BMS #3 said this is because they are no guys over, thus no one will know. Gilman #1 said guys congregate all the time together to have a couple of beers and watch a football game or something. He believes that guys drink because they enjoy it, and girls because they want to fit in. He said, "A guy's idea of a good time is getting really drunk. A girl's idea of a good time is getting a little drunk and then flirting with all the guys." BMS #4 countered that girls in fact do drink because they enjoy it or they see other people having a good time. She also had seen guys actually try to convince girls to drink. All said that drinking is talked about a lot amongst students, primarily people reminiscing about their weekends or telling funny stories about people's behavior while they were smashed. They also said that drugs were not talked about too much because, according to BMS #3 they were "socially unacceptable."

Almost all the drinkers said that the typical weekend for them involves getting slightly inebriated one night at a small gathering with a couple of friends, and then going to a huge party and getting plastered the next. Gilman #1 said that many people feel they have to drink, and wonder what their lives would be like without booze. Gilman #2 also thought that people feel the only way they can have a good time is if they are drunk. Everyone says that it is entirely possible not to drink if one so chooses, however Gilman #2 claims that if one were to go an entire month without alcohol, "you would get really

bored. What else is there to do on weekends?" BMS#4 also believed that there was pretty heavy drinking among her classmates on weekends. Everyone believed that part of the popularity of liquor was its easy accessibility, and that people will drink anywhere they can.

All of the students are aware of that drinking and driving is a big problem that too many people treat lightly. Everyone said that the only time they have ever seen anyone have their keys taken from them was when they were so drunk that they could hardly walk to their cars. BMS believed that both girls and guys do it and it is bad, yet it is perceived to be okay by guys amongst guys. BMS #2 said that most seniors don't drink and drive, but she meant that they don't drive completely intoxicated. Gilman #1 said that people were fairly good about taking care of each other, and that they know their friend's limits and aren't scared to take the keys. Gilman#2 said that most people take drunk driving much less seriously than they should, and said that many have to drive to parties, and so when they get there they want to have a good time and start drinking. All also attested that DWI would occur a lot less if parents were more understanding, like not disciplining them if they left the car at the party and got a ride with SAIF. It is clear that the lessons on drunk driving have not fully been learned.

One of the most interesting parts of the survey was the mind set of the non-drinker, and his/her interaction with those that drink. All three of them, BMS #3 and Gilman #3 and 4 said that they have no desire to start. They all claim it just does not appeal to them, and they have no urge to experiment. None of the drinkers believed there to be anything wrong with their drinking, that they were just getting their kicks out while they could and taking part in what is a distinctly high school cultural experience. When asked however, the non-drinkers did not feel as if they were missing anything. BMS does not drink because that is how she was raised, and claims that is not something she has had to deal with because most of her friends don't. Gilman #3 says he has never touched alcohol and never will. He avoids it because he says it is bad for you and tastes bad. He also says though that he has "big fun" without booze. Gilman #4 does not drink because he says he is content without it, wants to avoid becoming a typical high schooler, and is not too fond of not being in control of himself.

Those that do drink appear to be a lot more accepting of the non-drinkers than their counterparts are of them. However, one non-drinker said that the social scene makes him feel uncomfortable with all the drinkers around him. BMS #1 says she respects those who don't drink, and B.M.S #4 agreed, saying she respects people who are at a party and having a good time without booze, but not those who are just blatantly against it. Gilman #3 thinks that people who drink are "fools" and Gilman#4 says he "feels sorry for them for not having their own mind."

So just what is the drinking climate? "It's fun, it's social, it happens but it's not out of control." "It's indicator of how much fun you had." "Everybody's looking for a good time and feel the only way to do that is to get plastered." "I don't drink because I don't have any booze and have no desire to find any." "It's a bad habit—mostly at Gilman." "Too large of a percentage do drink, it is their responsibility not to do it but it is also the responsibility of the non-drinkers to help them." "It's no way to celebrate."

by JOHN MOHRAZ

For almost a century, Gilman has provided a well rounded education for its male scholars. For the past twenty-two years, Gilman has enhanced this education to include coeducation in the classroom.

"Our students get the best of both worlds," Head of Upper School Charles Stillwell said.

In 1973, Gilman began coordinating Spanish and German classes with neighboring school Bryn Mawr. With the exception of an "informal" German class, Gilman offered no formal German class to its students. Some Bryn Mawr students also expressed interest in taking Spanish, a class not taught at Bryn Mawr at the time.

When the coordination began, only fourteen students slots were occupied by Gilman students at Bryn Mawr and only twenty two student slots were occupied by Bryn Mawr students at Gilman. Shortly after the start of the coordinated classes in the Foreign Language Departments, more departments began coordinated classes. Currently, Gilman students occupy 231 student slots at Bryn Mawr and Bryn Mawr students occupy 207 student slots at Gilman.

In 1987, Roland Park Country School joined Gilman and Bryn Mawr in coordinating classes. Six years ago, the three schools coordinated eleventh grade US History. Currently all senior English is coordinated between the three schools,

and the three schools plan to coordinate all junior English.

Mr. Carr cited problems that coordinating classes present to the schools and to their students. It becomes more difficult in scheduling the school year around the schedules of three schools as opposed to one, a great deal of time is lost each day in order to allow students time to commute between the campuses, and it is difficult for students and faculty from different schools to communicate outside the classroom.

On the other hand, there are several benefits that outweigh the problems. Students are given the opportunity to interact with the opposite sex in an academic setting. Also, students have a greater course selection because the three schools can utilize the three different faculties to offer course that they couldn't afford to offer otherwise.

Mr. Carr said that the three schools are unique in their coordination. "[Gilman, Bryn Mawr, and Roland Park] are the only three schools in the country that are coordinated three ways," he said.

Mr. Carr said that he does not believe the tri-school coordination receives the national recognition it deserves. Only one article has been published by the National Association of Independent Schools. However, Mr. Carr does believe the coordination is generally successful. "By in part those of us who have fought the war...have been very pleased with the way it has worked."



Indigo girls rock

By BROKE DONALDSON

The Indigo Girls, Amy Ray and Emily Saliers, invited Kay's Choice to open their show on Sunday, December event. The band, which has only released one album, played music, was very humorous, and even got a standing ovation. The Indigo Girls began with *Fugitive* from their sixth and newest album, *Swamp Ophelia*. The music was wonderful—he Indigo Girls had even better tone quality and harmonization in person. Although they were not particularly good performers, saying only "Thanks y'all!" and "That was ...'s song," they did improvise the words to some of the song giving them a more personal touch. The lighting and backdrop, which resembled primeval forest, were very effective.

The crowd was unusually calm, standing only when the singers suggested it. The line from *Galileo*, "I spent four years prostrate to the higher mind, got my paper and I was free" sparked cheering, so I would assume that most of the audience were in their mid-twenties. The only other time the crowd became boisterous was at the end of the concert when they were trying to convince Amy and Emily to play an encore.

We sat behind a group of Cornell students who were faithful followers of the Indigo Girls. They seemed to be enjoying themselves until the end.

Amy and Emily sang "Galileo" and had come to what appeared at first to be the end of the concert—if only we had been so lucky. Instead Amy decided to experiment with alternative music on the electric guitar. This racket went on for at least ten minutes and became quite annoying after only two. In fact it was so bad that our previously loyal Cornell friends yelled "Yuck!" when they finished. Fortunately, Amy and Emily redeemed themselves and played *Closer to Fire*.

The music of the Indigo Girls has always appealed to me both because it is soft, yet upbeat and because of the lyrics. I find that the lyrics generally fall into one of two categories, either they describe situations I can relate to, or they present philosophical enigmas which can provide endless hours of reflection. For example, the words of *Love's Recovery*, "Meanwhile the friends we thought were so together left each other one by one in search of fairer weather; and we sit here in our storm and drink a toast to the slim chance of love's recovery" remind us of situations from our own experiences. *Prince of Darkness* falls into the second category. Its lyrics reflect the transition from childhood to adulthood during which time "I will not be a pawn for the Prince of Darkness any longer." I must ask myself over and over again, what is the Prince of Darkness.

Another coming of the *Messiah* Bryn Mawr singers resound once again

by ALICE BAUM

Grace Methodist Church on the corner of Northern Parkway and Charles Street began to fill with eager ticket holders at three-thirty on December fourth. The occasion was the annual *Messiah* concert given by Bryn Mawr's Chamber Choir. The candles sitting in each window cast a gentle glow over the assembly. As the members of the choir, dressed in formal black and white, filed into the Church, the audience suddenly became silent. Soon, the sound of the organ filled the room and everyone sat back and prepared themselves to enjoy a Bryn Mawr holiday tradition.

Messiah was composed by George F. Handel and has been delighting audiences for years. The lyrics are a series of recitatives and arias, as well as several choruses which were sung by the choir. The words are taken from the New Testament and tell of the birth of Jesus.

As always, there were numerous guest singers who accompanied the Bryn Mawr choir in their impressive interpretation of Handel's *Messiah*. This year's soloists included Robert Cantrell, Glenn Heisey, Rebecca Long, and Alice Mack. The highlight of the program, however, was the beautiful singing of two members of the senior class, Rachael Faulkner and Tameika Lunn. While both were quite nervous, their solos were exquisite. One Bryn Mawr mother remarked on how much Tameika's voice had matured since her debut in *Big River* four years ago.

The melodious voices of the Bryn Mawr choir

rose up while the audience sat spellbound. The hard work of director H. Eugene Miller was obvious. The enthusiasm of the students participating in the concert was equally evident. Erica Fishman, a Dayseye member confirmed this observable phenomenon, saying, "Now that we've mastered the music, it's so much fun to sing. I wish I could have started when I was a freshman and sang for four years."

The only problem to be found during the entire concert was the lack of Bryn Mawr students singing solos. Erica complained, "I wish that Bryn Mawr girls could have had all the female solos." The reason for having guest singers perform a portion of the pieces is simple. Tameika Lunn explained, "The arias are so hard to sing because you have one word and like a billion notes. There just aren't enough singers at Bryn Mawr who have the ability and the time to learn the pieces." The guest singers did not, however, detract in any way from the overall impressiveness of the concert.

The *Messiah* was an experience not to be missed. Mr. Ned Harris, a history at Gilman, commented, "It was just ... well it was ... It was really good." For those who missed it this year, be sure to buy your tickets early for the 1995 Christmas recital of *Messiah*.

At the end of the concert, the entire assembly rose while the choir sang the Hallelujah Chorus. "King of Kings and Lord of Lords, and He shall reign forever and ever." And so shall Bryn Mawr's *Messiah* tradition. "Hallelujah!"

Disclosure by Michael Crichton

reviewed by RUSSEL WRENN

During the summer, super sci-fi writer Michael Crichton showed his diversified writing talents with his best selling *Disclosure*. Within, Crichton tackles a more realistic, but equally exciting, topic. Instead of dinosaurs or gorillas that have developed language, the plot of *Disclosure* centers on a case of sexual harassment.....with a twist.

Tom Sanders is a successful businessman working for a new age, high tech, computer company. He appears to be in line for a big raise, but Meredith Johnson, his old girlfriend, is appointed to the job. During her first day on the job, she sets up a meeting with Tom, during which she sexually harasses the now married executive. From here Crichton carries us through the world of big business, politics, virtual reality technology, and the attempt by Tom to press charges of sexual harassment against the woman.

In this regard, the book serves as an educational device on sexual harassment, showing that the sex of the victim has nothing to do with the crime, but that harassment is about control. There are as many sexual harassment charges filed against women in positions of power as there are charges against men. Americans, especially the media, do not want to believe this- as Tom Sanders finds out. Crichton also shows what a terrible mess a case like this can make of someone's life.

Disclosure is a fascinating, heart-pounding novel that does Crichton's reputation justice, while at the same time acting as a very revealing summation of sexual harassment cases and prejudices held by many Americans.

A vital addition to your collection

By Doug Finnegan

When Pearl Jam's *Ten* came out three years ago, it was at the peak of the Seattle craze, and some viewed them as one of many bands that would rise and fall quickly. As the years have passed, they have proved to be one of the most talented bands in recent history. Avoiding the sophomore slump with *Vs.* (a slump that beseeched The Spin Doctors), they have released their newest album, *Vitalogy*, within a year of their last album. This itself proved to be an amazing feat, considering the duration between other major bands' record releases (ie. Guns and Roses) And with this third album, it is evident that Pearl Jam has grown into possibly the best existing band today.

From the very packaging, it is clear that *Vitalogy* is a unique album. Its book-styled look (the extra cost of which was paid for by Pearl Jam) gives the album an almost historical quality. The booklet within provides some old-fashioned commentary on topic ranging from anatomy to "self-pollution", as well as the scrawled message "Viva la Vinyl", a sign of the band's dedication to keeping the old medium alive.

Starting off with *Last Exit*, Pearl Jam launches into their third album with a boom. While this is a good song, it does not fully represent the spectrum of the album. The next track, *Spin the Black Circle*, shows the band in a somewhat punk mode. With lyrics like, "See the needle...see my hand drop, drop dropping it down...Oh so gently!" it is obvious that the band is singing the praises of vinyl. After that, its on to *Not for You*, a three chord grinding tune that has Eddie Vedder singing in a very nasally voice. This song serves as one of the best tracks as Vedder sings about

Seniors:

If applications are a bore
And your life needs
something more.
If you're feeling kinda
stressed, and your mom
won't give you rest,
Take a hint from the co-
edition,
and, uh, go to a party!!
*Go to the movies, go to a show,
you'll get in to college anyway
you know!!*

the taking of his music. Following this is *Tremor Christ*, a choppy but catchy track. With its jolting guitars, and haunting vocals, it rattles the listener. The album continues on through several songs including hot spots *Nothingman* and *Corduroy*. Both are exhibitions of Pearl Jam's skill in writing good music, the former showing a softer side, while the latter delivers heavier rock. Arriving at *Bugs*, the listener is shocked with blaring accordion chords and Vedder's sing-song thoughts on the insect kingdom. The song seemed

initially annoying, but upon further listenings, I came around to enjoy the track. As the album winds down to a close, it moves through *Satan's Bed to Better Man*. This second song, a soft song dealing with domestic violence, is one of the best songs, third only to *Nothingman* and *Immortality*. It is *Immortality* that brings the album to its high point. This track has all of the emotion of *Alive*, the force of *Evenflow* and the subtlety of *Indifference*.

This album is as good as any of Pearl Jam's prior releases. While it starts off sounding just OK, it grows on the listener. My advice to you is to put this album in your CD player and do not take it out for three or four days. After many times through, the album opens up and reveals a new side. Pearl Jam is the hottest band today. With concert tickets selling out in ten minutes, and their albums selling incredibly, they are clearly as big as Zeppelin was in their day. *Vitalogy* is an album deserving of an A. It serves as a perfect follow-up to *Ten* and *Vs.* And with their commitment to releasing a new album every year, like their childhood heroes Kiss, it is safe to say we can expect more.



Have a great winter break!!

Vanguard Cafe's ambiance was cozy, delightful, modern

by ARIEL PEPPLE

Tucked away on St. Paul's Street is one of the city's best kept secrets: The Vanguard Cafe.

Though almost unknown to the Baltimore-Washington Metropolitan Area, this cafe is surely one of Baltimore's best. Opening the door takes the diner into an entirely delightful atmosphere. The mood is warm, zany, artistic, intellectual, and yet, not pretentious. Color and warmth bombard the body upon entering. The cafe is on the first story of a row-house. The doors are old-fashioned wooden frames with glass panes inside. The ceilings are extremely high and the architecture alone is fascinating. It is an older model house turned modern. The furniture inside is eclectic, perhaps vintage at its best. There are coffee tables interspersed with random regular dinner tables flanked with magenta and plum armchairs. There are deep sofas and plain, hard wooden chairs. Yellows, blues and greens all dart off the walls. Adorning these walls are huge, modern, vibrant paintings. They add pizzazz and life, attesting to the outgoing nature of the place.

The food, fortunately for the diner, was as favorable as the interior. The menu alone is lighthearted and delightful. Vanguard offers a variety of food ranging from decadent desserts to Humus to plain garden salad that will please the sophisticated pallet as well as the more simplistic eater. The names given to each item are cleverly unpretentious, yet alluring. Rather than presenting fancy escarrot in an I-cannot-translate sauce, Vanguard offers "Escarrot Blues- six swimming snails served in a sinful sauce, with a baguette on the side." Another funny name- a sandwich entitled "the house that Vanguard

built." People who love spinach would enjoy the spinach and gorgonzola cheese creation. Those who like adventure and "live on the edge" should sample the artichoke dip. A creamy cheese type base with salt and butter, this artichoke spread is served with hot baguette slices and is an exceptional late afternoon snack. Never fear simple-food fans. Humus, "still life with fruit and cheese" and other such dishes are available. Though ordinary in their makeup, the presentation of such dishes is astonishingly fresh. There is also a chocolate and bread platter for those with a sweet tooth. And if that is not appealing, you can always fall back on the Caesar salad.

What could better compete this picture of good food and cozy setting than great music. Though a trivial point to some restaurant customers, I find elevator music and other such "music" irritating when dining out. It distracts me from my meal. Never fear, at Vanguard, the music is soft, classic rock with occasional techno selections. All in all, it is kept at a reasonable decibel and adds to the harmonious ambiance.

With a wonderful selection of foods and incredible setting Vanguard Cafe offers an incredible dining experience. Unlike most cafes, the prices range from \$5 an entree to \$10 an entree, accommodating people with tight budgets. This is the perfect place for teenagers to visit if you are in search of good food at a great price. The mood is casual, even cozy- perfect for winter days.

*NOTE- Unfortunately, despite my rave review, the restaurant has since closed its doors.

My So-Called Life clearly depicts teen angst; appeals to students despite dismal ratings

by RACHEL LERNER

Do me a favor- next Thursday night, take a homework break at 8 o'clock, turn on ABC, and prepare to experience other students' so-called lives on *My So-Called Life*. Now, you are probably assuming that this is yet another group of gorgeous teenagers who have amazingly significant events occur within their sheltered lives, have incredibly unrealistic, yet interesting relationships, oh, and they happen to go to school to, just to see their friends. Well, *My So-Called Life* is not completely free from these farfetched features, but it is a tremendous step in the right direction.

First of all, the show's star Claire Danes, who plays teenager-trying-to-find-herself Angela Chase, is a 15 year old on and of f camera. This adds to the realism of the show, especially when compared to those shows where actors in their thirties are cast play teenagers.

The show, of course, has its share of perfect, beautiful characters, but also includes characters who are less generic. The most unusual characters is Ricki, a bisexual of mixed race, and his best friend, wild and crazy Rayanne. Rayanne is also an uncommon character to present to the teenage audience and their parents. When my parents happened to see me watching Rianne overdose at a party she had thrown in her mother's absence... well, let's just say they were less than pleased to acknowledge that these things can and do happen. She is a good friend to Angela, but, not surprisingly, disliked by Angela's parents.

Other characters include Angela's

former good-girl friend Sharon, cute nerd, Brian (who the audience can see obviously worships Angela), and, of course, Jordan Catalano played by Jared Leto, the gorgeous man of Angela's dreams.

I advise no one to mention the name Claire Danes in front of my pubescent brother, or the name Jared Leto around any female (particularly around the senior room, where a pack of Jared groupies lurk), as mentioning these attractive characters can lead to drooling, screaming, fainting, or at least the uttering of phrases such as "Oh my God he/she is so hot!" The audience does, to a certain extent, enjoy watching

"Maybe it's too honest, too self-absorbed, too bleak sometimes. But it's never anything but honest."

-Bess Armstrong, BMS grad and Angela's mother on My So-Called Life

the show for the chance to stare at these beautiful people. The audience is manipulated to want these good-looking characters to become a couple, as they obviously like each other but are rarely together as girlfriend and boyfriend.

Let us not forget the adult characters on the show, primarily Angela's parents. Baltimore's own Bryn Mawr grad Bess Armstrong plays Angela's mom, and is accompanied by Tom Irwin, who plays her husband. Armstrong proudly claims in an interview in

Interview with the Vampire brings blood, gore, death to the big screen

by MEREDITH MAO

Here is a little quiz for you movie buffs out there: (A) Are you spellbound by the deep, dark secrets of the mysterious vampire underworld? (B) Have you, or do you know a close friend or loved one, who has been contemplating whether or not to make that life-altering transformation into vampire-hood? (C) Have you been searching for that... umm... lets call it *unique* movie experience? (D) Do you like the "3 g's?" - the gory, gruesome and grotesque? (E) Would you do *anything* just to see Tom Cruise, Brad Pitt or Christian Slater? ... Well, if you answered yes to any of these questions, *Interview with the Vampire* is undoubtedly for you.

The plot of *Interview with the Vampire* is unraveled over a very long two hours during which a vampire (Brad Pitt) recounts to a reporter (Christian Slater) the morbid details of his 200 years long existence as a vampire. He begins his story as a spiritless, mortal widow who is preyed upon by the sinister vampire Lestat (Tom Cruise) who gives his victim a choice: (1) death, or (2) an eternal existence as an immortal, invincible to both sickness and death. As you may have guessed, the choice is number two.

The audience witnesses the struggles of Brad Pitt's character as he adjusts (although never completely) to his new life-style. Lestat serves as a mentor who introduces the novice to drawing blood, killing, and losing any remnants of his soul. Lestat, however, detects his pupil's skepticism and regret about being a vampire.

In order to pull him back into the vampire world, Lestat cunningly "adopts" a daughter by converting young mortal girl into a vampire. The remainder of the movie climaxes as

Brad Pitt's character and the young girl deal with the hardships of coping with the unbearable Lestat and the displeasing life of vampires.

Overall, the plot of *Interview with the Vampire* is mediocre and sometimes a fairy tale-like, with a few feeble attempts at being humorous. It is not, however, so much the plot which is meant to captivate you, but the vampires, and the spine-chilling and *extremely* graphic depiction of their lives. In this respect, the movie's success really depends on your individual taste: you will either find the movie nauseating or thrilling.

Considering that the vampires habitually kill two or three people each day, you definitely get your fair share of blood, screams, corpses, coffins and vampire bites. There are stretches of the movie during which every moment shows a vampire either eating a live rat, breaking someone's neck, or sucking on a victim's blood. So beware: if these types of images send chills through your body, I guarantee (from personal experience) that this movie will make you squirm in your seat.

Interview with the Vampire effectively uses sets and costumes to ease the audience's transition from the movie theater to the elaborate and sometimes haunting setting of the movie. Do not expect the setting to be as dark and ominous as movies such as *Batman*. Instead, expect something more realistic and more believable; that is, a movie which does not depend on images (e.g. full moons, black capes and huge, pointed fangs) typically associated with vampires, but which is not afraid to take you somewhere new. This is a quality rarely found in most movies.

If you plan on seeing *Interview with the Vampire*, you will experience a bizarre two hours of movie-watching. In my opinion, this movie deserves two-and-a-half stars. ★★1/2

New Movie Releases:

- 1) Interview With The Vampire
- 2) Frankenstein
- 3) Star Trek Generations
- 4) Pulp Fiction
- 5) Junior
- 6) Disclosure
- 7) The Santa Clause
- 8) Trapped in Paradise
- 9) The Shawshank Redemption
- 10) Low Down Dirty Shame
- 11) The Professional
- 12) Miracle on 34th Street
- 13) Stargate
- 14) Bullets over Broadway

Please show your support for *My So-Called Life* by writing to:

Ted Harbert
ABC Entertainment
2040 Avenue of the Stars
L.A., CA. 90067

This sbw presents issues more realistically and, I must admit, is extremely entertaining. The show depicts many typical high school problems-dealing with parents, friends, exams, and of course, not going insane in the process. It is not a fantasy show where everyone is happy, yet it is not a sad show where everyone has problems. This show, sadly, is always in the bottom ten TV sbws. No one understand why this is, when it is always praised by critics and viewers alike. Disregard these ratings, take my advice, and tune into *My So-Called Life*.

Winter sports combine fitness with competitive zeal

by RACHAEL BAYLIN

The winter sports season is off to a good start with afternoon practices, the choosing of captains, and team bonding to prepare the players for the hard work ahead of them in the upcoming season.

Mr. Nick Schloeder and Ms. Libby Davis are coaching varsity basketball. Meg Gerstenblith and Emily Hickman are team-captains and have plenty of spirit-filled activities planned to encourage the players.

"[The basketball game] was awesome. Emily and Misty were amazing. If they don't make it to the A.I.S. tournament, I would be shocked."

-Rachel Lerner

Melanie Lyons comments, "Our team plays really well together this year, and we're going to have a successful season." Katie Schermerhorn adds, "So come out and watch us in our new uniforms!" They opened their division season on Friday, December ninth where we destroyed Roland Park.

Rachel Lerner says, "It was awesome. Emily and Misty were amazing. If the team don't make it to the A.I.S. tournament, I would be shocked."

Ms. Terry Detorie will coach the JV team and Mr. Jonathon Freedman will



Jessie Margolis tries to stop an opponent's attempts to get by her in a junior varsity soccer game.

coach third team. Varsity soccer started with a bang when the team beat St. Paul's in their first game. Ms. Anne Marie Merow and Mr. Randy Kerhin are coaching Varsity soccer this year. The tri-captains Bryn Jenkins, Jennie Daley, and Archana Ayyappan en-

courage everyone to brave the cold and support them in their games throughout the winter season. They lost to Roland Park, unfortunately, but still have plenty of spirit and hope for good results throughout the season.

JV soccer, coached by Ms. Jill

Komura, has had a disappointing start, with two losses to St. Paul's and Roland Park. Sumi Tripuraneni and Olamide Fakunle are co-captains this season. Sumi states, "We're doing a good job considering we're a new team and we have never played together before."

Squash, coached by Ms. Stephanie Crane, is doing better this year than they have ever done before. Following a disappointing season last year with only one win, the team has already won two games. Meg Moran says, "We've improved tremendously since last year. I know we're going to have a great season."

Ms. Nicole Gait has reduced the size of Varsity Dance Company this year from twenty-nine members to sixteen. The members of Dance Company are divided into musical theater, tap, jazz, and ballet dance sections.

Varsity Dance Company plans to have about six performances this season. Their big performance at Bryn Mawr is scheduled to be on February tenth. Lindsay Clark says, "Dance has become a lot smaller this year, and... we'll grow closer as a group to come together for a really exciting concert."

Overall, the season is off to a good start, where new teams are getting to know each others, and old teams are coming together again to form seven strong teams. It is important for them to receive as much support as possible in order for them to do their best.

RAD graduate shares personal experience

by MAGGIE BUCK

"Hey you, what's your name? Hey baby, how old are you?"

A chill swept over me. I stood in the middle of the dance studio, my eyes shut tightly. From behind me, a voice taunted.

My heart began to pulse in my head and I remained silent. Then my attacker was upon me, his large arms wrapped around my neck. But quickly, before he had too strong a hold, I tucked my chin into the crook of his elbow and began shouting "NO!"

The attacker still had me in his grasp, but I was not to be conquered. My goal was to survive. I finally wormed my way out of his hold. Without looking back, I made my bolt for freedom and ran to the studio door.

Simulated Attack Graduation from Program

I stopped there and turned around, breathless from the adrenaline that had built up during the simulated attack. My attacker ran toward me and removed his black helmet and face mask. Suddenly my attacker had transformed from a menacing stranger into my instructor, a policeman with a broad smile. He shook my hand.

"Good job in there," he said, "You handled the situation well. Congratulations. You're done."

That was a Friday night in March of last year. I had just passed the Rape Aggression Defense program.

RAD Offered for Second Time At BMS

Last year was the first time the RAD program was offered at Bryn Mawr. Mostly juniors and seniors participated in the classes. They learned about basic safety and awareness. Before learning the actual defense techniques, the



RAD was offered for the first time last year. Another session is scheduled to begin in February. emphasis of the course was placed on self-defense education with the theory that it is best to never have to be put in a potentially dangerous situation.

From the beginning of the course, the girls in the class are taught that it is important to be assertive, a trait vital to survival. That is what participants want to take away from the course when they graduate.

The actual techniques for self-defense are taught by a skilled instructor and for reasons of confidentiality, are not to be known by the population outside of those taking the course, namely the male population.

Ms. Libby Davis, the faculty member in charge of organizing the RAD course's occurrence at Bryn Mawr, feels that the most important lesson of the course is, "the frame of mind that [the RAD course] puts you in, in terms of awareness and preventive measures that can be

taken to avoid dangerous situations altogether."

The classes will take place two nights a week beginning in February of next year. The cost is \$50, which includes two instruction booklets and free admission to any future RAD refresher lessons available. All upper school students and faculty are encouraged to take advantage of the opportunity to attend the course. Contact Ms. Davis of the athletic department for more information if you are interested.

As a RAD graduate, I believe this course to be invaluable. I gained a lot of confidence in myself and my abilities to protect myself. I learned to be assertive and how to assess potentially dangerous situations.

Most importantly, I learned that I do not have to be constantly afraid and that I can survive an attack. Aren't these all lessons worth experiencing for yourself? I encourage you to join RAD.

BMS Fall Records

Team	Wins-Losses-Ties
Field Hockey	
Varsity	8-3-2
Junior Varsity	5-2-1
Third Team	7-2-1
Tennis	
Varsity	7-1
Junior Varsity	7-1
Volleyball	
Varsity	7-4
Junior Varsity	4-5
Cross Country	8-3

Special Congratulations to:

The Varsity Field Hockey and Varsity Volleyball Teams for making it to the tournament finals
and

Marianne Edwards (Cross Country), Ann Boonn, Heather Brownley, Angela Mislowsky (Tennis), Maggie Buck, Christine Lazatin, Emily Hickman, and Gailor Large (Field Hockey) for being named A.I.S. All Stars.

Ice hockey wins in "nailbiter"

by BRYAN WILLATS

Upon starting this 1994 ice hockey season, both the players and the coaches had very high goals to be fulfilled. Coming into this season with a very challenging 10 game schedule made it no easier. But, the future for the team looked very optimistic, for during the of f season and pre-season many changes were made.

Coach Bulkeley added three assistant coaches to his staff, thus greatly improving the quality of the teaching. The first of which, Coach Perkins, is an Upper School teacher here at Gilman. The second, Terry Rogers, is a professor of bio-chemistry. The third and final addition is Coach Patrick Pothel. Coach Pothel plays Junior "A" Hockey for the professional team, the Montreal Canadiens. This league is right under the NHL, and is what Triple "A" is to baseball. All three of these coaches have been "wonderful additions" according to Coach Bulkeley. They have helped to greatly enhance the way the players play hockey.

