



Celebrating Ms. Tassoni's Final Year

BY TYLER PLACK



From her thick Rhode Island accent to her caring touch, few students will forget Ms. Loretta Tassoni. Ms. Tassoni has been a part of the Gilman community for

22 years, serving officially as an upper school science teacher, specializing in chemistry. Ms. Tassoni began her career in chemistry before Gilman, teaching at the Naval Academy Prep School in Newport, Rhode Island. Using her passion for chemistry, she has taught Gilman's AP Chemistry students for many years. Teaching the rigorous and demanding course is no small feat, and she was always available, or made herself available on weekends, to students in need of additional help or tutoring.

While at Gilman, Ms. Tassoni has served various roles. As the eleventh grade form chair, she provided direction and leadership at form meetings, which are meetings of just a single class and occur approximately bi-weekly. As

the eleventh grade form chair, she served for seventeen years. She also served as the prom coordinator for eighteen years where she led the planning of Gilman's annual prom. "Despite the occasional bump in the road, I will always remember and cherish the true love and compassion that she gave me. When I was struggling with class, friends, family, and my life, Ms. Tassoni was always there," explains Mitchell Butler.

Gilman will be losing a valuable and long-cherished member of the faculty next year when Ms. Tassoni will be enjoying her long-awaited and well-deserved retirement. During her retirement, she hopes to foster Labrador retrievers and spend time with her new husband at home on the water in Rhode Island. She will also continue teaching as a substitute teacher. Additionally, she hopes to become a season-ticket holder for Brown University Hockey. With many plans during her retirement, Ms. Tassoni will continue to uphold her convivial manner and memorable banter.



Carey Hall Welcomes New Faculty: Brooks Matthews

BY DAVID FRANEKL



Most people take three years to graduate from Gilman's Middle School. Mr. Matthews took a bit

longer. After twenty years of teaching at Gilman's Middle School, Mr. Matthews has joined the Class of 2018 and moved to the Upper School, taking a position in the History Department.

He first considered the idea last winter. The retirement of Upper School Head Mrs. Turner and appointment of teacher Mr. Heubeck as new Upper School Head created a domino effect, causing the need for another history teacher.

In addition, around that same time, Mr. Goldman was appointed to the Upper

School Dean of Students position, meaning he too would be teaching fewer History classes beginning next fall.



Administrators in the three divisions were discussing who would take over the classes that Mr. Heubeck and Mr. Goldman would have to give up as they move to their respective administrative positions.

The timing seemed just right for Mr. Matthews to make the change. He will be teaching two World Cultures classes and one section of European Civilizations.

He is looking forward to the transition as it provides a new challenge, as he now teaches an entirely new curriculum. As an Upper School teacher, it will allow him to be more accessible to the varsity lacrosse players, while opening up the possibility of mentoring new teacher-coaches.

Exchange Follow-ups

BY SPENCER MORRIS



As the 2013-2014 school year was winding down and students were preparing for summer, Gilman sent four rising seniors abroad to continue their exchange

programs which started that spring. Spencer Perry ('15) and Jack Dearing ('15) flew to England before school ended to spend a month with their Christ's Hospital School exchanges; after final exams, Ben Gantt ('15) also went to England for his exchange at St. Edward's School in Oxford. Meanwhile, Ben Moore ('15) ventured to Prague for his Porg exchange program.

Among the students who traveled to England, Ben Gantt thoroughly enjoyed his month in Oxford with his exchange student, Freddie Bickers. Being able to stay with Freddie in his boarding school, wandering both London and Oxford, and attending the Henley Regatta boat race are among Ben's favorite memories from England, not to mention watching FIFA World Cup matches among England's proud and passionate fan base. In his free time, Ben enjoyed playing cricket with Freddie and his friends and camping in the countryside outside of Oxford. Eating "actual fish and chips" and seeing Aerosmith's Steven Tyler in a restaurant were other unforgettable experiences from Ben's trip.

Gantt remarked that his visit to Freddie's home and school was "much more relaxed than [he] expected, probably more so than life at Gilman." Ben was able to immerse himself in St. Edward's

School's Harry Potter-like houses, given cool names such as Sings, Corfe, and Jubilee. Each house had a housemaster, to whom Ben would report before exploring Oxford or going to classes. Along with the unique boarding school atmosphere, Ben was intrigued by the cultural differences between British and American life, including the numerous unfamiliar phrases that Freddie and his friends used: "parking lot" became "carpark," and "tired" became "knackered."

From a Czech perspective, Ben Moore's time in Prague with Antonin Vydra, his exchange student, provided him countless opportunities to experience a smaller, more intimate school setting and explore one of Europe's most beautiful cities. Ben enjoyed a Czech professional league baseball game, frequent visits to Prague Castle, and riding Prague's renowned public transit system. Other highlights from the trip include eating lots of new Czech dishes, which were, according to Ben, "often very dense and heavy." Ben also remarked that "Czech people take great pride in two things: their beer and the history of Prague." The Czech Republic offered Ben some remarkable tourist destinations, including the Charles Bridge, the Astronomical Clock, St. Vitus Cathedral, the Prague Zoo, O2 Arena, Maisel Synagogue, and the Lennon Wall.

To juniors who might be interested in the St. Edward's exchange, Ben Gantt claims, "It is better than anything else you will do during your first month of summer. You will make friendships overseas and gain an entirely new perspective

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Amy Mussen

BY ERIC GIBSON



The Gilman Upper School Math and Science Departments are excited to welcome a new

member, Amy Mussen, for the upcoming school year. Gilman students may find that she is a breath of fresh air, as she brings a wealth of real-world knowledge. "This is my first year as a teacher. Before coming to Gilman, I worked in structural engineering and environmental sustainability." After graduating from Lafayette College with degrees in both civil and environmental engineering, and international studies, she worked as a structural engineer for the next six years, earning her professional engineer license in 2006. For the past six years, she has worked as a corporate environmental

officer with Bentley Systems, a company "dedicated to providing software solutions for sustaining infrastructure."



In 2011, she was honored as a LEED (Leadership in Energy & Environmental Design) Green Associate from the U.S. Green Building Council office.

Originally from West Virginia, she enjoys gardening and hiking. Her love of the environment is clear through her green building and sustainability blog which she has maintained since 2007. Ms. Mussen recently served on the board of directors of the Three Birds Foundation, a nonprofit mission to provide high school students with meaningful renewable energy experiences. It seems as though Ms. Mussen is poised to be a valuable resource to the Gilman community, sharing her deep insight for environmental sustainability.

An Ode to Robin Williams

BY WILL RENDE



The world was struck by tragedy this summer when famous actor and comedian Robin Williams was found dead in his apartment in Tiburon, California, just outside San Francisco. Williams was 63 years old and struggling with depression and Parkinson's disease when he took his own life on August 11th.

Actors and fans alike were affected by Williams' death as the Internet immediately exploded with grief, sorrow, and sympathy for his family. Zelda, Williams' daughter, suggested that people fill the world with laughter and joy again, just as Robin did on a daily basis.

Robin Williams' career took off in the mid-1970's when he began stand-up comedy in San Francisco. He is often credited with helping give rise to the comedic renaissance that took place there at that time. From there, he acted in TV sitcoms, such as *Mork and Mindy*, and eventually earned roles in movies for which he is best known today, namely *Dead Poets Society*, *Mrs. Doubtfire*, and *Good Will Hunting*. At the time of his death, he was in the process of acting in several movies, including *Mrs. Doubtfire 2* and *Night at the Museum 3*.

In *Mrs. Doubtfire*, arguably his most famous film, Williams plays a frustrated father who tries to spend more time with his kids by disguising as a nanny in his ex-wife's house. His acting was always warm and heart-felt while at the same time lively and intriguing. His "What will your verse be?" speech given in *Dead Poets Society* is one of the most inspiring

quotes in film history.

His incredible acting earned him countless awards. Williams was nominated for four Oscars, one of which he won for best supporting actor in *Good Will Hunting*. He won half of his twelve Golden Globe nominations, most of which were in the early 90's, as well as two Primetime Emmys out of his eight nominations.

Robin Williams' life, however, was not limited to just acting. In addition to comedy and movies, he was a kind and generous philanthropist. He frequently visited American troops in the Middle East to perform his stand up comedy in efforts to raise morale. His connection with Comic Relief, an organization that helps America's homeless, is also one of his charitable highlights. In all, he donated to twenty-eight unique organizations.

It is a harsh reality to face when we realize that the world has lost one of its kindest souls, and that film will never be as humorous or as cheerful as it was when Robin Williams was delivering lines in his typical manner, making the world crazy about him and his movies. In the movie *Jack*, where Williams plays a boy who ages at four times the normal rate, he gives a final speech at his high school graduation as an old man. His final speech, although fictional, still seems appropriate to summarize and celebrate his life. He remarks, "You know, as we come to the end of this phase of our lives, we find ourselves trying to remember the good times and trying to forget the bad times, and we find ourselves thinking about the future. We start to worry, thinking, 'What am I gonna do? Where

am I gonna be in ten years?' But I say to you, 'Hey, look at me.' Please, don't worry so much, because in the end none of us have very long on this earth - life is fleet-

ing... Make your life... spectacular. I know I did." Williams certainly made his own life spectacular and helped make others' lives equally so. He will be dearly missed.

ALS Ice Bucket Challenge: Reasons for Success

BY JASON MOSCOW



Surpassing 40 million dollars in donations, the ALS Ice Bucket Challenge has proven to be one of the most successful charity endeavours in recent history, and the obvious question is, "Why?" The concept is simple: dump a bucket of ice-water on your head, film it, post it to social media, and challenge a few friends to do the same. Those challenged have the option to either carry out the challenge or donate to the ALS association, a philanthropic organization determined to, in their words, "create a world without ALS," also known as Lou Gehrig's disease.

During the month of August, the ALS Ice Bucket Challenge sent our social media-obsessed generation into a frenzy. For about 2 weeks, nearly every post to Facebook was another ALS Ice Bucket Challenge video. The Ice Bucket Challenge phenomenon spread faster than wildfire, and that can be attributed to the charity's shrewd use of social media in order to share its message. The power of a click cannot be underestimated. In the blink of an eye, every participant shared his or her video to their hundreds - sometimes thousands - of Facebook friends.

The challenge or nomination aspect

of the ALS Ice Bucket Challenge also made it an overwhelmingly competitive social game. For so many, it seemed cool or gratifying to let people know, "Look, my friends challenged me to do this." This led to people literally begging for others to nominate them. The irony in people begging to participate in charity reveals how successful the ALS Ice Bucket Challenge really is. When an interactive phenomenon hits social media, people of our generation are very eager to become a part of it. Whether it is a charity or a less praise-worthy cause, nobody wants to be left out.

So why were people so receptive and willing to respond to challenges? There certainly is a considerable amount of public peer-pressure involved, but also, it was just a fun and easy thing to do. The ice bucket challenge could have very well become a popular social media trend without having any connection to ALS awareness. That could be the underlying key to the success of the challenge. People do not fall in love with the cause; they fall in love with the activity. Sadly, it seems as though people fell in love with the ice bucket challenge itself, not with finding a cure for Lou Gehrig's disease, and that could be why this phenomenon has spread so rapidly.

Ebola Strikes West Africa

BY MATT TOMASELLI



Along with a surplus of other international issues in the United States today, the Ebola outbreak in West Africa has been drawing much of our attention, and deservedly so. Though many are concerned with the recent outbreak, an astonishing number of people don't actually understand what Ebola really is. Initially discovered in 1976, Ebola is a form of hemorrhagic fever, often times lethal. The disease is named after the river where it was first found in the Democratic Republic of the Congo. There are five species of Ebola, each named after their respective places of discovery. The first three main forms linked to the recent outbreaks are Sudan, Bundibugyo, and Zaire. Much less prevalent and threatening, Tai Forest and Reston are the final two species and have caused few cases. In fact, Tai Forest has only caused one case in 1994. The final species was astonishingly discovered in the suburbs of Washington D.C. The Reston species was found in Reston, Virginia in test monkeys which were promptly shipped to the Philippines thereafter.

While also affecting nearby remote villages and permeating Nigeria, the most recent outbreak is centered in Guinea, Sierra Leone, and Liberia in West Africa. It is unclear how the virus migrated from its site of origin in Central Africa to West Africa undetected, a distance of over 2,500 miles, roughly equivalent to traveling across the United States. The fact that the disease spread this great a distance undetected and inexplicably is cause for concern. Fueled by a lack of awareness as

to the transmission of the disease, Ebola will continue to expand its domain in Africa without proper precautions and control.

Although more difficult to acquire than many other diseases, Ebola's symptoms and effects are miserably painful and often lethal. After infection, the symptoms begin as fever, muscle pain, chronic vomiting, and diarrhea. Victims are usually in so much pain that they are completely bedridden. As the disease spreads throughout the body, major organs begin to shut down, and bleeding of the eyes, nose, ears, and other orifices of the body commences both internally and externally. Although symptoms can take anywhere from two to twenty-one days to set in after infection, the peak of the disease is within the first seven to ten days and this is when the majority of people die from Ebola. It is not always lethal, however, depending on the species. Zaire, the most lethal form, can kill up to ninety percent of those it infects. Ebola is so deadly largely due to how easily it has spread in Africa. Although rising currently, awareness and caution needs to grow in Africa in order to exterminate the virus. Transmission occurs in close contact with infected blood, saliva, urine, stool, or vomit. Recent studies have also shown that the virus can live in certain fruit bats which are commonly sold and eaten in some of the centers of the outbreak. Monkeys and apes also eat these bats which may account for the numerous animals of the monkey family who have Ebola. Some speculate that these fruit bats were the cause of the recent sudden migration of Ebola,

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THE NEWS



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Gilman's Newest Facelift

BY BASIL APOSTOLO



If you spent any time on campus this summer, you may have noticed some construction crews working on different parts of campus. The Science Building is undergoing a multi-phase project, the first phase of which was completed this summer. New ceilings, lighting, walls, and lockers have been installed in the hallways of the science building. In addition, one of the lab spaces on the bottom floor has been reconfigured to double as a classroom and a lab. The plan, according to Mr. Hoffman, Superintendent of Buildings and Grounds, is to try out this new classroom. If teachers and students like the new space doubling as a classroom and lab, the school plans to reconfigure the remaining classrooms in the building to serve the double purposes. There are also plans to renovate the bathrooms and the lobby's floorplan.

New stadium seating has been installed in front of the Edward Brown Memorial Football field. An anonymous donor gave money for these new seats in honor of Mr. Alexander Sotir, the first

full time Athletic Director at the school. Mr. Sotir was named athletic director in 1971 and served in that capacity for 9 years. Additional plans for field renovations include creating a "Gilman Way" which would link the Culver Overlook and the lower lots, as well as adding turf to Brown Field and moving the full-size baseball diamond closer to the Northern Parkway wall. The entrance to the lower lots will also be updated to provide a grander entrance for those coming to the school for athletic events. The actual breakdown of the phases of renovation for these plans is yet to be determined due to the coordination between donations and timing.

Lastly, in conjunction with the City of Baltimore, Bryn Mawr is aligning their campus entrance with the entrance to the lower lots. This will create space for a traffic light that the city plans to install on Northern Parkway. As of publication, the light will not be installed for at least 3 more months. An additional left-hand turn lane will also be added to the Roland Avenue entrance to streamline the turn into Gilman.



New stadium steps link Harris Terrace to the football field. New locker banks and a beta classroom-lab pictured below.



Gilman Welcomes Mr. Blaze

BY CONRAD CLEMENS

Each year Gilman offers a fellowship to recent college graduates who are interested in teaching, in which they have the opportunity to teach and observe classes and see what a career in teaching entails. This year's Cooper Fellow is Mr. Blake Blaze.

Mr. Blaze graduated in May from the University of Virginia with a degree in Mathematics and Economics. He will teach honors Pre-Calculus. Growing up in Boston, Mr. Blaze became familiar with Gilman and its reputation from a friend who attended. Mr. Blaze's mentor, Mr. Baum, explains, "I have no doubt he will be a real asset to the Gilman community as a quality teacher, coach, and mentor to the boys."

While at UVA, Mr. Blaze also played

football. He is a member of the Junior Varsity Football Coaching Staff. Mr. Blaze



is also passionate about pickup basketball, astronomy, traveling, and reading. He is eager to teach for the first time and thought the Cooper Fellowship was an amazing opportunity.

Israel-Gaza Conflict Intensifies

BY AUGUST MENY



Few situations exist that are more stressful than one where lives are lost by the minute: the conflict in Gaza clearly falls into that category. With one of the most densely populated areas in the world, citizens around the world are almost guaranteed to question the moral consequences that appear when bombs are being dropped. The situation is akin to dropping a shark in a tank full of fish—there is a chance none will be eaten, but it's just not plausible.

Even if that weren't enough, the shaky beginnings of Israel in 1948, which were noble but ignored the native culture, and the subsequent wars and stunning success story did not help to lighten the mood in the area. Now Israel finds itself locked in a battle with Gaza where the overlying mentality is clear: kill or be killed.

On the one hand, one cannot help but relate with the Israelis: the country's history, a country founded after the horrors of the Holocaust and continuously attacked, would instill fear and even a little paranoia in any sane person. Additionally, as Gaza's government is clearly run by the terrorist organization Hamas at the moment, whose mission is to destroy Israel, the Israeli people would obviously question the legitimacy of the Hamas government. The placement of weapons in civilian areas and UN buildings by the organization is horrendous, and it's clear that Hamas is abusing its power and civilians. Finally, Prime Minister Benjamin Netanyahu of Israel has

stated that he regrets the casualties in Gaza, and he called the father of a dead Palestinian teenager whose death escalated the conflict.

Therein lies the problem: Israel has done what any country would be expected to do in the civil-war-esque conflict, and so has Netanyahu. He's shown he has decency, but he hasn't shown enough. It's true that Netanyahu has handled the situation better than the average Israeli civilian might in this time of anger, but Netanyahu is not just a civilian: he is the Prime Minister of Israel, and he's expected to do better than a civilian. While Netanyahu has gained some respect for his actions, he's clearly gained some criticism as well. This leaves Netanyahu with an opportunity. As an already well-respected man, he has the chance to show mastery in global politics and solve this crisis. If Netanyahu could somehow deescalate the situation to a state of peace while still guaranteeing the Israelis their safety, he would make Hamas look bad and regain the favor of the global population. If he doesn't step up, though, the deaths will continue and his reputation will be heavily disputed.

Some might say that Gaza has two sides crushing it equally between them. However, it seems more accurate that Hamas is crushing it while Israel crushes it just a little less. With the world watching, Israel has a lot to gain and, conversely, a lot to lose, not to mention the balance of human lives. And, while it's clear that Hamas' motives are the most morally wrong, Israel not only risks failing its own moral compass as well but also holds the keys to a high global standing.