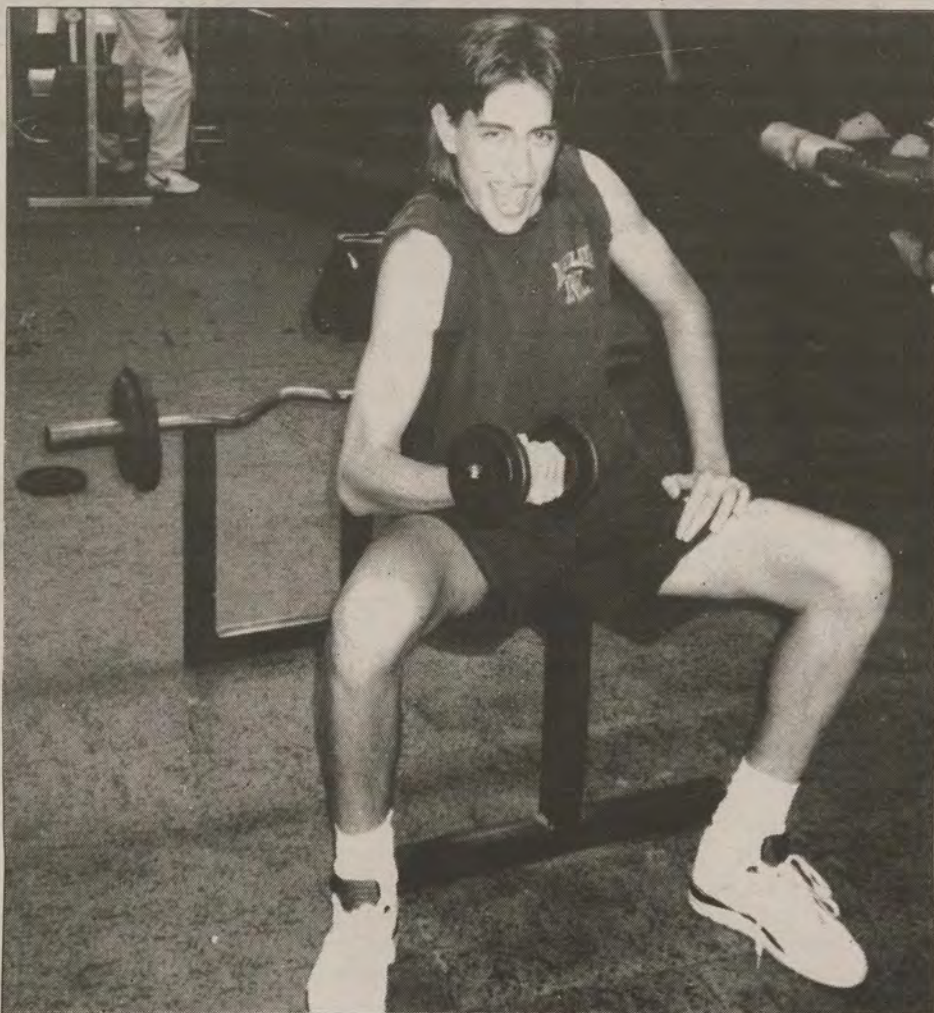
The team also has a tremendous amount of talent in their arsenal. On of fense, the first line is made up of James Kayler, Herb Beatson, and Blake Murphy. The second line has Drew Pof fel, Jon Jachman, and Alex Mueller. The third line is made up of three of the four sophomores on the

team, and includes Noah Bengur, Jordan Angel, and Morgan Salmon. The most important part of the team, though, is its strong defense. The first line of defense includes David Payne and Ted Swingle. The second line features the team captain Chase Martin and Eric Gillman. The third line is Ben Wilson, and Will Gee. In the goal for the team is Lewis Applefeld.

The team is also very well-rounded. In the second game of the season against St. Paul's, the team proved this in their winning effort of 4-1. All four goals came from different people: Herb Beatson, Jon Jachman, James Kayler, and Alex Mueller. Only Kayler's goal was unassisted, while Blake Murphy, Jon Jachman, and Alex Mueller had assists on the other goals.

In the team's first game of the season, they were beaten by a very strong Loyola team in what Chase Martin described as a "nailbiter." The team quickly rebounded in the second game by beating St. Paul's 4-1. Since the start of the season, the team has improved tremendously in their hockey skills. The team still had many tough games left, though, including Calvert Hall on January 11. The biggest game of the season for the team, though, will be against Mt. St. Joe. If the team wins that, then they will have proven themselves as a very good team.

Hockey



Gilman Sports

Women athletes play hard, strive to win recognition

by EMILY HICKMAN
AND PAUL MULLAN

Generally, the best male athletes in a sport outperform the best female athletes in the same sport. Of course, that's likely to persist for some time, considering that most of today's sports were originally designed and intended for men and that male participation in sports has been huge for a long time.

Until the last several decades, sports for females were seen primarily as a way to promote good health. Historically, female participation in sports has struggled to overcome the tie to embarrassing gym uniforms, mandatory showers, ruined hair-dos and other aspects incongruent with traditional femininity. There is no doubt that the situation has changed in recent years and female performance and involvement in sports has improved dramatically.

The Physical Difference

Statistically, males are larger than females. In some sports, this makes no difference, but in other sports it can make a world of a difference. Take, for example, football and basketball. There can only be so many Emmitt Smiths and Spud Webbs. Strength is another physical difference for which males have a stronger capacity.

In the beginning of women's participation in athletics, the idea of strength contrasted too much with femininity for women to be concerned with muscular endurance or power. It is because of this that certain sports were altered for a women to play. For example, the basketball used by women is both lighter and smaller than the basketball used by men, for fear that the woman was not strong enough to play with a larger and heavier ball.

Bryn Mawr and Gilman intramurals feature soccer, stage combat

by WALLY AUGHENBAUGH
AND KARINE GIBBS

Cross country, crew training, soccer, weight training, and aerobics/fitness walking are all winter intramurals offered at Bryn Mawr in the winter season. At Gilman, on the other hand, students have the opportunity to participate in unique intramurals such as stage combat, martial arts, and "AP" running along with traditional intramurals such as jogging, weightlifting, basketball, and soccer.

Intramurals were instituted to strengthen students' bodies, minds, and possibly, their souls. "Intramurals are definitely great workouts, and great ways to improve your mental awareness, because after you exercise, you feel fresh and more prepared to face the world," professed Bryn Mawr student Julina Ongkasuwan.

Crew Members Row Into Spring Season

As a participant in the weight training intramural at Bryn Mawr, Julina Ongkasuwan experiences the pleasures of strengthening muscles along with her fellow students. Weight training is led by Ms. Jenny Sorel, Upper School French teacher, who supervises the workout of approximately fifteen students.

They, like all intramural participants, work out for a half-hour, while alternating between the weights and the aerobic machines every Tuesday, Wednesday, and Thursday afternoon. Jill Vogelhut, who participates in this intramural, feels that weight training is a great stress reliever.

The members of crew training, who will later tryout for the crew team, seem to take



Today, at the collegiate level, almost all women's teams lift weights on a regular basis just as men always have. Women cannot close the height gap but are currently doing their best to lessen the gap in terms of strength.

What sports does one see today? NFL, NBA, and the NHL are a few of the professional sports leagues that exist. These leagues have no female athletes on their teams and few female athletes are seen in professional sports. If females were given the opportunity to take a more prominent role in sports, perhaps then they could get the respect rendered to their male counterparts.

Coach Offers Insight

One would expect coaching males and females would be an entirely different task, yet when Mr. Nick Shloeder, a very well respected Gilman varsity football coach and Bryn Mawr varsity basketball coach, disagrees.

Stamina and Endurance Increased

Soccer intramurals is a place for both skilled and less-skilled athletes. It has been a means of preparation for those interested in moving onto the interscholastic level. Led by Mr. Scott Kane, Upper School science teacher, soccer participants practice both their basic skills and their game intuition.

Another intramural geared towards improving stamina is cross country. Having finished their interscholastic season, cross country runners, both the serious and lighthearted, keep their hearts and bodies in shape. Ms. Rachel Eisler, Upper School English teacher, has the pleasure of leading this group of fifteen cold-weather adventurers, while her colleague, Ms. Claire Sproul, Dean of Students, has the honor of teaching aerobics/fitness walking.

Students have the opportunity to get a full-body workout, without having to venture into the cold. This group of about twenty-five students may discover at times muscles which were previously unused or unknown. Also, this intramural provides students with the endurance obtained from constant aerobic exercise.

Preparation for Spring Season

There's something for everyone in this winter's intramural sport opportunities at Gilman. The intramural department is offering seven activities to choose from. Levels of exertion range

"There is a bigger difference in coaching boys now and boys 25 years ago than [in] coaching boys and girls today," Mr. Shloeder professes. From his years of experience, Mr. Shloeder feels that, "Males come to ... practice with more preconceived ideas and opinions on various things because they watch more [television] and listen to the men who are paid as entertainers, not basketball authorities."

Mr. Shloeder says the motivational tactics in basketball are the same for male and female students.

"A player's intensity has nothing to do with gender. A really good athlete will motivate his or herself."

Violence in Lacrosse

Stereotypically, most male sports are much more violent than most female sports. This makes sense, considering that historically visions of masculinity include demands for strength, aggression and displays of courage, both on and off the field. An interesting example is lacrosse and the obvious gender differences involved in the male and female games. Women's lacrosse is a game of fitness and is well-suited to the female skill set. Men's lacrosse, on the other hand, is more violent and is well-suited for the male skill set.

A current debate which is very pertinent to the subject of violence is the question of whether or not to make helmets a part of women's lacrosse. The advocates of helmets are concerned

about the risk of head injury and the current level of violence in the sport.

Those who are against helmets fear that the sport will turn into men's lacrosse, which is essentially a different game. It is interesting that some women lacrosse players feel so strongly about the level of violence and roughness in their game that they would threaten its preservation.

Who Is an Athlete?

An athlete, as defined by The American Heritage Dictionary, is: "1. One who takes part in competitive sports, or 2. One who possesses natural aptitudes for physical exercises and sport." When many think of an athlete, they think of a large, muscular male. Many do not think of girls' sports as being worthwhile because girls are not considered to be athletes. Many girls, however, do possess a natural aptitude for sports and so, by definition, they are.

The first part of the definition holds true as well. Anyone who invests part of himself in a sport or a team is an athlete. Whether one is the best or the worst, putting one's time and heart into whatever sport one is enjoying makes one an athlete.

One thing to remember is that changes are taking place. Each person has his own opinion and will hold his ground. Remember what has been said and the next time you are in this argument, remember that the girls put in just as much time and effort as the guys and deserve the same amount of respect.

Sports are obviously physical and the physical differences between males and females understandably matter. In some sports, size is especially fundamental. In those sports, such as basketball and football, size most often dominates.

from gut-wrenching to a walk in the park.

"AP" running is the program for those preparing for spring interscholastic sports such as lacrosse, baseball, tennis or track. This sport is only for running enthusiasts who are willing to work hard. Led by Coach Peter Julius, this group of approximately 25 students runs at least miles per day.

Basketball is traditionally the most supported intramural sport at Gilman. Comprised of about 50 players, the program combines fun with hard work. The first week was dedicated to brushing up players' skills through drills and sprints. Under Coaches Doug Lewis, Edward Harris, Robert Demuele, and Rodgers, the group will be split up into six teams and will play one game a day.

Jogging is more for the laid-back sportsman. This group of 20 runs two miles a day behind Coaches Jerry Thornberry and Linda Trapp.

Martial arts is a group of roughly twenty students eager to learn or practice a combination of Kung Fu, Jujitsu and Hapkido. Advised by Coach Jeff Taggart, they start out each session of stretching using the art form Tien Shen Pai. They then learn the fundamental punches and kicks of the different martial arts. This is the first time martial arts has been offered at Gilman and it looks to be off to a good start.

The intramural soccer team is primarily made up of freshmen, a bunch of kids who love to play soccer. Coached by Coach Gus Lewis, the team works on skills by drilling daily and playing games.

Stage Combat Unusual Intramural Choice

Stage combat class is a unique intra-

mural activity this season. This group of 25 learn to pretend to fight under a professional. The class meets every other day and learns such things as stage sword fighting under their advisor, Coach Lee Thomson.

Weightlifting is a particularly popular sport among the sophomore class. Every day this group of 50 lift weights and occasionally run a mile. Each lifter's progress is checked regularly and goals are set in the hope of achieving them by the end of the season.

Curriculums Similar in Philosophy

The improvement of the student's body, mind, and spirit is the main goal of intramurals at both Bryn Mawr and Gilman. Though the two intramural programs differ in size, time of meetings, and options, the intramural curriculums are linked by a similar purpose to allow students to enjoy sports in a less competitive environment.

On the whole, Bryn Mawr intramurals tend to have a smaller amount of participants; the only exception being soccer. Gilman intramurals meet for sixty minutes from 4-5 p.m., while Bryn Mawr intramurals meet for only thirty minutes during school from 3:30-4 p.m. This gives the Gilman students more time to get a good workout.

Gilman students also have the opportunity to try different sports and learn new techniques while Bryn Mawr students have not yet had the chance to try intramurals like stage combat. There are a lot of differences between intramurals offered at Bryn Mawr and Gilman, yet they are similar in that they strive to not only strengthen muscles and skill, but also sportsmanship.

"When the press is free and every man able to read, all is safe"
-Thomas Jefferson

The GILMAN NEWS



Volume XCIV, No. 6

Gilman School

10 February, 1995

The drug episode

Gilman recovering from the expulsion of four

By KRISHNA TRIPURANENI

December 16, 1994 will be remembered in Gilman history as a day that was filled with tremendous shock for the whole community. On this day, a member of the eleventh grade class was arrested at approximately 10:30 a.m. by Baltimore City police for the possession of marijuana with the intent to distribute. This arrest came after an investigation within the school that lasted nearly eight or nine days.

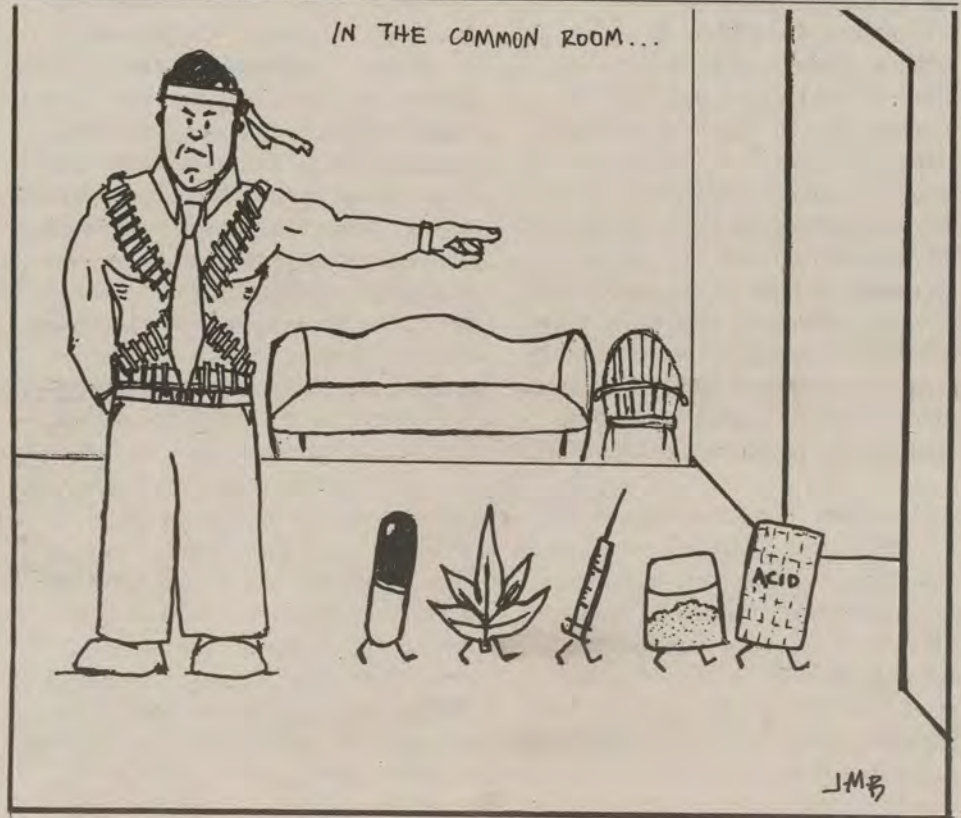
After receiving enough information about suspected drug possession and sales, our headmaster, Mr. Archibald Montgomery, went ahead and told the facts to the police. The lock on the junior's locker was cut off and a small black film cannister filled with marijuana, a small pouch which also contained marijuana, drug paraphernalia, a small portable scale, an electronic pager, and \$632 in cash were discovered. The value of the marijuana in possession was not released. According to Baltimore City Police Lt. Robert Lassahn, "If you went into the city, on some of the street corners, this would be a fairly insignificant

amount."

Mr. Montgomery made an announcement in assembly that same day regarding the issue and told the student body that he had a list of names of other people who had bought drugs or who were involved with drugs in any way. This list had come as a result of his investigation, as well as from the student arrested. Some of the names mentioned by the student matched the list of names that Mr. Montgomery had. He gave everybody the opportunity to turn themselves in, based upon the school's long standing honor code. He said that he would be in his office until 8:00 p.m. that night, waiting for anybody who thought they should admit to any drug involvement. By turning themselves in, Mr. Montgomery said that the students would not be taken away in handcuffs, but they were not guaranteed freedom from disciplinary action. Eventually, everybody who was on the list turned themselves in. After receiving more information, three other students were expelled, with two students being suspended. The students who admitted to buying drugs from the student that was arrested, a total number of twenty-six, will undergo counseling and guidance.

When asked his feelings about the whole incident, Mr. Montgomery stated that he had, "gone through stages. When I first discovered the drugs, I knew we had a problem, and at that time I was angry. After uncovering more of a problem with time to reflect, I felt sad and disappointed. The third stage, after everything settled down, is a sense of determination and cautious optimism so that we can turn a negative into a positive." He sees the short term effects of this drug bust as being devastating for the school.

"It is always awful to expel boys. We are upset even though we did it. This is a reality check where we've come face to



The Gilman drug incident - an artist's rendering

face with problems," Mr. Montgomery said.

Some of the long term expectations of the Administration are realistic and obtainable. Mr. Montgomery established the fact that "it is absolutely realistic to have no drugs and alcohol on this campus. I don't see why we can't have that. I don't think that's unreasonable." Mr. Montgomery believes that we cannot eliminate all students from experimenting from time to time with dangerous substances, but our goal is to give them all of the information.

Mr. David Allan, the upper school counselor, believes that there are two kinds of consequences to this and any incident, the logical and the natural. "The logical consequence is that it's a violation of school rules and policies, and you're suspended. The natural consequence is that there's an individual decision making process involved. Knowing all about the dangers of the drugs is very important." To help the students to make a good decision, there will be a course that deals with decision making which will be set up for next year, yet it is still uncertain which grade it will be offered in. After this incident, it is hopeful that students will use the resources of Mr. Allan and also those of Mr. Robert Bulkeley. Mr. Bulkeley believes that as a result of the drug bust, the school will now be able to go ahead and implement the education programs which they had been trying to put in place.

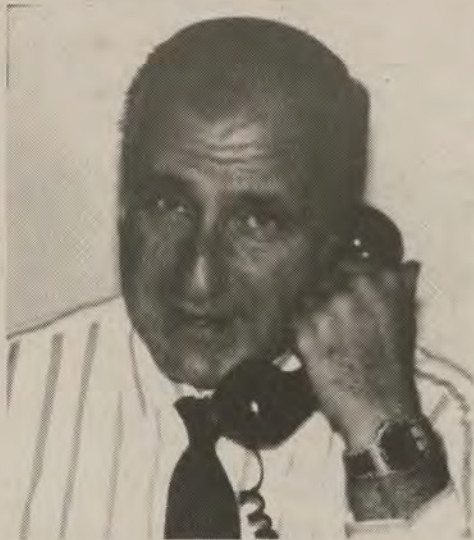
The Head of the Upper School, Mr. Charles Stillwell, thinks there are two

practical things that can be done to prevent something like this from occurring again. First of all, the approach to the drug and alcohol education should be closely examined. Each and every step should be thought about with care. Also, Mr. Stillwell believes that parents should be involved much more. More conversations should be held with them, which would send the same messages to the students.

Mr. Stillwell, like Mr. Montgomery, believes that, "Anytime students are expelled from the school, there is an emotional impact. I hope it can pull us together as a community."

Mr. Stillwell maintains the belief that the decision made about each student was fitting. "In any discipline situation, there are a variety of responses to take. You want the punishment to fit the infraction so that you hope the right message gets out. You hope that the positive message gets out."

Through all of the commotion that has been going around, there should be some lesson learned. Mr. Montgomery believes that there are two types of students in this situation. The students that didn't turn themselves in are dishonest, and they will have to live with the fact that their friends know about their dishonesty for the rest of their lives. The students who did turn themselves in are honest and will be known as trustworthy people. "Which do you want to be?" The bottom line is that, "You are always responsible for your actions. All you have is your reputation."



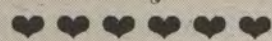
Viva Vishio! Mr. Vishio is doing well, and should return to us soon.

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Gilman campus iced!

Happy Valentine's Day!



An alternative...

By KARIM FAKHRY

Gilman operates on the premise of a Judeo-Christian code of ethics. Religious chapels which include Christian prayer and readings from the Hymnal are a normality. Admittedly, our school operates on the Judeo-Christian tradition. History has proven again and again that tradition is often backward and wrong. A concept which was feasible at one time can be alienating and insulting at another. For example, our nation's painful memory of slavery. No doubt slavery was a long-standing tradition before its abolition. It was an institutionalized tradition of racism. Had the people of our country adhered to this abominable tradition for the simple reason that it was a tradition, where would we be today? The answer is that we would not be in a desirable position. Thus, change away from tradition, although it was long and agonizing, has proven to have been the right move.

At Gilman, we too must depart from tradition. Gilman developed its tradition at a time when its students were exclusively Jewish and Christian, making a Judeo-Christian ethical code compatible with the entire student body. Today, with a religiously diversified student body, the Judeo-Christian tradition has become an egregious part of the Gilman puzzle. Students at Gilman, in addition to Jews and Christians, are Hindu, Muslim, Buddhist, and Atheist. Each of these groups receives a dose of alienation every time the Christian prayer is recited at Chapel. As a matter of fact, the prayer even alienates Jews, who pray in a completely different way from Christians. It must be made clear that this in no way says that the Christian prayer or the Judeo-Christian tradition are bad. As a matter of fact, the Judeo-Christian tradition is undeniably just as a code of ethics. It preaches tolerance, respect of other religions, respect of humans as humans,

love of one's enemy, and general tolerance. However, no matter how correct this tradition is, it is simply not compatible with today's highly diversified Gilman student body. The fact is that a student who believes in Religion X does not have any desire to pray in any other religion, no matter how correct it may be. With the change of time has come a change in student body, and Gilman, as far as this issue is concerned, has simply not changed with the times.

As far as a solution, Gilman has several options. First, every religious view must be equally represented, or none should be represented at all. This approach would avoid any sort of alienation. Gilman should form a committee whose sole purpose is to formulate an amalgam of the ethical aspects of all religions. If it is tolerance we are aiming for, then why not look toward other religions? Another option is the complete exclusion of religion from all matters, and the construction of a human, non-denominational code of ethics. This would entail the use of a general prayer which would not pertain to any specific religion while alienating others. There is, for example, a large movement which is being introduced in our nation which seeks to build on the diverse religious background that has enriched the ethnic and religious fabric of this country; this movement includes this general, non-denominational prayer. A final suggestion is one which is suggested by Chaz Howard. That is that we have several minutes of silence during Chapel during which students may pray to any religion.

It is hard not to draw parallels between Gilman's present policy and slavery and more generally racism. The quest for an answer to this problem will be rough, just as was abolition. Like abolition, change will not be popular with most, but it must take place. It is necessary for our school, in our pursuit of multi-faceted excellence to energetically and relentlessly pursue a solution.

It was the best of times, it was the worst of times...

By NATHANIEL HOFFMAN

I remember the anticipation. It is not that I was eager to be a slacker or even that I wanted less responsibility. I just thought that maybe as a senior in high school I would get a little break from the long years of academic challenge. Last year I looked at the seniors and felt a great desire to be free, to be on the brink of independence. I dreamed of going out on Wednesday (Thursday, Friday, and Saturday) nights, leaving school whenever I felt like it, and being happy and relaxed. I thought that I would be able to take spontaneous "college visiting" trips and call my teachers by their first names. So far however, this dream has not come true.

I have had more school work this year than ever before. I had underestimated the amount of time that college applications take, and I had overestimated the amount of time that I would have free to do things other than school work. Perhaps it is the seventy minute schedule that is causing the apparent deluge of school work, which is understandable, it being new and all, but I was really under the impression that the catharsis of my high school education would have commenced by now.

I do not wish to complain. I merely want to warn all future seniors that there is no relief in your future, at least not for a while. Senior year is fun and exciting. It is possibly the best time of a young man's life, but do not expect to get off without doing any work. It is a myth that seniors do not do any work, a hoax. It is like finding out about Santa or about what is really inside of a hot dog - major disappointment.

Maybe this is, in fact, an appropriate end to twelve long years of schooling. Maybe being as busy as all get out is why senior year is so much fun. I am continually asking myself why I am doing all this (as are my relatives whom I have thor-

oughly alienated), and the only answer that I can come up with is that this is what seniors do. It is the dharma of the high school senior.

Why should we get off easy? What kind of an end would that be? I think that it would be disappointing if none of my classes were challenging this year. It would be like four years of education amounting to nothing.

The funny thing is that most of us will not realize that we have been doing a lot of work until the very last day of school (in early May!). We keep saying after every test, "I'm done man, I'm outta here!" And then we start studying again. We are constantly deceiving ourselves into thinking that we are cruising, when in fact we are about to burn the engine up. This is the way of the senior.

Maybe that is the meaning of life. If we are not busy in life, then life has no purpose. We have to do things in order to be. It has been said that all we have to do is think to exist, but I think that we have to go beyond that. We have to act. We have to stand up for what is right, and we have to create things. We have to be active people and lead active lives. If we are passive and do not do things in life, then we miss it. If we are not busy, then we are not in a state of being, and we waste our potential to be.

There is evidence that busy people exist more so than not busy people in that when you have a million things to do, you are often more attuned to your surroundings and more focused. You know what is going on and can make rapid decisions. Your brain is fired up, so to speak.

So do not fret underclassmen. You will have a great time as seniors, but do not expect to have a little bit of work to do. In fact, expect to have quite a bit of work to do and revel in that fact.

Gilman School

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The Gilman News accepts (welcomes, beseeches) letters to the editor, columns, and political cartoons from Gilman students, teachers, faculty, alumni, and from the community at large. All items must be signed and typed, and preferably saved on a 3.5 inch disk in Microsoft Word or Works format. Send correspondence to The Gilman News, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210.

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Gilman News staff editorial

Before things return to business as usual in the drug and alcohol circles of Gilman, the Administration should pause to consider the best message to send to the student body. So far the message seems to be that the Administration has accepted the fact that kids do drugs as an axiom of secondary education. This is simply untrue and only serves to worsen the situation, for in accepting the circumstances as they are, those very circumstances are condoned.

The truth is, and perhaps the Administration is unaware of such news, there are many kids who would have nothing to do with drugs and alcohol. Some fear the legal ramifications, while others are morally opposed to such nonsense. Some, many Gilman students in fact, care about the health of their bodies and minds and thus would never introduce such chemicals into their systems. Some feel that beer and pot provide lame excuses to party with people in whom one would otherwise have no interest. Many believe and wish to avoid the horror stories associated with drunk driving and other stupid drunken mishaps. It is important for all students to know that it is possible to get through high school without once holding a beer in one's hand, that it is in fact possible to get through life without ever once stumbling around in the idiotic pose of the drunk.

The Administration has initiated a dialogue on drugs at Gilman. It is our hope that this dialogue will continue. Drinking and drugs are a huge problem that we must face instead of run away from. We must challenge this problem instead of accepting it, for it plagues not only our school, but our nation. This challenge must occur now, before another Gilman student is led out of the common room in handcuffs.

On the religion forum

By SEAMUS BRITT

Ben Wilson and Joe Watts were right. They made their points in a blunt way, but they were right. Gilman is a private school. If you do not like its traditions, you can leave. In fact, you never should have come. Gilman's "Judeo-Christian" tradition is not a secret. It's in the Handbook and it is discussed at Open House.

I am a Catholic. If I decided to attend Beth T'Filoh, a Jewish School, I could. But I would know going in that I would be receiving an education with a Jewish lean. This does not make the school bad or good. It is simply a fact and a way of teaching. If Beth T'Filoh discriminated against me, or tried to convert me, I might have a reasonable complaint, if the school has (and for argument's sake I will assume it does have), a policy welcoming members of all religions. However, if I wanted the school to abandon its Jewish-based education and prayer because I felt

uncomfortable singing Hebrew songs, or did not believe in Judaism, I would have no case. I would be laughed out of the school.

The reason for this is simple. Beth T'Filoh has no obligation to teach every religious view. It serves a purpose. Beth T'Filoh exists for students (or their parents) who want a Jewish education. The same is true of Calvert Hall for Catholics. Beth T'Filoh does not have a duty to teach the values of other religions. If you do not want a Jewish-based education, you should not go there. There are dozens of schools, public and private, that you could attend to fit your need. Is there anyone who would support me if I enrolled at Beth T'Filoh and demanded that the Jewish aspect be removed? I should hope not. Beth T'Filoh is a school for people who want this Jewish element.

And just as that is true for Beth T'Filoh, so it is true for Gilman. Just because Gilman is not associated with a

particular religion, does not mean it should have to be free from it entirely. There is room for middle ground, and that is what Gilman provides, and provides well. Gilman is a school that offers students a strong education free from the doctrines of parochial schools while still allowing students to learn the "Judeo-Christian" tradition of values. That is its mission. Everyone knew that coming in. Just as Calvert Hall and Loyola educate students in the Catholic faith, Gilman educates students with "Judeo-Christian" values. This is a fundamental tenet of Gilman. It is a major component of the "Spirit" part of the admissions slogan.