Ms. Alascia Joins Upper School

BY CONRAD CLEMENS



Hailing from Catonsville, Ms. Angela Alascia is no newcomer to the Baltimore area. Before beginning her teaching career, she attended Ohio Northern

University. In 1991, Ms. Alascia began teaching Spanish at Cardinal Gibbons School, where she remained for two years. Mrs. Alascia then transitioned into the Baltimore County Public Schools, where she taught for five years. Ms. Alascia spent the next ten years working for an airline business, before deciding to go back to teaching. For the past ten years, she has worked in different Carroll County public schools.

As a newcomer to the Modern Language Department, Ms. Alascia will teach both French and Spanish. She looks forward to teaching sections of Honors Spanish "12", which consists of mostly ninth grade students. Ms. Alascia will also be teaching French 2, French 3, and Honors French 3. She is excited to share her passion of Spanish and French with the community. As one of Mrs. Alascia's mentors, Ms. Trapp was very excited about Mrs. Alascia joining the staff. Ms. Trapp explains, "She is very enthusiastic

about both French and Spanish. She is also very creative. The class she taught, the students absolutely loved. She is very excited about being a teacher at Gilman."

Outside of the classroom, Ms. Alascia loves to dance and enjoys reading. She



teaches and choreographs dances in the summers and on weekends. This summer she traveled with her husband and taught dance lessons. Currently, she is working on getting her Masters Degree at UMBC in Intercultural Communications with concentrations in Francophone and Hispanic studies, and also intercultural training. She is looking forward to teaching in the 2014-15 school year.

Exchange Trips (Cont.)

on your own life, school, and mode of living. It is something I will look back on fondly."

Ben Moore's experience in Prague taught him to "be open to every opportunity that presents itself." This "go for it" attitude is something Ben recommends to all

Gilman students who are thinking about applying for the Porg exchange in the future. Although intimidating for most, the new culture and language treated Ben extremely well and allowed him to thrive as a traveler and student while in Prague.

NCAA Scandal Lowdown

BY AARON SLUTKIN



Normally, the summer months mark a desert of college-sports news, but recently the NCAA has been in the news constantly. For as long as many can remember, the National Collegiate Athletic Association has been beleaguered by scandals, investigations, lawsuits and most recently, a unionization crisis. If the NCAA has demonstrated one thing, it's that universities cheat as much as their students. Whether they forge grades and coursework or provide improper benefits to their athletes, some schools seem to be willing to break the rules to gain a competitive edge on other colleges.

Of all the lawsuits that have taken the sports world by storm, O'Bannon v. NCAA has left the most permanent impact on college athletics. Ed O'Bannon, a former UCLA basketball player in the 1990's, is suing on behalf of college-athletes - former and current - who, he believes, have had their likenesses improperly used by the NCAA. O'Bannon v. NCAA is an antitrust class action lawsuit claiming that, because the NCAA does not allow collegiate athletes to seek competitive pay from video game companies, their rights have been violated.

O'Bannon and other plaintiffs--most notably NCAA and NBA basketball legends Oscar Robertson and Bill Russell--received the verdict they wanted on August 8th. US District Court Judge Claudia Wilken ruled that the universities must set aside no less than \$5,000 per year to reimburse football and basketball players for their use of their names, images, and likenesses. This landmark decision, since appealed by the NCAA, opens the floodgates for widespread payment of student-athletes. One day prior to Judge Claudia Wilken's decision, the NCAA Board of Governors ruled that the "Power Five" conferences - the ACC, Big-10, Big-12, Pac-12 and SEC - were allowed to set their own regulations regarding the payment of student-athletes. Because of this, after 108 years of amateurism, it seems that athletes will soon be paid for playing college sports.

Even before the O'Bannon case surfaced this summer, former UNC Tar Heel Rashad McCants told ESPN's Outside The Lines that while he wore Carolina Blue, he rarely attended his bogus classes, and when he did, tutors completed his coursework for him. Carolina's alleged wrongdoings represent a broader problem that shows that as long as universities can place themselves ahead of the

competition, they are willing to disregard the NCAA's rules.

The Northwestern Wildcats football team wants to get in on the benefits that unions provide. Mainly, pay. If the Wildcats, who play in the Big 10, do indeed unionize, they could negotiate for compensation and other benefits like fully ensured scholarships. Unionization is another controversial step in the already-controversial direction of payment.

Why not pay student-athletes? Universities make ungodly amounts of money off their sports players. According to USA Today, the University of Texas ranks first in College Football revenue, earning \$165,691,486 per year. Alabama ranked third at \$143,776,550, and 2014 National Champion Florida State earned \$91,382,441, coming in at the twenty-fourth spot. Not a cent of that revenue went directly to these programs' players - at least legally.

Conversely, by paying their athletes, the NCAA sacrifices its amateur status that has defined the United States' primary collegiate athletics association for 108 years. Additionally, the competitive balance in college sports would not exist should schools pay their players. Texas could easily buy the best college football team in the country with their elite revenue and facilities, given the opportunity by the NCAA.

Many supporters of the NCAA paying its athletes recognize the current financial situation of many college players and even superstars. When asked about the Northwestern football team's push for a player union, UCONN point guard and 2014 March Madness MVP, Shabazz Napier, sympathized with the NU players and admitted, "There are hungry nights that I go to bed and I'm starving." If this is true - if an athlete of the highest order and a young man who contributes countless hours of work to his university can't afford food - then the NCAA ought to be absolutely ashamed. There is no denying that the NCAA and its \$16 billion industry could afford to take better care of student-athletes. Regardless of which side of the debate is reached, get the kids a meal.

What we have learned by following news-cycles, reading articles, watching SportsCenter and listening to the radio is that the NCAA's ruling on players receiving money, in its current model, is a joke. It opens the door for cheating without any major repercussions. The current system allows for misuse of NILs (names, images and likenesses). It allows for its national champions to go hungry. The current system even allows for revolutions within itself. One thing is certain: these regulations must undergo significant overhaul until financial stability improves for student-athletes.

Ravens 2014-2015 Season Preview

BY ALEX BAUMAN



The Baltimore Ravens enter the 2014-2015 season in unfamiliar territory, as the team comes into a season after missing the playoffs.

For the previous five seasons, under the leadership of Quarterback Joe Flacco and Head Coach John Harbaugh, the Ravens reigned supreme in the AFC, reaching 3 conference championships and winning a Super Bowl. Joe Flacco, Ray Rice, Steve Smith, and other veterans must attempt to take some control of the locker room that was ravaged by troublesome offseason behavior, including five arrests. An 8-8 season is unacceptable in Baltimore, and jobs will be lost if the record does not improve this year.

An offense that was maddeningly inconsistent in 2013 will once again be led by quarterback, Joe Flacco. Entering the 7th season of his career, Flacco must improve on numbers in 2013 that had him ranked 3rd in the NFL in interceptions with 22 and 32nd in NFL in passer rating at 73.1, according to ESPN. Veteran wide receiver Steve Smith from the Carolina Panthers will attempt to keep his career alive after a productive twelve year stay in Carolina. He has made a living on being a tough, gritty pass catcher who moves the chains. His skill set will be complemented by speedy, fourth year receiver Torrey Smith. The ground game will be led by both Ray Rice and Bernard Pierce. However, Rice must sit out the first two games of the season while serving a suspension following an assault incident that involved his now-wife Janay

Palmer. With Rice out, Pierce will get the majority of carries for the first two weeks and possibly beyond, but will be spelled by rookie Lorenzo Taliaferro who leads the league in rushing yards through 2 weeks of preseason play. For this group of running backs to have much success, the offensive line must improve. An upgrade in play at center is expected after a trade for center Jeremy Zuttah from the Buccaneers, who will replace Gino Gradkowski in the starting lineup. Kelechi Osemele comes off season ending back surgery last season, and if healthy will start at left guard. Every piece of this offense, led by new coordinator Gary Kubiak, must make large strides if they hope to return to postseason play.

The Ravens defense was solid but not spectacular last season. Led by coordinator Dean Pees, the unit ranked 12th in yards per game in 2013. Outside linebackers Elvis Dumervil and Terrell Suggs will attempt to put pressure on quarterbacks. They finished the season with 19.5 sacks combined. Mammoth defensive tackle Haloti Ngata is a terrific run stopper and will anchor a solid front seven. The secondary lacks depth following Corey Graham's departure to Buffalo. Starters Jimmy Smith and Lardarius Webb are solid young players who could also turn this unit into a strength. Matt Elam will be moved back to his natural strong safety position where he is expected to excel.

With the expectation of significant contributions from returning players and newcomers alike, only time will tell if this Ravens team has enough depth and consistency to compete for another championship in 2014.

as bats, when infected, only show signs of a common cold. Perhaps the scariest fact of the nature of Ebola is that once a person is infected, they remain contagious. Even after all symptoms subside and one is declared Ebola-free, they are still contagious and prone to passing the disease on to others. In fact, a formerly infected person is still contagious following their death. In some African cultures, it is a custom for those close to a deceased family member or friend to drape themselves over the corpse. As the bodies may still be contagious, those who partake in the custom put themselves at risk of catching Ebola. This has posed quite a problem for the African nations experiencing the outbreak. Family members and friends have constantly caught the disease after letting their guard down on survivors or even when burying the bodies of those lost to the virus. The inability to recognize the constant presence of Ebola and risk of infection is what has fueled this terrorizing outbreak.

Despite a few promising experimental drugs, there is at present no cure for battling the disease. The extent of Ebola treatment right now is isolation of

the patient in the hope that symptoms will fade as it has previously done for a few lucky people. Patients are being monitored to see whether the body will produce antibodies to combat the disease. The biggest hope for a cure at this point in time is the experimental drug Zmapp. Partially taken from tobacco plants, Zmapp was given to two American doctors in Liberia who had been infected after showing positive results in monkeys. The doctors have been steadily improving from illness since receiving Zmapp and have officially been discharged from the hospital. This drug, created by Mapp Biopharmaceutical in California, is currently Africa and the world's strongest hope for a cure.

The 2,240 known cases of Ebola have resulted in 1,229 deaths so far in this outbreak. After 932 deaths throughout this outbreak, the mortality rate is currently hovering around 55% making this unarguably the worst Ebola outbreak since its discovery in 1976. The world must unite together behind and Africa and the hope in panaceas like Zmapp in order to extirpate this terrible disease from the world.

Ebola (Cont.)

Interested in Contributing to *The News*?

We are looking for writers, photographers, and a cartoonist. *The News* meets every even day during 5th period in the US Publications Lab (CT-27) to brainstorm, write, proofread, and layout articles. We will be holding our first official meeting on Monday, September 1st, Day 2. Any students who are interested in joining *The News*, regardless of prior experience with journalism, are welcome to stop by. Feel free to contact the Editors-in-Chief, Tyler Plack (taplack@students.gilman.edu) and Basil Apostolo (bpapostolo@students.gilman.edu) with any questions or concerns.

Gilman Athletics Upcoming Schedule:

Varsity Cross Country:

Saturday Sept. 6th, Seahawk Invitational @ South River HS - 9 AM
Tuesday Sept. 9th @ AACS vs. St. Paul's & AACS - 4 PM

Varsity Football:

Sunday Aug. 31st @ St. Edwards [OH] - 4 PM
Saturday Sept. 6th @ TowsonU vs. Paramus Catholic [NJ] - 11 AM

Varsity Soccer:

Tuesday Sept. 2nd @ Georgetown Prep - 3:45 PM
Friday Sept. 9th @ Gilman vs. St. Paul's - 4:15 PM

Varsity Volleyball:

Thursday Sept. 4th @ Gilman vs. Calvert Hall - 5:30 PM
Monday Sept. 8th @ Gilman vs. St. Paul's - 5:30 PM

Varsity Water Polo:

Friday Aug. 29th, Philmore Cup at McDonogh vs. Penn Charter - 4 PM
Saturday Aug. 30th, Philmore Cup at McDonogh vs. Episcopal - 8 AM
Philmore Cup at McDonogh vs. Malvern - 12 PM



A Fireside Chat With School President Spencer Perry

BY SIMON EVERED



Each spring, candidates for School President make many promises about what they would change if they were elected and why they would be better than the

other candidates. Spencer Perry's main goal for this year is very simple: work better with Administration. Commenting on this goal, Spencer stated, "I think one of my big hopes is that the disconnect that was felt by some of the students and the faculty last year is changed, so that we're communicating a lot better with the administration in order to put on more events and have the freedom of responsibility."

This focus communication has already yielded success. So long as the students and faculty remain on good terms, there will be a school dance this spring, an event that Spencer worked incredibly hard to bring back. In addition to working on the spring dance, scheduling sporting events like "Storm the Pool," and getting more students out to big games throughout the year, Spencer plans to keep the House Cup, started two years ago by

Zane MacFarlane and continued last year by Tyler Wakefield. However, there will definitely be some much-needed changes. Instead of five months of spread-out activities, the Cup will last one month, "so people are more involved and excited," says Spencer. "We will create an actual list of events during the month to try to make the competition more structured and condensed."

Another goal mentioned by Spencer in his candidacy speech last year was improving printing. Most students would agree that printing at Gilman is far from ideal in its current form, with a fairly complicated process needed to print just one page. Spencer wishes to assure students, however, that "the battle is not over." He explains, "I want people to know that I am still working on the printing system with Mr. Gorski and trying to figure out a viable solution."

In terms of the traditional pep rally concept that pokes fun at McDonogh students as part of a farmer stereotype, Spencer says this will absolutely change: "Students and faculty have felt we need to distance ourselves from the current template and try something new." Though the form the pep rally will take is currently



Spencer Perry poses stoically in front of the Lumen Center. Photo by Zach Pollack

under consideration, it is clear that the idea will contain nothing that could be viewed as insensitive.

On a more personal note, Spencer characterizes his experience so far as president as, "incredibly busy." He depicts

his normal day as, "going from one thing to the next, quickly switching roles, being actively engaged throughout the full school day." Hopefully the hard work will pay off, as students look forward to many exciting events of the school year to come.

Baltimore Orioles Magic

BY MATTHEW TOMASELLI



Crabs, the Inner Harbor, Old Bay, and "Hon." These are just a few of the things associated with the city of Baltimore. For far too long, playoff baseball has not

been on this list. Following the arrival of Buck Showalter, the Orioles have begun to turn the club around and revitalize winning baseball in the city.

On the verge of their second playoff appearance in the last three years, the Birds have finally kept Baltimore's attention, when in the past sports fans had already turned their attention to a new season of Ravens' football come September. After clinching the American League East with the second best record in baseball, Baltimore is heading into the postseason with high hopes, and reasonably so. It is clear the Orioles are going to be in the "hunt for October", and with that one question still burns. How far can this Orioles team go in the playoffs, especially after losing a struggling but ever so dangerous Chris Davis to suspension, the absence of all-stars Matt Wieters and Manny Machado to injury, and an unconvincing starting rotation to many?

Entering the 2014 season, the Birds starting pitching rotation was highly doubted. But with a lead of over ten games in the East and thus clinching the division, the pitching obviously has been able to get the job done this year. Much

of the success of this rotation that lacks a true 'ace' can be attributed to manager Buck Showalter and his deft shuffling of pitchers. He has been able to move pitchers around and rest those who need it. The recent starters' performances, especially in the month of September, have been stellar. This late success can be attributed to rest. The entire Orioles rotation has been able to keep their innings pitched to a minimum this season which is a promising fact heading into the postseason. Although the pitching seems to be improving as the season comes to a close, many are still uncertain whether the Orioles pitching staff is World Series, or even playoff caliber. Chris Tillman and Wei-Yin Chen are certain to be in the playoff rotation, while Miguel Gonzalez and Bud Norris have proven themselves. Also a possibility is Ubaldo Jimenez, the O's offseason pickup who has had many lackluster performances this year and has since been toggling his way between the bullpen and disabled list. A four man playoff rotation omitting Jimenez and the sophomore righty Kevin Gausman would not be surprising, claims Dan Connolly of the Baltimore Sun. Only time will tell if the Orioles pitching will be able to stay hot and shutdown powerful teams like the Detroit Tigers, Kansas City Royals, Oakland A's, and the Los Angeles Angels in the battle for the American League Championship.

Although the pitchers have performed well, it is the Orioles offense that has



BY THOMAS TROY

With the rising use of technology within Gilman classrooms and the relatively new Device of Choice program, how students access the Internet has been an increasing concern for Gilman. The classroom dynamic is changing, as iPads and laptops are replacing textbooks, resulting in lighter backpacks, but an even heavier task for the school. How does Gilman maintain an academic setting throughout the day when their students have the entirety of the Internet at their very fingertips? Faculty have done their best to harness this great resource, and make sure that students use it properly. In addition, the web filtration system attempted to keep students on a leash, showing only a blue screen when a student attempted to

won their ballgames. Led by Nelson Cruz and Adam Jones, Baltimore's offense is one of the best in baseball. Their run scoring, currently sixth in the league per game, has been the catalyst for this winning season. Cruz and Jones aren't the only ones to have 'stepped up to the plate', both literally and metaphorically. Veterans Nick Markakis, Delmon Young, and J.J. Hardy have also provided life to the offense, while the journeyman Steve Pearce looks promising at the plate. The O's are very much a "one swing of the bat

access what had been deemed a blocked website. However, students found a variety of methods to bypass the filter, effectively rendering it useless. In an assembly in early September, Mr. Goldman and Mr. Smith introduced the updates to the student handbook, but one change stood out in particular to students. Mr. Smith announced that Gilman was not only tracking internet usage of students, but also had found three students who bypassed the filter that morning. In a time where the privacy and information of users seems to be under constant threat by either the government or private corporations, this announcement led many to make assumptions about Gilman's approach to a volatile topic.

These rumors have since died down somewhat, but why not put them to rest?

Feature continued on page 3

team" hitting plenty of home runs and winning games because of it.

The loss of Chris Davis hurts though. Many see losing him and his atrocious .196 batting average as a blessing for the Orioles; however, his 26 home runs and 72 RBI, second and third on the team respectively, this year will be missed through the first eight games of the postseason, supposing the Orioles survive that long. The importance of the 'long-ball' to the Orioles is immense as it

Continued on page 8

Honor at Gilman

According to Gilman, honor is the characteristic that defines our community as a whole. In past years, honor at Gilman was a value forced on us by the administration talking at us, not with us; however, this year's annual Honor Assembly was refreshingly different. In an attempt to make honor more of a conversation and less of a threat, all Upper School students in the Gilman community signed an "honor book" during the assembly. When Spencer Perry, School President, was asked whether or not he personally took anything away from signing the honor book, after an extensive pause, he responded, "I'd have to think about that more." That just about sums it up: the assembly was a failure.