Gilman's role in the community is not to provide a strong but religion-free education. Gilman should not be forced to extremes either embracing a particular religion or cleansing itself of all religion. The middle ground is and should continue to be the school's path. No school can be everything to everyone. But Gilman does

welcome everyone. If anyone thinks that their expression and religious freedom is restrained at Gilman, they should look at public schools. In some cases, they are worse. A student in a Missouri school was given a demerit for praying over his lunch. An extreme case, yes. But it illustrates my point well. You can't make everyone happy. To try and do so paralyzes the educational process. Gilman has chosen "Judeo-Christian" values as its path. This should continue. It provides a religion based on a system of specific values, while welcoming people who hold other values, and it does not try to impose its values on them. It merely offers them. What more can we ask for? Just as a Muslim student would have no right to ask Cardinal Gibbons to stop teaching Catholicism, no one has a right to ask Gilman to abandon its religious base. If you do not like it, you are free to leave, or if you choose to stay, you don't have to believe. Gilman does not ask you to. Could things really be much better?

At The Class of 1993/Reginald S. Tickner Writing Center, there are various contests and resources for publication as a writer. Resources presently available are:

Merlyn's Pen: The National Magazine of Student Writing

Merlyn's Pen asks students in grades 7 through 12 to send short stories, science fiction, movie, book, and music reviews, essays, poems, parodies, photos, drawings, and cartoons to be published in the magazine. Entries are accepted constantly and there are no prizes for publication.

Rensselaer \$20,000 Scholarships for Communication Majors

For excellence in writing, Rensselaer will give prizes of \$5,000 each year for four years of full time study leading to a Bachelor's Degree in Communication.

Maryland Colonial Society Essay Contest

"The Bay and Beyond...Maryland Maritime Achievement" serves as the essay topic this year for the contest open to grades 9 through 12. First, second, and third place winners win \$200, \$100, and \$50 respectively. Entries are due by February 25, 1995.

Essay Contest on Ayn Rand's Novellette, *Anthem*

This contest is open to ninth and tenth graders and focuses on Ayn Rand's *Anthem*. The prizes are \$1,000 for first place, \$200 for ten second places, and \$100 for twenty third place winners. The submission date is March 30, 1995.

Anthology of Poetry By Young Americans

Poems are requested to be submitted by November 30, 1995, to be published in next year's anthology. There are no prizes for publication.

Young Scholar: A Magazine for High Performance Students

This magazine is looking for entries for an editorial column written specifically by students called the Full Court Pressure Column. If printed, recipients will receive \$50. The deadlines are the first of March, May, July, and September.

Artscape '95 Literary Awards Competition for Poetry, Short Story, and One Act Play Two winners for outstanding poetry and short stories will receive 250 copies each of their winning manuscript produced in a special edition chap book. The winning playwright will receive \$1,500, Honorarium and Production Expenses, and will produce two presentations of their play at Artscape '96 (July, 1996) in the Decker Auditorium at the Maryland Institute College of Art. All students are eligible and the deadline is February 10, 1996.

The Scholastic Writing Awards of 1996

This contest is open to all students in grades seven through twelve. There are a series of awards ranging from the Gold Award, where the winner receives \$100, to The New York Times James B. Reston Portfolio Award which grants a scholarship of \$5,000 for the best portfolio in the essay/nonfiction/opinion writing category submitted by a 1996 graduating student. Selected winners will appear in some May 1996 issues of Scholastic magazines. The deadline is January 14, 1996.

Annual Essay Contest Sponsored by Patuxent Publishing Company and the Honors Program and Admissions Office of Essex Community College

This contest awards four monetary prizes ranging from \$500 to \$25 for an honorable mention on an essay on a current issue. The deadline is February 15, 1995.

The Elizabeth Woolsey Gilman Prize A prize is awarded annually to one student in the sophomore through senior classes who passes the best examination on

books, the reading of which is not required as a part of the school curriculum. A second prize in books is awarded to a student in the junior or senior class who shows the best critical appreciation of the books designated.

The Cleveland Essay Prize

This contest is sponsored by the History department at Gilman. It is awarded to one student in either the junior or senior class who submits the best written discussion or essay on some current aspect of democracy.

The Armstrong Prizes for Poetry and Prose

This Gilman contest is open to all students in the ninth through twelfth grades. A prize is awarded to the best imaginative prose and another for the best lyric verse submitted to *Paragon*.

Paragon

Paragon, the school literary magazine, holds several writing contests throughout the year. These contests are open to Gilman students and will be announced throughout the school year.

Also, available in the Writing Center is *Rising Voices*, a guide to young writers' resources filled with reference materials and National resource centers, summer residential writing programs, conferences and camps, regional writing resources, magazines that publish work by young authors, National contests and awards, and suggested reading. *Novel and Short Story Writer's Market*, *Writer's Market*, and *Children's Writer's and Illustrators Market* are books also available in the Writing Center that show how and where to get fiction, articles, plays, scripts, greeting cards, fillers, non-fiction, and illustrations published by commercial book and magazine publishers, small presses, and literary and small circulation magazines.

Writing Contests at the Writing Center

Community reacts to Gilman's drug bust

By DAVE FREEDLANDER

For nearly a century, Gilman's most valuable asset has been its reputation. It is why top students and teachers have come to the school since it was founded. Hence I went out into the community to find out if that precious reputation had survived Gilman's darkest hour, the now famed drug bust of December 17.

In incidents such as these with factual information scarce, it is only natural for false rumors to be spread. Two Pikesville students believed that the accused was caught because a student turned him in and he was arrested in front of the entire school. Another student had heard that Mr. Montgomery had a tap on the dealers' phones. According to him, the administration tapped into a phone conversation in which they overheard that a dealer was supposed to meet the expelled student in the lower lots the afternoon of December 17. According to him, the dealer pulled into the parking lot and saw the police waiting for him. From there he grabbed his gun and hijacked a car on Northern Parkway, leaving students stranded in their classrooms. However, they eventually caught the New York drug dealer and arrested the assailant. A BMS student heard that the police went through his locker, dragged him through the Common Room and threw him into the back of a paddy wagon. All of these stories are false.

The drug bust has by now become the talk of the town, and the Administration has been held up to the microscope. People have been both complimentary and critical. Most thought that they were correct in expelling the perpetrator, except for one Pikesville student who believed that they should have put him on probation and made him go to rehab. "It seems like they just abandoned their student,"

he said. A lot of people felt like the drug testing which the school is making those people who turned themselves in do is not a good idea. Said one St. Paul's student, "I think that it [the testing] is just going to make people hate the school." All felt that Gilman should have done whatever they could to keep the incident out of the press. Another student at a neighboring private school had heard that the Administration used underhanded tactics to get students to turn themselves in. Overall though, adults and students alike thought Gilman did the right thing in trying to fight the good fight against drug use.

The purpose of the entire affair was to end the use and distribution of illegal drugs by Gilman students and on Gilman's campus. Despite their noble intentions many believe that they will fail in achieving that end. According to one R.P.C.S. student, all the guys she knows could not wait to get tested so that they could start smoking pot again. Many had a good scare, particularly the dealers who will be a lot less flamboyant, but most people feel that by the summer at the latest drugs will be back. According to a Pikesville student, nothing could deter the big-time users, but those that use pot to be accepted will stop.

Perhaps the biggest question surrounding the affair was what this publicity will do to Gilman's fine reputation. Said one BMS student, "Oh, they have more than enough esteem to go around." Others felt that this would only be a temporary dent in the school's armor. Nobody would be naive enough to think that if they sent their son to a different school he would be sheltered from these problems. Many Lower School parents are also very grateful; they feel that Mr. Montgomery's actions will protect their children from drugs.

The calm after the storm

Gilman reacts to suspensions and tribulation

By TEDDY WASSERMAN

In December, the entire school was shocked and hurt when it learned that one of its members had been arrested publicly for possession of drugs and drug trafficking. To no one's surprise, that student was promptly expelled. However, in the following days three other students were also expelled although none of them had been accused of dealing drugs. These events were extremely controversial, and the media outside of Gilman jumped at the story.

People outside of Gilman seem to take delight in this incident - they seem to relish the opportunity to make fun of us. But that is not the issue. The issue is the effects that this incident has within the school. There have been strict responses from the school's administration, which many feel has been unfair. Others view the school's response as being too lenient, and think that there should have been harsher consequences for those involved. Still others are completely confused by the whole incident, and do not know what to think.

The common thread within the school is that everyone has an opinion. One student said, "Everyone involved should have been kicked out." He felt that most of those involved were hardly punished,

saying, "Why should someone who has done drugs repeatedly only have to go to one day of counseling, while someone who has simply parked in the wrong place be issued a fifty dollar fine and a demerit?"

Other students were somewhat bitter, and questioned the Administration's timing during the whole incident. One student said, "Teachers knew about this problem for a long time. What made them decide to do something about it now?" These sentiments were common among students, who felt that the enormity of the incident was due to the Administration's failure to recognize the problem early on.

The majority of students feel that this issue is getting old, and they are tired of talking about it. Many students said "Who cares?" and "It's all a bunch of crap." Most students want to get past this incident and continue the school year as they normally would.

The "Drug Bust of '94" is quickly becoming old news, but it remains a serious issue, and a cause of concern at all levels of the school. It has been one of the most controversial incidents ever to occur here, and therefore has rightfully elicited these student opinions, and it will continue to do so for years to come.

By JAD FAKHRY

Gilman's drug policy is tough and does not entail much leniency towards offenders. Gilman has recognized that addiction to drugs is a disease which should be treated similar to other diseases. The School will attempt to obtain medical aid for students who *voluntarily* seek help. Students who conceal the use, possession, or distribution of drugs, however, receive different treatment from the School.

As the handbook states, if Gilman has any reason to believe that a student is selling or using drugs on campus or during school sanctioned activities the School may notify the student's parents and for first time offenders the faculty supervisor may either suspend or expel the student. For second time offenders the school almost always expels the student.

Gilman Drug Policy

Gilman also prohibits the use of inhalants such as butyl nitrate, nitrous oxide, and amyl nitrate which can be found in whipped cream cans and other spray cans. These relatively new and lethal drugs kill brain cells and inhibit clear thought process. Although these drugs, and they *are* drugs, are taken lightly their potency cannot be ignored. This year there have already been several suspensions due to substance abuse. Gilman's drug policy is rigid for a good reason. Students should learn in a healthy environment and drugs threaten this ideal environment. A good education includes the knowledge of such things as drugs and their effects. If Gilman wants to continue as a great institution it must enforce strict rules for drug abuse.

Gilman also reserves the right to designate a faculty member who can recommend counseling and/or medical attention. All Gilman students from Lower School on are taught about drugs and are constantly reminded of their dangers. Gilman also has a policy that allows the school to discipline the students even when there is off campus drug abuse. This issue is much debated among students who feel that this policy gives Gilman too much power. The policies at Gilman are very serious and the administration expects the students to respect them.



Back again, midterm exams full of controversy this year

By BEOM SEOK SO & JAD FAKHRY

Rumors have always been at the heart of controversy. A few weeks ago, the upper school took its annual midyear exams; however, there has been a rumor surrounding these exams, a rumor that involves the students and faculty of Gilman. Many students complained that some of the faculty gave more time than the allotted two hours to complete an exam. Although the extra time given, usually, has been no more than two or three minutes after the allotted two hours, the students are saying that "it's unfair."

This year teachers have attempted to adapt their courses to the new schedule and most have also adjusted their exams. Mr. Stillwell believes two hours per exam is all the students should have, and "Teachers should gear their exams so that the vast majority of their students have enough time to finish." He said this in reply to teachers complaining that their students were arriving to their exams late because their previous exam was too long. Some teachers in the History Department have complained explaining they should be allowed to offer extra time to their students if the students can afford to be in the exam room longer. However, Mr. Stillwell was adamant in reinforcing that

students are responsible for two hour exams - nothing longer. Most students indicated they had enough time on their exams.

The History Department has acknowledged and denied some of the accusations made by the students. History Department head Peter Julius said that "the History Department has allowed some students more time after the allotted two hours. However, I add that the amount of time given was no more than at least two minutes." Mr. Julius also said that "there have been exceptions." These exceptions have been either that the student had dyslexia or some other reading impairment. Mr. Julius added that "the teachers have discretion whether or not to allow their students as much time as needed to complete their exams." However, Mr. Stillwell has said something to the contrary.

The Administration agreed with the History Department on some accounts, but disagreed with them as well. Charles Stillwell, head of the Upper School, has said that "no official complaints have come to [him] so far. The teachers should have their students complete their exams within the allotted two hours." He also added that "the teachers also have to 'cut

a balance' within their exams to allow them to complete their exams." Mr. Stillwell also said that "the school has no policy [about the exams] after the two hours are completed."

When asked if exams were valuable, Mr. Stillwell was quick to respond. He said, "Exams are important because they help bring a course together and connect ideas, while a test every two weeks can't make the connection an exam can." He also stated that making exams optional or terminating them was not considered due to the latter reasons. Mr. Stillwell also replied that the seventy minute schedule cannot be judged by semester exams or grades, and we must wait until the end of the year to evaluate the results. One other issue that arose was the value of exams on one's grade; many students complained saying one exam could ruin their average while teachers explained that exams reflect a student's knowledge of the material. Stillwell did however say the ninth grade was extremely successful compared to previous years on the Science A exam.

Other departments also have similar views on exams. Jack Thompson, head of the Math Department, said that "exams should be completed within the two hour

frame because if an exam goes beyond two hours, the student(s) might not have the chance to grab something to eat and do some studying before his next exam. The Language Department, under the guidance of Joseph Duncan, said that "our exams usually last for exactly two hours and rarely go beyond the allotted two hours."

The controversy over exams has been overrated. The departments at Gilman try their best to keep an exam within the allotted two hours. The teachers admit that they allow their students "a little bit more time" to complete their exam. However, when the teacher says, "Time's up!" the students usually put down their pens and pencils and hand in their exams.

Exams have once again proved to be a hassle and many students question their value academically, explaining, "Like an hour after the exam I forget everything..." Mr. Stillwell commented, "I'm only sorry we didn't have a flood of snow and have exams cancelled!" One ninth grader explained that exams are easy if you are organized and willing to take advantage of your time wisely.

Anniversary of Hardie Scholarship celebrated

By GILMAN NEWS STAFF WRITER

The twenty-fifth anniversary of the Harry Hardie Anglo-American Exchange between Gilman and St. Edward's School of Oxford, England was celebrated at a dinner given by Thomas Hardie '39 at the Hopkins Club on 10 December 1995. Mr. and Mrs. Hardie welcomed past Hardie scholars Hank Young '75, John Behm '76, Daniel Scherlis '77, John Sarbanes '80, Peter Cho '81, Alex Gavis '82, and Jonathan Park '95.

Mr. Richard Bradley was also present at the dinner. Mr. Bradley, who first knew Gilman School as an exchange teacher in 1954, became the Headmaster of St. Edward's School and with Roy Barker, then head of the Gilman English Department, set up the original exchange as suggested by Mr. Hardie. At the dinner, Mr. Bradley spoke about the importance of such exchanges, as did the Hardie Scholars, who all stressed the importance of the exchange experience in their educations and thanked Mr. Hardie for providing such a stimulating opportunity. Also present at the dinner were Ms.

Laura Elliot, Mr. David Drake, Mr. and Mrs. Redmond Finney, Ms. Jane Gavis, Mr. Archibald Montgomery, Mr. and Mrs. Mercer Neale, Ms. Dina Sarbanes, Mr. and Mrs. Cary Woodward. Mr. Montgomery expressed the gratitude of the Gilman community to Mr. Hardie for his support of the scholarship and presented him with a leatherbound scrapbook filled with letters from past Hardie Scholars, recalling their experiences and voicing their appreciation of the program. Of the presentation and the exchange Mr. Montgomery told *The News*, "The Hardie scholars are an impressive group of men leading interesting lives, and they all acknowledged the Hardie exchange as an influential part of their education during a particularly formative period. The value of the experience to these individuals was clear, and of course our entire school community also benefits directly, for each spring a student from St. Edward's joins us. We owe Mr. Hardie a lot for his generous support of this program, and it was a pleasure to express our gratitude at such a pleasant occasion."

Cardgate: the magic game that is sweeping the nation

By JOHN LANDAY

In the Gilman School Student Handbook it states, "Card playing will not be permitted unless it is directly connected with a club activity." During the past few weeks it has become apparent to administrators in the Dean's Office that many students have disregarded this rule. Mr. Stillwell, the Head of the Upper School stated that the playing of "Magic" cards in the school was causing problems between students. He said that besides the fact that card playing is not permitted at Gilman, students were taking "Magic" cards from each other. In many cases this was done as a joke but this joke got out of hand. More than one student complained to the Dean's Office. Mr. Stillwell claimed that the main problem the school had with the "Magic" cards was that students were not respecting the property of others.

This unusual game has recently

become very popular among students. "Magic" cards can be found in book stores and hobby shops everywhere. When asked what the game is all about one student stated that it is an entertaining game of reading and strategy. He also said he was unhappy that "Magic" cards are no longer permitted at Gilman because it is a harmless pastime. Another student stated that he loved "Magic" cards but they took away from his study time in school. He also stated that he is not upset that Gilman has forbidden "Magic" cards on campus because Gilman is a school of education and the cards hinder a student from maximizing his free time during school hours.

The rule in the Student Handbook is clear: "No card playing is permitted," and those students who disregard this rule will be punished accordingly.



Next issue:

SEXUALITY

Gilman & Religion

OPINION

All should be included in religious views

By GAURAB BANSAL

The Gilman School Student Handbook states in its first few pages that "Gilman believes in the spiritual and ethical values of the Judeo-Christian tradition..."

However, this religious position that the school has undertaken is narrow and therefore it must be changed to accommodate the changing face of our student body and the changing environment of the world in which we live.

The Handbook goes on to say that "through a diverse student body and faculty, Gilman wishes to expose its students to broad intellectual and cultural opportunities...and to promote...an understanding and appreciation of human differences...". Beneath this facade of diversity and understanding, the Gilman School has, in a way, forced the Judeo-Christian beliefs down the throats of all its students, even those that adhere to a different philosophy and/or religion.

"The School adheres to the Judeo-Christian tradition, but welcomes members of all religions," states the Handbook on its policy of religions. One must ask the question: where do these members of "other" religions fit in to this policy and philosophy? The answer is that they really do not. In fact, this policy tends to ignore, aside from the three weeks in the 10th grade religion class and a few assemblies, these members, instead of promoting an understanding.

In the ninth grade, every student must take a half semester course in which the Old Testament and the New Testament are studied. Why? According to our chaplain, Reverend Afful, these books are studied not for religious purposes, but rather are studied as scripture and texts, almost like the books we study in English class. Through this study, we are supposed to gain an understanding of the morals and ethics that the Judeo-Christian tradition adheres to and on which this school was founded. Is this half-semester course really necessary? What are we supposed to get out of it? When I was in the ninth grade, I tried my best to take this class with an open mind. However, I could not help feeling that this course seemed more than just a study of scripture and that it

was being unfairly thrust on me. Once I reached tenth grade, I got a chance to learn about those "other" religions for about 2 weeks each. The faculty must realize that two weeks does more to promote generalizations in the minds of our students rather than understanding. The tenth grade course does not do justice to the religions that are studied. Many of the students in my class seem to have forgotten everything they were supposed to have learned, with the exception of a few details like the Kama Sutra and J=P. I also seem to recall that much of what I learned in the Christianity unit was very close to a replica of what I learned the previous year in religion class, yet the Rev. still claims that the ninth grade course is a study of scripture. Then why call it religion?

If the School hopes to focus on the moral, ethical, and spiritual values presented in the Judeo-Christian faith, then why can't they extend those scriptures studied to those of other religions? After all, can't these same ethical values, values of respect, honor, loyalty, and piety, be found in the scriptures of other religions. Why not broaden the scope of study in ninth grade instead of narrowing it? If the school feels that is unfeasible, then why not change the half-semester tenth grade class to a full year in order to promote a greater understanding of the religions of the world. Chances are that the School will maintain its narrow philosophy instead of broadening it. However, the School must realize that its present policy on religion has made some members of the community uncomfortable, including this one.

The present policy must be changed to accommodate the "other" members of the community, regardless of what they believe in or where they are from. The School must adopt a policy that truly is diverse and not just solely on the surface. As Rev. says, the world is no longer a big place and it has turned into more of a global village. Accordingly, we as a community must change to account for our differences and truly understand and appreciate them.

OPINION

Religion is good, but very personal, too

By CHAZ HOWARD

Our school takes pride in its diversity. This pride not only stems from the many races and nationalities present at Gilman, but also from the many religions that exist on our campus. However, I do not believe that a stranger to our school would be able to realize just how multifaceted our school is religiously. One who is not familiar with the school would incorrectly label our school as a Christian one.

The first response to the previous statement is, "Well didn't you see the chapels based on all of those other religions?"

Of course I and the rest of the school did. All of these chapels were entertaining and very educational, but they seemed to be token assemblies whose purpose was to prove that our school acknowledges and respects all religions represented by our students. There is nothing wrong with that, but don't we celebrate all religions that are here at Gilman?

To do this perhaps we would have to move away from a school that is centered around a "Judeo-Christian tradition". Our Student Handbook says the following: "Gilman believes in the spiritual and ethical values of the Judeo-Christian

tradition and subscribes to a belief in God and the dignity and worth of each individual."

A few students spoke about Gilman's religious policies. One junior said, "There is definitely a Christian aura." Another junior said, "I really do not like the prayers we do in chapel." This leads to my next point.

Is it really fair to recite prayers and sing hymns that are Christian in nature while many of our students do not agree with the words being spoken, which even cause feelings of discomfort in some? I do not know for sure what the answer is, and certainly the school has the right to project whatever image it wants to. A possible solution to the "prayer problem" is to call it a moment of silence. If a person wishes to pray to God during this time, he should be able to. If a person wants to pray to other deities he should also be able to do so. Even if a person does not want to pray, that should be an option as well.

Religion is usually a good thing to have in one's life. However the matter of religion is completely private and personal, and Gilman should respect this.

Religion in the old days at Gilman

By KRISHNA TRIPURANENI

Unlike the diverse community today at Gilman, filled with a number of people who practice various religions, Gilman was previously a school whose students were primarily Christian. Through the years, Gilman has developed into a school with many different kinds of students who practice various religions.

As time has progressed through the years, so has the ethnic, cultural, and religious diversity of Gilman. The religion course that is required in ninth and tenth grades was never around in the early part of the century. In the 1960's and the 1970's, there was a Bible class which met only every Friday during the eighth period. This course would be taught by members of St. Mary's Seminary who would come over from the other side of the street. Unlike the religion course of today, there was a minimal amount of homework, if there was any ever assigned. There was only one paper which was written about a person or figure that the students thought resembled Christ.

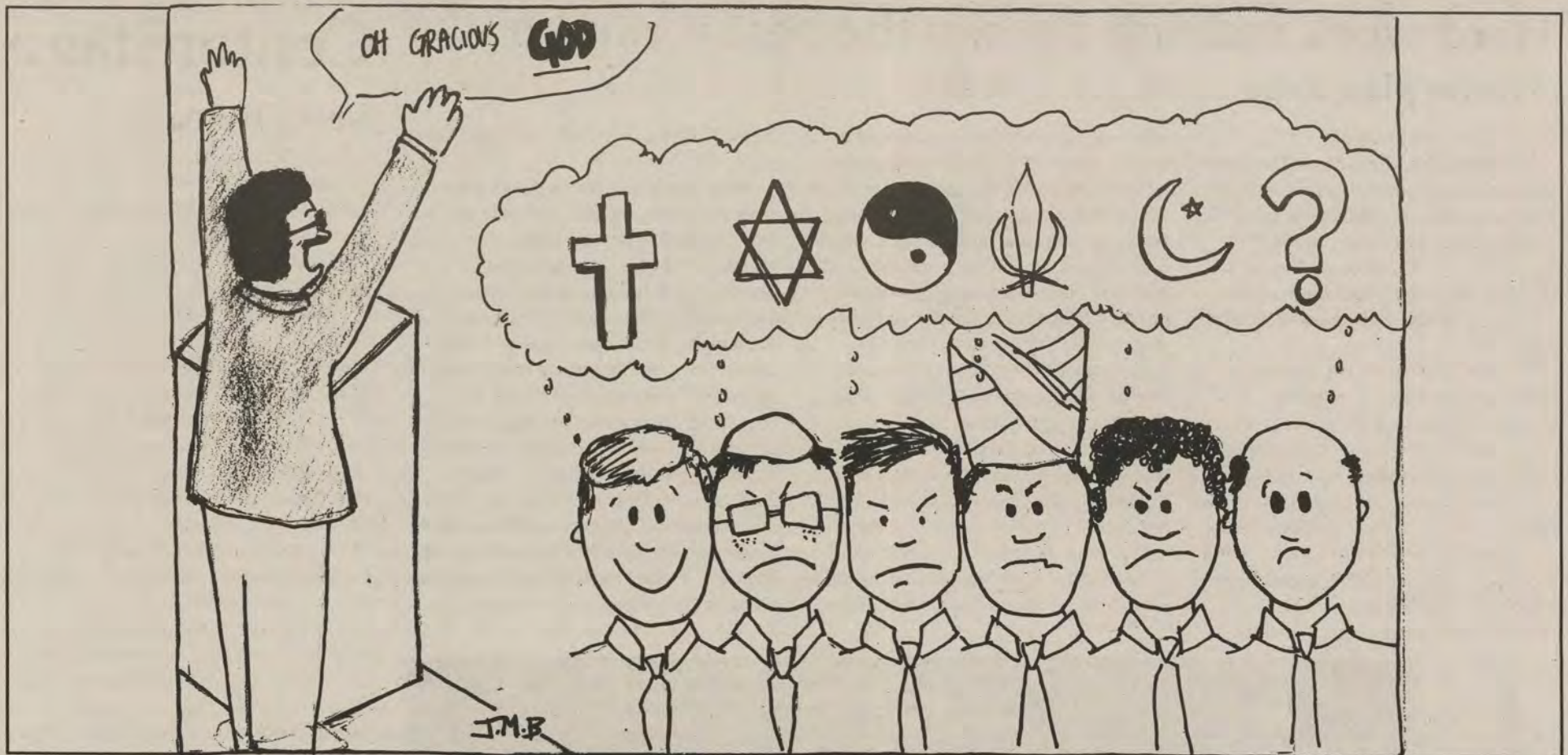
Assembly, otherwise known as chapel,

meets almost every day, which is similar to the chapels back then that met every day. During this time period the student body would recite the Pledge of Allegiance at the beginning, and sometime during the time remaining, a Lord's prayer was said. Chapel, unlike today, was held in the morning, before classes started.

In addition to a prayer, there was a passage read from either the Old Testament or the New Testament. Most of the time, the wise words passed to the students came from the Bible, but occasionally, every now and then, there would be a reading from another religion's book of prayer.

The first chaplain in Gilman history didn't come around for a while. The chaplain had previously been one of the teachers of the religion courses during the eighth periods on Fridays before he became the chaplain. He had the same job that was almost like that of Rev. Afful of today. He was there to hold prayers, as well as just being there for students to talk to about anything.

Come to the Student Activist Union forum on religion today during fourth block!!



Gilman students view religion at school

By JOSH SCHNEIDER

"Gilman believes in the spiritual and ethical values of the Judeo-Christian tradition and subscribes to a belief in God and the dignity and worth of each individual."

These words, found at the top of page two in the Gilman Student Handbook, illustrate Gilman's professed written philosophy towards religion. In order to find out whether this philosophy and perhaps Gilman's religious environment in general is offensive to Gilman students of non-Judeo-Christian backgrounds, a series of random interviews was conducted. One student interviewed was Gilman senior Karim Fakhry. Karim, a Muslim student, felt strongly that both Hinduism, Buddhism, Islam, and other religions were not well enough represented at a school which claims it is rooted on respect and awareness of other cultures. He said that this was especially apparent if one looked at both scheduled assemblies and in regard to faculty members. Karim felt that the time spent discussing non-Judeo-Christian religions in Rev. Afful's World Religions course did not come close to equaling the amount of time collectively spent discussing Christianity and Judaism in both that class and

in the ninth grade religion classes. While *The Holy Bible* is a mandatory country store buy, there is no Qu'ran or Veda found anywhere on the book list.

Karthik Balakrishnan, another Gilman senior interviewed, felt Gilman is trying to accomplish two conflicting goals: to sponsor all different cultures but put a huge emphasis on Christianity and Judaism. Karthik felt that a complete education stems from a recognition on Gilman's part that while most of Gilman and America may be Christian, the whole world is not.

The next student interviewed was Akram Annous, whose plan for proper treatment was twofold. One, next to the hymnal in the auditorium should be placed a Qu'ran and a Torah. Two, in between the auditorium and middle school a brand new mosque should be built to replace the spiritual garden now there.

There are some people who disagree with these opinions against Gilman's Judeo-Christian philosophy. The main reason these people support the philosophy is that they feel the Administration was founded on Judeo-Christian roots and while they appreciate to an extent the cultural awareness, Gilman is really a Christian school.

An interview with the Rev. Afful

By BARTON KENNEY

What is religion here at Gilman? This is a question that some people have been asking around campus, and I went to the Rev to find out.

I was told the more obvious facts that Gilman is "not religiously affiliated with any group" and that it has an "open respect for all religions". I was also informed that Gilman has always been this way. But, occasionally we hear of a certain thing called "Judeo-Christian ethics" at Gilman that causes some people to doubt the non-denominationalism of the school. The Rev soon explained, however, that this term has nothing to do with religion as practiced in the world. It has nothing to do with "Jewishness" or "Christianess," but is more of a philosophy, a set of core values that we as a group and as a nation are committed to. I was told that this system of ethics can only be truly found in America and that it was the basis for our Constitution. Hence, when Gilman was founded, its foundation was created of the same core of ideas and commitment to a common goal. This base is the rationale behind our honor code and our "extremely solid" work ethic. The reason for the religious-sounding name is that many of these ideas were extracted

from the Bible before being accepted and applied as a general moral code. Thus it transcends religion entirely and should not be connected with any specific religions.

It is important for us to understand this as there are more than 10 major religions represented here at Gilman, each one containing multiple sects within. Despite this number, the Rev feels that all religions represented here get sufficient attention both in the two-year world religion curriculum and in occasional chapels. He is, however, quick to point out that it would be impossible to fully represent every religion, that many holidays fall during times in which there is no school, and that he has a limited number of chapel opportunities. He can only say that we must keep an open mind and not be threatened by seeing other religions represented. We certainly have the right to disagree with any of them, but not to blindly shun them without any respect or attention. The point of our being exposed to other religions is to learn about them, not to be converted.

According to Rev, the effect of his religious education programs cannot really be measured. He can only hope that they will reduce the ignorance of Gilman students and hopefully get through to a few who will appreciate the philosophy and importance behind religion. I hope these small successes will continue, because he works quite hard to achieve them, and his efforts have made Gilman a better place in terms of religious awareness. The next time you wonder what religion has to do with Gilman, remember why you are here: to learn about how the world functions. Religion is merely another aspect of this great topic.

Submit to Paragon

Hard work making *Cyrano* the best it can be Winter play to go up March 3, 4, & 5

By SCOTT SO

The Gilman and Bryn Mawr Dramatics Associations are presenting perhaps one of the most exciting productions since *The Sound of Music* and *Leader of the Pack*. Directed by Lee Thomsen, an English teacher at Gilman, *Cyrano De Bergerac* promises to be one of the most successful plays ever.

The play is about the usual romance with an unusual twist. Cyrano De Bergerac, played by Scott Bartlett, is an average man with some very appealing qualities. "He is a master swordsman," said Bartlett, "musician, poet ... just a total stud!" However, all these qualities cannot help downplay the fact that Cyrano "has a huge nose!" that makes him appear ugly to everyone. He falls in love with Roxanne, with whom he has grown up.

However, she considers him more of a brother than a lover. After time has gone by, she falls in love with another character named Christian, played by David Boyd. When he learns this information, Cyrano is devastated. He devises a scheme to win her back, but Roxanne asks Cyrano to protect Christian. So, now Cyrano acts by writing letters to Roxanne, played by Jenny Larson. These letters profess his love for Roxanne, but she believes that Christian is writing them, falling in greater love with Christian. Then Christian dies, and we see, fifteen years later, Roxanne is in a nunnery. Cyrano visits her, and he professes his love for her in his last letter which she has never opened because of the death of Christian. Cyrano, in his love for her, recites the letter from

memory. In the end, both live happily ever after.

With a little less than a month away from showtime, the cast and crew are working hard to put this production together. The play promises to be an exciting show because of the time committed by the actors and actresses. Each night, the cast and crew of *Cyrano De Bergerac* are rehearsing relentlessly in the Alumni Auditorium. The cast is rehearsing about an act per night, a feat about which which Scott Bartlett commented, "That's just amazing." David Boyd says "...the play will be one of the most successful plays in recent history." *Cyrano De Bergerac*, which will run on March 3, 4, and 5, will be worth watching for both the students and the community.



Cyrano De Bergerac coming soon to a theatre near you (The Gilman Alumni Auditorium). Watch amazing, live stage fighting scenes!!

CenterStage

News Release

Center Stage presents the Bertolt Brecht-Kurt Weill Musical *Happy End* directed by Irene Lewis

February 17-March 26
Baltimore--For the fourth production of its 1994-95 season, Center Stage will present Michael Feingold's adaptation of the rare musical treat *Happy End*, directed by Irene Lewis, begins previews February 17th and runs February 22nd through March 26th in the Pearlstone Theatre at 700 North Calvert Street. Tickets range from \$10 through \$35 and are available in person at the Center Stage Box Office or by calling (410) 332-0033.

Happy End will be performed Tuesdays through Saturdays at 8 P.M., and Sundays at 2 P.M. and 7:30 P.M. through March 26th. There will be Saturday matinees at 2 P.M. March 4th, March 18th, and March 25th. Students matinees will be performed at 10:30 A.M. February 24th, March 1st, March 8th, and March 10th.



Bad Religion goes mainstream with *Stranger Than Fiction*

By STEVE RUARK

Bad Religion's eighth LP, *Stranger Than Fiction*, is very different from their past releases. This Los Angeles punk band has, through the years, quieted down quite a bit. It must be said though, that for a bunch of thirty-something guys, Bad Religion still rocks.

Formed in 1980, Bad Religion has survived, despite a few breaks, for fifteen years. After having released seven LP's, two EP's, and three singles, this band has a tough reputation to live up to. Though this is far from their best album, Bad Religion has put forth a valid effort in this release.

Bad Religion has been considered a

key force in punk rock, specifically that of California. However, their punk rock days are over. After releasing all of their albums on their own label, Epitaph, Greg Graffin and company have moved to Atlantic Records. This move, along with their lighter sound and the attraction of a more mainstream crowd, has taken them out of the punk rock category.

This album, despite its different sound and attitude, is not bad and still displays many characteristics of Bad Religion. Of its fifteen songs, all but one are under three minutes long. In addition to its two released singles, *Stranger Than Fiction* and *21st Century (Digital Boy)* there are twelve good songs. (Yes, twelve. One

song, *Television*, is less than desirable.)

Quite a few songs contain, like many previously released songs, interesting commentary on the modern day world. Through cynical lyrics such as, "There's no harmony, just class and race," Graffin bluntly gets his point across. At other times though, it is almost impossible to decipher what he is singing about. Although the song *Slumber* is fairly dynamic, it reaches the slowest tempo that Bad Religion has ever played.

This first major-label release of a classic punk rock band is definitely worth checking out. After having lived through the eighties and having been surpassed by awful bands such as Poison and Devo,

Bad Religion deserves to have their time in the spotlight. Though it is integrity, not popularity, that matters most in music, this band has been and will be able to find a point where both exist. As they release MTV videos and garner new fans, they will still owe much to those who have been with them for fifteen years.

Stranger Than Fiction is not a smash, but deserves a passing grade. Atlantic Records must be given special recognition for releasing it on red vinyl (a valuable bonus to many). Regardless of this engaging bonus, it is not likely, nor advisable, that many rush to the store to pick up this record; but when you get a chance, check it out.

Page and Plant to tour in spring

By DOUG FINNEGAN

In 1980, the music died. Or at least some of it. In that year, Led Zeppelin announced that after the death of drummer and dear friend John Bonham, they would no longer be able to continue as a band. While many of us were only toddlers then, the effects of this announcement would hit us years later. It was hard to believe that we would never see these rock and roll monsters play live. Now after fifteen long years, we have a chance to see a part of that band on stage. On Wednesday, March 22, singer Robert Plant and guitarist Jimmy Page will kick off their tour with a show at the U.S. Air Arena. Tickets went on sale at 8:30 on January 21 and have since sold out.

The show should be amazing. It is serving as a follow up to the *Unledded* show and soundtrack that first aired on MTV. Other than that show, there have been very few partial or whole reunions. All three living members reunited with Jason Bonham (son of John) on drums at Live Aid, at an Atlantic Records Anniversary, and on the recent Rock and Roll Hall of Fame show. But other than these three events, they have each pursued solo careers. Now there is even talk of further

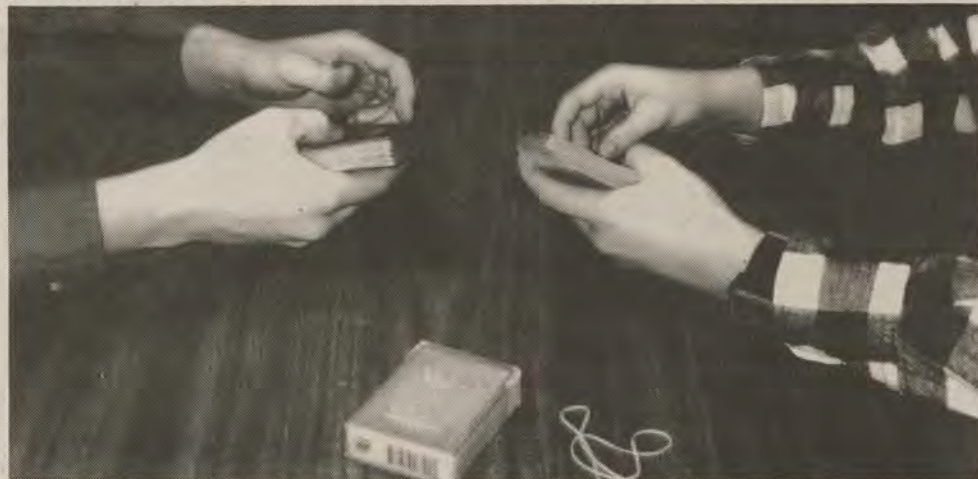
recordings for Page and Plant.

It is unfortunate to note that bassist John Paul Jones will not be accompanying the two on the tour. While sparks of hope were spawned from the threesome's performance at the Hall of Fame show, (where they played *Bring It On Home, Baby, Please Don't Go, When the Levee Breaks* and a blues jam), they have been extinguished since by public announcements. Apparently, Plant and Page were not ready to resurrect Led Zeppelin in its entirety and did not contact Jones. This disappointment will not take the wind out of the concert though. With a packed house, hopes are high that the two will play a Zeppelin based set, with, of course, *Stairway to Heaven*.

No matter what the set list, this concert will be one to remember. It will be our chance to experience the music that our thirty and forty year old counterparts claim to be "theirs."

So, if you have tickets, get psyched. Start warming up your ears to *Presence* and *Physical Graffiti*. Because the greatest rock band (part of it, anyway) in history is coming to town.

Look for a review of the show in an upcoming edition of the *Gilman News*.



Higher Learning does not teach

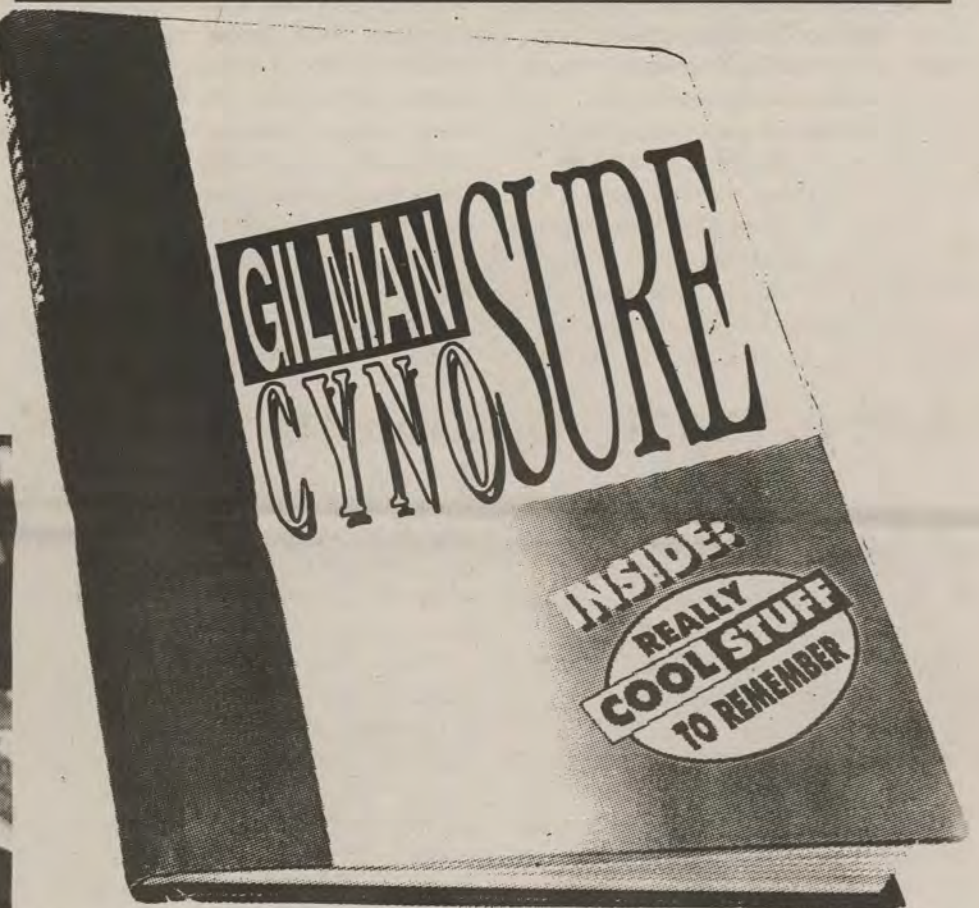
By ERIC HOLLOWAY

This weekend I decided to hit the movie theater and see *Higher Learning*. This film, written, directed, and co-produced by John Singleton, is his debut for '95. Set in "Columbus University", somewhere in California, students from every social and economic background pepper the campus at the outset of yet another academic school year: Kristen (Kristy Swanson), a naive money-troubled white girl from Disneyland, Malik (Omar Epps), the black freshman on a partial track scholarship, Remy, the awkward and out-of-place "pure-blooded" "Aryan" kid, etc. The movie's ad itself reads: "18,000 students. Thirty-three nationalities. Six races. Two sexes. One campus. Something's gotta give." (And give it does). The film critic for the *Baltimore Sun*, Stephen Hunter, he a far more qualified critic than I, comments: "*Higher Learning* represents John Singleton's take on his recently concluded college educa-

tion, and what he sees is not pretty: an almost tribal society, with each group fighting for its own turf and identity. The wider metaphorical meanings are not lost, particularly as the fictional university is named "Columbus," but despite some penetrating insight and some handsome performances (chiefly by Omar Epps and Kristy Swanson), the movie soon collapses under its own didactic weight." This probably does not make much sense to you who have not yet seen the film.

(If you do not want to know the entire plot of the film, skip the next two paragraphs)

In summary, Kristen faces internal and external struggles when she gets drunk and ends up in bed with some guy who forcibly rapes her. Remy, plagued with the inconsiderate conduct of Fudge (Ice-Cube), the "super-senior", leaves his dorm and moves to another. He falls into place with a group of neo-Nazis who welcome him into what, for him, resembles the type



of union and loyalty seen within all ethnic groups and which he had lacked. When Remy and his Jewish roommate argue their ethnic opinions, the two get into a fight in which Malik breaks up. Remy pulls a gun on both of them and spews out Nazi babble. He then packs and leaves. Malik goes after him and runs into some cops, whom he tries to tell about the gun and that he needs to chase him down, but they just grab and restrain him instead. To get back at Remy, the black students go and confront the skinheads. Malik goes one-on-one with Remy and beats him badly. Remy declares war and decides that he is ready to take the first step towards that battle: shooting a "Negro".

The scene changes to the peace rally organized by Kristen who, since being raped, has become quite the student activist. High above the campus courtyard and the throngs of people, Remy is perched and pinpointing Malik below. The movie builds to its climax from there.

At one point, the film caused me to ask only shallow questions of myself like:

"What is with Remy's acting". Repeatedly this kid had me looking around the theater to see if anyone knew what he was doing or thinking. Also, "How did the big, fat, black guy beat up that huge muscle-bound Nazi guy?" I just don't get it. He lifted, was in fit, physical condition and this fat, unhealthy man completely whipped him. It was nothing to lose sleep over.

Another thing that bothered me was a particular scene in which we see what we originally perceive to be a lesbian encounter between Kristen and her friend. Instead, Singleton juxtaposes two love scenes in which Kristen is involved: first with her lesbian friend, then her boyfriend. The camera switches most annoyingly from the face of Kristen, to the face of the girl, to the face of Kristen again, to the face of the guy, to Kristen. With that, I believe, Singleton overdoes it.

The acting quality is in most cases easily criticized, making it fun to watch while, in turn, condemning its ability to be deemed of the superior "quality" I was looking for. *Higher Learning* entertains your eyes, but does not expand your mind.

Vayna v Rossiye - war plagues Russia

By EMRE EDEV

On 11 December, 1994, Russian forces launched an attack on the breakaway republic of Chechnya. So far over 2,000 civilians have died along with an estimated 1,800 Russian troops with over 1,000 of them dying in the storming of Grozny. By December 30, 1994, the total number of refugees was close to 150,000, and about 2,500 apply to the Federal Migration Service department each day.

The inefficiency of the Russian Army has been clearly shown by its series of defeats by outnumbered and outgunned Chechen rebels. The army which was once the terror of the Western World is now being defeated by small numbers of lightly armed rebels. The army's strength is now under 1.5 million men, down from over 3 million. The defense budget has been slashed leaving ships rotting in port and grounding planes everywhere.

Russian pilots now only receive one to two hours of flight time a month compared with 20 hours a month in the U.S. Air Force. Also, there have been no large-unit field operations since 1992. There is disorder in the ranks of the Russian military. Teenage soldiers abandon their regiments in lieu of going to battle. The

Air Force continued bombing Grozny one day after it was ordered by Russian President Boris Yeltsin to stop immediately. Recently, the Russian Army, after a series of failed attempts and intense bombing, have managed to take the capital city, Grozny, with the loss of over 1,000 Russian lives and countless other civilian and Chechen lives.

Because of the war, foreign aid to Russia is being threatened. The E.C. has delayed the signing of a trade accord in protest of the war in Chechnya, and Republicans in Congress are already discussing pulling the plug on aid to Russia.

There is also an environmental disaster just waiting to happen. Because of the bombing, fires have broken out in oil reservoirs. There are four major fires reported in Grozny spewing dangerous chemicals into the air. The ground in many areas is saturated with oil twenty feet into the ground and if it were to catch fire it would be nearly impossible to put it out. There are shots of Chechens refueling their cars with low grade oil from holes dug in the ground.

When asked about the war, the Russian Embassy declined to comment.

Kobe, Japan - Devastated by quake

By NAVEEN DIVAKARUNI

On January 17, an earthquake measuring 7.2 on the Richter Scale rocked southern Japan. The quake devastated Osaka, Japan's second largest city, as well as the ancient city of Kyoto. However, hardest hit by the quake was the major port city, Kobe. The quake, which hit Japan at 5:46 in the morning, left more than 5,000 dead and 25,000 injured, and destroyed around 50,000 buildings. The cost of the damage is currently estimated to reach 50 billion dollars.

The earthquake, which proved to be the deadliest quake to hit Japan in half a century, left very little unharmed. The quake destroyed buildings, toppled elevated highways, and derailed trains with the greatest of ease. Ruptured water-mains, electrical blackouts, and disrupted communications prevented fire fighters from fighting hundreds of fires throughout Kobe, which resulted in even more

destruction, and covered the sky with a blanket of smoke and ash. Kobe was unprepared for such an enormous disaster and as a result had a shortage of food, blankets, and dry ice, which was used to prevent corpses from rotting.

The enormous destruction left by the quake shocked many Japanese scientists and proved that even the latest earthquake-safe technology was no match for Mother Nature. Ironically, this quake occurred almost exactly a year after the quake in California, which ravaged the Northridge area of Los Angeles, and led Japanese engineers to boast about the superiority of their earthquake-safe architecture.

This disaster will inevitably lead Japanese engineers back to the drawing-board in search of improved technology so that they will be better prepared for the next earthquake.

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JV Hockey tires of ejections

By WALLY AUGHENBAUGH

The JV ice hockey team members get up extra early every weekday morning to be suited up and on the ice by six o'clock. At this time, they practice with their varsity counterparts. They practice on the same ice as the varsity, and often during drills, JV members intermingle with the varsity players.

While the varsity team is well into their season, the JV Hounds have played only three games - winning one, and losing the other two. They opened up their season with a bang, easily defeating the Howard County Bantams 8-1 with only eight players (a relatively small number, considering six players for each team are on the ice at a given time). The JV team suffered a tough loss to Boys Latin (8-5) and were decisively beaten by Spalding. During the Lakers game, a few key players were thrown out (which contributed to the loss), and against Spalding, a horrendous number of players (8) were thrown out. JV coach Will Perkins considered this game "a game of bad reffing."

The JV Hounds are led by captain Doug Sandler and co-captain Poe Tyler. Seventh-grader John Sinex leads the team in scoring. Freshman John Kleinman stands in goal while the first line of Tim Perkin, Adam Greff, and Todd Hesel leads the offensive front. The team consists of players from seventh to twelfth grades. There are a near equal number of freshmen, sophomores, juniors, and seniors on the team.

The JV team looks forward to playing at least four more games. They will play two more games versus Howard County, whom they should have no trouble with. They will play Boys Latin once more, a game in which they would like to avenge their earlier 8-5 loss to the Lakers. The Hounds will finish their season against Loyola - a game which should be close. However, as long as there are no more ejections, the JV team should have a great remaining season.

With very promising young players, the JV team assures strong varsity teams to come.

Dribble, dribble...dribble-SHOOT!

By DAN DIAMOND

Basketball is one of the most popular sports in America. This holds true here at Gilman, where a quarter of the upper school students choose basketball as their winter sport.

Of the many hopefuls who come for try-outs, a considerable number are turned away. With very few slots on an interscholastic team, the odds are against gaining a spot on one of these squads. This is not the end, though, for those who want to play hoops. Instead, they join a league that is just as prestigious, and considered by most to be equally exciting and fun: The Intramurals. With six teams and a fondness for basketball, the fifty students who comprise the Seminoles, Cavaliers, Terrapins, Blue Devils, Wolf Pack, and Tar Heels come to athletics every day, generally ready to play. The games are intense, and almost always the final score is close. The teams play nearly every day, and much experience is gained by all,

hopefully lending itself to next year, for a spot on an interscholastic team.

There can be no doubt, however, that the league has its critics. One student remarked "I'd rather run than have to play intramural basketball." But the overwhelming opinion is obvious: Intramural Basketball is held in high regard by most of the Gilmanites who play it, ranging from seniors to freshmen. Not only do many have high opinions of the game, but they also enjoy the lack of pressure associated with a competitive sport. Another student put into words what most players felt, by stating "Intramural basketball games have a very light atmosphere due to the players' willingness to have fun." A third said "They[the games] are much more fun if you don't care[about the games' results]".

Basketball is an institution here at Gilman, and with the younger players gaining valuable time in the intramurals, it will continue to thrive in the future.



Squash beat Mercersberg 4-1!!

Look for article in next edition



Meet the Cage: Greyhounds could not do it without them

By ALEX ILIFF

Most of us come in contact with them for a moment everyday, just long enough to get our uniforms and rush off to athletics. But who are the people who work in the cage and what are their jobs like?

Ray Mills, Elsie Wright, and Ann McNish have been working in the cage for a combined 30 years. They all agree that the best part of their job is working with kids. "There are some kids who we still have to remind to say 'Please' and 'Thank you,' but on the whole the kids here are great," Elsie said. Ray added, "Being around athletes makes me feel youthful."

Ray, who played football for Forest Park High (here in Baltimore), now loves

watching Gilman football and basketball games. Elsie also loves football; her most memorable experience here was when Gilman football won the championship in 1991. Overall the three are very happy with their jobs and surroundings.

When they are not working Ray, Elsie, and Mrs. McNish lead busy lives. After work Elsie takes care of her house and family (which includes four grown children). Ray plays a lot of basketball and travels when he gets the chance. Mrs. McNish is busy raising three children, one of whom now attends Gilman. All of this is in addition to a work day that starts before and ends after our average school day.

Working in the cage involves cleaning

and repairing hundreds of uniforms in addition to managing sports equipment. Elsie is the supervisor of the cage, and she single-handedly washes all of the uniforms and repairs a lot of damaged ones. Ray, the equipment manager, is responsible for getting all helmets, pads, and other equipment to sports players. Mrs. McNish is cage staff; she folds towels, hangs uniforms, and hands out uniforms to the crowds of kids waiting at the cage before athletics. These are very demanding jobs, but the three workers in the cage enjoy being a part of Gilman.

On behalf of the entire Gilman community, *The News* would like to express our thanks for all you have done for us.



Ray Mills, Elsie Wright, and Ann McNish are method to the madness of Gilman Athletics

Tonight in the Finney dome Hound wrestlers roll over Saint Joe

By JON MARKHAM

This year Gilman has once again produced a strong wrestling squad capable of advancing well into the tournaments in which they are entered. Both the varsity and the JV teams have had pleasing starts to their seasons, with some exciting victories early on.

This year's varsity team has had some very stirring victories this year, despite a slight drop in experience compared to last year. Coach Chris Legg has high expectations for the meets to close out this year's schedule, which includes three major tournaments. Upcoming dual meets against Dematha, McDonogh, Mt. St. Joseph, and Boys Latin should offer the wrestlers a good opportunity to fine tune their skills before the year ending tournaments. St. Joe is ranked number one in the area, so the team will be going up against

the best. Freshman Terrance Yoon and sophomores Pierce Flanigan, Drew Forbes, John Holliday, and Vince Tuohey constitute the newcomers to the varsity. Coach Legg says that these students have performed well under the strain of the tough varsity training regimen. Some of this season's early struggles have been caused by unfortunate injuries to several wrestlers. R.C. Kauffman, Thomas Caldrony, Gregory Plitt, Patrick Rodgers and Jay Dunning have all had injury problems. Maakan Taghizadeh missed a portion of the season due to poor health. All have returned and are expected to be able to finish up the season in top form, with the exception of R.C. Kauffman, who has quit the team. Tommy Knowles and Captain Arman Taghizadeh round out the lineup.

The junior varsity has had several early

victories with one over the stellar Mt. St. Joseph team. Coach Peter Kwiterovich says that this team is stronger than last year's, with a tough schedule which includes more matches than in previous years. He says that they are well balanced and should be able to do well in upcoming matches. Curley and Mt. St. Joseph offer great challenges, but Coach Kwiterovich expects to do well. Many newcomers and some well experienced seniors, one of them being captain Matt Woodward, should offer the varsity a good supply of talent. The Junior League should also help to keep the Gilman wrestling team strong. This is a supplemental league which many wrestlers have chosen to enter instead of J.V.

Come out and watch the Gilman teams. These wrestlers have worked hard all year long and they deserve to be seen.

Go to a game!!

Varsity Hoops

10 Feb. v. Severn - 7:30(A)

14 Feb. v. Calvert Hall - 6:00(H)

17 Feb. v. McDonogh - 8:00(H)

JV Basketball

10 Feb. v. Severn - 6:00(A)

14 Feb. v. Calvert Hall - 4:15(H)

17 Feb. v. McDonogh - 6:00(H)

F/S Basketball

17 Feb. v. McDonogh - 4:15(H)

Swimming (Varsity & JV)

11 Feb. - MIAA Championship

24-26 Feb. - Easterns @ Lawrenceville

Varsity Wrestling

10 Feb. v. Mt. St. Joe - 8:00(H)

13 Feb. v. Boys' Latin - 4:15(H)

17-18 Feb. - MIAAs @ St. Joe

24-25 Feb. - National Preps @ Lehigh U

JV Wrestling

11 Feb. MIAA Tournament @ Curley

Varsity Hockey

14 Feb. v. St. Albans @ Northwest - 5:20(A)

GO
Hounds!!

"It's positively
obscene, really!"
-Cyrano de
Bergerac

The GILMAN NEWS



Volume XCIV, No. 7

Gilman School

10 March, 1995

Senior slack!?

Is this phenomenon fact or fiction?

By DOUG SANDLER

Webster's *Ninth New Collegiate Dictionary* defines the word "slacker" as "a person who shirks work or obligation." First spoken in 1898, this word is still used today to describe lethargic people. Slackers can be found anywhere, and according to some people, slackers are on the rampage at Gilman.

Some teachers claim that every year in the second semester, the senior class slacks off tremendously. Envyed by the other three grades, the Gilman seniors have arrived at the culmination of years of hard work, dedication, and a lot of homework and tests. Sending their final grades in to colleges at the end of the first semester, and knowing that colleges will not see their grades from the second semester, it is only natural for the graduating class to ease off a little. Many students plan to slack off a little, and then hit the books a few weeks before report cards come out. The problem though, is that many students start studying too late, and cannot get their grades up in time.

Seniors, however, have become notorious for not just easing off a little, but, in some cases, completely ignoring their studies. This second semester, papers are being turned in weeks after their deadline, homework assignments are not being completed, grades are dropping significantly, and the participation in clubs and athletics is declining. Seniors are arriving late to classes, and are absent more.

This article, for example, was originally supposed to be written by senior Jason Nitzberg. After *The Gilman News* waited over two weeks past the deadline for him to write it, we were finally forced to give up. Each day he, like many others, promised to "get it done," but it was

inevitable that nothing would be done. Jason, however, is not to be singled out. He is one of the better ones, for he actually does his homework - though it is usually done during class. As a result of Jason's problem, I had to stay home for an entire day to write it, thereby missing all of my classes. Senior Alex Lopez says, "At least 80% of the senior class is having a problem with senior slack," and he was being generous.

It is not only the senior class, however, that slacks off at Gilman. Teachers have noticed that students in all grades have become less enthusiastic about their classes. A few students claim that the seventy minute periods take away their energy that would be used to go home and continue studying. Understandably, four classes in one day does drain a lot out of an otherwise strong student.

Teachers are now exploring new ways of fighting back. In some classes, for example, teachers are no longer allowing papers to be turned in after the specified deadline. If the deadline is missed, the student effectively receives a zero. In other classes, quizzes are given almost every day in order to force the student to keep up with the current material. Interim reports were sent out last week to alert parents of students who are in danger of failing.

It is up to the student to decide how much they want to slack off, and they must realize that it is a lot harder to get grades up than to let them go down. Some are able to slack off a lot more than others, and some not nearly as much. Slacking off is sometimes simply part of human nature, yet too much could be dangerous. We all know that the road less traveled is much more rewarding in the end, but who wants to work hard now?



Photo by Scott Banerjee

Senior slack revealed in the common room.

Encounter is getting closer; seniors know it

By ALAN KAPLAN

This year, following tradition, the seniors at Gilman will leave school in mid May to take part in their Encounter projects. Encounter is something that almost every Gilman student looks forward to. It is a culmination of our years

The preparation for the Encounter is not difficult. First one speaks with his Encounter advisor to become acquainted with the program, then, after an initial proposal, the student contacts the person or company he wants to work with.

Encounter is an exciting change of



Photo by Scott Banerjee

at Gilman, a final reward for graduating, and a chance to explore different career opportunities.

An Encounter, similar to a job in the real world, is a volunteer experience that many times, is an interest that seniors are hoping to pursue when they graduate from college. Though some participate to escape the last few weeks of school, the majority of the senior class happily takes part in the experience.

pace for many seniors, and the proposals have been very interesting. One group of seniors is planning a production of *Jesus Christ Superstar* complete with an orchestra. Jeff Miller is travelling to France to work with a French business firm. Students are also working with the Baltimore Orioles, local law firms and businesses, hospitals, government positions, and radio stations. The proposals are as varied as our students.

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**March is coming
in like a lion!**

**Have a
nice
spring
break!!**

Hiram Holton--an exemplary hero

By KARIM FAKHRY

In the last month or so it has become apparent to me that our world is truly an unfair and unpredictable one. I refer not to school, teachers, friends, or college admissions, for these are not the determinants of justice. With the death of Hiram Holton, an eighteen year old senior at the Friends School, at the merciless hands of cancer, I realized that it is the heroes in our world who die prematurely.

Hiram Holton lived and shall live on as a hero to those who knew him. He squeezed everything possible out of the years allotted to him on earth. He enjoyed every second of life more than anyone I know. One second in Hiram's life was worth a minute in another person's. He contributed immensely to the community through his volunteer projects, including the Tutoring Committee of the Lancers-Boys Club, of which he was a chairman. Hiram courageously fought his disease until the end, refusing to let it overtake him, refusing to accept the inevitable. Although I knew Hiram for a brief year, I could go on forever eulogizing. My contact with Hiram was minimal, yet I have always felt that I was a great friend of his. Perhaps it was this quality which endeared Hiram to so many people.