After some announcements and formalities, the Honor Assembly officially commenced. Students and faculty were addressed by Spencer, who explained his thoughts on honor. After President Perry's comments, students were instructed to line up by form and proceed to sign into "an honorable community."

The dark piano music being played really added to the cult-like environment that a group of administrators and teachers created by telling, not asking, all students to sign a contract that they knew very little about. Before signing the book, one Gilman sophomore asked his grade's honor representative if he could read exactly what it was that he was about to sign. The honor representative's only response to this very valid question was

a gesture towards the sheet telling his classmate to "just sign it."

Signing honor books seemed to be nothing more than a delay to our burrito lunch. In Ben Gantt's (15) words, "I think that the act of signing an honor book trivializes the entire concept of honor, and if you are dedicated to being honorable, signing a book won't change anything. Symbolic or not, signing that book felt meaningless... I appreciate what Gilman is trying to do, but they are going about it the wrong way." Ms. McKeachie, Chair of the Gilman Honor Board, understood that the assembly was not a success. During an interview, she expressed regret that the students did not take away the full meaning that was intended during the planning of the assembly. Some of this may be attributed to the many photographers who buzzed throughout the auditorium with big flashes photographing students as they signed the book. The louder atmosphere and slow process of signing the pages also added to the angst and drew away from the overall meaningfulness of the assembly.

Students, in general, did not seem to find meaning in the honor assembly. There was nothing to be learned and nothing that we, the students, could really take away from the assembly. John Ball (17) remarked, "I do feel that it (the Honor Assembly) was lacking. I would have liked to see something a little bit more impactful. I felt that the signing of

the book did not feel significant. I put my name in a book, and it's gone, I'll never see it again", and thus, it has no further meaning.

We applaud the honor committee for attempting to re-shape the discourse on honor at Gilman; however, we understand, just as Ms. McKeachie commented, that changes such as these are not always accepted at their first implementation. The committee has three more assemblies coming up this year, and we look forward to taking part in new discussions and perspectives about honor. For so many students at Gilman, everything said about honor has become redundant. As Spencer put it, "some people tune out after they hear the word honor because they think that they have heard it all."

Both John and Spencer were adamant that honor needs to be more of a discussion at Gilman. Spencer explained, "It never seems to be an open discussion. I would prefer the students to have the opportunity to respond to the Administration's statements and demands." Similarly, John expressed, "One thing that I would have liked to see would have been honor as a two way discussion. Learning is all about having a discussion. We don't want to hear from the teachers. This is something that needs to come from the students."

So then the loaded question becomes, how does Gilman make honor something more than a word on our posters? How does Gilman turn honor into a value in which each student finds individual and communal pride? Perhaps, Haverford College found the answer. As stated on the Haverford College honor council website: "Instituted in 1896, the Honor Code serves as one of Haverford's oldest and greatest traditions. But equally important as its history, the Honor Code is a living, vital part of life at Haverford. In addition to the Honor Code being entirely student run, it must be re-ratified each year by the student body. At an all-student session known as Plenary, students gather to debate and revise the Honor Code, and a vote is taken. Real discussion occurs and real changes are made, making this a dynamic Honor Code over which the current student body has complete ownership."

An honor code "by the people, for the people" may be the key to a student body that takes pride in communal honor. If we, the students, created a meaningful, impactful, and revisable honor code, then the act of "signing into an honorable community" would be more than a delay to our burrito lunch. In fact, it would bring a whole new level of meaning to honor at Gilman; it would make honor an ongoing discussion that truly would live within the DNA of Gilman.

-The Editorial Staff

THE NEWS



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The News reserves the right to edit letters for length and grammar.
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An Open Student Government

BY BLAKE LEONARD



Every year the student body votes for our School President, and every year there's a candidate that delivers the comical speech calling for the student body to have full control of the government. Although the idea has never been considered seriously, the theory itself should be viewed as much more than a joke. The average student has no idea what goes on behind the doors of student council meetings, whether for their class or the entire school. Unless you are an elected official, it is almost impossible to participate in student government. When numbers and ideas are thrown around in election speeches, students have no way to know who will deliver on their promises. The students deserve to know what goes on in student government and participate in how their class is run.

It is imperative that Gilman students both care about and participate in their student government. A complacent student body sets itself up for failure and underachievement by its officers. By actively participating in the student government students can be both prepared to participate in local and federal government and will also have made changes in Gilman life. Often students complain of action or inaction by their student government, yet they have no way to enact change other than talking to a class officer, hoping they remember or care. If students can change the government to reflect their desires they can create a better environment for discourse

and system of government. This is not only the right thing to do in a school that strives for students to participate more, but it is also easily attainable in a number of ways. The most obvious way is to allow students to observe or participate in the student council's many meetings. Another option is to create a forum where students can propose their ideas to their respective class for discussion. Many students want a way to contribute and have a say in their government. By letting them have roles in how the government is operated, it will allow them to find some way to do this. The Sophomore class is already attempting to create student representation in their decisions. They have created a committee that essentially is a rotating group of unelected officials who are in charge of creating and executing new and fresh ideas for their class. Their class has proven that there are easy ways to allow and promote student participation in student government. Students want to make changes and having a roundabout and sketchy system, at best, is not a realistic or good way to find solutions to problems of the student body.

The Administration and student government must find a way to incorporate the student body into the decision making process as it can help everyone involved and is the right thing to do. Gilman strives to have an active student body and creating forums for student participation in government is the best way to capitalize on students' desire to be involved.

VPNs & Web Filtration at Gilman

BY THOMAS TROY

What is a web filter and how does it work?

Originally, Gilman's filter only blocked three websites: Facebook, Twitter, and YouTube, all social media giants. Later, Gilman transitioned to an automated process that searched for keywords that are usually associated with non-academic activities: gaming, gambling, and pornography, among others. While educational websites were occasionally blocked by this service, it generally worked as advertised. This past summer, Gilman transitioned to a new service, Dell's SonicWALL filter, one they hope is more accurate in this regard. Mr. Heubeck noted, "Hopefully we allow sites that are educational but may have been automatically blocked in the past."

What role will technology play at Gilman in the future?

Expect further implementation of cloud based educational services like Google Drive. Expect to see even more digital textbooks and resources in the future. The device in your backpack has a lot of power and, not to cliché the phrase, "comes with a tremendous amount of responsibility." Mr. Heubeck adds, "We also realize that even though we say that we trust you, sometimes those things are hollow and when you tell us that we should trust you because you signed the honor code or you are a Gilman student doesn't mean you don't say these things with your fingers crossed behind your back." Obviously, part of Gilman's goal as a school is to transform boys into responsible adults both in the virtual and real world; however, Gilman's Administration still seeks the balance between overbearing and relaxed in regards to their students' digital activity.

How has Gilman reacted to this development?

For starters, the most popular methods of bypassing the filter have been through VPN's (Virtual Private Networks) and proxies, which create either encrypted data tunnels or change the users IP address. This school year, many of the ports for the most popular VPN services have been blocked, forcing students to search for more "creative" solutions.

How have students avoided this filter?

Mr. Smith's stirring announcement might have given the impression that Gilman is constantly poring through student's web data, meticulously viewing web traffic and hunting down lawbreakers in an Orwell inspired dystopian reality. Although Gilman does want to uphold the expectations they set forth, this impression could not be further from the truth. "We don't have a bell that goes off every time a kid is trying to get through on a proxy," said Mr. Heubeck. He added, "We have to actively be looking for it and it's not like we have someone in there looking all the time. It would be a waste of resources and way too Big Brother-ish for me."

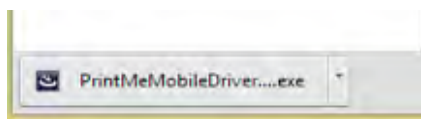
Gilman Printing Fixed: New Directions

For PCs:

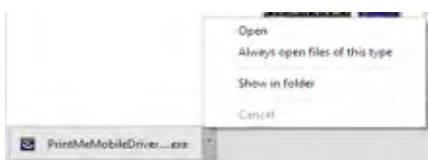
Download and Install the PrintMeMobile Driver:

Go to <http://download.efi.com/pmmdriver/>

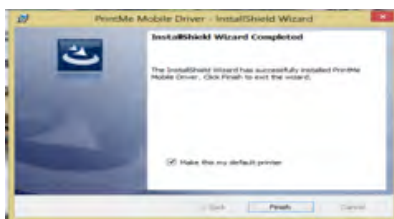
The PrintMeMobileDriver....exe begins downloading to your computer. In the lower left-hand corner of your browser window you should see this:



When the driver is finished downloading, click on the down arrow and choose Open.

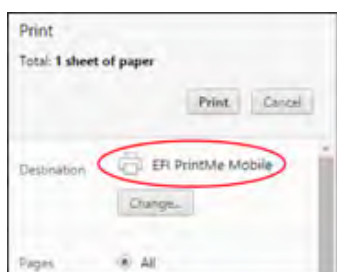


Follow the directions on the InstallShield Wizard screens and click Finish on the last screen.



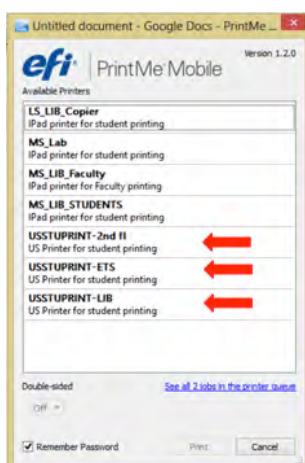
To Print on campus using PrintMeMobile (ex. Using Google Docs):

Go to File>Print or press Ctrl+P (just as how you would normally print otherwise)



Make sure EFI PrintMeMobile is selected as the printer. (above)

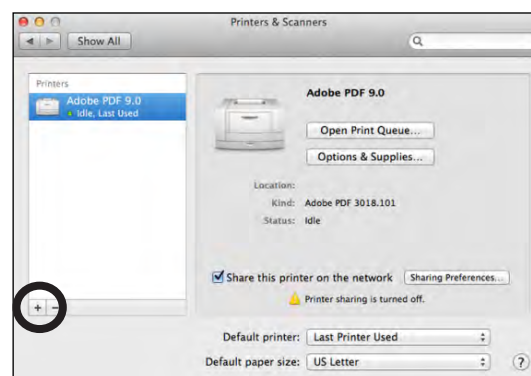
When the efi PrintMeMobile screen appears, choose one of the three US printers. (right)



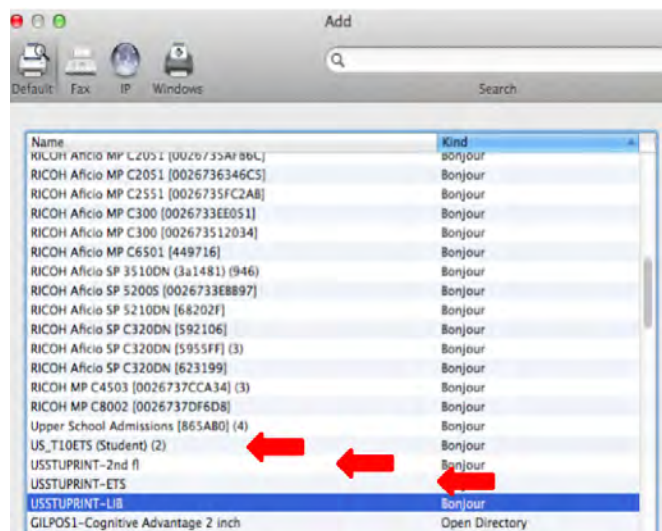
For Macs:

Install Campus Printers:

Go to System Preferences>Printers & Scanners



Click on the + button in the lower lefthand corner to add the printers.



Select the printers to install.

US_T10ETS (Student) is in CT-10 (The technology office)
 USSTUPRINT--2nd fl is outside of Ms. Hammer's office on the second floor
 USSTUPRINT--LIB is in the copy room behind the CD Collection in the front of the library

The printer is now installed. Press cmd+p or go to File>Print on your Mac to print a document.

Yik Yak Reaches Beyond College Campuses



BY BEN GANTT

Last week, I finally gave into my curiosity and downloaded Yik Yak, an increasingly popular social media application whose chief demographics are high school and college students. Little did I know that, in the process of downloading the application I would lose a small part of my humanity.

Yik Yak, having grown in popularity in recent months, has completely redefined the social media landscape. The app allows users to see any message posted within a ten mile radius of his or her location, and the poster of the status is guaranteed complete anonymity. The main interaction between the app's users occurs in the form of "up" or "down" votes, which are also anonymous. According to the app's creators, the primary goal is to have "news, funny experiences, shout-outs, and jokes spread faster than ever through Yik Yak's tight-knit community."

In many ways, Yik Yak is a barebones version of Twitter. The two share a common premise that rewards brevity and wit. Yet Yik Yak does away with any sort of personal profile, the fundamentally "human" aspect of any contemporary social media website. This abandonment of any identity lends itself well to the harmless, self-conscious

jokesters of the world, but it has also had far-reaching consequences that have left an indelible mark on many communities. According to Dr. Keith Ablow, a psychiatrist who considers the app to be extremely dangerous, "Yik Yak actually removes the pretense of being a person with empathy, genuinely connected to other human beings." Schools have perhaps struggled the most with the application; a school in Massachusetts was evacuated after multiple direct threats were posted on the area's feed. Schools in Chicago and California have also suffered from shooting threats. Granted, these are obviously extreme examples, and they are not commonplace on Yik Yak.

Perhaps the scariest aspects of the application shine through in the most innocuous messages, such as the college student who complains about how annoying his roommate is or retells an embarrassing story from a frat party the previous night. These are the statuses that reflect a total disregard for consequences and lack the common decency present in any typical human interaction. By distancing the messenger so far from the recipients, Yik Yak redefines "interaction" and permits its users to be reckless and brazen. In this way, one can see how the app's promotion of exhibitionism and self-absorption has subtle consequences which reach far beyond the screen of a smartphone.

Interested in Contributing To *The News*?



We are looking for writers, photographers, and a cartoonist. The News meets every even day during 5th period in the US Publications Lab (CT-27) to brainstorm, write, proofread, and layout articles. We hold meetings every even day during fifth period. Any students who are interested in joining The News, regardless of prior experience with journalism, are welcome to stop by. Feel free to contact the Editors-in-Chief, Tyler Plack (taplack@students.gilman.edu) and Basil Apostolo (bpapostolo@students.gilman.edu) with any questions or concerns.

Twitter's Negative Role in Sports Journalism



BY AARON SLUTKIN

On July 9th, two days before LeBron James' highly anticipated announcement that he would be returning to the Cleveland Cavaliers, SportsCenter's Twitter was set afire with claims that the sports cars of the best basketball player on the planet were moved from his house. Although this rumor lasted for only sixty-five minutes before it was debunked by Bleacher Report's Ethan Skolnick, it tells a lot about the new world of sports reporting. First, it shows that no matter what they are doing—from shipping cars home to knocking out your girlfriend in an elevator—celebrities, especially athletes, can't hide in the dark. Isn't it just a little strange that the whereabouts of LeBron's Porsche, Camaro, Wrangler, Ferrari and Challenger are known to the public?

Next, it showed the public's uncanny ability to lose its control over anything that might be relevant to something that might be interesting. On May 10th, when Michael Sam became the first openly gay football player drafted to the NFL, ESPN showed a kiss between Sam and his boyfriend, sparking mixed reactions from social media. Two days later, former Ole Miss basketball star Marshall Henderson made waves with several inflammatory tweets about the situation, and a hysterical cover up ensued. Much was made about Henderson's response to the controversial broadcast, which brought up a few questions. To start, who, besides Marshall Henderson, cares what Marshall Henderson thinks about Michael Sam? Nobody has cared about the former Rebel for nearly a year and a half. This incident also displays that social media makes the beliefs of a guy who was put on probation for trying to buy \$800 worth of marijuana—in high school—relevant and visible for the whole world to see.

Additionally, we saw how, in sports, rumors and stories/non-stories can take off like one of LeBron James' sports cars, all because of the astronomical rise of

social media. We should first take a look at a story, specifically one that pertains to Baltimore that occurred inside an Atlantic City casino's elevator. Three times, Ray Rice was condemned for actions committed once—first when the initial news report was released, again when a pitifully short two-game suspension was instituted, and finally when TMZ released the video of the incident. The News will not devote ink to a debate about Rice's punishment, but what social media did was very interesting. Twitter users played the roles of judge, jury and executioner, arguably causing the Raven's release of the three-time NFL Pro-Bowler. Even before the largest part of the storyline, when the NFL as a whole came under fire, Rice was finished—simply because of instantaneous media that occupies our news.

Finally, the most damaging part of this social media fueled twenty-four hour news cycle is when headlines took away from the games. Looking again at one of the biggest sports storyline of the summer—LeBron's Decision 2.0—an interesting topic of conversation came up between Grantland's Bill Simmons and Zach Lowe in the former's podcast, 'The B.S. Report.' Simmons and Lowe both agreed that the storylines that accompany these major events have become more relevant than the actual play. This is a really good point. Here's a question: at the time of this news cycle how many people read ESPN and Bleacher Report articles, checked their Twitter every five-minutes, and lost themselves over rumors? The answer: a lot. Another question: how many people are going to watch the Cleveland Cavaliers' first game against the Knicks? The answer: probably not as many, because not a lot of people don't care about the Cavs' style of offense, or their potentially questionable defensive efficiency. People care about the big names and stories and exciting changes to the league, not about how new head coach David Blatt will mesh with his team. And if not for social media, we'd care more about the latter, not the former.

Caption Contest



Have an idea for a caption? Email thegilmannews@gmail.com with subject "Caption Contest." The winner will be announced in the October 2014 issue. Contest sponsored by the Headmaster's office.

Op-Ed: Religion in Convocation



BY KEVIN KUCZYNSKI

A strangely longstanding tradition at Gilman convocations is the inclusion of religion through prayer, hymn, and readings from the Bible.

Gilman, however, is a nonsectarian school officially, so practicing this tradition calls Gilman's religious affiliation into question and means nothing to a more secularly minded student body today. So why do we continue a tradition that does not reflect our values as a diverse community today?

One possible answer lies within the question itself, the fact that it is a tradition. Gilman had at its inception a quasi-religious foundation and at the time was exclusively white and protestant, so early traditions and customs that the school adopted reflected more religious values. These have included prayer each day, calling assemblies "chapel," having a distinctly Christian school chaplain, and requiring students to fulfill a religious studies requirement. Our school hymn, benediction, and readings at convocations are the last vestiges of a more religiously exclusive Gilman. The reason that we have dispensed with such traditions in the past is that they do not reflect the Gilman community that exists today, which is more secular and diverse.