Hiram, through his friendliness, through his contagious happiness, made people around him feel not only uplifted but wanted. His treatment of those around him was thus heroic.

Alas, as Marc Civin, a Gilman graduate, said, it is too bad that our society failed to recognize Hiram as a hero until his death. Our society recognizes its athletic, academic, and political greats as heroes at the height of their greatness, but quiet, effective, well-rounded, rare, true

heroes like Hiram must await their untimely deaths to receive the praise they deserve. This says something to the detriment of our society, as Mr. Civin pointed out. Our society is in many aspects a pitiful one. Depravity, war, violence, bigotry and its inherent abominations: all these are demons which harass our society. With more exemplary Hiram Holtons, we might be able to destroy the demons which eat away at our society.

Of late I have struggled with the question of why veritable heroes like Hiram must die so early. If they are such assets to society, why should they be lost so quickly? There is no satisfying answer to this question, so we must simply take such performances at the game of life as inspiration for our own improvement and recognition of our errors.

The death of Hiram had no good reason. Pondering his death in search of a reason is hopeless; his death was, without a doubt, unfair. Yet good can result from this tragedy. Those who knew Hiram should take his life, and use it as a means of motivation. To the lazy, he should serve as a wake-up call to take advantage of life on earth. To the pouters, his death should bring about the realization that their life, as long as they are alive, cannot be so bad.

In short, the death of Hiram, although it is depressing, is not something to be depressed about, for this will do no good. It should serve instead as a didactic inspiration to those who need it. Hiram's enthusiasm for life and the zeal with which he did everything are things which we as a society would do good to emulate. We should not allow the grief of unfair deaths like that of Hiram haunt us; rather we should use them as a force of improvement.

It is time to change the way we work

By NATHANIEL HOFFMAN

A new age is upon us. The ball point pen is joining the ranks of anachronisms along with the feather pen and stone tablet. There is no reason to use crude instruments such as paper and pens anymore. We at the Gilman School are now capable of living our day to day lives without taking pen to paper even once. Computers are changing everything, from the way we work to the way we play to the way we think. It is incumbent upon us to embrace this new age, because it is bound to be a happier, more productive, and more free age.

Writing with paper is constraining. It often stifles creativity, because you cannot easily erase and move ideas around. Granted, writers have been highly successful with paper for centuries, but that is only because nothing else was available. When you write something down on paper, you have to think about it first, and by the time you finally get the idea from your head through the pen to the paper, it may be stale. A computer allows you to type whatever is on your mind at that particular instance, and then to go back and edit. This allows for the free flow of ideas from brain to text.

In editing, it is very simple to move blocks of text around for different effects, to save different versions of a text for the future, and to change words and phrases to better fit the meaning you wish to convey. This is ten times more difficult to accomplish on paper.

There are many other, practical reasons that writing on paper is past its time. It is not environmentally sound, nor is it politically correct. As petty as it seems, the English language is constructed for right-handed people, and lefties such as myself suffer. Ever since grade school, I have despised writing. It was always a chore forming the letters, and getting ink all over my left hand as it moved across

the paper. I never even learned cursive. Computers have revived the English language for me. Though the mouse is often on the wrong side, it is much easier to write on a computer, and much more neat as well.

It is also much easier to organize notes and such on a computer. You can keep everything on one computer instead of having many different notebooks. If teachers and text book authors would also make the jump to digital, the whole community would be better off.

A problem that we often run into is that we are creatures of habit. Writing on a computer is different than typing on a typewriter or writing by hand, and we must learn how a computer can best be used for writing. This is often a matter of personal preference, but a few standards do exist. We are used to big tabs and putting two spaces after periods. This is left over from the typewriter age, and does not apply to modern word processing.

I think that it is now possible to go for days without using paper or writing with a pen. With a laptop computer, you can take notes, write papers, write letters, keep your schedule, and play games. You can use it as a calculator or a dictionary. You can even send faxes and use many on-line resources. If teachers had computers, you could send your paper to them by modem, and never even have to print it out. This is the way it should be. This is the way it will be, so why wait?

There is no excuse for anyone in school today to be computer "illiterate." It is senseless. Every student should know the basic skills involved in word processing, and be able to work with files to some degree. The academic world uses Macintosh computers almost universally, and these are so easy to use that it is embarrassing to computer veterans. Go to the computer room today and try one out.

Gilman School

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The Gilman News accepts letters to the editor, columns, and political cartoons from Gilman students, teachers, faculty, alumni, and from the community at large. All items must be signed and typed, and preferably saved on a 3.5 inch disk in Microsoft Word or Works format. Send correspondence to The Gilman News, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210.

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Self-deprecation is just as bad as racism

By GAURAB BANSAL

In recent years, there has been a growing emphasis on diversity, human relations, and dealing with racism at Gilman. There is, however, another facet of this issue that must be dealt with openly. Although many do not consider it to be harmful, self-deprecation often creates confusion and controversy between members of different races and ethnic backgrounds.

In short, self-deprecation is the mockery of one's own racial background. Those that partake in self-deprecation tend to see it as meaningless, funny, and a way to communicate with one's own race. Others see it as creating a double standard in the area of racial slurs and epithets.

Is it justified to treat another person of your race in a manner that society has condemned to be racist and unjust? Is there a double standard in society when it comes to the literal name-calling between races and within races?

To a person witnessing or hearing self-deprecation take place and not part of that specific ethnicity, it seems to paint the picture that such treatment and attitudes are alright and harmless. The perceptions that arise can cause problems, for they believe that if they do it, then why can't I? For example, why do lyrics of various rap songs contain the word "nigger", when it is condemned by society in today's world. Some African-Americans use this word in dealing with one another at times. If, however, I were to walk up to an African-American person and say this word, I would be denounced as a bigot and a racist.

Is this a double standard? Or do they have a right to do this because it is their race? One of my classmates points out that, "There is a difference between deprecation and self-deprecation. Members of the same race understand this mockery as meaningless and insignificant. It's like a joke. However, if a person of a different race says those things to me, I don't know what he means by it. I can only assume that he means those comments and he is thus a racist."

However, Reverend Afful contends that "self-deprecation is as racist as a racial epithet can be... I cannot defend you against racism if you actively participate in it." Reverend Afful feels that when we say racism, self-deprecation is included. Rev. argues that in our growing global village, we cannot assume that others will not take overheard self-belittlement seriously. "We must put an end to self-deprecation, as we try to put an end to racism," insists Reverend Afful.

If anyone has ever seen the show *The Simpsons*, there is a character named Apu that typifies a modern stereotype of Indian and Pakistani Americans. With his

distorted and fake accent and his convenience store, he "humors" millions around the country each Sunday night. However, many members of the Gilman community, particularly the Indian members, have deemed this character to be racist. Yet, one anonymous member of the Indian Cultural Club maintains that Apu is a racist stereotype, but still feels that he has the right to mock an Indian accent if he wants to.

Reflections on a robbery

By DAVE FREEDLANDER

I pulled into 7-11 on Charles Street after another grueling lacrosse tryout. My whole body ached. A Slurpee would really have hit the spot. As I pulled on the lever (Cola of course) my friend said to me, "Wait - do you have any money?" Of course I had money. I pulled out my wallet opened it up and found it to be empty.

The money had been taken out of my wallet out of my pants out of the locker room while I was at practice. I am not here though to make some corny plea for the thief to do the honorable thing and turn himself in. Whoever it is probably needs the money a lot more than I do. Really it wasn't that much, only fifty dollars, a drop in the bucket. In a year it will mean nothing. It is not like I am alone either Roger Simon of *The Baltimore Sun* reported on a recent poll in which 99 % of those that reported had been the victim of a crime once in their lifetime. That is one of the most staggering statistics of all. What I am here to talk about is the anguish, the hurt, the despair one feels when violated.

The worst part is the nagging question that maybe this person, who was in all likelihood a schoolmate and maybe even a teammate, robbed me to get revenge. What if he had a personal vendetta? What if he really hated me? Was there a note anywhere that said, "Ha Ha Ha - I will get you.?" I walked around in a daze, barely cognizant of my surroundings. I knew had to go home and tell my parents. "Would they blame me? When I told them they weren't angry, but just calmly called the phone company to get a new calling card number.

What do I do now though, besides lock my locker before practice? How can I trust my classmates? I thought that when one student was expelled before spring break for stealing calculators we had seen the last of this. I guess not though, and the pain continues.

"You can't compare the two. They are different things," says one senior. Are they different, or are they one and the same? I have experienced both sides of this issue. I have often felt that double standards are created by this self-mockery, but I have also felt there is nothing wrong with it. Based on my recent experiences, I have tried to eliminate this double standard in my life, but every now and then I slip back into it. Some of my friends still maintain that they are different things, while others, like Rev. feel we should put an end to it. Is it justified?

No it isn't. I have experienced the racist end of it and those moments were quite painful. Therefore, any thoughts of such mockery are rejected. It is much harder for me to find any humor in mocking an accent these last few weeks than ever before.

Talk to your fellow classmates about this issue, especially members of awareness clubs. Self-deprecation is not an easy subject to deal with, yet standards must be put down in today's society.

One letter to the editor

TO THE EDITORS:

The issue of this school's religious inclinations has become a fiercely disputed one. Unfortunately, it seems that most of us have lost sight of what we are discussing. The issue here is not Gilman's legal obligations to avoid religious emphasis, nor is it the idea of Gilman's "shoving" Christianity down the throats of students of other faiths. The real issue is Gilman's anachronistic emphasis on

of "scriptural study," and all tenth graders are required to take one full semester of the World Religions course. Unfortunately, "scriptural study" means Bible study. Whether or not the Bible is a "great work of Western literature," there is no way to justify cramming every other religion (with *no* scriptural study) into the space of half a year. Two weeks of discussion of a religion's traditions and festivals cannot be equated with four months' study of the Bible, literature or not. This emphasis, conscious or not, brings to my mind a quote from Tolstoy: "The Kingdom of God is within you." Perhaps, with this quote in mind, my argument against emphasis becomes clearer: any emphasis can only alienate those who feel differently from whatever is emphasized; to require the study of any text or faith any more than another simply sends the message that Tolstoy was wrong, and that some of us are "more equal than others," as Orwell put it.

The school must also take into account that the world is changing. To remain an "elite" institution (as the *Sun* so kindly labelled Gilman), the school must not only keep up with, but must actually be ahead of, the times. It can no longer be said that the Western Hemisphere is mostly Christian and that the school thus should concentrate on that faith. The world is "shrinking," whether we like it or not. Diversity is the key today, and it will become more important in the future. America and Gilman are no longer isolated enclaves of white, Anglo-Saxon, Protestant, Republican beliefs. Political correctness aside, a realistic view of the world as a whole indicates that all groups must either be given equal emphasis, or no emphasis should be given to any group at all.

I am not proposing a "tyranny of the minority," because in this issue, there can be no "minorities." There must be only equals. Gilman certainly must make more of an effort to change its policies if it wants to have any hope at all of keeping both its status as "one of the best" and the diversity of which it is so proud. For the sake of both itself and its students, Gilman cannot afford to have anything to do with the "love it or leave it" philosophy as the world rapidly becomes more interconnected and Gilman's population gradually becomes more and more diverse.

Sincerely,

KARTHIK BALAKRISHNAN

Christianity, which is detrimental both to us as students *and* to this, our school. The actual ethics of the "Judeo-Christian Ethic" are, I am sure, shared by the majority of the world's religions, as well as by those people who choose not to follow any organized religion. Basic values are, to be sure, vital to all people's mutual respect and harmonious coexistence.

Unfortunately, at Gilman this mutual respect is being undermined by the school's outdated and unrealistic religious "affiliations," whether those ties are officially recognized or not. My favorite example of this leaning is the school's religious class curriculum. All ninth graders are subjected to one full semester

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Cyrano de Bergerac nose no bounds in the Gilman Winter Production

The play has meaning in all of our lives

By NATHANIEL HOFFMAN

A bit of panache may be exactly what we have needed at Gilman in this year of endless classes, errant crimes, and erratic conventionality, and if you saw the production of Edmond Rostand's *Cyrano de Bergerac* last weekend in the Gilman Alumni auditorium you sure got a healthy dose of it. Action packed, romantic, and full of witty one-liners, this play was definitely a crowd pleaser. The clever and talented figure of Cyrano, a combination of Superman, Shakespeare, and the ugly duckling fit veteran Gilman actor Scott Bartlett well. He had to deal with the "bigger than life" character of Cyrano, his most difficult role yet, as well as a nasty case of mono, a sickness known for causing insatiable drowsiness in its victims. Adhering to the old adage, "the show must go on!" Scott's mono was barely noticeable as he dueled and composed poetry in the great romantic tradition.

Not that you could have missed it, but *Cyrano* is the bearer of an exceptionally long nose. This, his single flaw, is more than balanced by his superior intellect, suave swashbuckling, uncompromising honor, and remarkable individualism. Unfortunately, this man's courage abandons him when he is in the presence of his lady love, Roxanne, played by Jenny Larson of Bryn Mawr. He fears that she would find him too ugly. Thus *Cyrano* jumps at the opportunity to express his love for Roxanne by way of a handsome, young soldier named Christian. Christian De Neveuilette, played by Gilman junior Dave Boyd, too dense and inane to court the lovely, aristocratic Roxanne (who has informed *Cyrano*, of her attraction to him), enlists *Cyrano's* poetic genius, and the poet, sensing the opportunity to express his true feelings, agrees. In this manner Roxanne falls in love with *Cyrano's* soul, thinking that it is actually Christian's. When Christian is killed on the battle field, perhaps a vengeful scheme orchestrated by Le Comte De Guiche, played by an ever sinister and jealous Reece Thornbery, *Cyrano* has the decency to avoid exploiting the heartbroken Roxanne. He does not tell her that he wrote all of the letters, two letters a day, and that he has loved her for some time, but has lacked the courage to tell her. He lets her go on believing that her Christian had possessed the beautiful soul that could compose such testaments of love. This is both the strongest act that *Cyrano* performs, and the weakest.

There were many other colorful characters in the cast of this play. Bryn Mawr senior, Ariel Pepple played three such characters, ranging theatrically from a flowergirl, to a Gascony Cadet (a Robin Hood like soldier), to a Capuchin, an old priest. "It was fun, but challenging," said

Ms. Pepple of her multiple castings.

Kaveh Haerian played the wily, eccentric character of Rageneau, poet, baker, laborer... whose whip's handle was made of pure pork. Mike Stanley took frequent sips from a small bottle concealed in the palm of his left hand in his role as Ligniere the Poet, revealing both great insight into the world, and a bleak future for poetry. First time actor Michael Kleinman says, "being on stage is a complete adrenaline rush!" He plans on continuing his new found passion for stage combat in college next year. Mr. Kleinman's classmate, John Olgeirson opened the play sipping philosophically from a wine bottle, as he warmed up the responsive audience, actually circling about the entire auditorium. Scott McHale, and Jason Haas were frequent targets of *Cyrano's* moodiness, but were smart enough to avoid making any comments that could be remotely linked to his nose.

Director Lee Thomsen was very pleased with the performances. He said of the cast, "They did the best I have ever seen them do on stage. It was a huge undertaking, and they all rose to the occasion. Once we broke the curse that had descended upon the cast, things came off without a hitch!" The professional (though not quite *Star Wars* or *The Princess Bride* quality) fighting scenes were engineered by Lewis Shaw, the medieval figure that you may have seen around campus during athletics these past months. The fight scenes were choreographed in the Stage Combat winter intramural, and the cast worked hard to learn basic sword fighting in a short time period. They also worked very hard on the play itself, practicing five days a week for two and a half hours, often after athletics and on the weekend. The costumes, supplied by A.T. James and Sons of Baltimore, were very authentic, and the glowing moon in the background, combined with the simple yet elegant crates, provided an intriguing and strangely eerie, yet optimistic set. Though there were a few problems with cutting off of the lights too soon and with *Cyrano's* nose falling off during the Sunday matinee, the show ran smoothly and was a great success. In fact both of these errors were covered well by the actors, and were barely noticed by the audience.

Cyrano is so big, that there is a part of him in all of us. We all have our own personal big noses. We all have personal characteristics that hold us back, but that are really artificial, and only exist in our own minds. Perhaps it is the purpose of life to overcome our own perceived deficiencies before a log drops on our head from a second story window by a second rate cony and kills us.



Cyrano (played by Scott Bartlett) peers down his long snout at the pale Comte de Guiche (Reece Thornbery).



One of *Cyrano's* cavalrymen (Jason Haas) has a chat with Roxanne (Jenny Larson) in the denouement.

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Greengrass revealed Car break-ins hit

Fun for all involved

By KARIM FAKHRY,

Early every Saturday morning, several dozen sleepy Gilman students roll off their seductively comfortable beds, wake up as much as possible and head to school. At 10:00 AM, the children from Echo House in downtown Baltimore roll in on the white van driven by Mr. Alfred.

These children are boys and girls, ranging in age from 5 to 17. The Greengrass volunteers play with and spend time with these children in order to serve as role models, mentors, and friends. Activities include sports, hiking, talking, and simply relaxing.

The benefits of Greengrass are twofold. The Gilman volunteers enjoy playing with the kids, and often develop strong friendships with them as well. The volunteers get to know the children very well over the years, and these friendships are beneficial to both volunteer and child.

It is not often that a Gilman student has the opportunity to get to know poor children who have difficult lives ahead of them and many challenges to overcome. Greengrass serves as a reminder to the volunteers that there are kids in this world that have to deal with much greater travails than homework and curfews.

Gilman junior, David Freedlander, a Greengrass regular says, "I get to make a lot of friends. And it's because these kids are so nice. I love it!"

The program is a great change of pace for these children who live in the city and do not have a real chance to play care free in open fields, and to have fun.

Although Greengrass is not accredited by Mr. Neun for community service hours, it nevertheless provides a feeling of achievement for all of its volunteers. Says Jon Park, "I really like Greengrass because it gives me a sense of pride to have done something for my community." It is often better to do community service when you are not forced to, and it can be more fun too since it has to come from the heart.

Groups like Greengrass must continue to thrive. The Echo House kids enjoy the program as do the many volunteers from Gilman, Bryn Mawr and Roland Park. In a world that is becoming increasingly divided along racial, economic, and political lines, programs like Greengrass serve to keep us together.

Anyone can sign up for Greengrass if they want to make a difference in their own lives and in the lives of others.

By KRISHNA TRIPURANENI

There has been a recent series of car break-ins and cases of vandalism which have driven students to act more cautiously. On Monday, February 27, at around 6:00 PM., an Isuzu Rodeo was stolen from the lower lots of the Gilman campus. Also that same night, there were

For emergency, call extension 330 on any campus phone

three break-ins of vehicles, but it still has not been confirmed whether or not anything was taken. Police reports have been filed, but the information has not been released yet.

Then on Thursday, March 2, a woman, who uses the school's track to walk in the early morning, had her car stolen too. To go along with that theft, there were about five other break-ins. All of this occurred probably in the time frame of 6:10 to about 6:40 AM.

On Friday, March 3, there were two incidents where the vandals pulled a gun. Somewhere in between 6:50 to 7:15, a white Infiniti entered the Gilman campus with four young looking occupants. Most of the incidents were the same, as windows were smashed in on cars. These cars were parked at the old gym parking lot, and one of the damaged cars belonged to a visitor, and others were members of the faculty. After they had finished, they began driving the wrong way in front of the Middle School and Carey Hall. As they were driving, a security guard spotted the car going the wrong way, so she went to cut off the car at the main entrance on Roland Avenue. As she, along with two other guards met the car at the entrance, one of the occupants in the car pulled a gun on the guards, forcing them to back away.

Mr. Cartan Kraft suggested, "To any student, be observant at all times. If they see anything that looks suspicious, call the emergency line at extension 330, or if necessary, call 911. But be prudent, and don't place yourself in any danger by trying to prevent anything." There will also be extended coverage of the lower lots near the gym and the tennis courts. A Pinkerton security guard will patrol the area from 7:30 AM. to 6:30 PM. Gilman has also requested assistance from the police department to provide additional coverage of this area, and they have responded.

The demise of Model United Nations

By GAURAB BANSAL

This year, under the leadership of seniors Victor You and Jonathan Olgeirson, the Model United Nations promised to have another successful year after being resurrected from the dead in the 1993-1994 school year. However, due to circumstances surrounding the past few weeks, the group will not be able to participate in the annual conference of other Model U.N. groups from around the country in New York.

The Model U.N. each year consists of about 10-12 seniors and 2-3 juniors. The group selects a country at the start of the year and then represents that country for the remainder of the year in preparation for the conference. The members are split up into pairs or they work individually doing research on various topics, leading up to a small position paper about the topic, pertaining to the country and the world, much like the real United Nations does everyday. In a nutshell, topics include human rights, the economy, and the environment. However, these topics tend to be more specific and deal with current issues.

This year, Gilman's Model U.N. elected to represent Switzerland. The group originally consisted of 11 seniors and 3 juniors. However, due to conflicts and commitments, the group's size dwindled down to 9 people. After a few people were added, the group then had 12. The specific topics arrived in January, that included the various divisions that we were to work in, and instructions and

guidelines were laid out about the papers. Soon after they learned their responsibilities, Mr. Anton Vishio became ill. His son, Mr. Alex Vishio was the group's advisor this year, but he had to leave us to take up some of his fathers duties while he recovered.

This event left them with no advisor and in a state of limbo. The trip and papers had been canceled, as the group had no advisor, and the school would not let them go. Mr. Stillwell then stepped in to find the group an advisor. By the end of February, Mr. Burke Rogers assumed control of the group. Once again, however, members dropped out of the group for various reasons, and they were left at nine people. The papers had not been completed due to this confused and disorderly situation and the price had risen about 150 dollars. Also, the group had failed to replace its lost members.

Finally, the administration terminated the group's trip to New York this year feeling that it was in the members' best interest.

"It's a shame that we could not go on the trip. A lot of the guys were looking forward to it, but circumstances wouldn't let us go. Hopefully we can learn from this year and help the underclassmen to lead the group in years to come," said a disappointed Victor You.

Although the group was not allowed to go on the trip and complete the year, a few juniors hope to start the Model U.N. group again next year and have a successful year.



Next Issue:

Affirmative action

SEX

Know your sexually transmitted diseases

By CHRISTOPHER OH

Sexually transmitted diseases are some of the most widespread and devastating illnesses and have become increasingly destructive in the recent decades. In today's environment where sexual activity is at an extremely high level, it is necessary to be aware of the basic facts about these diseases. Also called "venereal diseases," STDs are by definition any serious maladies that are spread almost exclusively by sexual intercourse with a person who is infected. Perhaps the most prevalent of the STDs are gonorrhea and syphilis.

Gonorrhea affects mostly the moist surfaces of the sex organs, although the bacteria can infect other parts of the body if they come in direct contact with each other. For males, the tip of the penis is the most common point of infection. Symptoms of gonorrhea include a discharge from the penis and a burning sensation when urinating. These problems develop within three to ten days after initial infection. However, some men may be infected without displaying any such symptoms. Infection for women usually occurs in the cervix. A vaginal discharge may develop, though about half of the women infected do not experience any symptoms. This disease is most serious for women since it can cause pelvic inflammatory disease as it spreads throughout the reproductive organs, sometimes resulting in sterility. In addition, babies born from infected women may have the bacteria as well and most often, the gonorrhea can cause blindness as it develops within the baby's eyes. Gonorrhea can be cured quite easily if identified early, though some types are able to resist antibiotics.

The germ causing syphilis enters the body through breaks in moist surfaces of the sex organs and other areas. After about three weeks from the time of infection, a small sore called a chancre appears at the point where the germ entered the body. This will disappear after three weeks even if not treated. Anywhere from six weeks to six months later, the infected person may develop a rash and fever, and these

symptoms disappear in several weeks as well. The bacteria then enters a latent stage and the syphilis does not affect the body again until another ten to thirty years later as it can cause blindness, heart disease, insanity, or paralysis. A baby born of an infected woman can carry this disease as well if it does not die first from a possible miscarriage or death at birth. If syphilis is treated within the first three stages, which is several years after infection, it can be easily cured. The bacteria in its late stage can be treated but not cured.

Another sexually transmitted disease is herpes simplex type 2. This disease causes painful sores to appear on the skin of the genital areas. These sores can develop repeatedly and there is no cure. Another STD is nonspecific urethritis, which produces symptoms identical to those of gonorrhea for men.

The disease that is most life-threatening and therefore most frightening in today's society is AIDS, Acquired Immune Deficiency Syndrome. This viral disease can deplete the supply of T-helper lymphocytes, which serve an integral function in the body's immune system. This disease can devastate the body's ability to defend itself against even the most common bacteria. The previously popular idea was that AIDS was spread only by homosexual men and intravenous drug users. While these are common causes of infection, it has been found that any sexual activity, homosexual or heterosexual, can cause AIDS if one of the partners has the disease. AIDS can cause its victims to suffer such problems as fever, weight loss, anorexia, malaise, lymphadenopathy, and other illnesses. Eventually, people infected by the AIDS virus die. So far, all attempts to create the cure for AIDS have failed, and unfortunately, so have the attempts to check the spread of this disease.

If you or anyone you know develops any symptoms that might indicate infection by any of these diseases, seek out a physician for a diagnosis, especially since most illnesses can be cured easily if detected at an early stage.

OPINION

Slaying the myths of sex

By JASON NITZBERG

Sex. The great frontier. It is the one activity that is so connected to the core of our very existence, so much a part of our human nature, that it is one of the most intimate, natural, and unspoken acts of our population. Some view sex as a special act which becomes almost an act of religion in itself, that they remain celibate until marriage. Others view sex as a way to express love for a friend and/or longtime companion. Personally, I feel more strongly about the latter, feeling that sex is good, especially as teenagers. Our parents, teachers, and administrators tell us to abstain until we are adults, but that is easy for them to say, because they have already passed the stage when the hormones inside of their bodies are telling them to pick up anything that breathes.

Sex has become a forbidden word with the HIV virus running rampant and the escalation of teenage pregnancies. Sex has become something that the older generation wants to scare out of us, throwing the mind boggling numbers of people who have AIDS at us, as well as the numbers of teenage mothers. They tend to forget very easily how they behaved when they were kids. Personally, I am not scared by the numbers. Maybe I am just a horny seventeen year-old male, but you can show me all the statistics you want, and I will still take a room, a girl, and a rubber regardless. Seriously though, sex has become something tied down and defined by statistics, and not to the real source - people. Do you know the percent chance a condom has of breaking, or the possibility of a girl becoming pregnant if she is on the pill, or the percentage of AIDS victims

there are in the U.S.? Chances are you do, because like everyone else, you have been bombarded by the stats. Anyway, have you ever wondered how they get the numbers, I mean where does all this come from?

Sex is sex. Pure and simple. Sex is not as bad as it seems (if it seems bad at all). Sex is not an evil activity, as they want us to believe, controlled by Satan who tries to poison people by making them have certain lustful feelings for others. But, from here on, I shall denounce the stats of teenage pregnancy. I shall not look at the numbers of HIV patients or the numbers of people with venereal diseases. I shall be looked upon as ignorant because I do not know that teenage girls in the upper part of West Virginia that take Calculus in high school have a 33% chance of becoming pregnant. I scoff at the numbers and embrace the danger and risk. Where isn't there danger? I mean, sex does not guarantee pregnancy or AIDS, but it does guarantee a risk. I accept this risk, just as I accept the risks of life. I am not going to run and hide from girls because I am afraid of AIDS or a pregnancy. I will embrace them and the risk, if I am that lucky. I am in no way calling for a mass orgy, but if you are lucky, and find someone who you care deeply about, sex is okay. And who is to say that casual sex is not okay? Sex is sex and it does not matter if you know someone for ten years or ten seconds, it is still sex. So to understand sex is to understand yourself and except the fact that we are sexual creatures. It is ridiculous. Sex is natural. Sex is fun. Sex is what should be done.

Sex remains a risk for teenagers

By SCOTT SO

Premarital sex is as common as grandmother's apple pie. The reason for this, as one survey showed, is that Americans who had premarital sex accounted for at least ten percent of the population during the 1940's. However, in the 1990's, that figure has jumped dramatically to an astounding fifty-six percent. Therefore, it is safe to say, people have not been listening to their sex education classes, or that the appeal of sex is far more interesting than their lives.

Premarital sex has been linked to many diseases that often prove fatal to both sexes. Sexually Transmitted Diseases (STDs) are transmitted, usually, during premarital sex. The reason for this is that, as one survey showed, premarital sex partners often have sex with more than one partner. Therefore, it is safe to say, that either one or more of these partners might transmit or receive a potentially dangerous disease.

Also, given the fact that twenty percent of high school graduates in America have had sex between five and ten times during

their unmarried lives, it is not unlikely that one out of the twenty percent will have some disease that will forever change their lives. There are also other consequences to premarital sex.

Pregnancy, among teenagers, is at an all-time high. Adolescents who have premarital sex often go through the "trials and tribulations" of peer pressure; pressure from the other partner that sex is "good", or that "if you don't have sex you'll be called a 'virgin'" These two pressures often force partners into practicing unwanted sex, and the usual outcome is that one out of five teenagers will be pregnant after the act has been done. Even though there are contraceptive devices available, some teenagers ignore them completely. Also, teenage girls now become mothers at a very early age and never have the chance to complete their childhoods, much less, finish high school. The father of the child usually abandons his lover and the mother goes off seeking another. This view may sound feminist, however, it is the truth.

Students not comfortable with issue of homosexuality

By GEORGE BROWN

Homosexuality. When the word is mentioned in a serious context at Gilman School, it arouses fear, suspicion, and hatred, so the topic is kept quiet or not discussed at all. It is almost as if there is "an unwritten rule" declaring that the topic is not to be discussed seriously, as one student commented. Many students do not want to discuss the topic for fear that they might be labeled as a gay-lover or gay themselves, so the issue is avoided except in jokes about gays, crude insults to other people, and writing on the bathroom walls. When approached seriously with the topic of homosexuality, many students responded with jokes and insults toward homosexuals. The fact that many students could not respond to questions without cracking a joke or rude comment shows both a disrespect for gays and an uncomfortable view towards the issue. But why this disrespect and uneasiness with gays?

The answer is that most students do not know anyone that is gay. In fact, when I asked one student whether or not he knew anyone that was gay, he responded, "No, because there are no gay people at Gilman." Students' naivete and lack of education with the topic have led to a different type of education - a false and stereotyped education from jokes and "from within the walls of the locker room," as one student said. These false pictures - that all homosexuals are wimpy, sensitive men, overpowered by their feminine qualities, do nothing but harm, as stereotypes of any minority groups do. Another misconception of students is that many actors and artists are gay. But the truth is that homosexuals are just like you and me, a captain of a football or wrestling team could be gay, as could an actor or artist.

When interviewing students, I asked them what they thought of homosexuals. Some responses were natural, such as, "gross" and "disgusting", and of course there was a pile of tasteless jokes, but some students surprised me when they said that gays were people and they should be treated fairly. I have to add that when one group was interviewed, the only member to make a truly sensitive and supportive comment about homosexuals was branded as a gay himself.

One of the more popular responses to the question, "What do you think of homosexuals?" was "Being gay is alright as long as I don't know you are." I consider this comment the "safe" way for students to answer the question. The first part of the comment, "Being gay is

alright," is a shield against being labeled a bigot. The person says that being gay is all right, in order to seem like an open-minded and sensitive person. But the second part of the comment, "...as long as I don't know you are," contradicts the first part in that what the student really means is that he does not want to know a homosexual or be associated with one.

Another question asked of the students was whether or not Gilman is a comfortable place for homosexuals. Before revealing answers, it is necessary to describe two types of homosexuals. The first type is the closeted homosexual who keeps his gayness a secret, and the second type is the open homosexual who has revealed his difference to everybody. In a poll answered by students during the past school year, the majority thought that Gilman is not a comfortable atmosphere for homosexuals. When asked if Gilman is a comfortable place for closeted gays, 14% said yes, 53% said no, and 29% did not answer. When asked if Gilman is a comfortable place for open homosexuals, 4% said yes, 66% said no, and 27% did not answer. But as one student pointed out, whether or not Gilman is a comfortable environment depends on the person.

Unfortunately, only one gay member of the student body has ever come out of the closet at Gilman, so I will only be able to judge his experience. I talked to the student, recently graduated Scott McCaughey, the other night and asked him to generally describe his high school experience. He began with his freshman and sophomore years, and told me that "people were constantly curious and hunting for homosexuals." He described to me how uncomfortable these two years were for him, with people asking, "How come you've never had a girlfriend?" and "Are you gay?" But after he came out of the closet his senior year, he said that "people treated me better. People didn't make fun of me to my face anymore, but they sometimes made comments behind my back."

After hearing of Scott McCaughey's experience, and the voices of the student interviewees, Gilman seems to be a backward community in its attitudes towards homosexuality. In an interview with a faculty member, I learned that Friends has a gay and lesbian student union, and a certain school in Washington DC has twenty-one openly gay faculty members. At Gilman, a school of all boys, there is no way to escape the issue of homosexuality - it is one of those topics that students will always have to deal with, either in high school or in college.



With insurance rates skyrocketing, condoms are still a steal.

Contraceptive devices highly recommended in premarital sex

By JOHN APOSTOLIDES

AIDS, syphilis, herpes, hepatitis, and teenage pregnancies are a few of the problems that are running rampant in our society today, and all of them are spread by means of sexual intercourse. AIDS, the Acquired Immune Deficiency Syndrome, is especially deadly with no known cure, and it is now the leading killer of males between the ages of eighteen and twenty-four. Only in the 90's can you find twelve and thirteen year-olds having sex; abortion seems to be an excuse for failure to use protection. So many problems are caused by sexual intercourse, but it is not just sex that engenders these problems; it is unprotected sex. These days, a condom is the only protection that stands between a man, and the nightmare of which irresponsibility is the main cause. This tiny piece of latex, helps protect those who participate in sexual intercourse, both from creating an unwanted child and from spreading deadly diseases. And while there are several forms of contraception available, none are 100% effective, and a condom is the only contraceptive device over which a man has control.

Some may think that the use of some sort of contraception is an affirmation that premarital sex is acceptable. However, the moral aspect of premarital sex depends on each individual. The best protection against the various problems that may arise do to these activities is abstinence. Despite all the problems that may arise, premarital, and even teenage sex, remain a reality, and people must recognize that. Several high schools across the country distribute condoms to the students. Some

feel that people do not use contraception because they do not have it when they need it, justifying the distribution. Gilman School is not one of these high schools. School nurse, Mrs. Margaret S. Classen stated, concerning the distribution of condoms in school, "They are not necessary in Gilman. Gilman students are responsible for their behavior and I have confidence that they will protect themselves." Mrs. Classen feels that the various medical assemblies teach the students of the necessity to take care of their bodies. She also feels that, "Gilman does a very good job of educating the students." The school hopes to produce men who respect their bodies and are responsible enough to take care of themselves, even if that means driving to a pharmacy to buy a box of condoms.

One might question whether or not this is an important issue at Gilman. In a survey, one out of three students said that premarital sex was good. The other two out of three felt that sexual intercourse before marriage was morally wrong. One out of three may not sound like a large number of people having sex, but with so many diseases and problems lurking in our society, one cannot afford to take a chance. Gilman is standing firm in its decision not to distribute condoms in school, so the students must take it upon themselves to protect themselves. The only way to do this is through abstinence, or the use of a contraceptive device during sexual intercourse. Abstinence clearly is the best protection, but if this is not one of your choices, unprotected sex should not be either.

& S E X U A L I T Y

Do not forget to watch the Oscars

By DOUG FINNEGAN

The biggest awards show in Hollywood, the Oscars, announced its nominees for the March 27 presentation on Valentine's Day, and not surprisingly *Pulp Fiction* and *Forrest Gump* came up with the most nominations. Other films receiving attention include *The Shawshank Redemption*, *Bullets over Broadway*, *Quiz Show* and *Four Weddings and a Funeral*.

Forrest Gump and *Pulp Fiction*, two near-opposites, received thirteen and seven nominations, respectively. Tom Hanks has an opportunity to win Best Actor twice in a row (he won for *Philadelphia* last year) with his role in *Forrest Gump*. John Travolta also received the nomination, as did Morgan Freeman

(*Shawshank*). *Gump* also brought praise for Supporting Actor, Director, Visual Effects, and Best Picture. The same nominations went to Tarantino's *Fiction*, save for the Effects.

Although it was seen by few, *The Shawshank Redemption* was heralded by Academy for Best Picture, Actor, Sound and others. The screenplay, adapted from Stephen King's story, was also nominated. Woody Allen's *Bullets over Broadway* received critical nods for Direction, Screenplay and Supporting Actor and Actress, among others.

The 67th Awards show will be hosted by David Letterman and will be a big night for the big names. And for those who care, it can be seen on ABC.

Paragon; where in the world is it?

By STEVE RUARK

Gilman's literary magazine, *Paragon*, has in the past, been a publication that presented the artistic talents of many students. This year, however, the staff has had a tough time publishing the 1995 premier issue.

The delay was caused by troubles with the magazine's computer system. After the staff saved all of the submissions on the computer's hard drive, the computer crashed. Everything on the hard drive was lost. Fortunately, all submissions were saved on floppy disks. The computer is still broken down and the information on

the disks will have to be reorganized on a different computer. Though this will be very feasible for this year's staff, next year's group will have to find a solution to the broken computer dilemma.

As for now, the staff is looking forward to issuing a ninety-six page *Paragon* full of original art and literature. Though Chris Oh, the senior editor of the magazine, admits that there is plenty of material for the *Super Paragon*, he says that all additional submissions will be accepted with great enthusiasm. As you await the spring '95 issue, keep sending in your work.

Meet Weezer; a new alternative group hits the airwaves

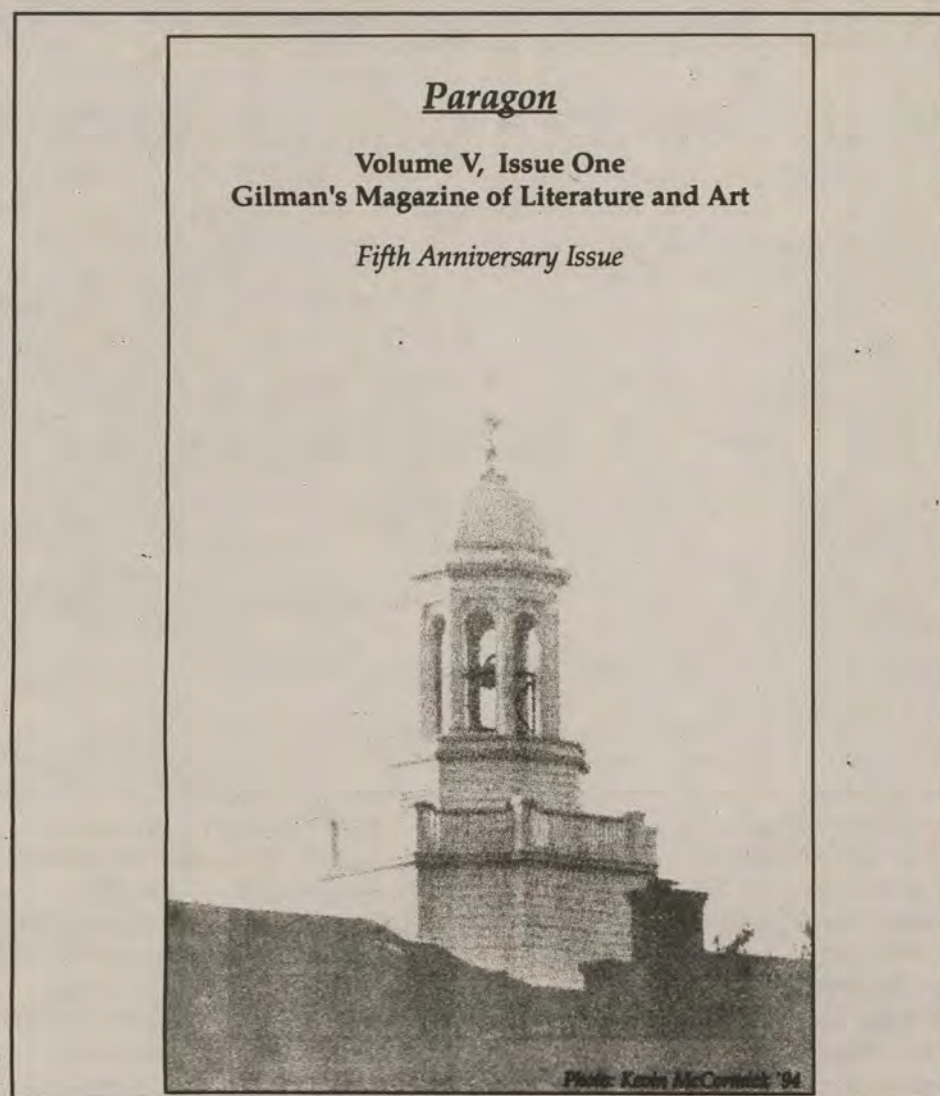
By JASON HAAS

How many people have you heard running around the halls singing, "Weeooo I don't dress like Buddy Holly" lately? Too many? Yeah, me too. Weezer's major label debut album, *Weezer*, has been out since the spring of 1994. Regardless, the quartet from California managed to stay anonymous until the recent success of the single *Buddy Holly*. They enjoyed marginal success with the strange, droning, yet singable *Undone - the sweater song*, but did not really make much of an impression. The success of *Buddy Holly* is mainly due to the original, funny video directed by Spike Jonze (also credited with The Beastie Boys' *Sabotage*), which features the band playing vintage instruments through vintage amplifiers and wearing vintage clothing in Arnold's from *Happy Days*. But that's all image.

The music is the best part of Weezer. They have a unique sound, which is a combination of the Beach Boys and Nirvana. Rivers Cuomo, the lead singer, has a great voice that he uses to span the range of rock vocals. The guitar sound created by Cuomo and Brian Bell is driving and distorted for much of the album, but also slows down to do some

R+B and acoustic work as well. The rhythm section, composed of Matt Sharp (bass) and Pat Wilson (drums) keep it simple, but well timed and occasionally Sharp's bass parts come to the forefront in some songs. Sharp and Bell sing backing vocals which are right out of the fifties. The songs are almost all written by Cuomo, except *The World has turned and left me here* and *Surf Wax America*, which were co-written with Wilson.

The songs on this album are all catchy, and you will probably find yourself singing parts of all of them after a week. The first song, *My name is Jonas*, alternates between a folksy acoustic part and a driving, power chord rhythm. The words don't make much sense as a whole, but it's a darned good song anyway. The second song, *No one else* is the cry of a hopeless romantic for "a girl who will laugh for no one else." This song also has the driving distorted rhythm with sweet vocals over the top that make Weezer unique. The next song, *The World has turned and left me here*, is a ballad-style song with distorted guitars underneath. It is another love song, and is effective in conveying a sense of loneliness with distancing backing vocals. *Buddy Holly* sounds like it could be a real *Buddy Holly*



S U B M I T

song, with a distortion pedal. The other single, *Undone - the sweater song*, drones on and then climaxes in a killer solo and ends in an odd keyboard medley that isn't played on the radio. The best song on the album is *In the garage*; it alternates between harmonica, acoustic and electric guitar parts, and a distorted bass section. It has great lyrics like "I got posters on the wall/ My favorite rock group Kiss". The

last song, *Only in dreams*, is a great slow dance song, with a hypnotic bass line that leads the song from beginning to end.

Weezer has a good album here, that is well worth picking up. They aren't going to be around forever either, as Cuomo has been quoted as saying he sees Grad school in his future more than rock stardom. I would recommend this album to most rock listening Gilmanites.



Meet the guys; Brian Bell, Rivers Cuomo, Matt Sharp, and Patrick Wilson.

Gilman Radio on the air

By SCOTT SO

After months of preparation, Gilman Radio is on its way to becoming a fully-functioning radio station. WGLM will embark on its journey to broadcast music, news, and sports to Gilman on Wednesday. President of the radio club, Jay Homa, had said that, "Gilman Radio will explode onto the community." However, what does it take to start a radio station?

Behind the doors of WGLM lie months of dedication and hard work. The directors of Gilman Radio, Jay Homa, Sean Kiernan, and Matt Hale, have put together an extensive list of rules and regulations that must be adhered to for smooth operation of the station. WGLM has also given the students and faculty of Gilman a tasty treat with their fresh doughnuts every Thursday morning. Also, they have set up a difficult elimination process for their number one assets: DJs. However, now all that hard work has come down to opening day of WGLM. The only factor that remains a mystery are the DJs.

The DJs are an integral part of the station. Many of the DJs are juniors, however, the senior and sophomore classes are participating in the endeavor as well. One DJ, George Brown, also a junior, said that "it [WGLM] will blow the socks off everyone who's listening."

The types of music, news, and sports that will be played will be decided entirely by the student body and faculty. WGLM has promised to play the music that Gilman wants to hear, groups such as the Cranberries, Tom Petty and the Heartbreakers, and Eric Clapton, along with other big names in the music industry. "The station will also provide live coverage of Gilman sports," said Jay Homa, "such as lacrosse and baseball." News will be provided during the passing times between classes. Gilman Radio is now on the air.

WGLM has had great success thus far. So tune in to **94.3 FM** every school day from 7:30 AM to 3:15 PM and be thoroughly entertained.



Photo by Scott Banerjee

New DJs testing out the equipment

Gilman Radio

The Future is here and it sounds great!

WGLM

94.3

JUST LISTEN!

The good old days weren't always good

By DAVID FREEDLANDER

Okay, let me start off by saying that taking a freshman and rolling him down a hill is wrong. It's masochistic, stupid, and probably illegal. When I was a freshman, I remember spending one lunch period looking all over for my buddies. I was told that they were playing on the fields in the snow. So I went down to check it out. I looked around thinking to myself, "This is pretty cool. Everybody seems a little wet, a little cold, but they look like they're having a good time." Then a friend came up to me and said, "Dave, I think you should leave right about...now." It was then that a gaggle of very large bodies pounced on me, shoveling snow on top of me, including in some unmentionable places. And I was told that I got off easy. Nevertheless, I swore that from that day forth I would never do such a thing to another human being. But then I became a junior, and it snowed, and I found myself at the bottom of the hill chanting

"ELI! ELI! ELI!" along with all the rest of them, helping the underclassmen with this rite of passage as esteemed faculty members nervously looked on.

I too longed for the good ole days at the Tech, when men were men, and teachers told scrawny little 14 year olds the only way they could get out of study hall was if they subjected themselves to public humiliation. It's probably for the best that it's changed though. I can't throw a decent snowball anyway. Last year during a Sophomore/Junior Snow Battle on the football field I accidentally hit the Middle School. Never did have an arm.

So now Gilman is a more politically correct place. A kinder, gentler place. Or in other words, Park School except with a more rigorous dress code. Now eighth graders don't have to live in fear of next year's winter months. No more freshman white washings. Period. Always believed I was born at the wrong time.



Photo by Nathaniel Hoffman

Now that is entertainment!!

Join *The Gilman News*
for next year.

If you want to write,
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Middle East update...

By EMRE EDEV

Last year millions of people watched PLO chairman Yasir Arafat, and Israeli Prime Minister Yitzhak Rabin shake hands after signing a peace accord in Washington D.C. To many this was a sign of change, that peace and tranquility would finally arrive in Israel. But just a few weeks ago, on February first, two suicide bombers exploded bombs in a bus depot in Netanya, a town about 15 miles north of Tel Aviv. This was the sixth major suicide bombing since April of last year. Because of the recent attack, Israel once again sealed off the Gaza strip, and now is considering building a 200-mile, \$230 million fence along its border with the Gaza strip. Many Israeli businesses have employees who live in the Gaza strip, however, and because of the closure many of those businesses are forced to cut back drastically or even close until the strip is opened again. Because of this many employees are smuggling their employees

into Israel. This closure, however, will end in two or three weeks. Already the government is letting teachers and students through, a sure sign of the closure being lifted soon.

Many of the Palestinians in the West Bank want to eventually form a separate state but many fear that by that time, when talks to decide the border come, there will not be much to divvy up. One of the main reasons for the continuation of this is that the settlements that are found almost everywhere in the enclaves controlled by Israel. Rabin seems to be allowing these settlements to help push future borders back. Recently, he allowed the expansion of Israeli settlements around Jerusalem and areas deemed strategically important and right after that his cabinet approved the construction of more than 3,000 new homes in existing settlements. The reason many settlements are located near Jerusalem is because Israel hopes to build a solid ring of settlements around Jerusa-

¿Qué pasa in Mexico?

By STEVE BURLINGAME

In December of 1994, Ernesto Zedillo Ponce de Leon became president of Mexico after almost a decade of rule by Carlos Salinas de Gortari. During the late 1980's and early 1990's Salinas had managed to stabilize the historically precarious Mexican economy. Salinas had managed to bring Mexico's annual inflation rate of 157% down to a miraculous 10% in 1993. Investors from the United States and abroad began investing billions of dollars in what seemed to be a stable and revitalized Mexican economy. Mexico's dream of a stable economy, however, soon became a nightmare that Zedillo would have to deal with just months after his inauguration.

During the 1980's, the Mexican government began a tradition of devaluing the peso at the end of a presidential administration. Devaluing the peso, in effect, causes the price of goods in Mexico to rise while maintaining labor costs at the same level as before the devaluation. For corporations and other big business operations, devaluation is an attractive policy because they can essentially charge a higher price for their products without having to increase the wages of their workers. For laborers, however, this is a very unattractive policy which for the most part they can do nothing about. The only means of protesting the devaluation of the peso is to go on strike, and considering 40% of Mexico's population live in poverty, striking is not a very popular form of protest.

However, on 1 Jan., 1994, the day that NAFTA went into effect, an uprising broke out in the southern highlands of Chiapas among the poor, and it took 12 days before the government was able to restore some sense of order. To this day, there are still guerrillas from Chiapas terrorizing Mexican cities and calling for

a new administration. The incident in Chiapas made many foreign investors question the stability of the Mexican government and think twice about investing more money in what seemed to be a stable Mexican economy. The uprising in Chiapas was the first event of many that would effectively scare foreign investors and their money out of Mexico.

When Salinas left power in 1994 he broke with tradition and decided not to devalue the peso for the incoming administration. Foreign investors were skeptical of this move but for the moment left their money intact in Mexico. However, when Zedillo took office and was faced with the still volatile situation in Chiapas. He decided to start gradually devaluing the peso and he eventually let it float against the U.S. dollar. At first this would not appear to be a bad measure for foreign investors, however, Zedillo made one crucial mistake: he failed to alert investors and foreign governments that he was going to devalue the peso. The American government along with investors around the world were traditionally alerted about such moves as these, and in the world of finance surprises can often be disastrous.

After Zedillo began to unexpectedly devalue the peso investors began quickly withdrawing their money from Mexican securities and at one point the peso lost 40% of its previous value not because of Zedillo's devaluation but because of the fact that investors began withdrawing money from Mexico as fast as they could. As a result of the whole affair, Mexico has lost in excess of 12% of the total foreign investment in Mexico. The United States' response to the financial fiasco in Mexico has been to instigate a comprehensive bailout plan that involves backing Mexican currency with American dollars.

lem so that Israel will be able to solidify its claim on Jerusalem. But the settlement issue is not the only thing.

There is also the fact of the deteriorating economies of the Gaza strip and the West Bank. This is because time after time, Israel closes off the West Bank and Gaza strip, and because those places depend on Israel for jobs their economies are severely hurt whenever they are closed off. Also, recently, more and more jobs have gone to foreign workers from Asia and Eastern Europe. They already account for half of Israel's non-Israeli labor.

Arafat also has the other dilemma of his inability to easily control the Muslim fundamentalist groups such as Jihad. Israelis are increasingly seeing Arafat's poor control over these groups. Supporters say that Arafat is trying to avert a civil war by dealing with them politically, but the Israelis feel that Yasir Arafat is not going to be able to control Palestine and prevent violence.

Many Israelis are wondering when the peace promised by Arafat and Rabin is going to come. Some are starting to believe that this is a waste of time and money, and that Arafat will not be able to hold what is left of his control. In Palestine, the fundamentalists are gaining more and more power because Palestinians are starting to lose faith in the talks. Unless Arafat and Rabin can quickly finalize border talks and separation, the peace process is in danger of falling apart.

El Niño's fault

By SCOTT SO

The weather this year has been disappointing. Nature is our enemy this winter for it has brought El Niño upon us. El Niño, Spanish for "the child," has come with its saddening effects. El Niño, an equatorial Pacific Ocean experience that raises the sea surface temperature about five to nine degrees Fahrenheit, has been the cause of our unusual weather patterns, which have included above normal temperatures, and very little snow.

El Niño affects the weather throughout much of the world. El Niño occurs around the month of August and is followed by a rise in sea level over the western Pacific Ocean. Edwin Lewis, a physics teacher at Gilman, says, "It converges to a point in Peru and then turns southward along the coast of Ecuador." A major ENSO (El Niño Southern Oscillation) would disturb ocean-current patterns and cause widespread climatic change in the western hemisphere, thereby giving us weather in which snow almost has no chance to form. However, our problems are insignificant in comparison to the problems caused in other parts of the world.

Many other countries were affected by El Niño. This year many disasters occurred because of El Niño. El Niño's warm and nutrient-poor waters caused great damage to the fishing industry in Peru.



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Big Al moves into the big leagues

By JAD FAKHRY

Although some of us don't know him, we surely noticed Alex Mueller's athletic prowess and innate abilities as we watched him pound the opponents this fall during football games. Alex Mueller recently signed with Notre Dame, an institution known ubiquitously for its dominating football team.

Alex, who plays offensive tackle and defensive end, has improved tremendously to be where he is today. Last year he focused on improving his game and has lived up to his goal, which entailed many arduous hours in the weight room and on the track. Alex focused on improving his foot speed and his overall strength. With these goals in mind he spent many strenuous hours running, lifting, and doing drills to improve his game. His work evidently paid off during the season as he was a key player in the victory over McDonough and throughout the season. His intensity on the field was noticed by recruiters from Notre Dame.

The Notre Dame football coach evaluated videotapes from Alex's game at Loyola and McDonough and saw Alex's aggressiveness and his savvy at offensive

tackle. By demonstrating his potential in those games, Alex drew the interest of the football coach at Notre Dame and was offered a four year fully-paid scholarship, provided he plays football every year. The coach personally spoke to Alex and requested that he come up and visit. Alex commented, "I think I'll be happy at Notre Dame and I really like the team and the overall team spirit!" The coach has asked Alex to play offensive guard.

Looking ahead, Alex plans to pursue a major in either engineering or business. He remarked, "Making football a career all depends on how well I play at Notre Dame, I just don't know yet."

Since signing with Notre Dame, Alex has found that life has changed for him considerably. He is very content with where he is going. Alex feels that now many more people know him and recognize him because of his talented play during the season and his recent contract with Notre Dame. Looking back, Alex said, "I never would have thought this would happen to me a few years ago, never!" We are lucky to have a star among our student body, and hope Alex performs well at Notre Dame.



Photo by Scott Banerjee

Alex Mueller demonstrates a proper three-point stance in the common room.

The ice may be cold, but the competition was hot

By KRISHNA TRIPURANENI

This year's Gilman ice hockey teams both showed much improvement through the course of the season. Compared to other teams, with all of the advantages they have, Gilman had a decent season overall; but head coach Mr. Robert Bulkeley would have liked to have seen more goals scored. One major problem Gilman's hockey program faces is the lack of time for the teams to practice. Some of the teams that Gilman faces are at an advantage because they have more practice time. For instance, Loyola has been practicing on the ice at least once a week since July 1, and Calvert Hall has \$23,000 set aside for their ice budget. Almost all other teams also have players who play elsewhere, besides their school. A team that Gilman played was St. Peter and St. Paul. This team was an all-star Eastern Shore team with even a couple of kids who were out of high school. Gilman doesn't have even one player who plays outside of school.

"The seniors," noted Mr. Bulkeley, "aren't really hockey players. Most of them didn't play hockey before tenth

grade, and you can't learn a sport with the amount of practice time we have." Mr. Bulkeley also said that an exception was Blake Murphy, who has really improved, and also Lewis Applefeld, who has played some good games. The team's defense was hurt when juniors Chase Martin and Ted Swingle suffered injuries.

"The kids in the ninth and tenth grades are coming along pretty well," remarked Mr. Bulkeley. There are four sophomores on the varsity team: Jordan Angell, Morgan Salmon, Noah Bengur, and Eric Gillman. Mr. Bulkeley describes them as, "the heart of the team," and the best on the team. But, he sees Eric Gillman as the most grown player in the past year. Tim Perkin, a freshman, has been skating with the hockey team since middle school, and he is "terrific." Another freshman, Adam Greeff, is also helping out the team with his "superb" work.

Some of the highlights of this year were wins over Wilde Lake and St. Paul's, but hopefully the number of highlights will increase after the end of the next ice hockey season.

Squashing the competition

By ALEX ILLIF

The periodic announcements made during the winter sports season about squash have been met by a chorus of quiet snickers and even some serious laughter. The Gilman squash team, however has turned in a solid season of hard work and practice. With the season over, the team deserves recognition.

Squash is a sport which is closely related to the better known sport of racquetball. It is played on a similar court with nearly the same equipment. It can be played with a hard rubber ball or a soft rubber ball. The Gilman team plays with a

soft ball most frequently, but the players use a hard ball when playing doubles.

This year's team had fourteen players on it, each struggling to move up in the team rankings. Spencer Finney and Alex Fine were the team's top two players, leading them in the team's five matches. With two victories each over Mercersburg and St. James and one defeat against Episcopal, the final record for the team was four wins and one loss. They have also played matches against St. Paul's and Bryn Mawr, which did not count towards their final record.



Photo by Scott Banerjee

The official squash team picture, obviously not with racquets, but an imposing branch nonetheless.

Gilman Sports

No hair, shaved legs, and one tough coach

By BRYAN WILLATS

The 1994-1995 season for this year's swimming team has now come to a close. The team had nine races this year, six of which were dual races and the other three were invitationals. The team returned from last year with fairly high expectations, and for the most part they were met. The team did have much bad luck to overcome in meeting this goal, for many swimmers had previous obligations to attend which caused them to miss races, but the team worked hard and persevered. One would just have to go to a swim practice to see exactly what these swimmers must endure on the path to their goals, for this sport is very demanding, and those not in shape will have no chance at surviving.

Their goal of the season was to beat Calvert Hall, but the Hounds fell just short losing in a close match. The Hounds did beat the always powerful St. Joe team, which is typically their rival in head to head competition. A big race against McDonogh was canceled because of snow, but the Hounds did beat the Eagles in the MIAA championships. Overall, the dual meet season was a success for these fairly young but skilled swimmers.

In the MIAA championships, Gilman finished a very strong third, just being edged out by Loyola and Calvert Hall,

who finished first and second respectively. In this meet, the team had many great individual accomplishments. Sophomore sensation Lee Keenan finished second in the race, and first in

100 yard butterfly also finished the 200 yard freestyle. Keenan is a very large part of the team, and his fellow swimmers seem to have a notion that "no matter what he swims, he'll win it." Also finishing with a first place victory was Jeff Miller, who got it in 50 yard freestyle. The team also put together an outstanding relay team,

which finished first in their 200 yard freestyle relay. This team consisted of Jeff Miller, Lee Keenan, Joe Watts, and Doug Hamilton.

The swim team also did very well in its other two invitational meets. In the MIAA relays, which consists of only relay races and no individual races, the team did very well and proved to everyone they were a force to be reckoned with. The team also had a strong performance in the annual Hill School relays, which contains teams of very high caliber from all over.

The team also does possess great individual strength and depth. Jeff Miller, along with senior Doug Hamilton, are the two best sprinters on the team. Joe Watts is an excellent long distance man, and Travis Brown's specialty is 200 yard individual medley and breaststroke.

The season was over several weeks ago for every swimmer but five, who were chosen to compete in Easterns. These swimmers, Keenan, Watts, Miller, Hamilton, and Travis Brown went to the Easterns as individuals, and competed among the elite of the East Coast. All those who competed in Easterns performed at their norm of excellence.

Although many swimmers will be graduating this year, the future still looks bright for Gilman with its many young stars on the rise.

The ups and downs of hoops at G-Tech; season ends on an up

As Gilman's varsity basketball team has finished its season, they can now look back on what has been a hard yet successful season. While the season did start slowly with many expectations, the team got off to a good start by beating Towson Catholic in their first league game. The team went on to beat Friends in the Boys Latin Tournament and Sidwell Friends also and they advanced to the finals where they had to play a tough Severn team who they lost to. However, it was a great accomplishment that they made it to the finals at all.

The bulk of their season started after Christmas with an away match against our arch rival McDonogh. And while they played a tremendous game they unfortunately ended up on the losing end. But this was not the end, for the last game of the season, February 17, the Eagles came to our palace, the Finney Dome, so that Bobby Sablehaus could lose his last football and last basketball game, as a high school student. The Hounds have had their share of sweet victories, too, such as their four point squeaker over archrival and nearby powerhouse Boys Latin.