Another answer rebuts the premise of the question itself, that it is, in fact, a relevant tradition even today. Dr. John Mojzisek expressed this sentiment, saying, "The prayers and the benedictions I don't think are sectarian per se. What I try to do is not have any religious affiliation, but to speak from a more spiritual point of view." Speaking to the notion of Gilman's value of Spirit he added that, "I do think as a community it is important to acknowledge that we are not just material and physical, that we are a part of something bigger [...] For some people that's God and religion. For some people that's character and values. For some people it's family and community. So I think ideally we touch a lot of

those things."

Admittedly, contemplating how tradition fits into school community can be difficult, and with the added weight of religion impacting a diverse community, making decisions on which traditions are worth keeping can be difficult. As Mr. Henry Smyth says, "What I think has challenged schools like Gilman, that is not attached to a church, is figuring out what role religious principles might play in a school that is trying to be as welcoming as it possibly can to people of all or no faiths." In contemplating this role of religion at our school ceremonies, Mr. Smyth indicated his intention to adapt the prayers and readings to more relatable values, saying, "What I've tried to do in the readings, for example, is I've tried to respect the tradition of having a Bible verse without one that seemed, for lack of a better word, too 'Jesus-y,' while the second reading was from a book I had read over the summer."

Gilman ultimately has three core values central to its education philosophy: Mind, Body, and Spirit. It seems often, though that we make no room for the spiritual aspect. Gilman may have rigorous academics and required athletic participation, but students are rarely ever engaged with the spiritual aspect. Instead of using religious traditions as a lens through which we talk about more non religious values, Gilman could address the notion of spirit in a more direct way that reflects our current values and is non exclusionary. Dr. Mojzisek and Mr. Smyth rightly expressed that a school convocation is the perfect place to address spirituality, but our current prayers, Christian hymns, and readings traverse an obscure barrier between religion and nonreligion and disengage a more diverse and secular student body. If as an entire school community, Gilman wishes to start a serious conversation about "Spirit" and at the same time stand by its value of diversity, then it must completely remove religious traditions.

Jordan Yaffe ('17) Starts Volunteer Squad



BY BEN MURPHY

Sophomore Class President, Jordan Yaffe, assembled a volunteer committee for the 10th grade class also known as the "V Squad."

The "V Squad," or "volunteer committee" consists of nine different Sophomores who volunteer each quarter to help plan and organize events for their class. They meet every two weeks to plan fundraising opportunities and other events.

The volunteer committee was established, "to give more people the chance to help and make a mark," says Jordan Yaffe.

Already, the V Squad has made video

game rankings for the sophomore class of FIFA, Super Smash Bros, and 2K14.

They sold donuts for the first time on September 19th and seek to include Pepe's Pizza, and have bake sales for the school during the year to raise money for their class fund. They also plan to have more video game rankings and have a Chipotle ordering contest where the class judges who has the best order from Chipotle.

Jordan had these ideas last year and thought it would be more efficient and let the students have more control over their grade, while raising money at the same time.

Greyhound TV Update



BY LEE SHERLINE

In Spring of 2012, Phillip Thomsen ('15) and Zach Pollack ('15) decided they wanted to create a service that could allow anybody to watch Gilman

Athletic and other School wide events on livestream. They began to write an extensive proposal that they submitted to Ms. Brooke Snyder, the Director of Marketing. After hours of planning, writing, and tweaking the proposal, Greyhound TV was born.

Every year, Greyhound TV captures important athletic games including rivalries against McDonogh and Calvert Hall, playoff games, and championships. They also record special school wide convocations such as those opening the school year and holidays.

Originally, Phillip and Zach were interested in starting Greyhound TV because they wanted to explore video. At the time, creating a school livestream was significantly more challenging than it is today.

Today, the duo brings equipment to

Greyhound events, ranging from athletics to assemblies, some of which are streamed using YouTube. Students volunteer to commentate for events during the livestreams. For those who are interested in viewing the live streams, they can check on the Gilman website a week in advance. In addition, when the stream is live, the Gilman website will have a link directly to the livestream.

Greyhound TV is important for the Gilman community because it gives an archive of past events, as well as giving students the opportunity to experience television broadcasting of their favorite sports.

In order to actually stream the games, they bring two cameras for different angles and a computer to stream with internet. What started as one video camera on a picnic table has evolved into a staff box for it's cameras and commentators.

Greyhound TV has become popular throughout the three years of its existence. When it first started, the stream received less than 200 views total. Their most recent livestream collected an impressive two thousand hits.



The Greyhound TV Staff poses in the media booth. Photo by Gilman Communications

Math Lab: A Student Resource



BY DAVIS BOOTH

Are you zoning out in math class? It happens to everyone. That's why math lab is held every day, fifth period, in CT-14.

For those of you who do not know where that is, math lab is adjacent to Mr. Foreman's office.

The term math lab flies around a lot, but it is not often explained. Math lab is arguably one of the most useful resources at Gilman. Teachers Mr. Jeff Gouline and Mr. Robert Ford hold the math lab in order to help students struggling with math. Brad Levin ('17) thinks that "the goal of math lab is to enable students to get the extra help and practice that they need. Helping them to comprehend difficult math skills." Math lab can be utilized in various different ways; students can ask questions while doing that night's homework, about a class they did not understand, or simply practice and review for an upcoming test. This not

only improves students understanding of the math concepts but can also improve grades. Math lab is a valuable resource that can be used to boost all students' grades, and it is also a great way to spend a tedious, seventy-minute, study hall.

The math lab has a peculiar atmosphere, making it a fun place to spend a study hall. Not only does Mr. Gouline greet students with a quirky smile but he also gives students the title "coach" before saying their last name. However, these are not the only idiosyncrasies of math lab. More peculiarities include Mr. Gouline holding students' papers excessively close to his face when asked a question or his astonishing ability to complete complex equations without paper. In any event, math lab is extremely helpful to many students like Johnny Shapiro ('17) who says, "Math lab is very helpful because you can ask questions that you did not get to ask in class and Mr. Gouline gets the job done."

Changes to Tickner Writing Center



BY CLAYTON HEBERT

Over the past 20 years, the Tickner Writing Center has had the mission of improving students writing through collaboration and mentoring from upperclassmen. For those new to Gilman, the Writing Center is a resource available to all upper school students, at it aims to improve one's analytical and creative writing. Regardless of what stage their writing is in, students are encouraged to sign up for a one-on-one meeting with a consultant to review and analyze their work.

Taking the helm from Mr. Patrick Hastings, Mr. Jamie Spragins hopes to add his own flair to things. When asked why he wanted this position, he replied, "I wanted to help students incorporate web-based tools into their exploration of the writing process." This is exactly what he will try to achieve with many of the new features he is adding. For example, the Writing Center is now incorporat-

ing Google Apps such as Hangouts and Drive. Mr. Spragins is very excited about this addition, for it will enable consultants to trace the evolution of a student's ideas as he takes notes, roughs out paragraphs, and develops a thesis within the application. With the Google Hangout App, students will now be able to meet with consultants over live video. In addition to live video consultations, members of the Writing Center plan to create instructional videos, which teachers can use to reinforce key points in a particular unit.

A student can sign up for a consultation by going to Gilman's website, clicking on "Program," then "Tickner Writing Center," and then the one-on-one consultations link. The link will send the student to a Google Doc where a range of junior and senior consultants are listed. A student simply writes his name next to the consultant of his choosing. Every humanities teacher recommends a trip to the Writing Center before turning in a paper, as it is definitely a unique resource that should be utilized by all students.

Q&A with Brooks Robinson

INTERVIEW BY MATTHEW TOMASELLI

Q: What do you think about the Orioles this season, and do you think they can make a World Series run?

A: "Well, they have just as good a shot as anybody, that's what they all play for. When I was graduating from high school I wanted to play baseball, sign a minor league contract, play in the minors, get in the big leagues, win a Pennant, and get to the World Series, that's what it's all about, and I know these guys want to do the same thing, but there is a lot of luck involved in it. But I'll tell you what: the Orioles have had some setbacks, but they have come back to win. They have a good chance, I like their chances, in a short series with good pitching. So it'll be interesting to see.

Q: What is your favorite or most meaningful moment as an Oriole?

A: Oh, winning the World Series in 1966. We got close in 1960. The Yankees came here Labor Day in September, and they were two games ahead of us, and we won all three. We went away for two weeks and went back to Yankee Stadium, and they won all three, they won 14 in a row. Then in '64, we were 2 games back of the Yankees, and they had a dry spell. They didn't get back in the World Series until '76. We won the Pennant in '66 and beat the Dodgers, that is what it is all about. Being the World Champions, being the best for the year, epitomizes everything.

I played in four [World Series]. Two, we were the underdogs, which we won. The two we were supposed to win, we lost. When you play 4 out of 7 or 3 out of 5, anything can happen. It's just the fact that you're the World Champions for the year. The Orioles have been in 6 World Championships, won 3 and lost 3.

Q: What would your best advice be to a young aspiring baseball player?

A: Well, you know, I was lucky to sign, I signed for \$4000. It was the most you could get for a non-bonus player, and if you got more than 4000, you had to go directly to the Major Leagues for two years. There were 7 or 8 teams that wanted to sign me for 4000. They didn't want to make me a bonus player because they didn't think I was that great. I've always had that great hand-eye coordination, I could field. I had very average speed, very average arm. The big question mark was if I could ever hit. That was a question mark for a number of years. I always tell everybody that I am in the Baseball Hall of Fame not for all of my ability but for my love of the game. That is all I ever wanted to do. I tag along after my dad, who was a terrific semi-pro player in Arkansas in Little Rock. He was a batboy for some of those teams, and I didn't want to do anything. He encouraged me and when I signed with the Orioles, which was good because they weren't very good, I signed in '55, and in '54 they lost a 100 games, in '55 they lost 100 games. They told me, you go down and have good years, you'll have a chance to play here in Baltimore. That was a good thing I think my love for the game overrode a lot of things, it makes up for a lot of shortcomings you might have.

A Day In the Life of Dr. Mo



BY DAVID GUSHUE

Many students are used to seeing and talking to Dr. John Mojzisek when he asks them what is going on in their lives. However, how often has one ever inquired about the counselor's own life? Dr. Mojzisek, or "Dr. Mo" for short, acts as the Director of Counseling Services and attended University of Notre Dame for undergraduate. He holds a Masters Degree in School Counseling, a PhD in Pastoral Counseling from Loyola University Maryland, and a Doctor of Ministry Degree in Christian Spirituality for Washington Theological Union.

During first period, he catches up on emails and other work while most students are in class. After first period, students begin to stop in to the Counselor's Office to chat in-between periods, or even during second period. Also during second period, Dr. Mo usually heads down to the Middle School to interact with some students during recess.

"I find it really helps if I get to know

people during middle school, so when they get to high school they are already comfortable with me and know what I do," he says. Once assembly comes, Dr. Mo chooses any seat he wants, as he has no assigned seat. This helps him get to know more students as well. After assembly comes everyone's (including Dr. Mo's) favorite part of the day: Lunch. Throughout lunch he tries to stop in and see different people in the cafeteria. After Upper School Lunch comes Middle School lunch, and then fourth and fifth period.

During fourth period, Dr. Mo has a health and guidance class with Mrs. Meacham about half the days in the cycle. At fifth period, Dr. Mo helps the upperclassmen conduct Freshman Fifth, in which they discuss student life in high school with incoming freshmen. On days when he does not have Freshman Fifth or Health and Guidance, he sees students individually or a couple at a time. Finally, when the eight-hour day comes to a close, Dr. Mo helps control the hunger-crazed middle schoolers from stampeding the School Store. Thus, a day in the life of Gilman's own Dr. Mojzisek.



Matt Tomaselli (17) poses with Orioles Legend Brooks Robinson

Paragon Seeks Submissions

Dear Readers,

Paragon is Gilman's literary and visual art magazine. We are looking for any form of your creativity in writing or visual art. There will be a submission deadline sometime in early winter, so we encourage that you submit any pieces that you have once you have finished them.

Nick Johnson is this year's literary editor. When you have a literary piece, he asks that you email him at nljohnso@students.gilman.edu with the piece as an attachment with the title "Paragon Literary Submission". There will be Paragon Literary Review board meetings during fifth periods once there are enough submissions. Anyone who is interested can come; we're hoping plenty of underclassmen and upperclassmen decide to contribute.

Jack Dearing is the visual arts editor. When you have a physical artwork to submit, put it in the designated area within the art room. When you have a digital submission, such as a photo, email it to him at jjdearin@students.gilman.edu with the photo as an attachment.

We are really excited to get started with Paragon, and we hope that you will submit your creative work!

-Thanks, Nick Johnson

FLIK Improvements Here to Stay

BY DAVID GUSHUE



With the new year, FLIK has made some significant changes to improve the lunch selection. For starters, FLIK has added two additional pasta bars. Each grade has a designated pasta bar, and seniors have the privilege of using any of the bars. In addition, each bar includes two sauces, red pepper flakes, parmesan cheese, and bread sticks.

However, many have complained about the texture of the breadsticks, as many are badly burnt or just too hard. Apart from that, the improved pasta bars have received very good reviews. As

sophomore Brian Nelson (17) said, "The new pasta bars have been a welcomed and delicious addition to the lunch game."

Along with the new pasta bars, FLIK has made a revolutionary addition of two Chipotle days a month. FLIK will try to emulate the delicious Chipotle burritos that nearly every Gilman student loves. On these days, the pasta bars are filled with common toppings such as salsa, cheese, sour cream, black beans, and corn. Perhaps the greatest benefit is that FLIK is not charging for guacamole.

FLIK may be heading on the right track, but only time will tell if their efforts will continue to be successful.



The Gilman Pasta Bar poses nood(le)ss for its first feature in the Gilman News

Sophomores Live Without a Home

BY BRIAN NELSON



Some consider 10th Grade to be the most difficult year in high school at Gilman. This can be attributed to numerous reasons such as the dreaded Artifact Paper, and the increase

in homework. Also there is a common assumption that with a year of experience under their belts, the sophomores will not make the same stupid mistakes that they made as freshmen.

Or, it could be due to the lack of a home. Tenth grade Class President, Jordan Yaffe, explains how he feels about the year ahead in the Science Building, "I am not really sure how it will be, but sophomores really won't be able to hang out like we could in CT-20 last year, but we will see how it goes."

The freshmen have the beloved CT-20, Juniors have their common area, and Seniors have the Senior Room. But the Sophomore class is relegated to the Science Building. In the warm months of

the year this includes the tables outside the building, but in the winter Sophomores sit clustered in the hallways of the Science Building. Jordan Yaffe (17) explains, "Sophomores do need a place where they can be themselves and make good conversation. The area outside [the Science Building] has been great so far but I don't know how great the Science Building will be during the winter once it starts to get colder out."

Disadvantages of the Science Building include uneven climate control, weak network connection, and a long distance to Carey Hall and the school store. The Science Building did undergo much needed improvements this past summer, which involved installing new ceilings, lighting, walls and lockers. These improvements will make the year long stay of the Class of 2017 a bit more tolerable. However, this does not eliminate the need for a Sophomore common area and until this becomes a reality, the Sophomores will continue to endure the long winters in the claustrophobic hallways of the Science Building.

Mr. Heubeck Reflects on First 10-Day Cycle

BY GUSTAV GULMERT



Earlier this school year, History Teacher, Mr. Robert Heubeck, was installed as the new Head of the Upper School. While Mr. Heubeck has presided over

assemblies and run different gatherings around the school, he can also be found roaming the hallways and keeping a close eye on his students. Mr. Heubeck, who enjoys his new office and its location, has fully accepted the new responsibilities. When asked how his current job compares to his former profession he stated, "I wouldn't call my role a job..., and I have always enjoyed teaching and I still do teach a class [Euro Civ]." He described the location of his new office, saying, "I enjoy listening to the pleasant conversations of all the students at their mailboxes."

Through time and perseverance, Mr. Heubeck's goal is that each student will leave Gilman with no regrets regarding their decisions. When asked how he will achieve this he stated that he opti-

mistically hopes that through routine, discipline, and responsibility Gilman students will learn how to make the right decisions to achieve their goals through college and beyond. He also referenced the Honor Code as it maintains a fine line that he hopes students to follow no matter where the situation, in or outside school. Mr. Heubeck is also familiar with students through his son, who is enrolled in the Middle School, where they teach similar principles for success.

Fulfilling the Gilman experience is an idea Mr. Heubeck encourages everyone to look forward to as they experience it. Four years is a short time in the average life span, and he wants all his pupils to undergo the best of it. Whether it is walking down the hallways or another advisor meeting with a personable teacher, Mr. Heubeck values time on campus more than some things that may be deemed more important. He described his devotion to Gilman with the simple fact that, "I have spent more time with President Spencer Perry this summer than with my wife and family."

A US Open to Remember

BY WILL RENDE



The 2014 US Open once again proved to us all that hard work and determination are more valuable than a great reputation. As the old champions suffer the consequences of aging and injuries, new blood and lower ranked players are seizing their opportunity to improve and win Grand Slams. Such was the case in this year's Open, as Marin Cilic and Kei Nishikori, two names that most had never heard of, earned an appearance in the men's finals. The match resulted in a 6-3, 6-3, 6-3 victory in favor of Cilic, however both went through intense semifinal matches to earn their titles. On the women's side, Serena Williams, who had won the tournament the last two years, continued her streak when she defeated 10th seed Caroline Wozniacki 6-3, 6-3.

Even before the tournament had begun, the tennis world was shocked when Rafael Nadal, currently ranked second in the world, decided to skip the tournament after a wrist injury. This lifted an enormous burden off the shoulders of other top players, such as Roger Federer and Novak Djokovic, who collectively have won the majority of the recent Grand Slams, along with Nadal.

Early round play began on August 31st. One of the biggest stories this year was 15 year-old CiCi Bellis, who defeated the 12th seed Dominika Cibulkova in the first round. She suddenly became the youngest female player to win at Flushing Meadows since Mary Joe Fernandez in 1986. Unfortunately, her victory was short lived as she lost in another three set match against Zarina Diyas.

As the tournament continued, it was shaping up to be another Federer-Djokovic final, with both of them being on opposite sides of the draw. One of the most memorable matches this year was the quarterfinals between Federer and the Frenchman Gael Monfils. Monfils quickly earned two sets on Federer, who had the support of the crowd. However, Federer, without ever showing any emotion, stole the victory. The final score was 4-6, 3-6, 6-4, 7-5, 6-2. The next round, Djokovic and Kei Nishikori, on the other side of the draw, played an intense four set match, with Nishikori pulling out the upset.

On the women's side, Serena Williams cruised through the tournament without losing a single set. Coming off of a disappointing 2014 Wimbledon, her success couldn't have been timed better. With the home crowd behind her, Serena took home the trophy when she defeated her close friend Caroline Wozniacki from Denmark.

Marin Cilic, native to Croatia, had never won a major Grand Slam before this year. After he defeated Roger Federer in the semifinals, his odds suddenly increased. In the championship match, he defeated Kei Nishikori in straight sets.

At the end of the match, Cilic, breathless and overwhelmed with applause, remarked, "For all the other players who are working hard, I think this is a big sign that if you're working hard things will pay off."

Cilic couldn't have said it any better, and we look forward to future Grand Slams as more young guns work their way up.



Gilman's new barbecue club serves chicken and pulled pork under the watchful eyes of Mr. Shattuck. Photo courtesy of Gilman News Staff

Three Freshman Make Cut for Varsity Soccer



By ERIC GIBSON

Following in the illustrious tradition of Gilman soccer, this year's Varsity soccer team has big shoes and tall orders to fill.

While overcoming many preseason challenges, students have speculated that, perhaps, their biggest challenges are vertical. But what the team lacks in height, they make up for in tenacity, skill, and sheer talent. One might find it surprising that some of the players are 5' or less, however, many of these shorter players have proven themselves on the field. This year, three notable freshmen had the honor of making Gilman's varsity

soccer team: Meritt Wiggin, Joseph Melancon, and Dennis Khranovich.

Meritt, playing left midfielder, is an athletically built 5'1". Coming from the Greenspring Montessori School in Lutherville, Meritt has realized that he is one of the smallest players on the team. Despite his gravitational affinity, he excels and tears up the field with the other Varsity Players. When asked about the team, Meritt mentioned that, "The team is great because we play at a faster pace and a higher level of competition."

Dennis, the shortest member on the team, is 4'8". Having already scored a goal, Dennis is emerging as a team leader. While he may take a beating during the games, a Varsity-tier resilience and admirable talent make him a star.

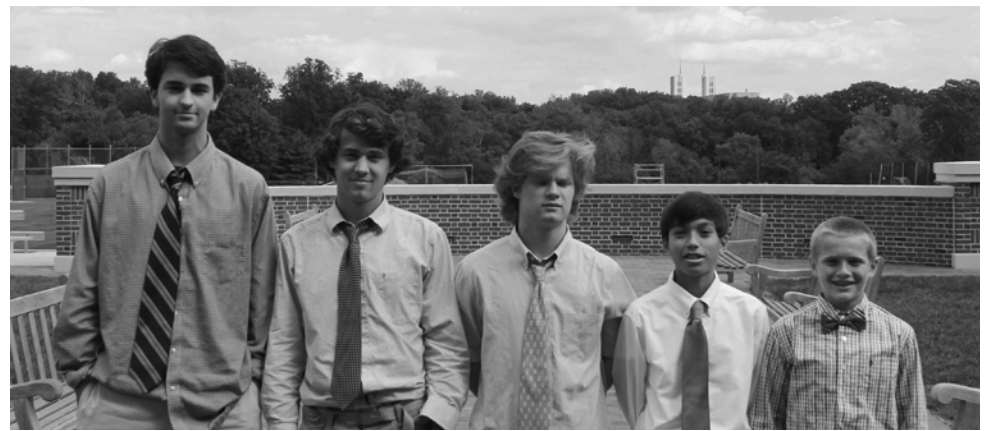


Photo by Spencer Churchill

Don't overlook Joseph Melancon, playing center midfielder, who stands the tallest of the three at 5'5". He explained that, "As a smaller player, I have to work extra hard to keep up, but our team supports each other and connects as a team."

Meritt, Dennis, and Joseph represent the physical characteristics and the skill of our Varsity Team. It is no small feat that these short players demonstrated that, when it comes down to the wire, height is not a factor in soccer.



Baltimore Orioles Magic (cont.)

has driven their successful season thus far. Fifty percent of the Orioles' runs this year have come from homeruns, and Chris Davis is always a threat to 'go yard', no matter how great his struggles. Not only do the Orioles lose a powerful hitter in Davis, it affects the other big bats they have in the lineup. Cruz and Adam Jones, the other two offensive leaders, will likely see less pitches to hit as opposing pitchers will pitch around them as they no longer have to worry about Davis coming up behind them. His batting average may not show it, but Chris Davis will be missed in more ways than one this postseason.

So do the Orioles have what it takes

to make a run this postseason? There are certainly things working against them, but Baltimore's resilience so far has been incredible and may continue. Despite proving themselves by winning the AL East, it looks like the Orioles will be doubted this postseason, which has become a theme in Baltimore sports. The 'chip on the shoulder' attitude will likely be at the heart of a possible Orioles playoff run, just like the Ravens' championship season two years ago. 'Orioles Magic' may prove the critics wrong, and Baltimore may finally be able to add winning baseball to their list of characterizing traits.

Sports By The Numbers

COMPILED BY ALEX BAUMAN

2-2

Varsity Football record through first four games

Varsity Volleyball's record through first seven matches

7-0

15-1

Varsity Volleyball's record (in games) through first five matches

Underclassmen on the Varsity soccer team

15

11

Consecutive seasons Gilman varsity volleyball has advanced to post season

Varsity Soccer's "Baltimore Metro Area" ranking according to The Baltimore Sun

8

4

Varsity Football's "Baltimore Metro Area" ranking according to The Baltimore Sun



Bond, President Bond

BY SPENCER CHURCHILL & WILL RENDE

The Class of 2018 is now officially part of the Gilman Upper School Student Council. While sophomores and juniors prepared for the PSAT, the freshmen class held several form meetings to determine who would represent them throughout the upcoming school year.

James Piper Bond, who came to Gilman this year from Roland Park Middle School, will head the Class of 2018 this year, followed by Will Westra as Vice President, and Connor Mitchell as the Secretary/Treasurer. Bond is making history, as Gilman has not seen a student new to Gilman elected president of their class for as long as many long-time faculty members can remember.

Leading up to the election, each presidential candidate had to prepare the usual 90 second speech. Most contenders offered their views on community service, student organized events and the importance of accomplishing short term and long term projects throughout the year.

According to Freshman Form Chair Mr. Timothy Lauer, eight candidates ran for the big chair with a large range of ideas and opinions. Dennis Khranovich's

platform stressed his soccer connections to upperclassmen, while Will Westra stressed the importance of putting the "fun" back in "fundraising."

Piper seemed to be very excited and optimistic about his new position. Similar to what he said in his speech, Piper plans to focus on kickstarting his class on their community service. By working with his father, President of the Living Classrooms Foundation, Piper wants to stop the standard procrastination that occurs with many Gilman students when it comes to the community service requirements. He did not offer further suggestions regarding his plans for the upcoming year.

After the ballots were counted, most students were optimistic about Piper's potential as class president. "I think Piper will be a good leader based on the values he has as a classmate," said Owen Dunn ('18). Many were comforted by how the student who would be representing their class was approachable as just a normal kid. Despite Piper's being new, many of the students of the Class of 2018 seemed faithful in Piper's abilities.

Inside and outside the classroom, Piper's strong leadership and sympathetic personality makes him an ideal president for this upcoming school year.



Newly elected freshmen president Piper Bond. Photo by Basil Apostolo

Fantasy Football Take-Over

BY THOMAS BOOKER & AARON SLUTKIN

Let's be honest—nowadays, more people focus on how many touchdowns their fantasy football wide receiver catches, than if their favorite NFL team ends up winning their game. Before anything resembling fantasy football existed, people harbored undying loyalty to their teams. This zeal seems to be missing in today's world. Although Joe Flacco's stats can be the difference between a jubilant victory and a heartbreaking defeat, a single player's performance has never been more significant. Because of the rise of fantasy football, players are not judged by a contribution to a team win, but rather they are rated and ranked by their weekly statline.

One detrimental effect fantasy football has on the NFL is its misguided determination of a player's value. Looking at the fantasy points accrued over eight weeks by NFL receivers, Atlanta's Julio Jones has earned 84 fantasy points, whereas Dallas' Dez Bryant has amassed 83. By the numbers, Jones has a slight edge. However, numbers can be deceiving, and when you look beyond them, the story changes. After Week 8, Jones' Falcons were 2-6 and in third place in the NFC South, a division with an average win-loss percentage of .315. Meanwhile, Bryant's Cowboys head into Week 9 leading the NFC East—a division with an average

win-loss percentage of .657. Looking at the greater picture, the question changes: who is more valuable: a player who scores 84 fantasy points but contributes to two wins, or one who scores 83 points but contributes to six wins and the NFL's best record. By this judgement, it is clear that Dez Bryant is a more valuable wideout than Julio Jones. Fantasy football however changes the meaning of the word valuable because it considers only statistics.

Fantasy football also greatly skews one's allegiance to a team. In Week 1 of the 2014 NFL season, I started Bengals' Quarterback Andy Dalton, so naturally, any positive play for Dalton was a positive moment for my very own Kansas City Whirlwind. Cincinnati's red-headed wonder had a solid opening game, passing for 300 yards and one touchdown, a performance worth 18 points. Despite Dalton having an above-average showing, there was one slight complication: Cincy's Week 1 matchup was against my Baltimore Ravens. So, as Dalton's threw a 77-yard pass that would decide the game against my favorite team, I, in a moment of weakness, cheered. Even as early as Week 1, my fantasy football team took precedence over my Baltimore Ravens—a very shameful moment. Fantasy Football, in all of its glory, has a massive impact on reality.

Tech Between Three Schools

BY GUS MENY

Three years ago, Gilman launched the 'Device of Choice' program to push the school to the forefront of technological advancement and help students utilize technology in all their classes. The program covers both on and off-campus classes, which has not been a problem as both sister schools have willingly adjusted alongside Gilman to technology's place in the classroom. In fact, Bryn Mawr Schol (BMS) and the Roland Park Country School (RPCS) both seem to have been more liberal in their use of technology. A quick look on RPCS's website states that RPCS has had a personal student laptop program since the turn of the millennium, a substantial 11 year advantage on Gilman's own program. Turn to Bryn Mawr's website where the site notes that students frequently use personal assigned iPads in Kindergarten through 4th grade, followed by a transition year in 5th grade with a Mac laptop stored at school. Finally, the girls enter school with personal laptops in 6th grade, three years before the Gilman boys.

Gilman isn't actually on the forefront of technological experimentation. In fact, it wouldn't be so rash to say that we are slow on our adoption of technology into the school's program. However, speed only counts for half the battle. Compared to the other schools, how does our technology fare?

Sam Jesner (BMS '16) offered the following regarding BMS's technology,

"Compared to the other schools, we don't have anything blocked, our Internet is almost always up, and we have a 3D printer." When she heard that Gilman also had acquired a 3D printer, Camilla Bendetti (BMS '16) explained that there was a club dedicated to using their 3D printer, something Gilman is lacking. Also, while Gilman blocks several major websites (including Youtube, Facebook, and any gaming websites), the notion of a firewall seems questionable since it ends at Bryn Mawr, where a significant number of students go daily. When I asked Nora Feinberg (RPCS '16) about the technology at RPCS, she said that they "blocked certain websites, like social media," adding that RPCS required students to all purchase the same computer model. She also mentioned that the RPCS printing system, "rarely works." Gilman student Joe Sakai ('16) stated, "I prefer RPCS Internet. Gilman Internet can be unreliable, and I haven't had many problems at RPCS." It appears that Bryn Mawr leads the pack in terms of technological supremacy with Gilman and Roland Park tying for a distant second.

With this knowledge, one must ask, how did we fall this far behind? Sure, among the three schools our technology is debateably not the worst, but one of the Gilman Five values is excellence, and we can hardly call our technological pace or quality excellent. We may be three schools that work in unison, but there is clearly a technological gap among the schools.

Teachers Talk Tests



BY MATT TOMASELLI

A few weeks ago, many sophomores experienced a week of relentless testing, which could now be referred to as "Test Week". Countless sophomores had tests in as many as five of their six core classes, including three tests on one day for some. This is certainly not the first time test clusters have overwhelmed students. As the year goes along and ten-day cycles continue to pass, there always seem to be certain weeks in which a number of teachers try to fit their last tests in before the end of a quarter, a long break, or whatever the motive may be. It is not just the sophomore class that has experienced this plethora of tests in a very short amount of time. With all these examinations frequently falling on the same week and even the same day, one question requires answering: Where is the communication among the teachers regarding tests and other major assignments?

The faculty currently has no means of communicating their class test dates. Without any means of communication in regards to examinations, students are left to feel the consequences. The faculty, as colleagues, is responsible for working coherently and as a whole despite their respective subject divisions. Five tests in one week are simply not fair to students with an already inexorable workload at Gilman. When the teachers become in touch with one another, convergence of tests on certain days and weeks can be completely eliminated, thus creating a more harmonious and compatible

environment between the students and teachers.

To be fair to the faculty, the student has the liberty to moderate his test load when it may become too heavy. There are currently means in place to help make a workload in regards to tests become more manageable. The Student Handbook states that, "the school maintains a test policy that states that students are required to take no more than two tests on one day. If a student finds that he has more than two tests on a given day, he should take the two that were assigned first and coordinate a time with the third teacher for a makeup date" (Upper School Handbook, page 8). Although the policy isn't very well known, this rule is quite helpful to the student body, and students should feel free to take advantage of this liberty. This prevents a student from having a trio of tests on one day, should he so choose to exercise his exemption.

The student has a responsibility to communicate with his teachers when he may be experiencing a surplus of tests all at once. As Gilman's faculty always says, 'the teachers are here to help you.' This holds especially true to testing and test clusters. Academic Dean Dr. Ned Harris says "I would urge students just generally to approach teachers and present this as one human being to another, and often I think teachers are pretty understanding with that." As important as teacher communication is, the students must do their part in alerting their teachers when they may find themselves having a mass of tests.

This lack of test coordination among the faculty is clearly an issue, and Dr.

continued on page 4

To Curve or Not to Curve?



BY BRIAN NELSON

Say you get a test back in Honors Physics and you receive a sixty-five percent, but then Dr. Salcedo informs the class that this test proved to be particularly hard and there was a ten point curve. That would probably make you feel pretty good, knowing that you passed instead of failed all because of a curve.

The term "curve" comes from the bell curve, which is used in statistics to show the distribution of any set of data. The practice of test curving, scaling, or adjusting has been a part of the Gilman curriculum for as long one can remember. Alongside this practice, there has been an ongoing debate in the academic world about test curving. Test curving can be a useful tool for teachers to analyze and adjust test scores if needed.

The amount of curving at Gilman heavily depends on the department. On one hand, Mr. Heubeck added, "I think that if you maybe look at science or math there might be a scaling component in their grading," while the History Department tends to scale less. Mr. Heubeck, when asked why he thinks curving is an important part of teaching, replied, "Teachers are trying to compensate for the various styles that kids have." He also noted that curving is important because it compensates for the different teaching styles and personalities of different teachers teaching the same course. In turn, trying to provide every student with a similar experience in the same course no matter the teacher. This can be an ongoing challenge because no two people are the same.

With regard to his specific section of European Civilization, Upper School Head Mr. Heubeck commented, "I try to make a test that's challenging, but also one that if you have done any amount of studying or preparation, you should understand." This means that if you create the correct test, a curve should not be needed, but in some cases, the class as a whole performs poorly, therefore justifying a curve.

Test scores are not always adjusted equally, so students who normally test

well receive a smaller bump compared to students who did poorly. On the other hand, students who tend to struggle with testing generally feel grateful since they receive a larger grade inflation. When asked how he felt about curving, Matt Katz ('17) stated, "I feel like when the majority of a class does not do well on an assignment, a curve should be given. This should indicate to the teacher that somewhere along in the unit something went wrong and the class deserves a curve."

In higher education, curving, or grade inflation, as it is termed, is very much a part of the education process. Since Gilman is a preparatory secondary school, its goal is to prepare students for this aspect of test taking. Although it should not affect how one studies or prepares for the test, naturally it leads students to expect to see a curve on an exam. This could potentially lead the student to not study as hard or not perform to their full potential.

Occasionally, teachers administer the same test to two different sections and the two have very different test averages. One class could only need a six point curve to raise the average to the teacher's preference while the other section could need a fifteen point curve to raise the average to the level. Students in the section that only received a six point curve would be extremely frustrated to know that they studied really hard but only received a small curve compared to the other section. Curving is definitely not the perfect solution, but it is used to compensate for the differences among students and teachers alike. But is this fair to the students?

When asked about how he sees curving evolving, Mr. Heubeck, stated, "Going forward, what we are going to do professionally, as a faculty, is to look at assessments: what kind are we giving? How frequently are we giving them?...while we can look at the curving part, the real issue is what kind of tests and quizzes are we giving." Although curving is a considerable issue, the root problem lies in creating better assignments. Rather, teachers should not rely on a curve to help compensate for the downfalls and shortcomings we have as students and teachers alike.

Caption Contest



Have an idea for a caption? Email thegilmannews@gmail.com with subject "Caption Contest." The winner will be announced in the November 2014 issue.

THE NEWS



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Mr. Hastings Takes Over the English Department

BY WILL MALLAS AND JORDAN BRODIE

This year, Mr. Patrick Hastings assumed the role of English Department Chair. In his eighth year teaching at Gilman, he was willing to take on the new position, noting that he has always loved the prospect of leading a department. With the opportunity available, he will strive to continue the great successes that Mr. Christ, the previous department chair, had during his tenure.

Mr. Hastings is very excited for his new endeavor as Department Chair. He does not have any sweeping changes planned but explains that he will be listening to students and teachers, hoping to gauge their interests in literature. As he asserts, "I think there is always a balance between each teacher's autonomy to choose the texts and materials they are most excited to teach and a comprehensive and coherent curriculum." Mr. Hastings seeks to

continue and achieve this balance in the upcoming years by collaborative efforts amongst teachers and students. He mentioned, "The feedback from graduates is that they have been very well prepared, and I don't want to change that."

For Mr. Hastings, this new job is bittersweet. His new role as the Department Chair marks the end of his role as the Director of the Tickner Writing Center. Mr. Hastings loved his time in the Writing Center, but he thought it was time to move on. He admires how unique the Writing Center is, for it is one of the few places on campus where students can receive help from other students within the confines of the Honor Code.

Overall, the Gilman community can continue to expect great things in the new era of the English Department under Mr. Hastings' leadership.

UN Climate Summit

BY WILL RENDE



On the morning of September 21st, more than 300,000 people of all ages, ethnicities, and political beliefs flooded the already crowded streets of New York City in the name of action. Students, celebrities, and everyday people who care about the future all arrived to be a part of the People's Climate March, the largest march for climate change action in history. This march, however, was only the beginning of an international summit hoping to stop the issue in its tracks.

As temperatures and sea levels rise, humans continue to release tons of CO₂ into the air every day, proving that climate change is, in fact, man made. Within this century, temperatures are expected to rise between 2.5 and 10 degrees, and while alternative sources of energy have begun to appear as a cleaner option, scientists and environmentalists worry whether or not we will make it in time. The purpose of this summit is to gain momentum in support of keeping the planet alive.