The BL game came down to the wire with Gilman taking control at the end and pulling away. They also had a sweet upset victory of Cardinal Gibbons, a team that

has been in and out of the top twenty all year. It was a tough game, but again the Hounds took control at the end. The very next day the Hounds went to Archbishop Curley to try and get two straight victories. The game was tight the whole way. In the first half Gilman took the early lead with junior Russell Wrenn's three pointer from the corner and Gilman got a big half from senior James McIntyre who was virtually unstoppable.

Also playing well was the oft unnoticed sophomore sensation Adam Heaps who had a big second quarter. In the end though, it came down to Chris McLamb getting fouled while going up for a layup and going to the line. He hit his two free throws to send us up by one but it was their ball. With seven seconds left Gilman played great defense and Curley missed three straight shots before finally putting in a controversial fourth attempt which many thought was after the buzzer. The Hounds though showed exceptional class in not arguing, and accepting what happened. So, even though we lost it was a bright spot in the season. Recently Gilman has had some tough losses to good teams like St. Joe and Loyola, but they were really just saving their energy for the final game. Seniors Corey Popham and Lorne Smith were both waiting for the big

game, not wanting their last to be a loss, especially to those farmers. The game was a see-saw battle throughout, but the Hound Pound was in full effect, and after the tight victory the whordes of fans stormed the court.



Doc Meloy gives our boys in blue and grey some last minute pointers.

Go to a game!!

Varsity Baseball

17 March v. Poly - 3:00(A)

18 March v. Overlea - 12:00(A)

Varsity LAX

3 March v. Bridgeton Acad. - 4:00(H)

15 March v. Landon - 3:45(A)

17 March v. Severna Park - 4:00(H)

Varsity Tennis

21 March v. Loyola - 3:30(A)

JV Tennis

21 March v. Loyola - 3:30(H)

Practice will be held all through spring break. Times for practice depend on the team.

Weight Room will reopen after spring break - don't get too flabby!

More games to come as the season gets under way!!

"The true measure of any school is the quality of the character of its members."
 -Redmond C.S. Finney

The News

Volume XCIV, No. 8

Gilman School

12 June, 1995

Gilman Lax: Back to Back

By Brooks Marshall and Bryan Willats

The Interscholastic Lacrosse season at Gilman was an extreme success. Varsity, J.V., and Fresh/Soph all embarrassed opponents throughout their respective seasons. The Varsity team capped an impressive season with a decisive victory over BoysLatin. It marked the second year in a row in which Gilman brought home the crown. The varsity team started off the season with a win at Severn and a close loss against St. Paul's. They proceeded to travel to St. Mary's and took no prisoners in a close 10-9 victory. A triple overtime, heartbreaking loss to Calvert Hall followed. This was a shock to the team and crowd, and a reminder that nothing comes easy in the MIAA, perhaps the toughest lacrosse league in the country. As Sophomore Brandon Cornes said, "we weren't completely focused. After the Calvert Hall game we stepped it up a couple of levels and punished Loyola." They maintained this focus and intensity, and finished up the season with eight wins and one loss stretch. They went into the playoffs, and collected a win against the Crusaders at home. The next game was the real thing - the semifinals at UMBC, in which they gave Loyola a severe lesson in checking. They then advanced to the show - the finals versus #1 ranked Boys Latin.

During the entire week before the game, everyone was asking, "Which team would show up: The one who had beaten the Lakers two weeks earlier, or the one who lost to Calvert Hall and McDonough?" When the day of judgment finally arrived, the Hounds erased all of this questioning with a stifling performance. In front of a monstrous crowd which packed the stands and crowded the sidelines, Lorne Smith and Scott Banerjee scored three times in the opening minutes of the game, setting the pace for quarters to come.

Banerjee opened up the second with a quick goal putting Gilman up 4-0. The Lakers finally got on the board with a goal 5 minutes into the second quarter. The Hounds immediately answered the challenge, striking with three goals in the following minute, coming from Smith, Chase Martin, and Lawson DeVries. The game seemed like it would turn out to be an incredible blowout, but with 51 seconds left BL scored. As usual, the Hounds responded, scoring 17 seconds later to make it 8-2 going into halftime.

The third quarter was packed with great hits and stupendous shots, but it was ruled by the goalies. Popham shined in this quarter, making four great saves to add to his final total of 12. At the end of three, the score remained 8-2, and the



Photo by Paul Mullian

stage was set for a Gilman victory.

Hopes were high for Gilman going into the fourth quarter, but BL would not give up. They scored a goal fifty-seven seconds into the quarter, and after Gilman answered their shot, scored three more times to pull within three goals with 6:04 left in the game. Those were the last goals the Lakers would score, however, as Gilman finished the game with two goals to win it 11-6.

There were many reasons for the success of the Varsity team this year. As Lawson DeVries, a junior starter, said, "This team was led by a core of seniors that provided an example for the younger players. We picked up the intensity in practice and we realized that we were capable of beating any team." It was with this attitude that propelled the team to victory.

This year's team was anchored by returning players at all positions. Goalie Cory Popham and a solid group of defensemen and midfielders continually shut down opposing teams, no matter how potent the other team's offense. As sophomore sensation Keith Baker said, "It is incredible to run with the best players around. I think anybody would agree now

that they are the best players around."

The J.V. and Fresh/Soph teams also had productive seasons. The J.V. team, led by captains Matt Garrity and Brian Nottingham, started off the season a bit slow. They were not producing, and realized that they would have to put forth more hard work and intensity to win the JV crown. Once the team put their mind to it, they began to win. An impressive season was topped off by a close loss to rival Boys Latin in the playoffs. The J.V. team had a lot of heart and showed it in their play. The Fresh/Soph team had a dominating season, as well, in which they went undefeated. They rolled over opposing teams in an impressive fashion. From the looks of these two teams, the future of Gilman lacrosse appears to be bright.

Gilman

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Boy's Latin 6



What's inside...

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College prestige overemphasized

By DAVID-FREEDLANDER

What you see on page 4 of today's paper is the result of a power struggle. A couple of weeks ago after much debate the Editorial Board of the Gilman News voted 4 to 1 in favor of including college decisions in the Commencement Edition, as is the tradition. At first I balked, asking our production manager extraordinaire, Doug Finnegan, "We don't really have any room, right?" My next technique for keeping the college decisions out of the paper was to ignore the whole issue entirely. When our faculty advisor Will "Pappy" Perkins would ask me how it was coming I would say "Yeah, I am getting right on it." However this plan was bound to fail. Threats and intimidation also were meaningless. I would say to an editor, "So, I hear Paragon has an opening (wink, wink)" At the threat of a bloodless coup I grudgingly conceded to have the precious decisions in the paper.

College itself is not my proverbial bone to pick here but rather the ultra intense college atmosphere which we live in. And Gilman is not solely to blame here by any means, but rather society as a whole. In this country what school you go to is the first tangible measure of your high school career. If you go to Harvard, you're a

winner. You get an "A" on the report card for your first 18 years. However if you go to some lesser school, that is maybe a "C" When your parents go to dinner parties and they are talking about their children their friends will say, "And how is that other son of yours doing?" Your parents will be flushed, at a loss for words, before eventually recovering with, "Other son? What other son? You must have us confused with somebody else."

Because of this environment, people go to the college that they feel they are obligated to go to, rather than the college they like the best or where they think they will be happiest. College is a time for having fun and founding out about who you are. One could go to Yale, be miserable, drop out; and move back in with your parents. Or one could go to Podunk U., room with the next Ross Perot, have a great time, get to know personally some great professors and end up hiring the former Yale.

Oh well. They are fun to look at I am told. I sure hope so. However, I urge to enjoy them with caution, to make sure you are not contributing to an environment which determines the quality of a person's life on their alma mater, not their character.

Thoughts on Honor

By JOHN DEARDON

"Honor"-the word itself brings to mind so many various ideas: friendships, tests, teachers, relationships, sex, cheating, etc. Gilman School has embarked into hazy and confusing territory as we, the students and the faculty, attempt to define this term which we previously thought was so easy to define. Ironically, it is because the concept of honor is so rooted in the antiquities and traditions of every culture of the world that it has risen to the level of timeless abstractions. The question of how to be an "honorable person" should be the easiest to answer. However, when one tries to find what it really means to be "honorable", it is hard not to get lost somewhere between the messages of religion, peer pressure, and philosophy. It seems that everyone has something to tell us about "honor", but nobody can really tell us what "honor" means without turning to quotations, cliches, or stories of military heroism.

The only thing that I know with any certainty is that I AM CONFUSED. While hearing about honor from one of the Marines's "few good men", I could not help questioning the "honor" of a government that turned away boats of Jewish refugees during World War II and that fought an unjustified war in Vietnam. What about homosexuals? How can the pervasive attitude towards gays truly be called "honorable"? People who could be

respected in one way for being "honorable" can also be found guilty of sickening intolerance. Someone suggested to the students that we look to "our forefathers" for examples of honor. Whose forefathers? I am sorry to tell you that modern life is a bit more complicated than whether or not you chopped down a cherry tree. Don't get me wrong. I think that my country is pretty cool and I am proud to be an American. My point is that Gilman's attempt to assess the meaning of honor is not going to be easy at all.

It's tough to reach a definition, or even a viewpoint, of honor in a school that reflects the diversified array of perspectives in modern society. Of course, everyone agrees on "be nice, don't cheat", but it is not that simple. The heart of this dilemma is the fact that everyone expects the students to know what honor is. We have just been told that "it's what you know is right". I hope that this isn't just wishful thinking, but who knows? Is honor just about "being good", or is it also about racism, sexism, xenophobia, homophobia, drinking, drug abuse, etc.? Also, another controversial problem is the discussion of whether or not honor has anything to do with God.

These are just some of the things that Gilman will have to address if we really want to probe the most profound depths of our relationship to the concept of "honor". Everyone has an opinion and it is most important that all of us are engaged in this examination.

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The art of proming

By Ben Wilson

Ah, yes. Gilman's annual prom, as well as the lesser proms of our two sister schools are in the past at this point (or so I am told). Unfortunately, all of the intricate planning and delicate decisions that need to be made in the weeks leading up to one's prom have already occurred for the 1995 dance, and so I am left gritting my teeth at my inability to guide my prommates, especially the juniors, through this complex yet exciting process. Therefore, let me take the time with which I have been so generously presented to reflect on my own prom experiences, with the purpose of allowing you to compare your experience(s) to mine, and to give next year's seniors and juniors some guidelines, insights, and shortcuts concerning the whole prom process. Realize, please, that there are a vast number of issues surrounding the prom which I cannot fully discuss in a newspaper of this caliber. While issues such as these are arguably the most important ones to cover, I'll try to work in what I can and leave you with the job of reading between the lines.

The earliest decisions that are made concerning prom are those that are explored and made by the prom committee. That is, the location of the prom and the band that will play. Let me be the first person to tell you that these factors will have absolutely no effect on how much fun you will have at prom. At the 1994 Gilman prom, however, we had a fantastic setting (The Camden Club at Oriole Park). I can name many fellow classmates who cannot remember anything about the inside of the club to save their own lives. It simply did not matter to them at the time. Also, the band that played was, by all means, subpar. Their choice of music, if I remember correctly, was trendy and overplayed. The band as a whole lacked an original sound. The only reason we had them play is that our original band, which was extremely talented, refused to sign a contract, and we were therefore forced to sign this other band at the last minute. However, once everyone arrived at prom last year, no one seemed to care who was playing and what music was being played. We all danced our little tushies off all night long (except for the usual, random, antisocial losers who sat at their own table in the corner all night and wouldn't have danced if Jimi Hendrix and Stevie Ray Vaughan were dueling solos on stage with the Allman Brothers backing them up).

Anyway; the next step in planning your prom evening is where you and all of your classmates will eat dinner before the dance as well as where you will all go and spend the night after the dance. Your method of transportation is also an important aspect to consider. Make sure you eat dinner at someone's house whose parents are extremely laid back. The last thing you need to deal with is an annoy-

ing, compulsive, over-the-hill, wet blanket of an adult breathing down your neck for two hours before you are about to go and have a good time. These same guidelines apply to the parents of the house to which everyone will go after the prom (although I believe that this is an obvious point and should be inferred rather than stated). Remember to take tons of pictures before and after prom! And while I am on the topic of what happens after prom, let me give you my piece on school-run after-prom parties. They are long, boring, drawn-out wastes of time where you are further monitored by sour teachers. After-prom parties run by the school are pathetic and should be avoided at all costs. Before I forget, let me remind you that it is essential to your prom fun that you select a fruitful mode of transportation. A full-size yellow school bus is most definitely the thing to have; it is the cheapest, the easiest, and a lot of fun to ride on. (If you don't have enough friends to fill up a school bus, then my recommendation to you would be not to go to prom at all; you probably will not have a good time.) A lax bus company along with a cool bus driver will further increase your traveling enjoyment. Limousines, trolleys, greyhound buses, and the like are far overrated, because they are extremely expensive, providing the least "bang for the buck", so to speak.

Lastly come the last-minute prom details, i.e., who to take and what to wear. For everyone with a girlfriend or boyfriend, choosing a date, isn't too much of a decision, but for those who are in more complex situations, let me offer some advice. Never ask someone to your prom just because he or she asked you to his or her prom, because everyone expects you to take him or her, or because you feel you owe it to him or her for any other reason. Some of the worst dates (and I mean this) have resulted from choosing a date on the basis of these or other similar social pressures. The so-called "hook-up" factor is also an issue for many people, but I personally believe that making the connection on prom night is another far overrated event. It's not any better than it would be any other night, folks, and you have a much greater chance of making a bad decision. In short, take the girl or guy with whom you would like to spend your time the most; don't let yourself get pressured into an uncomfortable situation when the big night arrives. When it comes to what to wear to prom, I have stronger advice for the ladies than the gentlemen, simply because they have so many more confusing options. Girls, wear a dress that's short, simple, and fun. While I am not the leading authority on women's formal fashion, I do know that there is always one girl who wears a huge, long, complicated, multicolored monster of a dress and ends up looking more like an octopus than a prom date. And guys, wear a tuxedo that maximizes your smoothness,

Eid-Ui-Adha, the killing fields

By JAKE ROTHWELL

So I was walking down the library hall after hours of personal edification, when out of the corner of my eye I saw three boldface syllables shimmering under the glare of the fluorescent lighting. I turned to examine the unidentifiable characters. The characters did not add up to any recognizable word, but as I read on I soon learned about a very interesting custom, sheep sacrifice. As my eyes continued down the page I quickly discovered more. This bulletin was yet another request for money; however this request seemed quite humorous juxtaposed next to a notice from the ever needy Donald Bentley Food Pantry. Unlike the usual requests for money, clothes, or housing, this bulletin wanted sheep. According to the notice, Muslims countries around the world cannot all afford their sheep so they figured they'd ask the us for assistance. Sure I'll be glad to donate money so some cute, little, innocent lamb can be cut from the knave to the chops. I'll also be supporting the practitioners of black magic. Heck, while I'm at it, I'll go find some human fetuses and send them overseas; I'm sure somewhere they have discovered the extreme nutritional value held within.

When I read that the money was needed to buy sheep solely for sacrificing. At first, I thought this was a joke. When animal sacrifice is mentioned the first

thing I think about is cheesy "Hard Copy" special reports, but it seems Muslims also take part in this grand old tradition.

Eid-Ui-Adha is the Muslim holiday which celebrates the event when God asked Abraham to sacrifice his son. When Abraham agreed to this horrific request, God told him instead to sacrifice a sheep in his son's place. Abraham had proved his extreme faith in God, so God spared his son. A few Wednesdays ago, May 10, Muslims celebrated Abraham's act of faith by recreating his sacrifice.

The only problem with sacrificing the sheep, and the reason for the note, is that according to a Bryn Mawr senior, Laila Ali, all Muslim countries around the world cannot afford to buy the sheep. I figured I better give this young lady a call and find out just how much sheep are running these days? Laila was kind enough to give me the logistics of the holiday. She made it inherently clear that when the seventy dollar sheep were killed they weren't thrown away, but eaten in celebration. I also learned that only one blessed person is able to sacrifice the sheep, but all can partake in the feast.

So it was actually beneficial that I stumbled upon the notice, because through talking with Laila I gained a better understanding of some of the surprising and not-very-attractive practices of the Muslim culture.

but don't take yourself too seriously. Some highly sporty outfits can be created by the simple selection of a great cummerbund-bow tie-suspenders combination.

Well, that about sums it all up for my prom recommendations. I hope I have been of some help to a few of you, and, as always, I hope I haven't offended anyone. Prom is the essence of what having fun is all about. Plan and go through your prom activities in the same way that you should read this article, keeping your humor with

you and remembering not to take who you are too somberly. Have a splendidly fabulous time at prom, as I always have and always will. Don't leave anything behind you that night. Don't leave yourself wishing that you had done this or that and don't second-guess yourself too much. Socially, it's better to occasionally mess up while always having fun than to sit and watch. If you are to take anything away from reading this piece, then let it be this: Don't do anything I wouldn't do.



Senior Gift all about participation Family Day fun for all involved

By JON MARKHAM

This year forty-five percent of the senior class has participated in the Senior Gift Effort. While class president John Mychal Bowman is pleased with the results so far, he still would like to see much more of the class participate.

He emphasized that "the Senior Gift Effort is about class participation; how much money we raise is not as important as how much of the class participates." This senior fund raising drive is an extension of the annual giving program and provides seniors with an opportunity to make a contribution to the school before they graduate.

While forty-five percent class participation this late in the year may not seem impressive, it is a huge improvement over a few weeks ago. For six months the participation level remained at twenty two percent. Just recently, after a reminder in a forum meeting, another twenty percent of the class donated money in just one day.

The money raised by this year's senior class will go towards renovating the

science building, including the purchase of computers and other new equipment. This decision was made after a committee of seniors met with Mr. Montgomery in November to discuss ideas for the gift. The main ideas for gifts were refurbishing the theater dressing rooms, and renovating the science building. In the end, the science building was thought to need it more. Some past senior gifts include the Reginald Tickner writing center, the renovation of the computer room, and the creation of the Finney Scholarship Fund.

If everyone in this year's senior class makes a donation, the class will receive special recognition as a part of the Baccalaureate Ceremony at the end of the year. So far, the class of 1993 has been the only class to achieve 100% participation. Fifty five percent of the Senior class still needs to make donations in order to have full participation. Mr. Drake of the development office is optimistic about this year's donations. "The class' donations will probably exceed the goal set at the beginning of the year."

By ERIC MASSOF

On May 13, the Gilman community once again had its annual celebration which has come to be known as Family Day. There was plenty of food and numerous things to do. Just walking through the lines of booths would be enough to make one's mouth water with the thought of downing one of those lemon things with the minty candy straw, or eating a juicy burger made to order. Some other foods included nachos, sodas, and chocolate sundaes.

While satisfying your appetite you could check out one of the many events in what seemed to be another great day in Gilman sports history. The pace was set by the grueling two miler whose contestants strove for the ultimate glory of victory. After the thrill packed race you could cheer on your middle school teams in lax and baseball outings. As if this was not enough to place any Gilman sports fan in heaven, there were the alumni games to add to the festivities. These good natured games are always fun to attend

since the action is non-stop. People will be talking for weeks about Leon Nusum's crushing hits during the alumni baseball game, which the old ones won 5-3. Unfortunately for the alumni lax team, they did not have as much luck against St. Paul's alumni.

After an adrenaline rush from the multiple games, a temporary tattoo showed how dangerous you were. Yep, as soon as you peeled back the paper, everyone realized that you were "hard core". Before coming down off of the adrenaline, you could have exacted revenge upon a faculty member by giving them a bath in the icy waters of the fifth grade dunking booth.

Once your heart rate returned to normal, you could have witnessed Gilman history in the making with the dedication of the new middle school library. After this you could sit and chill, maybe munching on a snowcone, and listening to the Band and the glee club jam. You may have thought that this was enough to complete any Family Day experience. However, think again! The student art show in the cafeteria provided a perfect ending to a great day.

Good Luck next year, seniors!

Abrams	St. Mary's	Culbertson	Elizabethtown	Kim, F.	Colgate	Popham	Princeton
Anson	Wooster	Dearden	Brandeis	Kim, P.	Johns Hopkins	Proutt	Virginia
Applefeld	Richmond	Dobbyn	Richmond	Kleinman	Yale	Sakellaris	Maryland
Arnold	Washington & Lee	Dunning	Princeton	Lopez, A.	Duke	Sakles	Pomona
Balakrishnan	Harvard	Dutta	Maryland	Lopez, B.	American	Sanders	Randolph-Macon
Banerjee	Brown	Fakhry	Stanford	Lord	North Carolina	Sandler	Washington University
Bartlett	Virginia	Fine	Vanderbilt	Lucas	Union	Savage	Vanderbilt
Beacham	Hamilton	Finney	Richmond	McCormick	Richmond	Schilpp	Vanderbilt
Bealefeld		Gee	Connecticut College	McGill	Vanderbilt	Siddiqi	Loyola
	Swarthmore	Gilman	Colorado College	McIntyre	Princeton	Simms	Duke
Beatson	Amherst	Goberman	Columbia	Mednick	Yale	Slagle	Tulane
Biddison	Notre Dame	Guba	Colgate	Miller	Haverford	Smith	Princeton
	Goucher	Haerian	New York University	Mirabile	George Washington	Snow	Rollins
Bongiovani	Virginia Tech	Hamilton	Princeton	Moulden	Johns Hopkins	Taghizadeh	Maryland
Boutilier	Columbia	Hemphill	Brown	Mueller	Notre Dame	Thornton	Emory
Bowman	George Washington	Hoffman	Cornell	Murphy	Maryland	Vargas	Maryland
Breville	Bowdoin	Holloway	Morgan State	Myerson	Wesleyan	Wasserman	Vanderbilt
Britt	Alabama	Jachman	Pennsylvania	Nitzberg	Johns Hopkins	Whitehead	Pennsylvania
Brown	Claremont	Kang	Brown	Oh	Princeton	Whitin	Bates
Burlingame	McKenna	Kaplan	Trinity	Olgeirson	Rollins	Wilson	Princeton
	St. Mary's	Karkar	Wake Forest	Park	Chicago	Wolf	Wisconsin
Burton	Emory	Kauffman	Yale	Payne	Notre Dame	Woodward	Franklin &
Carbine	Trinity	Kayler	Bowdoin	Peterson	Vanderbilt	You	Marshall
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Charles Howard elected school president

By RUSSELL WRENN

With the seniors soon departing for college, class elections for next year have begun. The elections were kicked off with the school-wide voting for president of the school. The office was established this past year, and there were many good candidates attempting to succeed Ted Lord. Only seniors are eligible to be school president, and quite a few members of next year's senior class were nominated for the position.

The first candidate to give his speech was Gabe Poggi. To prove his worthiness as a candidate Gabe showed off his shadow-boxing skills and told the student body that he was not afraid to step into the ring on behalf of his peers. He also reminded the students of what a "great kid" he is. While Gabe's speech was more comic than those of most of the candidates, he also made a lot of solid points and established himself as a quality candidate.

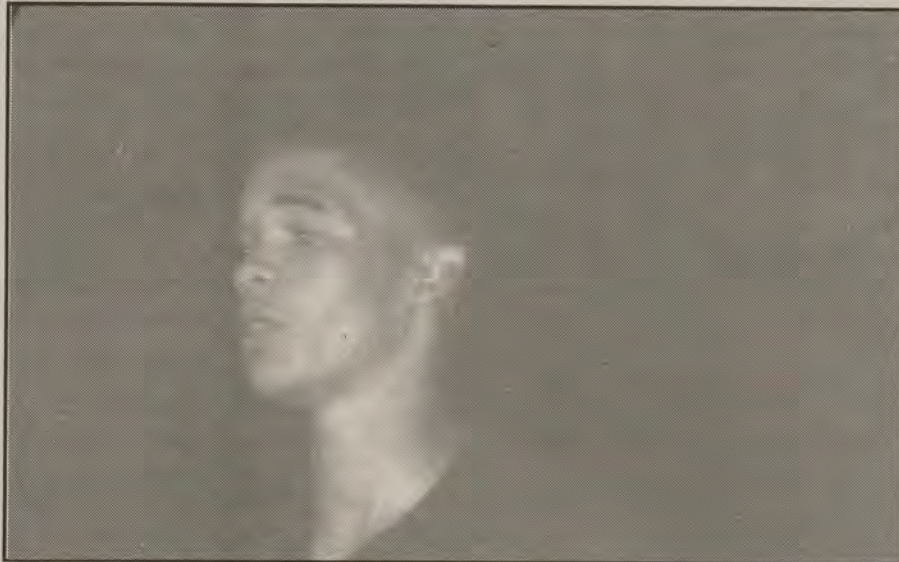
Gaurab Bansal, the eventual senior class vice-president, appealed to the diversity of the school. As a very bright, level-headed person, Gaurab had little trouble impressing the student body with his ability to lead. His openness to ideas and his inherent intelligence, coupled with his willingness to work, put Gaurab among the leading candidates for school president.

Ultimately, though, the race boiled down to two extremely able candidates. Jason Mersey, fighting illness,

made a powerful impression when speaking about the need for a candidate's broad spectrum of interests. Jason is a three sport varsity athlete, he was an actor in the "Jesus Christ Superstar" production, and has previously served as class president. Jason carried a great deal of support especially in the lower grades. Part of this is probably due to his familiarity with many of the freshmen, through his brother, Ben, who is a member of the class. But, most of his popularity is probably due to Jason's reputation as a responsible and friendly guy.

The other favorite for class president was Charles Howard. Charles was a favorite even before making his speech, because of his good reputation. Everyone knows what a caring and sincere person Charles is. He has a very positive outlook on life, and his strong morals reaffirm for many what a good candidate he is. Charles' speech only helped his cause. His honesty in telling the student body how much he cared for every member of every class was obviously heart-felt. He proved that he would be a president that would work hard and do all he could for the members of the Upper School.

Charles did eventually beat out Jason and win the election. Charles should prove to be an admirable leader that will only improve upon the tremendous job Ted Lord did this year. Best of luck to Charles and all of the class officers for the upcoming year.



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Honor system changes

By SCOTT SO

Honor seems to have various definitions, whether it be from a dictionary or an individual person. These days, it seems to have been mauled by this year's incidents that have defaced Gilman's honor code and its students. Gilman has recognized this problem and steps are being taken to ameliorate the situation.

This review of the honor code, which is being conducted by the administration, is unprecedented in the school's ninety-eight year history. Headmaster Archibald Montgomery, who initiated the review, believes, "Honor is an essential ingredient in the quality we call character." To facilitate this process, our headmaster invited various members of the Baltimore community to come and speak to the student body about the many different concepts of honor. The range of speakers came from current and former

faculty, as well as respected businessmen and members of the armed forces. Mr. Montgomery believes that the more familiar Gilman is with the different aspects of honor, the more it will be prepared for the challenge of reviewing its own honor code.

Gilman's current and former faculty made up a sizeable portion of the speakers that spoke to the student body. Reverend Ebenezer Afful, head of the Religion Department, talked to the students about the concept of honor from the religious perspective. He talked about honor in different religions existing throughout the world. Rev. Afful's talk contained the message of the struggle to find honor within us and use it in a positive way. Alex Vishio, a Latin teacher at Gilman, talked to the students about honor from the classical sense. Former headmaster Redmond C.S. Finney spoke about honor from the standpoint of its

necessity in today's world, particularly at this school. Mr. Finney's message concerned itself with the importance of honor within oneself. He urged the members of the school to try and develop an honor code that can come to life.

A Gilman graduate discussed honor from the military perspective. Jamie Alban, a graduate of Bucknell and vice-president of Alban Contractors, talked to the student body, along with his comrade from the United States Marine Corps. Mr. Alban's dynamic presentation started out with the reports of soldiers who were injured in the line of duty. The honor system, and its use in everyday life, and honor's role in the Marine Corps were the topics of his speech. His colleague talked about the honor from the distinct outlook of the armed forces of separate countries. Both of them presented a challenge to the students of striving to work on our honor code.

The administration is working to

modify the current honor code. Mr. Montgomery has planned and hoped that these addresses can, and will, instill new forms and meanings of honor upon the students. He plans to set up honor committees consisting of students, faculty, and other members of the Gilman community. Next year, seniors will have the opportunity to be a part of the committees and work with the administration to refine our existing honor code. "Gilman is a school where its students want something better than the current [honor] system," continued Mr. Montgomery, "however, the students must keep an open mind for the change to occur." Mr. Finney said, "The true measure of any school is the quality of the character of its members." The honor code, or perhaps honor itself, is a quality that Gilman has cherished. However, it is time for change so that the events this past year will never again occur.

Ted Lord: Year in review

Nobody will forget this year. Whether this indelibility stems from the difficult challenges or the unforgettable triumphs, the 1994-95 year has given us an opportunity to show what our school is all about.

The unfortunate events of the winter, despite the inevitable pain they caused, gave those who care for the direction of the school a chance to evaluate themselves and their role as a crucial part of Gilman. Personally, it was a tough lesson in accountability and honor, and I know it was for many other students as well. We stopped to think about where our loyalties lie and what the right thing to do is, questions which should always be in the fronts of our minds.

In many ways, those events emphasized and affirmed the importance of

students and our ability to define the school, and we have defined ourselves in many ways throughout the year. The establishment and functioning of a radio station entirely through student effort is remarkable and unprecedented. We have champion swimmers and runners, as well as champion football and track and field teams. When I listen to John Voelkel playing the violin, Scott Bartlett singing, or WGLM discjockeying, a part of me does not want to graduate because there are so many talented students doing extraordinary things. Watching David Chalmers run the mile, Chase Martin going to the goal, or Lee Keenan swim the 200 meter freestyle only adds to the astonishment.

As the senior class and I prepare to leave Gilman, many others here are just

beginning their high school experience. This year has been one of difficult self evaluations (as individuals and as a school) and demonstrations of students' talent and commitment. There can never be an accurate prediction of what will come out of the next year. What we do know, however, is that few things simply happen spontaneously to make this a great school. The students, with support and opportunities from our teachers and parents, work hard to contribute; that is how great things happen. Fortunately, not only the seniors contribute and commit themselves, but also those who will be returning to Gilman next fall and cause me to sometimes wish that I were doing the same.

Ted Lord '95
President of Student Body

1994-5 Highlights

By EM EDEV

On September 8, 1994, students once again entered Gilman as the school started its 98th year. Even before that, however, students were coming for sports practices. These early workouts paid off, as the teams had solid performances throughout the year. The records for the Varsity teams were: Football 6-2 (also MIAA A Conference Co-Champions), Soccer 11-8-1, Water Polo 9-11 (teams were from all over East Coast), and Cross Country 5-1.