The summit, organized and run by the United Nations, consists of several crucial meetings, the first of which occurred on September 23rd in New York City. Earning publicity for having the largest number of world leaders gathered to discuss climate change in history, the meeting has given supporters a fresh wave of optimism. After an embarrassing 2009 Copenhagen summit ended in unfulfilled promises, UN leaders have never been more determined to prove that they can create change. The next major conference will take place in Lima, Peru, in December. The summit will conclude one year after the Lima meeting with the most important meeting in Paris. Such meetings include discussion and debates on

methods of preventing and coping with climate change. One of the main concepts is the creation of a greener economy by investing in alternative energy power sources and cars as investors and insurance companies become aware of this breakthrough opportunity. By creating a greener economy, leaders hope to change the purchasing behaviors of everyday consumers who contribute significantly to climate change by creating a need for more gas-guzzling cars and other products that create pollution. With the situation in a more severe state than ever before, the expectations of many are that this year's summit will generate more action than those in the past.

Today, scientists and engineers are making enormous efforts to create solutions to this problem; however, we cannot rely on this group of experts to continue their efforts indefinitely. Who will fill the large shoes of today's scientists and engineers? This question is frequently tossed around at the conferences. Everyday, it becomes more clear that the help of our generation is essential if we hope to ever stop climate change. Leaders are hoping to generate student interest in these fields by calling for more math and science teachers in schools all across the world. After all, if it is our issue to inherit, then it will most likely be ours to fix.

With a hint of optimism emerging after a promising start to the summit, we can only hope that world leaders, with the help of millions of supporters, continue to work together in efforts to cease climate change before it is too late. In the words of UN Secretary General, Ban Ki-moon, "To ride this storm we need all hands on deck... We have never faced such a challenge. Nor have we encountered such great opportunity."

Libertarians: The Rise of a Third Party

BY BLAKE LEONARD



If you ask the average American, they would tell you that the world of U.S. politics is polarized into only two entities. At Gilman, however, you may get a very different answer. President of the Young Libertarians Club at Gilman, Mitchell Butler ('15), remarked from last year to the present, "We had a decent base of about 8 students and that has grown by 30% this year. I think nationally the interest in the party has also grown because people are starting to realize the current parties are not being productive so they want another option."

The Young Libertarians club at Gilman has been one of the more prominent political clubs in recent years; its base of members is as strong as any political club at Gilman. Nationally, the Libertarian party and other third parties have seen marginal growth in recent years, but they have not grown nearly as much as they have at Gilman. Third parties are key to preventing gridlock and fostering a successful political landscape in this country. Gilman's third party movement will hopefully be a trend for the entire country in the coming years.

Two-party systems historically have deduced issues to be black and white when in reality, the problems faced are much more complex. As far back as the time of George Washington, the dangers of a two-party system have been recognized. In his farewell address he stated, "The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism." Mitchell Butler ('15) agrees with Washington but remarked that, "Although the third party is another faction, it is a faction that is an alternative to the current system that is really taking us nowhere as a country."

In Congress today, it is easy to see how viewing a problem in only two ways leads to a lack of productivity. Not only does political stalemate lead to inefficiency, it also causes people to fail to formulate their own opinions, but rather opt blindly to believe whatever their party tells them. These exact problems led people, like the great author Ray Bradbury, to say, "I don't

like either political party. One should not belong to them," and opines, "Anyone that belongs to a party stops thinking." Political parties should not be myopic cults; they should be open forums for the members to discuss issues but still maintain their opinions, beliefs, and ability to formulate their own ideas. When only two parties exist, much like the case in Ancient Rome during the Late Republican Era, the parties lose their message and convictions and often become corrupt and functionally similar. A third party, be it Libertarian, the Green Party, or anything else, is critical to stopping political turmoil.

According to a Gallup Poll conducted every year, the perceived need for a third party has grown dramatically over the past year from 46% to 60%. People are starting to realize the importance of having more than two parties running the country. The American public is growing tired of the Republican and Democratic parties that become more polarized each day. Of those polled by Gallup, 71% of Independents felt a need for a third party which only proves that those who are not heavily invested in either party have become weary with their rhetoric.

The country is in dire need of some form of meaningful political change, and entering a third party into the equation by raising the status of one or creating a new one would be the most effective way to accomplish political progress. The rise of a third party will help to solve the issues of political gridlock. Additionally, the arrival of a third party with serious influence may be on the horizon; In fact, according to Butler, "People are beginning to become fed up with the current system and the lies that the Democrats and Republicans are making. Overall dissatisfaction with our current two party system is what will lead to growth for the Libertarian party and for independents and for conscious citizens who really care about the nation and that will lead to a better government, a better system, and a better small government of course." Political advocate Scott Ehredt of the Centrist Alliance put it best when he said, "Politics has lagged our social and business evolution ... There are 30 brands of Pringles in our local grocery store. How is it that Americans have so much selection for potato chips and only two brands — and not very good ones — for political parties?"

Name Scramble

Unscramble the letters to find the name of a person in the corresponding category. Answers will be published in the next issue.

9th Grade: **Saga Injuries**

10th Grade: **H Leg Mechanic**

11th Grade: **Ser Thankful**

12th Grade: **Ion Moth**

Faculty Member: **Tut Mamba**

Editor's Note:

In the last issue of the Gilman News (September 29th), we printed an editorial about the Honor Assembly. It is News policy that the audio from all our interviews be recorded; however, the audio from an interview with Ms. McKeachie, the chair of the committee, was subsequently lost and direct quotations were not included in the article as a result. We apologize for the imbalanced editorial.

Mr Kumar: Teacher at Large



BY CONRAD CLEMENS

If you've been on the terrace level, then you've probably seen Mr. Shanthi Kumar. Known for his sniper-like ability to pick an untucked shirt tail out from the masses, few know his story and what he does today.

Since 1976, Mr. Shanthi Kumar has been "the heart of the Gilman community," according to Ms. Hammer. She views him as, "just amazing, and one of the most amazing teachers [she] has ever seen." After moving to the U.S. from Hyderabad, India, he soon earned his Master's Degree in Education at Morgan State University and his Master's Degree in Social Studies at Loyola University of Maryland.

Mr. Kumar became a summer camp sports instructor at Gilman in 1973. In 1976, after working at the camp for three years, Mr. Finney offered him a job in the Gilman Middle School which he readily accepted. Since 2005, Mr. Kumar had been working in the Upper School, and he loves it.

Every day, Mr. Kumar comes to Gilman at 7:15 to monitor the halls in the mornings and between classes. Mr. Kumar also

covers for absent teachers when they need him, and so far this year, he has covered for six different teachers and four lunch-detentions. Mr. Kumar's day ends at 1:15. He is contracted to work twenty hours a week, but Mr. Kumar works thirty hours, a testament to his love for the Gilman community.

On certain occasions in the past, like when Mr. Goldman's twin daughters were born, Mr. Kumar covered his class for part of November and most of December. During midterm and final exams, he finds himself busier, proctoring many exams.

Among his many titles, he was listed as a dean in the yearbook, and since then, the Dean's Office has adopted him as one of their own. Although Mr. Kumar is not an official dean, he is more of a part time faculty member according to Mrs. Hammer. In fact, Ms. Turner once referred to him as a teacher "at large". His Gilman ID does not divulge the mystery man's secret, and it identifies him as a member of the "Upper School Faculty."

Be sure to keep an eye out for Mr. Kumar, and if you see him, make sure your shirt is tucked in!

Midterm Election Preview

BY TEDDY DAVID



With an already dysfunctional Congress, a failing public education system, and a heated debate about the future of our country, the 2014 midterm elections

will decide the course of the United States of America for at least the next two years. While the House of Representatives is firmly in the Republican Party's grasp, most sources count nine 'toss up' races in the Senate, out of which, seven are Democratic incumbents, and only two are Republican incumbents. The Democrats, who hold only an eight seat lead, are in jeopardy of losing their control over the Senate.

Obama's approval ratings of 39%, the lowest at any point during his presidency, are expected to impact these upcoming elections. Republicans have molded their campaigns around one common theme: linking their Democratic opponents to President Obama and his controversial policies like the Affordable Care Act. Democrats have tried to distance themselves from the President's policies. The Democratic candidate for the Senate in Kentucky, Alison Lundergan-Grimes, has even refused to tell the public who she voted for in the last two elections (Obama's first and second term).

On a local level, there are thirteen toss up gubernatorial elections, or races for state governorships. In Maryland, Democratic incumbent Governor Martin O'Malley, who is contemplating a presidential run, cannot stand for reelection because one cannot run for three consecutive terms in Maryland, and, has been replaced by his Lieutenant Governor, Anthony Brown. Brown is running against Republican candidate Larry Hogan. Hogan is a successful real estate broker and is the founder of Hogan Companies, a real estate firm. As of the most recent poll, released on October 12 by the Baltimore Sun, Brown holds a lead of 7% over Hogan. Some important issues in

the campaign have been raising the minimum wage, universal pre-kindergarten, and the Maryland Obamacare Exchange (each state has their own exchange where customers can customize their healthcare plan). On the minimum wage, Hogan has not made his stance fully clear, but is against any significant hike, whereas Lt. Governor Brown supports an increase to \$10.10 per hour. Hogan does not support universal pre-kindergarten because of the cost to the state's budget. Finally, like many other races around the country, the Republican candidate, in this case Larry Hogan, has made the initial failure of the Maryland Obamacare Exchange one of the focuses of his campaign, while Brown has insisted that the exchange is now up and running perfectly.

Our neighbor to the north, Pennsylvania, is also in the midst of a fierce governor's race. Possibly the most important issue in the Pennsylvania gubernatorial election has been fracking, or the extraction of natural gas from underground reserves. While natural gas is much safer than traditional fossil fuels, like petroleum, and it does limit our dependence on the unstable Middle East, it pollutes local water sources, most notably the Susquehanna River, which runs into the Chesapeake Bay. The Democratic challenger to incumbent Republican Governor Tom Corbett, Tom Wolf, who holds a 16% lead, has promised to put stronger regulations on fracking companies as well as instituting Pennsylvania's first tax on fracking, whereas Corbett is strongly against the regulation and taxation of fracking corporations. In this age of interconnecting economies and environmental deterioration, another state's election could determine the long term health of one of Maryland's natural wonders.

As a whole, government is not popular in its current state of dysfunction and deadlock. With voter turnout in the upcoming midterm elections projected to be the lowest in the last century, one thing is clear: something has to change in Congress.

Teachers Talk Tests (cont'd)

Harris, Mr. Heubeck, and the rest of the faculty members seem to recognize that. When asked about how the teachers communicate about their tests with one another, Dr. Harris commented that ironically enough they are currently working on constructing a way to do that. Although very tentative, the plan is to use a Google Drive calendar through which all teachers must schedule their tests as a central clearinghouse for examinations. The students will seemingly not have to face the problem of test communication for much longer. This test calendar will likely be the perfect solution to this problem, as the system has now been working in the Middle School for an extended period of time.

As optimistic as this solution may seem, students will naturally have busier weeks than others. The faculty is going to do their part to limit the amount of tests per day and week, but with the natural order of the school year and how it progresses, students will always have some weeks where the workload is heavier than others.

Taking the question further to homework, Dr. Harris was asked if teachers should take a student's other five or six classes into account when assigning homework. He explained that communication for specific homework assignments

probably won't be feasible or even beneficial: "I think its gonna be pretty hard to coordinate homework assignments...I think [managing a multi-class homework load] really is part of the learning process and so is figuring out how to get through those tough weeks. It's not always going to be easy and for those teachers to have to adjust may not be realistic or even the right thing to do. I just think teachers have the same issues, like some weeks are just brutal and other weeks are lighter... It's pretty good training to get used to having certain weeks where you're just not going to get much sleep, that's the way it goes."

It seems that students will not be catching a break when it comes to homework in the future. When speaking about how part of the workload comes naturally, Dr. Harris added further, "I think there are certain times in the semester or even the quarter when things converge, very often its not the very beginning, it's more towards the end or even the middle just because the way units of material flow... You just know those times are coming, and it's gonna be a challenge." Homework will likely remain the same, but students can take solace in the fact that change is coming for testing. The faculty is going begin to communicate, and 'test weeks' will more or less be extirpated.

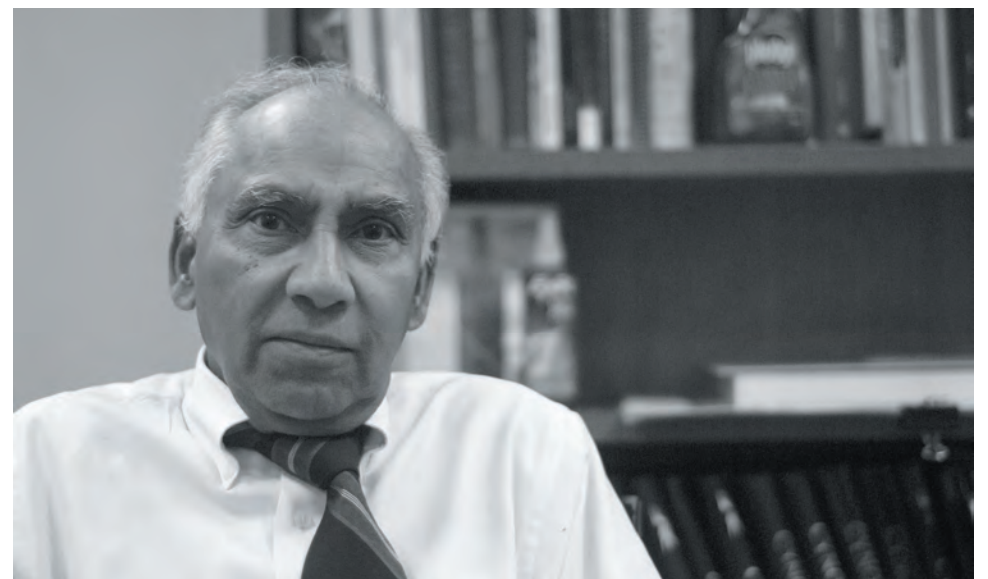


Photo by Zach Pollack

Email Abuse

BY GUSTAV GULMERT

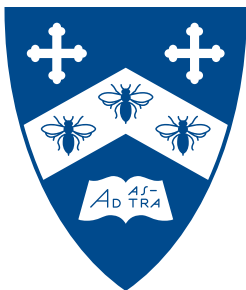


Over the past couple of weeks, emails have been sent to the entire Gilman community over trivial and diminutive problems and topics. The all-school email has recently not been used by those sending important information but rather by naive students seeking contact information and spreading awareness of a club, or sale, the wrong way. Of course, there are exceptions, but usually most of these would be better suited on a bulletin board or in an assembly announcement.

After being introduced to Moodle and Gilman email, the vast majority of students utilized their new tools for studying and learning. Communication between students stayed primarily educational. When asked about the email abuse problem, junior Stewart Cho states, "I honestly just don't care." Freshman Maxwell Costes expressed similar indifference. On the other hand, sending mass email can be "fun" according to Garrett Dvorkin ('15), speaking about one of the first email chains. He continued, saying,

"With a certain taste it's funny... it's fun for the people who decided to do it." He set himself strict guidelines of "once a semester" to enjoy this fun. Dvorkin also stated, "When a junior came and tried to do it... it was just stupid." He believes, "Freshman don't have the permission to do this." His mentality of seniority and senior privilege showed itself when a student decided to ask the entire school for his football coach's phone number.

Dvorkin read the AUP and the school handbook earlier this year, though to his defense, there hadn't been any explicit rules about using the "class" emails. He initiated a series of "Reply All" responses which kickstarted an email thread. The consequences shouldn't be solely set on the starter, but the people who continued the conversation in the inbox of the entire school. More recently, after a routine email advertising Chick-Fil-A sandwiches made by students with a faculty advisor's permission, some attention-seeking students did another "Reply All" and sent a trivial question to the entire school. History does indeed repeat itself.



Teacher Coach Model: Not So Much

BY BEN GANTT



Every Gilman athlete is aware of the school's pride in its teacher-coach model; Gilman praises this duality in its faculty, as it manifests the school's emphasis on the intersection of mind and body. But how valid is this model in practice on the varsity level today? Is it simply an exaggerated notion propagated by the school? According to the statistics, the model's effectiveness varies from team to team. On Gilman's website is an entire section dedicated to the teacher-coach, where it is written, "There are many experiences where boys are learning algebraic equations or Shakespeare in the morning and zone blitzes or how to throw and catch balls in the afternoon from the same person." This passage serves as a strong visualization of the bond that is formed between teachers and students across the school's disciplines. Yet the facts suggest that the idea of the teacher-coach may be blown out of proportion at Gilman.

Gilman dedicates a separate web page to each sports team. Accounting for teachers who coach multiple varsity sports, there are 61 varsity coaches employed by Gilman, thirty of whom - about 50 percent of all varsity coaches who serve in a head or assistant capacity - are not teachers on any level at the school. Only 21 of the 61 varsity coaches work in the upper school, so on a literal basis, only 34 percent of varsity coaches can share that teacher-coach relationship. Granted, 7 teachers serve as coaches in multiple varsity sports. And this is not to say that the thirty not employed as teachers share no connection with the school beyond sports, as many are alumni who are involved in the community in different ways.

On an individual basis, certain teams stray from the teacher-coach model more than others. For example, only 1 of the 3 varsity volleyball coaches is a

teacher at the school. None of the ice hockey team's 4 coaches teach at the school. Yet, the team that employs the most non-faculty coaches is football; of the squad's 19 coaches, only 6 currently serve as teachers at Gilman, with 5 teaching in the upper school. The indoor track team is perhaps the best at upholding the teacher-coach model, as six of the ten coaches serve as teachers.

The football team's startling statistics are to be expected, given that the sport requires multiple coaches to teach different skills. But is the teacher-coach role undermined because the sheer size of the football staff? Thirty percent of all coaches employed across the sixteen varsity sports at Gilman are involved with football.

During the Alexander Sotir Stadium Dedication, Coach Sotir chose to focus his speech on this relationship, going so far as to call it "the strength and the true benefit of the Gilman education." Former Governor Robert Ehrlich added in his remarks during the Dedication, "Today's nationally recognized program stands on your shoulders, Coach." But, given the numbers, is it possible that Gilman's education has taken on a slightly different complexion since Coach Sotir's tenure? Can the varsity football team say with confidence that it does indeed stand on Mr. Sotir's shoulders when the majority of its coaches are not teachers here?