After rehearsing for several weeks, the productions *The Sound of Music* (which inaugurated RPCS's new Sinex Theater) and *The Torchbearers* went up on the 19th of November. Both of these productions ended up competing for an audience. *The Sound of Music* sold-out every night and *The Torchbearers* had a somewhat milder turnout.

Over both Thanksgiving and Winter break, athletes continued practice for interscholastic sports. The final record for the varsity teams were as follows: Basketball 8-16, Wrestling 7-5, Swimming 3-5, and Ice Hockey 2-7-1. One week before Winter Break, on Friday December, 16, the school experienced a day that will be remembered for a very long time. In the morning an armed man was on Northern Parkway causing some disturbances. Police were dispatched to handle the problem and called area schools and told them to stay inside for safety reasons. Later, at about ten in the morning, police entered the Common Room and arrested a junior on grounds of drug trafficking. This was done after the school had done its own investigations and found several items such as a bag of marijuana and large sums of money in the student's locker. Many students did not hear about the incident until assembly

when the Headmaster, Archibald Montgomery, stood up and informed the student body. In addition he also informed the school that he had been given a list by the student arrested and that he would be in his office until 8:00 that night. All in all, four people were expelled, and two were suspended. Twenty-six students admitted to buying drugs and are currently undergoing guidance counseling.

On the same day a student admitted to his part in the theft of many calculators. He was expelled. During the weekend of March 3, the Gilman-Bryn Mawr play *Cyrano de Bergerac* went up in Gilman's Alumni Auditorium. The weekend afterwards school let out for Spring Break. However, many students still came to school in order to practice for interscholastic sports. These are the Varsity records: Lacrosse 17-3 (MIAA champs), Baseball 9-9, Track 6-1 (MIAA Champs), Tennis 9-2, and Golf 9-1 (MIAA champs). On April 28 and 29, students at Roland Park Country School and Gilman performed *Dracula* (at RPCS) to an enthusiastic crowd. On May 13, students and their families came to Gilman's annual Family Day which lasted all day. Later that month on May 19, 20, and 21, the play *Jesus Christ Superstar* went up at Gilman followed the next weekend by *The Good Doctor*, a student run play at Bryn Mawr. On May 29, Memorial Day, the school had its last off day. On June 1 Upper School exams started (a rude awakening for some!) and continued through June 6. On June 8 the Lower School held its graduation, followed the next day by the Middle School's. On June 12 Gilman seniors will say adieu to Gilman as they leave for college.

The '94-'95 school year has been an interesting one with many ups and downs.

Looking back

By KEVIN FRANK

As the end of another school year draws near, the faculty looks back on this school year's highs and lows. From the last minute of the football championship to the riveting expulsion of eight students, the year was full of ups and downs.

For most of the school, the high point of the year was the Gilman-McDonough Football game. Mr. Stillwell vividly remembered how the student body ran onto the field afterwards making it, "Not just an athletic victory, but a school victory." Mr. Montgomery also remembered some other events as some of the more memorable high points of the year, including: Jeff Miller's senior speech, Jonathon Voelkel's violin performance, Robby Kang's piano recital, and Ted Lord's senior speech.

Unlike the school's finer moments, the low point of the year was not in dispute. The December drug incident affected the whole Gilman community and resulted in four expulsions. While this was a blow to Gilman and its honor code, most of the administration was pleased with the way the crisis was handled. Mr. Montgomery felt that it was handled, "As well as possible."

Despite the drug bust and the expulsion of three freshmen for alcohol related problems, the year was rated a success by both Mr. Stillwell and Mr. Montgomery interviewed. Mr. Stillwell was pleased with his first year at Gilman, and he appreciates the understanding he has received from students while he has made the adjustments to life at Gilman. He was also, "Impressed with the support" from the Gilman community. Next year Gilman will have a new Drug & Alcohol Program and will review the honor code in response to this year's experiences.

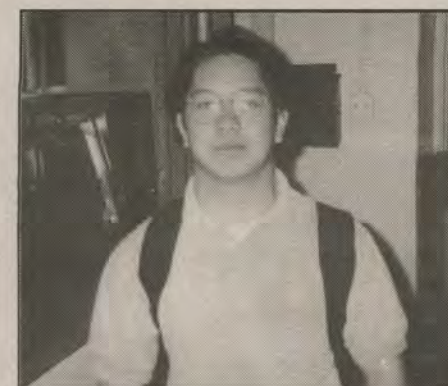
Memories



Marcus Simms - "The best days were the first days because you knew you had only a limited time left here."



Arman Taghizadeh - "My fondest memory of my Senior year was placing in the National Preps Tournament (wrestling), and becoming an All-American."



Alex Lopez - "The whole year was great, but the best was getting into college early."



Jason McCormick - "My favorite memory was Physics class with Gus Lewis."

A Superstar diary

By SCOTT BARTLETT

Try to imagine getting home at around nine thirty every night only to find that you have not begun to do your homework. You are very tired, have completely lost your voice, and the odor of your under arm smells like old milk. When you achieve this status, you have experienced Jesus Christ Superstar (I was notorious for my odor). Typically, after fourth period, I would go to gym and lift weights for about an hour and a half, and then go run for about three miles. Rather than shower I would go to Eddies and get some dinner (sometimes with a skeleton painted on my face... they loved that). At around six fifteen I would arrive at rehearsal and I would scarf down my dinner. Then I was ready to rehearse. After a strenuous vocal warmup I laughed at the people warming up for dancing - they obviously were not as limber on their feet as I was. By six thirty I found myself singing and acting and getting yelled at a lot for not singing and acting. This went on for about two and a half more hours. Then I could go home. I guess I should say that I am sort of lying. For I really looked forward to rehearsal every night. Anyone who saw the show can tell you why... the music is unbelievable. If I hadn't worshipped the music to begin with, then I would not have lost thirty-five pounds to play the part of Jesus.

When I was told that I would be playing the part of Jesus I was confused.

Lets face it - I don't fit the artist depictions of the Messiah himself. However, I saw it as a challenge and looked forward to it with great enthusiasm. I worked very hard every rehearsal but still managed to enjoy every minute of it. Working under the divine leadership of Kaveh, Max, Amani, and Matt was a challenge and a constant struggle. Getting fifty students to listen to you when you are seniors is not an easy job. They did a wonderful job and I hope that next year's Encounter Theater project can be as successful. While it was a constant struggle and we were all stressed out a lot, we all got to know each other very well, which helped. I met people from all sorts of schools. I met an absolutely amazing Bass singer (Andrew Gohn - Caiphus) and the best high school actor that I've ever met (Peter Marsh - Judas). I am still good friends with these two. Unfortunately I will not be able to work with them or see them next year because they're going off to NYU, but it was a pleasure working with them.

On the whole, having been in ten high school productions, I have never felt such a strong sense of unity with a cast. We knew how to work with each other whenever something went wrong. For those of you who have never been in a play I encourage you to try it, but if you think that an interscholastic sport is too time consuming, then don't even waste your time trying out.

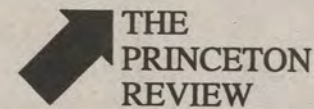
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AWARDS AWARDS

THE CULVER MEMORIAL FOOTBALL CUP is awarded annually to the best varsity football player, in the opinion of the coaching staff.

Alex Mueller

THE C.B. ALEXANDER, JR. WRESTLING CUP is awarded annually to the best varsity wrestler.

Gregg Plitt

THE EDWARD T. RUSSELL WRESTLING TROPHY is awarded annually to the varsity wrestler who scores the most points in the MIAA Wrestling Tournament.

Makaan Taghizadeh

THE CLASS OF '39 BASKETBALL TROPHY is awarded annually to the varsity basketball player that best combines fair play, leadership, and skill.

**Corey Popham
Chris McLamb**

THE TYLER CAMPBELL LACROSSE CUP is awarded annually to the most valuable player to his team who have exhibited leadership and true sportsmanship throughout the season.

Lorne Smith

THE ALUMNI BASEBALL CUP is awarded to the baseball player that has been of the greatest service to his team.

**Jason Nitzberg
Bobby Proutt**

THE C. DAVID HARRIS, JR. TENNIS AWARD is given to the varsity player that has contributed the most to his team.

Alex Wasserman

THE DONALD HOFFMAN MEMORIAL CROSS COUNTRY CUP is awarded to the runner who has, in the opinion of the coach, best combined both effort and achievement during the 1994-1995 season.

Ted Lord

THE FRANK W. ANDREWS, JR. GOLF TROPHY is awarded to the golfer that has best exhibited loyalty, dedication, and enthusiasm during the season.

Chris Oh

THE DR. PHILIP WHITTLESEY SOCCER TROPHY is awarded to the soccer player that has made the greatest contribution to the team.

Corey Popham

THE ALFRED H. WEEMS, JR. MEMORIAL TRACK AWARD is awarded to the top achieving junior or senior in track.

**Terrence Whitehead
George Bealefeld
Ted Lord**

THE MARGARET V. PERIN SWIMMING AWARD is awarded to varsity swimmer that has shown the greatest improvement and most consistent effort.

Travis Brown

THE EVANS DIVING AWARD is awarded to the diver who consistently seeks to perfect the art of diving. **not awarded this year**

THE CREIGHTON HOCKEY AWARD is awarded to the member of the varsity hockey team who best combines ability, sportsmanship, and team play.

Blake Murphy

THE WATER POLO AWARD is awarded to that member of the varsity water polo team who best displays outstanding leadership, skill, and team play.

**Doug Hamilton
Brad Beachman**

THE C. MARKLAND KELLEY, JR. ATHLETIC SERVICE AWARD is awarded to the students who have best demonstrated outstanding characteristic in rendering service to the school's athletic and/or physical education program. The following criteria for selection are used: Leadership, promotion of athletics within the school, teamwork, sportsmanship, and scholarship.

Corey Popham

THE LEWIS OMER WOODWARD AWARD is given to a member of the third Form who revealed in largest measure qualities of leadership, enthusiasm, and loyalty.

Quitman Smith

THE HARRY HARDIE AWARD is given to a Fourth Former who gives of himself without being asked, who has the courage to stand up and live by what he believes, and who, even at an early age, is dedicated to helping others.

Tom Knowles

THE ARMSTRONG PRIZE FOR POETRY AND PROSE is given those boys who have written the best imaginative prose and the best lyric poetry for the school's literary magazine.

**Terrence Whithead
Michael Kleinman**

THE CAMERON DEBATING MEDALLION is given for excellence in debating.

Max Mednick

THE MRS. J. CROSSAN COOPER DEBATING CUP is given to the members of the winning team in the Final Debate.

**Seamus Britt
Misha Goberman
Jeff Miller**

THE JOHN M.T. FINNEY, SR., DEBATING MEDALLION is presented to the two boys adjudged to have delivered the best debates in Final Debate, irrespective of the team on which they debated.

**Max Mednick
Misha Goberman**

THE ELIZABETH WOOSLEY GILMAN PRIZE is awarded annually to that boy in one of the three upper forms who passes the best examination on books, the reading of which is not required as part of the school curriculum. A second prize is given to that boy in the Third or Fourth form who shows the best critical appreciation of the books designated.

**Karthik Balakrishnan
David Chalmers**

THE ALEX RANDALL, JR., MEMORIAL PRIZE is awarded to that boy who has been outstanding for his interest in and contribution to literary and publication activities.

**Nathaniel Hoffman
Karim Fahky
Matt Bartlett**

THE SIXTH FORM SPEAKING PRIZES is awarded to the best Sixth Form speaker

**1-Jeff Miller
2-Nathaniel Hoffman**

THE D.K. ESTE FISHER NATURE STUDY AWARD is awarded to that boy who as evidenced by his study, reading, and activities, has shown a high level of interest and understanding of living things.

James Kayler

THE JANVIER SCIENCE PRIZE is awarded to that Fifth or Sixth Former who has evidenced interest and ability of high order in the field of science.

Karthik Balakrishnan

AWARDS AWARDS

THE RICHARD O'BRIEN PRIZE FOR PROFICIENCY IN FRENCH is presented to that boy in the Advanced French Class deemed most proficient in French.

John Dearden

THE EDWARD T. RUSSELL LATIN PRIZES are awarded to members of the Junior or Senior class deemed to be most proficient in Latin.

**George Bealefeld
Brett Meyerson
Chris Oh**

THE CLIFFORD E. TAGGART SPANISH PRIZE is awarded to the student who by his proficiency and enthusiasm has contributed to the study of Spanish at Gilman.

Bart Kenney

THE CLEVELAND ESSAY PRIZE is awarded to that member of the two upper forms who submits the best written discussion or essay on some current aspect of democracy.

David Freedlander

THE HERBERT E. PICKETT PRIZE FOR GENERAL PROFICIENCY IN HISTORY goes to the boy who has shown the greatest general interest and proficiency in history as displayed not only in the classroom but outside as well.

Michael Kleinman

THE HAROLD HOLMES WRENN ART PRIZE is awarded to the Junior or Senior, who is judged to be most deserving for his work in Art.

Keith Culbertson

THE CLASS OF 1952 DRAMA PRIZE is awarded to that student who has shown exceptional interest and aptitude in dramatics during his school career.

**Kaveh Haerian
Amani Hemphill
Matt Bartlett**

THE DOROTHEY BENJAMIN CARUSO MUSIC AWARD is given to that student who has achieved a superior understanding of the art of music.

**Karthik Balakrishnan
John Dearden**

THE ANNE GORDON BALDWIN MUSIC AWARD is awarded to that boy who has demonstrated exceptional talent in performance of music.

**Amani Hemphill
Robert Kang
Lorne Smith**

THE ANDREW MITCHELL RITCHIE AWARD is presented to that Upper School student who composes an anthem suitable for performance at the School's annual Christmas Concert.

Amani Hemphill

THE C. HUNTLEY HILLIARD MEMORIAL AWARD is given to the boy who has shown exceptional enthusiasm, ability, and helpfulness in woodworking.

Brad Boutelier

THE GILMAN PARENTS ASSOCIATION COMMUNITY SERVICE AWARD is presented to that underclassman who has exemplified the spirit of humanity and commitment to others and who is deemed by the faculty to have fulfilled to the highest degree the purpose and ideals of the program.

John Raiti

THE LEWIS DAVIDOV MEMORIAL SERVICE AWARD is awarded to the Senior deemed most worthy by reason of faithful and unselfish service to the community.

John Park

THE WILLIAM CABELL BRUCE, JUNIOR, ATHLETIC PRIZE is awarded annually to the boy most conspicuous for general proficiency in athletic sports and exercises.

Corey Popham

THE DANIEL BAKER, JR. MEMORIAL AWARD is given to a Senior who through thoughtfulness and by reason of his character has contributed to the welfare of his fellow man.

Matt Bartlett

THE EDWARD FEINMORE AWARD is conferred upon the senior who has best exemplified the characteristics of courage, determination, perseverance, and accomplishment.

**Stephen Burlingame
Marcus Simms**

THE PETER PARROTT BLANCHARD AWARD is awarded to that boy who by his cheerful helpfulness in many ways has greatly contributed to the successful and pleasant life in the school.

**Karthik Balakrishnan
Corey Popham**

THE REDMOND C.S. FINNEY AWARD is given to that Upper School Student who has distinguished himself, through action and example, by encouraging harmony through his dedication to and practice of those human values necessary to eliminate racism, prejudice, and intolerance.

Nathaniel Hoffman

THE WILLIAM A. FISHER MEDALLION is given to that boy who has rendered the highest service that can be rendered the School by leadership based on the influence of character.

Ted Lord

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GOLD MEDALISTS-SUMMA CUM LAUDE

Level IV (Fourth year) Catullus/

Horace

Eric Holloway

Level III (Third year) Cicero

Vincent Tuohey

Level II (Second year) Caesar

Timothy Culbertson

Justin Short

Robert Stockman

Benji Yolken

Level I (First year) Introductory

Alex Iliff

Thomas Yoon

SILVER MEDALISTS-MAXIMA

CUM LAUDE

Level V (Fifth year) Virgil

Brian Holloway

Level IV (Fourth year) Catullus/Horace

Andrew Cohen

David Lee

Joseph Lee

Edward Wasserman

Level III (Third year) Cicero

Mark Holloway

Level II (Second year) Caesar

Jonathan Blob

Agedi Boto

Kian Lahiji

Calvin Oung

Darrell Trusty

Sam Wilson

Level I (First year) Introductory

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Gilman says goodbye to Checkoway, Lewis

By DAN DIAMOND

As Gilman bids goodbye to the class of '95, it also says farewell to two of its esteemed faculty members. Mr. Doug Lewis has been teaching at Gilman for fourteen years, and Ms. Julie Checkoway has been here for six years. Both have seen Gilman into a new era with Gilman's first new headmaster and upper school head since the '60s and '70s, respectively.

Ms. Checkoway first came to Gilman in 1989 following several years of teaching at the university level. Her teaching experience was varied from the University of Iowa to the Maryland Institute College of Art, yet Gilman was her first high school teaching job. At first, Ms. Checkoway had some qualms due to the few numbers of teachers of her gender at this all-boys school. These reservations soon disappeared, and she now feels comfortable here. Perhaps her most notable accomplishment during her tenure was the direction of the Writing Center, since its inauguration two years ago. It has been important to many Gilman students, as it provides an opportunity to have pregraded writing critiqued by peers, and it allows the formulation of new ideas for a paper. Next year, the Writing Center will be restructured, and a writer-in-residence, to be called a Tickner Fellow, will serve a year in this position.

Since that first year, Ms. Checkoway has become a valued member of the community, and our community wishes

her well at her new position. She has been designated as Assistant Professor of English at the University of Georgia, where she will also be teaching creative writing to undergraduate and graduate students. Though sad to leave Gilman, she is glad for the upcoming opportunity to concentrate more on her personal writing.

When Mr. Lewis came to Gilman in 1981, the computer room was filled with, "only the few bitheads who were really into computers". Today, with most terminals occupied at 4th period and TAP, it has evolved into a necessity for many students, as the place to write papers, work on projects, or play SimCity 2000. This would not have been accomplished if not for the guidance of Mr. Lewis. Though he is glad that computers obviously hold more importance now than when he first came, he would like to see them used even



more.

Mr. Lewis will always have fond memories of Gilman, mainly because it was his first professional teaching job. Yet he also tells of a story three years past. When his first son was born in 1992, he missed morning classes. When he came in later in the day, an announcement of the birth was made in Chapel, and so he was greeted by a standing ovation in the common room. Gilman students will also greatly remember Mr. Lewis's "newsletters", used recently in JV Baseball and this past winter in the intramural basketball program. In both of those sports, he played a significant role. Mr. Lewis is headed to St. George's, a school familiar to some because of Mr. Montgomery and Mr. Stilwell, where he will take over as the head of the math department.

The Donald Bentley Food Pantry is in dire need of funds so that we can continue giving out food through the summer and into next year. If you would like to help us get back on our feet, please send donations to Gilman School, 5407 Roland Avenue, Baltimore, MD 21210, c/o Nathaniel Hoffman. If you would like to donate your time call Nathaniel at 484-9688. Thank you for kindness.

Gilman Grad, Jamal Cox, on road to NFL

By JOHN LANDAY

On April Seventh of this year Gilman alumnus Jamal Cox, class of '91, was selected by the Chicago Bears in the seventh round of the National Football League's player draft. He was the 229th pick overall. Jamal attended Georgia Tech and finished his senior season by leading the Atlantic Coast Conference in tackles, making himself a solid prospect in the NFL draft. He is only the second Gilman football grad to test the NFL waters since Frank Riggs, '56 played for the Denver Broncos in the 1960's. Jamal grew up in the Govans section of Baltimore with his mother and step-brother, Durke. As a young boy he began playing football with kids of all ages around his neighborhood. "Because I was a big kid, I was able to play with the older boys," he said recently while visiting the School. His basic foundation of football knowledge and experience came from his days of playing for the Reisterstown Recreation Council. This basic knowledge and experience enabled him to make the Junior Varsity football team when he entered Gilman as a freshman. During his freshman season, Jamal was a major contributor as a running back, helping the team finish with an 8-1 record that season. He began spending many hours in the weight room that first year, a practice he continued throughout his years at Gilman. His sports career at Gilman was not limited to just football. He also made positive contributions to the basketball and baseball teams, also in his freshman year. After a growth spurt over the summer and many trips to the weight room, Jamal returned for this sophomore year, bigger and stronger than ever. He began the year with a bang by making the varsity football team as a sophomore. He was a key player in the running attack with his classmate Ed Trusty. Following the football season, he



won varsity letters in both basketball and baseball. During his sophomore year, Jamal had made triple threat a notable achievement for any athlete regardless of class.

He worked even harder during the following summer by bulking up for the next football season. It paid off by his winning the starting spot at inside linebacker his junior year. That year he started every game for the Hounds, combining for 179 tackles with fellow linebacker Michael Weinfeld and earning himself a spot on the The Baltimore Sun second Team All Metro squad. He was also a starter on the varsity basketball and baseball teams. Although Jamal had already achieved success in three varsity sports, he did not dwell on his successes, in fact he worked harder than ever before to prepare himself for the tough road ahead.

In 1990, his senior year, he was elected captain of the football team, leading the team to an impressive 7-2 record. That 1990 team is ranked as one of the best in

the history of Gilman football. Jamal was selected as first Team All Metro by *The Sun* papers. He was known as one of the best defensive players, if not the best, in the state of Maryland. His success continued throughout his senior year when he was elected captain of both the basketball and baseball teams. He finished out his "Cinderella" career at Gilman by being named the winner of the highest athletic award possible, the William Cabel Bruce Award.

One of the finest players ever to play football at Gilman, Jamal's great athletic ability combined with his physical attributes make him the perfect football package. He feels that his "instincts and speed" are the reasons for his success in football. Head football coach Sherm Bristow says, "Jamal was good at football because he recognized offenses well, knew where the ball was going, and got there quickly." Coach Nick Schloeder, Jamal's defensive coach for three years, said recently when asked about his former player, "In school many saw Jamal as a

quiet, polite, and respectful student, but on the football field he was a leader. He was not an outspoken leader but rather a leader by example. "Coach Bristow describes Jamal as, "quiet more often than not, yet forceful when needed."

Following his senior season he was recruited by college football powerhouses like Nebraska and Miami. Although he had a variety of options, Jamal decided to attend Georgia Tech. He saw the success that the team had achieved under coach Bobby Ross's program and felt he would fit right into the mix. He also liked the idea of going to school in Atlanta. Although he easily made the Jackets squad as a freshman, he saw very limited playing time that year. Obviously upset after his freshman season, things began to look up when he learned that Bobby Ross would be moving on to the professional game.

During the next three years, he started every game for the Jackets, but the team was not as successful as it had been in previous years. Although the Georgia Tech team steadily declined, Jamal took his game to new heights during his senior year by finally being recognized as one of the best linebackers in the country.

Jamal is ecstatic at being drafted by the Bears, but somewhat disappointed by his position in the draft. He feels that the reason he went in the latter rounds of the draft was the fact that the Georgia Tech team did not have great seasons during his years there. Jamal, who attended the Chicago Bear's mini-camp about three weeks ago, thinks he will make the team. He said that he saw the other linebackers at the camp and feels that he is just as good if not better than what he saw. Because the Bear's defense is set right now, he does not see himself as a part of it for a couple of years but believes that he will probably participate on the special teams in the upcoming season. In the long run Jamal does not see himself as a "special team guy" and hopes to step up to the defense squad in the years to come. Coach Bristow, Coach Schloeder, and Jamal, himself, believe that to be successful in the NFL a player needs talent, ability, and luck. Hopefully, luck will be on Jamal's side in the years to come, and he can place his name in the history books with linebackers like Dick Butkus and Michael Singleterry.

He has been a blessing to Gilman in every facet of the School's life, and Jamal, who regularly keeps in touch with it, will never forget what it did for him. Coach Bristow says, "Jamal epitomizes everything that you want in an athlete scholar."

Jamal has made many at the School proud by carrying the undying torch of Gilman football to the professional level. From all of us at Gilman we wish Jamal the best of luck in the NFL.

Gilman baseball a designated hit!

By WALLY AUGHENBAUGH

Despite an 8-9 record in the MIAA conference, the Greyhound Varsity baseball team had a great season. Coached by Marty Meloy and Assistant Coaches Peter Kwiterovich and Nick Schloeder, the Hounds played in a tough MIAA Conference, which has two current nationally known and feared schools, Calvert Hall and Mt. St. Joe. Being a young team, almost entirely made up of Juniors, the Hounds were nicknamed the "Pups." Junior catcher/third baseman Jason Mersey, senior first baseman Jason Nitzberg, and junior shortstop Jay Homa excelled in both offense and defense. Four year letter winner Misha Goberman, seniors Bobby

Prout and Greg Dobbyn, and junior Rollie Corden showed their heat on the mound. In the regular season, the Pups defeated the JHU JV team, Loyola, Spalding, and Curley twice and St. Pauls, Arlinton Baptist, Victor Cullen Academy and Gibbons each once. They were defeated by Calvert Hall, Mt. St. Joe, and McDonogh twice and Cardinal Gibbons once, all of which were close well played games by the Hounds. In the second McDonogh game, the Pups were leading the entire game when the Eagles took the lead in the seventh (final) inning. In the words of sophomore Adam Heaps, "This was a game we should have won." The most exiting game of the season was

against Loyol, a game which was tied throughout until the seventh inning when the Pups scored four runs to defeat the Dons. In the MIAA Tournament, the Pups were defeated by Calvert Hall in the first round and Mt. St. Joe in the second round to be eliminated, in two hard fought games. The Pups show great promise for next year as all of this year's juniors mature into senior pure-bred Greyhounds. Sophomores Adam Heaps and Danny Coyle and JV newcomers will give depth to the team, to make the Greyhounds a definite frontrunner with Calvert Hall and Mt. St. Joe next spring.

Gilman Tennis: so close

By TOM HALE

The varsity tennis team had a record of nine wins and three losses. The tennis team was one of the last two Gilman teams undefeated this season until their loss to McDonogh. This came near the end of the regular season, which placed Gilman second to McDonogh, the team in the land of the endless tennis courts, in the MIAA's, going in to the championships. Their second loss came at the hands of Woodburry Forest boarding school. In the championships, Gilman lost to McDonogh which put them in second. This team was lead by Parijat Didolkar, the number one player. Alex Fine was second, Clayton Apgar third, freshman sensation Agedi Boto fourth, Alex Wasserman fifth, and Joey Lee sixth.

The junior varsity team was the co-

champions of the league. They had a record of 6-1. Their only lose came from power-house McDonogh. The next time these two teams met, Gilman revenged this with a victory (the feathers are still flying from the Gilman Hounds pounding the McDonogh Eagles). This was the first time the J.V. tennis team has beaten McDonogh in a while. Erik Atas, Randy Resnik, Ung Lee, Kelvin Schleif, and Ali Zamani were the respective leaders of the team. The younger members of the team gained much experience from this season. The junior varsity has many strong players for next year's varsity, and also many to return for another successful season at the junior varsity level. Both tennis teams showed their true talent this season by coming in second and first in the competitive MIAA league.



Gilman Track: 1995 MIAA champions

By LAWSON DEVRIES

The 1995 Gilman track team had one of its most successful seasons in recent history. This year's squad captured the M.I.A.A. crown at McDonogh with a convincing performance. Their closest competitor, McDonogh, was over forty points behind the Greyhounds. The team's only loss during the season came at the hands of the Eagles in their first meet of the year.

The Hounds were led by their three Senior captains, Terence Whitehead, Ted Lord, and George Bealefeld. Whitehead is one of the fastest men in the area. He ran the 100m, 200m, and 400m races. At the Championships, he was victorious in the 200m. Ted Lord ranks among of the best distance runners ever to attend Gilman. His time of nine minutes and forty-one seconds in the two mile race earned him a first place win at the Championships. It was his personal best and only three seconds short of the state record. Bealefeld was the team's shot put and discus expert. He recorded throws of 45 feet and 130 feet in the shot put and discus, respectively. John Michael Bowman, Keith Culbertson, Mark Abrams, and Hans Breville also excelled

at their specialties. Bowman won the 110 meter high hurdles at the Championships, and Hans Breville is known by the team as "White Lightning."

The team was held together by a core of talented juniors. High jump king Patrick Runge was one of the best in the state and recorded a school record jump of six feet and four inches. He placed second in the Championships. Burners Alan Hsu and Benny Lee were key in the 100 meter relay, along with Whitehead and Breville, who came in second at the Championships by only one-tenth of second. Distance runner Teddy Wasserman broke his personal record in the 2 mile race at the Championships by 25 seconds to earn a third place finish. Juniors Andy Chang, Reed Townsend, and Daron Hines, along with senior Nat Hoffman made up the 800 meter relay, and sophomore David Chalmers placed third in the mile at the Championships. The best triple jumping team in the M.I.A.A. was compiled of junior Charles Howard, senior Keith Culbertson, and sophomore Donald Bacoat, who won the individual championship. Junior Frank McCraw was injured all of this season, but will surely be a force next year.

Golf team wins it all

By JOHN HOLLIDAY

The 1995 Gilman varsity golf team has shown everyone that the future of Gilman golf is as strong as ever. With both new and old faces they took on all of their opponents with two beliefs essential to winning: the determination to win and the belief that whoever stood in their way would be crushed like a little dog.

This year's team experienced great success throughout all facets of their play. Having a record of 7-1-2, this year's team nearly pulled off the hat trick of high school golf: winning the conference, the team tournament, and potentially having an individual champ in 4-year varsity player and team captain, Chris Oh (who ended up finishing fourth).

On the road to these goals the golf team had to consistently beat great competition. Some of their key matches came very early on in the season. They started off with a tie against Loyola in their first match and another two weeks

later also tied a very talented Mt. St. Joe team. Later on in the season the Hounds scored an enormous victory by defeating 3-time defending champ, Calvert Hall. As the spring season comes to a close one can see the many accomplishments this team has achieved. Early in the season they came closer to beating the British All-Star team than ever before. They won the "A" Conference title with a victory over Mt St. Joe, have won the team tournament, which they have failed to win the last three seasons, and have three people in the final round of the individual tournament; Chris Oh, Spencer Finney, and P.J. Singh.

The future of Gilman golf seems very bright. Although the Hounds will lose their #1 and #2 golfers, Chris Oh and Spencer Finney, many exciting players such as Greg Plitt, Jake Rothwell, P.J. Singh, John Blob, and potentially Doug Miller, will be around next year. Hopefully this talented group will have continued success in the seasons to come.



Have a great summer!