According to Jelani Roberts ('15), a member of the football team and this year's Athletic Association Vice-President, the teacher-coach model is still alive and well: "I think the model is extremely valuable. For example, I have had Mr. Gouline as both my math teacher and my football and track coach, so we have developed a strong relationship." When asked whether it was significant that the Head Football Coach is not employed by the school, he added, "I don't think it hurts at all that Coach Poggi isn't a teacher, because he is still very concerned with how we perform in the classroom."

Raiding Season Is Upon Us

BY GUS MENY



Following the beginning of Raiding season, the curiosity about this enigmatic senior tradition always seems to grow if only for a little while. It's no wonder, as the introduction to this ragtag group of seniors starts early, when the lower schoolers watch the ski-goggled and caped seniors storm through their rooms loudly and joyfully. Of course, as most people realize, the Raiders have garnered

about the game."

Certainly, the students seem to think that the Raiders play an important role in Gilman life, but Raiding should remain open to improvements. Tommy Diehl ('16) joked that, "They could give out Taco Bell," although the idea of giving out food - specifically candy - to raise Gilman spirit is nothing new. Additionally, the argument that the Raiders can at times act too wild and disruptive is absolutely valid. Mr. Tim Lauer, in his first year at Gilman, had a very disruptive experi-



Photo by Zach Pollack

a bad reputation for being a little too rambunctious; yelling and banging on desks is perceived as a little aggressive.

Logically, Raiders like Luke Franklin ('15) see the good more than the bad. Luke stated that, "When I raided, I could see the excitement in the lower schoolers' eyes. They love the Raiders. They were happy, smiling, screaming, and wound up. The middle schoolers were also happy. They just want to be like you and are all pumped up for the game." When asked about potential improvements, Luke added, "Instead of screaming and yelling, we could have more organized cheers, getting people pumped for the game while also telling people about the game we're raiding for."

Claiborne Crozier ('16) stated that, "In the school, there's sometimes a lack of spirit, but with the Raiders, [they] get it flowing." Teddy Obrecht ('16) also recalled, "There was a Calvert Hall game I didn't know about two weeks ago, but I was pleasantly surprised when the Raiders entered my classroom and told me

ence, as he explained that, "The Raiders came in, knocked over desks, and totally erased all of my notes, and then they left." Because of this, Mr. Lauer keeps his door closed whenever the Raiders are around. He also noted the distraction that comes with the Raiders, as students continue to talk about them even after they leave. Still, when I asked if the Raiders could be improved, Mr. Lauer explained that he would be open to the Raiders following a few reforms. He stated, "I think if I had a better understanding of what the goal of the Raiders was, I would be a little more apt to participate, and I think maybe if it's done in a way that doesn't take time from my students, that could be kind of an improvement."

Overall, it seems that, despite the downsides of this tradition, the Raiders are a valued and cherished part of the Gilman experience, but their disruptive reality is certainly true. Perhaps a new twist on this old classic is overdue to make it more appealing and acceptable to the entirety of the school.

The Gilman Lunch Line: An Absolute Fiasco

BY SPENCER MORRIS



Have you ever had an unpleasant experience in the Gilman lunch line? Of course you have. We all have. Nothing perturbs me more than the daily routine of dismissal from assembly, the footrace to lunch across Harris Terrace, and the pushing, screaming, and shoving that ensue in the lunch line before students are allowed into the server. It baffles me that such bright students from such a fine school like Gilman so regularly thrust their way through the lunch line.

The violent nature of lunch at Gilman is something that has bothered me since

the renovation of the dining area was completed in 2008, my sixth grade year. Quite frankly, it is disappointing that a group of students, many of whom I know are truly great people, behave in such a savage manner while waiting to be served. I should not have to endure a warlike lunch line just to be served food. My feelings about the Gilman lunch line were rekindled in early November during the Chipotle lunch fiasco, following the Sotir Stadium dedication. Everyone was excited to enjoy a unanimous favorite, Chipotle burritos, so the pushing, boxing-out, and immaturity were at all-time highs. The wiser students among us

waited until the line died down before attempting to get food, a strategy which I use daily in an effort to avoid being mauled when Mr. Lauer lifts the infamous hand barrier between the line and the open door to the server.

Interestingly, these lunch line massacres occur not only on days with the best lunches - Chipotle and tenders included - but on a daily basis. If Flik were serving filet mignon and lobster with a side of gold bars for lunch every day, the obnoxious behavior would be somewhat understandable. There are plenty of days, however, when students body their way through the line even

when, to put it nicely, the menu generates little enthusiasm.

Recently, the craze in the lunch room has been the newly added pasta bars, providing yet another danger zone for jostling in line. Within seconds of students arriving at the Lumen Center, all three pasta bars are swarmed by hungry mobs of freshmen, sophomores, and juniors, with seniors making their way into each of the three lines. After lunch, when most of the students have exited the dining area and the rubble has settled, the pasta bars and their surrounding areas are littered with noodles, sauces, breadsticks,

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EXCLUSIVES Having an upperclassman brother (page 4); "Where do you get your News?" (page 5)

Dante, Discipline, and Detentions: Are We Doing it Right?

BY JASON MOSCOW



On the morning of the Gilman-McDonogh game, six sophomores were up bright and early serving Saturday detentions... their crime: skipping study hall on a Friday afternoon. For the six sophomores who received Saturday detentions, no meaningful lesson came from their punishment. When asked what he learned from his Saturday detention, Braeden Alevizatos ('17) responded, "I learned that if you are persistent enough, it is possible to sleep during detention." Similarly, Trey Wagner ('17) learned that, "When you get asked if you want to do manual labor instead of homework, the answer is no."

Dante, an Italian poet who lived during the High Middle Ages, talks about the concept of *contrapasso* in his *Divine Comedy*. *Contrapasso* encompasses the idea that men are not punished for their crimes but rather by their crimes. As Mr. Dan Christian explained, "What happens in *contrapasso* is that the people who are in 'hell' are essentially [living through] the consequences of what they did wrong." All punishments correlate directly to the crimes themselves. Mr. Christian explained, "The envious have their eyes sewed with wire, and the prideful have a rock placed on their back." In a less literal sense, *contrapasso* can be understood as the natural consequences that unfold from any particular action.

In the case of skipping study hall, *contrapasso* takes its course in the form of an extra hour of homework waiting for the boy when he gets home. This

idea provokes an interesting question: Do enforced consequences, such as detentions, take away from a student's ability to learn from the natural consequences of his actions? Headmaster Mr. Henry Smyth believes, "There probably are cases when natural consequences have a more meaningful effect than any enforced consequences."

Interestingly enough, when asked whether or not they planned on skipping study hall again, there was a general consensus among them: No, they will not be skipping study hall any time soon; however, this is not because they learned anything from their detention. It is because they do not want to receive another Saturday detention, which they all believe was an "excessive punishment for such a minor offense that occurs all too often."

According to the Merriam-Webster online dictionary, *discipline* is defined as "control that is gained by requiring that rules or orders be obeyed and punishing bad behavior." Mr. Smyth described a much more in depth definition of discipline which included two contradictory systems: "One being a purely philosophical, *contrapasso*-based form of discipline wherein we allow the consequences to play out as they may, and the other is to have a severely draconian code of, 'If you do this or don't do this, then this will be the consequence.'" Mr. Smyth identifies Gilman as somewhere in the middle. That being said, the decision to give those six sophomores a Saturday detention was leaning towards the draconian definition and fits more accurately to the Merriam-Webster definition of discipline. Perhaps,

this is why Liam Comen's ('17) reaction to the detention was, bluntly, "Gilman can sometimes seem like a prison."

A disconnect between students and deans seems to occur when students perceive that their punishments are intended to be less of a learning experience and more of punishments for the sake of punishments. The question then becomes how does Gilman implement a more meaningful discipline system, one that has less of a draconian emphasis and more of a Dante emphasis. When asked whether a *contrapasso* based discipline system could ever be implemented at Gilman, Mr. Smyth responded optimistically, "sure" but that he did not foresee any drastic changes occurring any time soon.

This raises a more complex question: how could this abstract philosophy be implemented as a form of discipline in our community at Gilman? Well, teachers, deans, and administration would have to be willing to allow students to learn from the natural consequences that come from their minor infractions. For example, if a student is late to class, it is possible that his punishment will not come until the next test or quiz. It is important to remember that Gilman is a prep school that prepares students in every possible way for college and later life. When students go to college, they will not be receiving detentions for skipping class. Their only punishment will be a missed opportunity to learn, which students might as well begin learning now in high school.

Mr. Smyth's concern with *contrapasso* was "one of timing." Astutely, he explained that sometimes "students need to receive a consequence" faster than *contrapasso* has time to work its course. To

this, the answer lies in what I like to call "enforced *contrapasso*." Mr. Christian explained this concept to me. One time twenty years ago, he suggested a form of enforced *contrapasso*: "Two students got in a [fist] fight after assembly because one of the boys made a derogatory comment in public about the other boy's girlfriend. The penalty for this was that they had to set up chairs before graduation. Well, there's no relationship between setting up chairs and what they did wrong." Mr. Christian, being the Dante-driven, *contrapasso*-minded man that he is, made a suggestion that, "Those two boys go and spend the day at the House of Ruth, the home for battered women." Both of them could learn from this because "the comment that the boy made was the kind of comment that turns women into objects." On the other hand, the boy who came to his girlfriend's defense with violence could learn something there too since "the women at the House of Ruth often would say that they were being hit because their husbands loved them so much;" thus, this teaches the second boy that responding with violence is never the answer. This suggestion was not accepted. Although this concept of enforced *contrapasso* does not include allowing the natural consequences of an action to play out, it does create a direct correlation between the crime and the punishment.

At Gilman, discipline is simple and traditional, which, granted, does have its advantages; however, when six students receive Saturday detentions and cannot name one thing of value that they learned from their detentions, it leads me to believe that the purpose and execution of the Gilman discipline system needs to be reexamined.

THE NEWS



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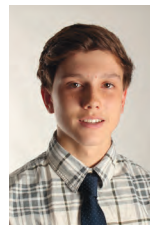
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Vineyard Vines

BY IAN CHALK



Have you ever heard of Vineyard Vines clothing? Whether you answer yes or no probably has a lot to do with where you go to school, who you hang out with, and perhaps whether you are someone who finds comfort in following the pack and conforming to current trends. While high school students need to wear clothes in order to go to school, and while there is certainly nothing wrong with dressing well, swearing allegiance to a certain brand may be more than just an expression of your appreciation of that brand.

There is no required uniform at Gilman outside of the dress code, yet many Gilman students feel a need to wear the exact same brand as their peers. It may be swearing allegiance to the crowd and to the desire to fit in by the clothes you wear. Commonly worn at Gilman, Vineyard Vines is a preppy brand of clothing from Connecticut. In a quick survey of a sophomore study hall, 46% of the students were wearing at least one article of clothing made by Vineyard Vines.

Social norms may pressure students into buying Vineyard Vines clothing in an effort to be accepted by the masses. The social stigma associated with wearing this prestigious brand supposedly represents a student and his family's wealth and preppiness. Remarkably, very few public school students have even heard of Vineyard Vines and even fewer have worn anything from the brand. Perhaps these students are oblivious to the brand because Vineyard Vines mainly carries more dress-up style clothing. Public school students are not required to wear a tie and slacks like those at Gilman, making Vineyard Vines apparel too extravagant for a regular day in public school. If these students did choose to wear a tie and khaki pants from Vineyard Vines to school, they may very well be criticized for it due to the preppy - sometimes pretentious - implications of high-end clothing.

So, the next time you go shopping for school clothes, take into consideration what your brand of choice represents. What does wearing a particular brand convey about your actual individuality?



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Sensitivity Training



BY TYLER PLACK

Recently, I sharply and bluntly commented about a member of the Upper School faculty, provoking criticism from others. After this comment, I was told that I should attend sensitivity training. This recommendation, however, did not extend

accomplish anything, or if bringing a speaker in would accomplish anything.”

Dr. Mojzisek also offered a noteworthy opinion on bullying at Gilman. He commented, “When they [students] hurt [others], it’s because they’ve gone too far, and I don’t think that they realize that they’ve gone too far.” He makes a significant distinction: students do not

“In other words, discussing sensitivity training is easy, but fostering a serious dialogue is far more difficult. -Tyler Plack”

solely to me. In fact, there was a serious recommendation that the entire school attend a sensitivity training class. Do Gilman boys really need to attend sensitivity training? Would Gilman be a better environment if some sort of sensitivity education were implemented? Where do we draw the line between boys’ verbal horseplay and abuse?

Dr. John Mojzisek, school counselor, offers an interesting opinion on empathy and sensitivity, in particular, at Gilman. He explains, “I think everyone could benefit from being more sensitive.” On the other hand, the mode in which this would be accomplished is uncertain. He continues, “I think sending everybody to a class... I don’t know if that would

intentionally hurt one another, but the result of jokes can be offensive.

Johnny Worthington (‘15) mentioned, “no one will take it seriously, especially in a setting where the training is a forced form of punishment.” In other words, discussing sensitivity training is easy, but fostering a serious dialogue is far more difficult.

Gilman could clearly benefit in some way from sensitivity training. As a community, it is important to understand our own prejudices and to be more considerate of others. Unfortunately, the manner in which this type of character education could be implemented remains unknown. Sadly, turning the issue of empathy into a joke appears far too likely.

Freshman Electives: College Impact?



BY CONRAD CLEMENS

At the beginning of their high school careers, the freshmen are given the choice of taking different Arts classes, two languages, Robotics, or American Government. This choice can be difficult for rising freshmen, because they may think that they need to take a hard class to get into a good college, but this decision does not need to be difficult.

When choosing whether to take Spanish and Chinese or to take Spanish and Drawing & Painting, students base their decision on a multitude of things. They may choose what to take because they think it will help with getting into a good college, or because they think it might be easy, or a fun class, or maybe even because they would have a class with girls. Although these all may seem like good reasons, the best decision is to take a class that the student will enjoy. According to Mr. Carl Ahlgren, the Director of College Counseling, “If a student likes something and they are good at it it makes for a better application.”

Taking a class that a student will enjoy is “the smart choice” according to Mr. Ahlgren, because when a student takes a class and gets very involved in it, while at the same time still enjoying the class, it will look better on college applications than those students who took an easy class just to get a good grade. Jack Bowmaster (‘18) decided to take Russian because he “thought it would be a cool idea to work at the U.N.” Since he made this decision, he has since changed his opinion on what he wants to do. Although he still likes the class, he continues to take it because he thinks it will help him get into college. This common misconception may influence the decision of rising freshmen every year.

Colleges do not care what your sixth class is, according to Mr. Ahlgren. He thinks that it is “awkward” when a student asks, “is there a better class to take”, because “they need to be aware that all the colleges want to see are the five major disciplines.” When he says five major disciplines he is talking Math, English, Science, Language, and History courses. The sixth class should just be a class that is enjoyable.

Choosing a class in your freshman year also ends up leading to what you take in your sophomore year. If you pick any art class besides Drawing & Painting, or American Government, you will be put into Art and Music History for your Sophomore year. Some may like Art and Music History who are put into it, but some would rather take a class they enjoy. According to Charlie Halpert (‘19), he would rather have taken a double language so that he would not have to take Art and Music History, because he thinks that, “at times Art and Music History can be draining, so it may have been a better idea to double language.”

Students who take a double language at Gilman or take Painting & Drawing 2 may be put into Humanities, which is a combination of English and history for the 10th graders. Nathan Shaw (‘17) said that he really enjoys the setup of humanities because, “it is a lot of fun because Mr. Spragins is a fun kind of guy. Last year I had to take World Cultures and English, but this year its like all my writing is concentrated into one class, which is nice.”

Although there are advantages and disadvantages to each class, in the end when applying to college, the main thing that matters is the grades. According to Mr. Ahlgren, “If you don’t fit the academic profile, the college won’t care how invested you are in a specific class.”

Ebola Sensationalism



BY WILL RENDE

Less than a couple of months ago, national media put the general public into a frenzy, spreading the news like wildfire that an Ebola epidemic was among us in the United States. For weeks, millions of Americans had this discomfoting stress plaguing their thoughts on a daily basis. But where has this once threatening virus gone? Suddenly, the bold ink print that stained these words on nearly every newspaper in America can no longer be seen, and in its place are new fear provoking words of other global issues. While Ebola was and still is ravaging much of West Africa, the U.S. was infected with a different disease: the irrational fear that Ebola brings about.

Media, an industry that thrives on the fear and paranoia of the average consumer, often over dramatizes topics, such as Ebola, to make us believe something that is not entirely true. When the news of the virus migrating to America first appeared, news organizations immediately blew the issue out of proportion, generating buzz all across the U.S. and satisfying corporate sponsors. At the time, you couldn’t walk through Carey Hall without overhearing the word, “Ebola” from a distant conversation. All of a sudden, Ebola was a household name, appearing in rap songs, viral YouTube videos, and Google search bars. Nine year olds went to school with anxiety from the headline they glanced at on CNN accompanied by the iconic Ebola picture; however, today, only a few months later, the U.S. is free of Ebola both in the hospitals and in the news, and many of us wonder whether the issue was worthy of all the hype that came with it. All of this exaggeration and paranoia begs the question, why did the news become so, for a lack of a better term, scary?

The most obvious reason for the increase in sensationalism and pessi-

mism in the news is that frankly, viewers, readers, and listeners don’t care about the positive news anymore. In a world as complex as today’s media, consumers are basically apathetic to any “good” news that rarely appears in today’s newspapers. This condition we all have is presumed to be a result of our ancient human instincts to survive, according to Psychology Today. Although we often believe that we only check the news to catch up on current events, without knowing it, we also instinctively pick up any information on what to avoid or be afraid of. At the same time, news organizations, who have the obligation to produce and promote change in the world, aren’t in any way helping the problem by turning it into a headline larger than the issue itself.

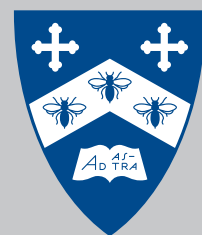
Another factor that drives the sensational habits of everyday news is the ownership of big name corporate organizations. According to Business Insider, 90% of the news is controlled by only six corporations, which generate several billions of dollars yearly from public viewership. It is no wonder that they use sensational headlines to grab our attention. The lower the ratings, the lower the revenue, which turns a typical news story into a competition of who can generate the most buzz. If we ever hope to fix the current situation, taking corporate ownership out of the equation must be the primary goal.

Of course, it’s still possible for Ebola to return to the U.S. and cause yet another round of sensational media hype. It’s important, however, to remember that the negativity surrounding the media today is not usually an accurate representation of the story itself, but rather an exaggerated interpretation influenced by corporate ownership and designed to stimulate fear in everyday consumers. As it becomes more evident how we can be brainwashed into believing the over hyped media headlines printed everyday, it’s essential that we take everything we read and hear with precautions.

Thoughts?

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THE



NEWS

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Teacher Grading: Not So Timely

BY ALEX BAUMAN



The feeling that a student experiences when he turns in an essay or test is often one of relief. The student has studied or worked hard on the assignment, and it is only natural to want to know the grade as soon as possible. However, from many students' perspectives, there is an all too familiar feeling of having to wait what seems like an eternity for the grade on the assignment. Often, the student is left for weeks on end while feeling anxious about how he performed on the assignment. Sophomore Taylor Cashman explains of a time when a teacher made him, "turn in an essay on September 15, and that essay was not given back until October 20." Both teachers and students alike should agree that this is a bit extreme. Junior Charlie Orlinsky agrees that there is an issue explaining, "Yes, there is a problem: students are held to a deadline, while teachers have nothing like that." The student completes his assignment and has to wait for a grade at the mercy of an overworked teacher. While all students should recognize that teachers have lives outside of grading our assignments, and a reasonable amount of time between the handing in and handing back of an assignment is expected, one month should be unacceptable. Perhaps, part of the problem is that no specific guidelines exist for teachers to follow when it comes to grading. As Mr. Sport explains, "It is sort of a vague rule [from the administration], you know, give them back in a reasonable amount of time." Mr. Heubeck confirmed that there is no specific instruction from him saying, "the expectation is that teachers return papers

in a timely manner." Mr. Sport and Mr. Heubeck both agree that the majority of teachers do their best to return papers in a reasonable time limit.

Along with a sense of anxiety, a more tangible and practical issue emerges from the students perspective when a test or quiz is not graded and returned promptly: many of these tests and quizzes are used by students to prepare for upcoming assignments. Sophomore Charlie Halpert explains, "Teachers often emphasize studying many days before tests or quizzes, but when we don't have all of our work returned quickly, it can often limit the amount of studying we can do before we have to cram." Many teachers explain to their students that they do use material from previous tests or even exams. These are made useless if they are still in the possession of the teacher.

A third frustration that is apparent among many students is the simple fact that we have deadlines and due dates, while the teachers do not. As Gilman students, we work hard to meet these due dates and not incur penalties, while teachers have no such pressure. Perhaps, a more specific rule that involves the teacher getting the number of days that they gave the student to complete the assignment, plus two days, would be acceptable.

All of this is not to say that students do not appreciate all the effort and sacrifice that teachers at Gilman give each day. That being said, there are frustrations that students have about faculty, just as faculty members have about students, and the sometimes lagging grading pace is one of them.

and parmesan cheese that never made it onto plates. Perhaps it is a bit difficult for a student like Luke Wulff ('17) to serve himself with dozens of rowdy – and much larger – boys converging on the pasta bar from all directions, snatching plates and breadsticks over his head and elbowing dishes full of pasta right onto the floor. The aggressive nature of the lunch line at

Gilman is downright shameful. We, the students, cannot allow the pushing, shoving, and line-cutting to persist. What does this say about us as a collective student body? Lack of discipline and manners? No respect for others? As young men, are we not ready to handle so simple a task as standing in line calmly? Think about it, Gilman. Let's behave ourselves at lunch.

Lunch Line Fiasco (Continued)

Upperclassman Older Brother: Pros and Cons

BY CLAYTON HEBERT



"Oh god, another Hebert." I can't count the number of times I've heard this sarcastic comment while walking into a classroom on the first day of school. After following in the footsteps of my older brother throughout the lower, middle, and upper schools at both Calvert and Gilman, I have come to realize that there are many advantages, as well as a whole slew of disadvantages, to my situation.

There are some clear benefits to being the younger Hebert brother. One is carpooling to and from school each day, making it easier for my mother to get us Hebert kids to our various activities. Being familiar with some of Thomas's friends is another advantage of having an upperclassmen brother. However, the thing I am most grateful for is the advice my older brother has given me. As an incoming freshman last year, I profited greatly from his advice; it was crucial in helping me transition to a new environment. Academically, he told me what classes I should take, and who the best teachers were. Thomas also helped prepare me for my first round of high school tryouts on the soccer field. Most importantly, he taught me how to conduct myself around campus, explaining to me the importance of standing out in the right ways and not "living in the shadows."

Nevertheless, there are many drawbacks to being the younger sibling. One obvious disadvantage is automatically being compared to my older brother, whether it is fair or not. The bar Thomas has set for me isn't impossible to overcome, but nonetheless, not all younger siblings share my scenario. If, suppose, their older brothers are Division-I recruits or bring home Cum Laude-level grades, many younger brothers spend their high school years in the shadows of their siblings' impressive accomplishments. Furthermore, it can be difficult to break out of these shadows because teachers tend to have expectations for my performance based on Thomas's performance. Teachers may develop a stereotype for how, in my case, a Hebert should act. The biggest disadvantage for me personally is constantly being under the watchful eye of my older brother. Whenever my actions disagree with his standards of what is right, he lets me know, most often in a harsh manner. Consequently, my first thought whenever I do anything at school is, "What would Thomas think of this?"

When he graduates this spring, it will definitely be a bitter-sweet experience for me. I will finally be the only Hebert at Gilman and have the opportunity to mature as an individual. I still question, however, whether Thomas graduating will be better or worse for me, as I have both benefited from and been hindered by his presence.

Underclassmen Library Access

BY BRIAN NELSON



Edward R. Fenimore Memorial Library, the upper school library at Gilman, remains one of the few places on campus where students are still guaranteed peace and quiet to accomplish work. This quality of the library continues to be one of the most valuable in a day and age when finding a little quiet time is becoming ever more challenging.

From 7:30 A.M. to 4:30 P.M. Monday through Thursday and 7:30 A.M. to 4:00 P.M. on Friday, the library is open to all members of the Gilman community. Upperclassmen are free to be anywhere on the campus during free periods, and many choose to study in the library. Underclassmen do not have the same liberty as upperclassmen, since they are required to be in study hall during their "free" periods.

If an underclassman wishes to be somewhere other than study hall during a free period, he needs a note from a teacher to give to the proctor of study hall to excuse him from study hall. If a student feels that he cannot concentrate in study hall he must attain a note to be somewhere else.

The Director of Libraries, Ms. Fuller commented, "When 9th and 10th graders come to the library they need a note from a teacher or their advisor and then they just sign in so the deans know that they

are here [in the library]."

When asked about his understanding of how access to the library is gained for underclassmen, Charlie Mather ('17) remarked, "I've been told by multiple teachers that you need a specific pass from a specific teacher about a specific assignment to go to the library or else the librarians turn you away." As a suggestion to change the current system in the Upper School, Mather noted, "They could change it to what they have down there [in the middle school], which is that you just need a pass from a teacher, which is much more efficient." One must ask how this is any different from how the librarian, Ms. Fuller, explained access is obtained. Clearly, somewhere along the lines there is a lack of communication between students and faculty on library access.

Mather said that the main reason he needs to study in the library instead of in study hall stems from spotty Wi-Fi in Centennial Hall. So if Wi-Fi access is improved, it begs the question whether 9th and 10th graders would even need to study in the library instead of study hall. In closing, Charlie Mather ('17), remarked "It's [the policy] keeping students out of the library, which I think is not the librarian's goal." So in the end, the real problem is that the bureaucracy and lack of communication between teachers and students is keeping students from simply getting some homework done in a peaceful environment.

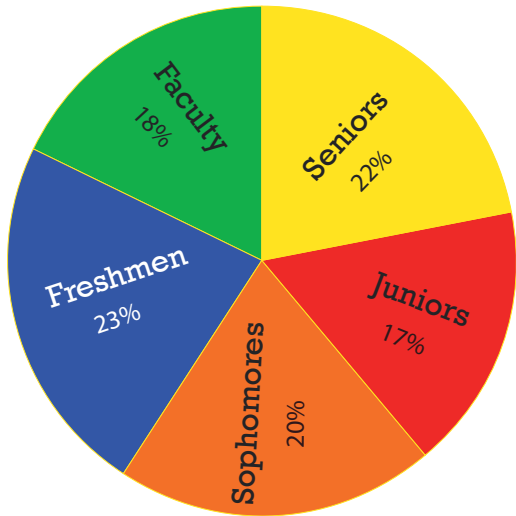


Freshmen Jack Mills signs into the Library during a fifth period.

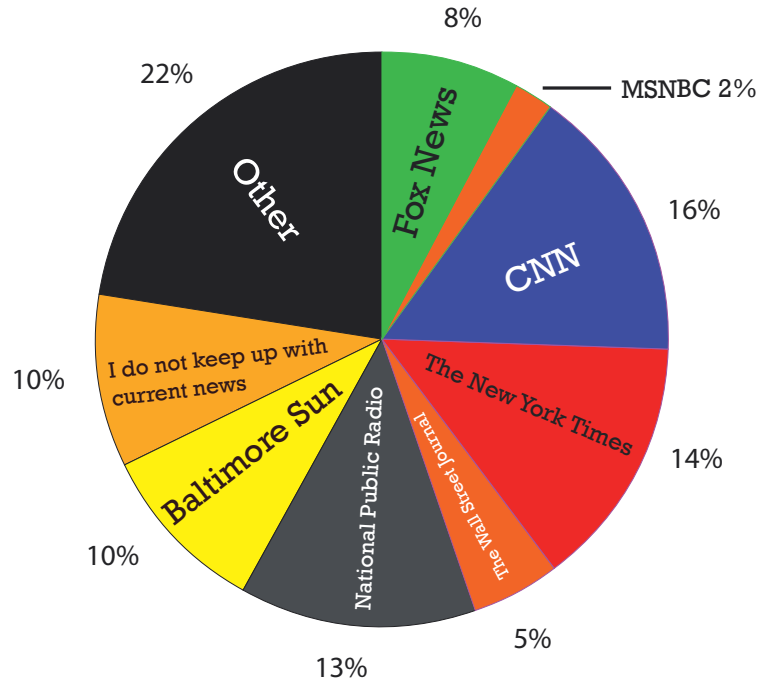
Where We Get Our News

The News conducted a school-wide survey asking the student body and faculty of the Upper School various questions about the Gilman News, and the other methods by which they obtain their news. The survey was emailed to the faculty and student body, and we received a total of 249 responses. Below are graphs of the results from select questions.

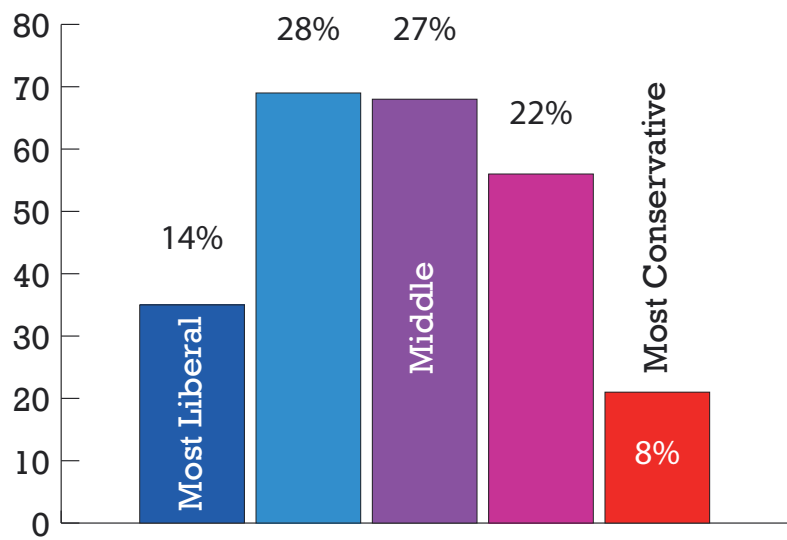
Age of Respondents



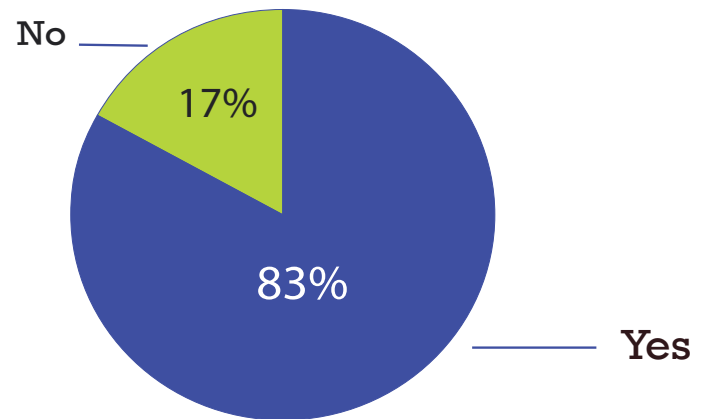
Primary Sources of News



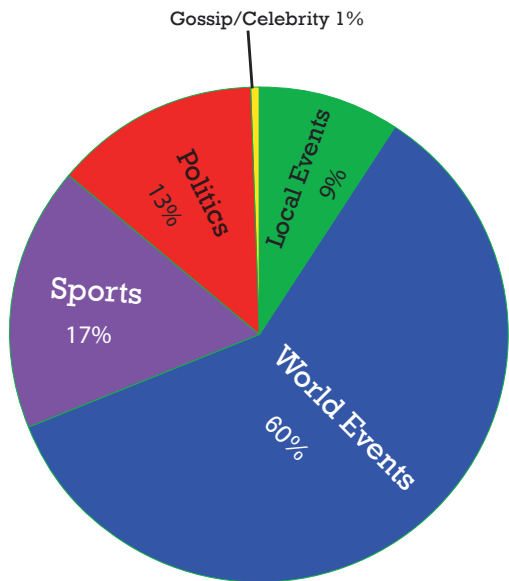
Placement of Respondents on Political Spectrum



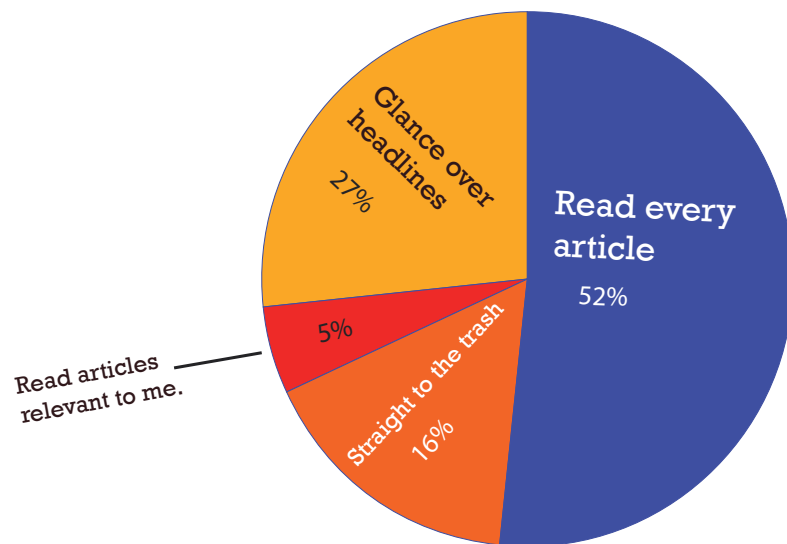
How Many People Read The Gilman News?



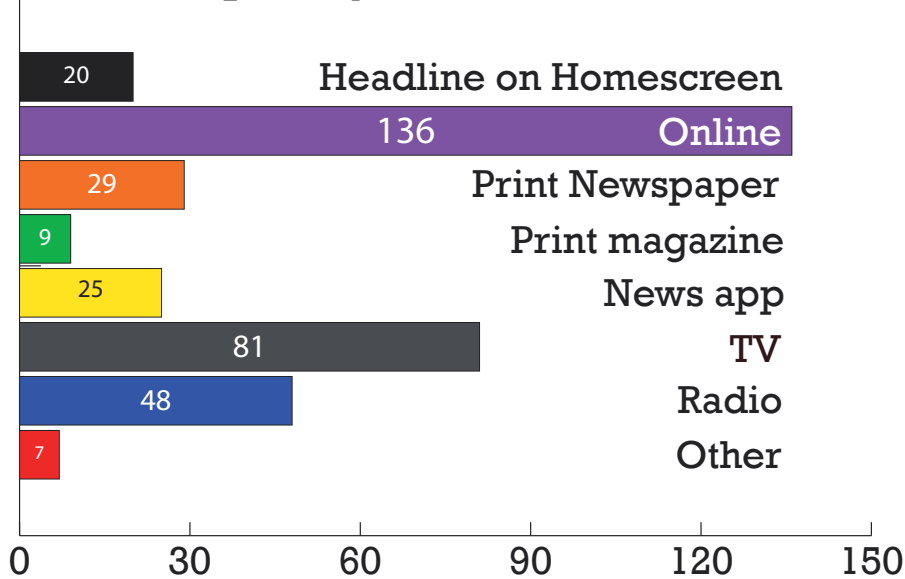
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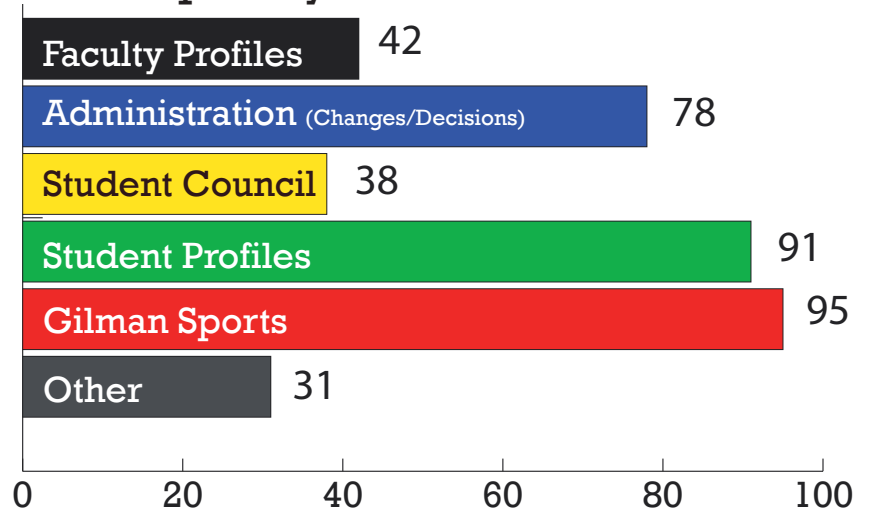
Closeness With Which People Read The Gilman News



Most Frequently Accessed Medium of News



Categories That Should Be Covered More Frequently in The Gilman News



AFC North Battle Intensifies

BY ERIC GIBSON



This year, the AFC North is stronger as a whole division than it has been in past years. All four teams have winning records, the division is the best in terms of win percentage in the NFL, and it will be a very close playoff race in December.

The Cleveland Browns (7-6) are a surprising contender this year as they went six consecutive years with eleven or more losses before this year's campaign. Tashaun Gipson, defensive back, leads the league in interceptions (6). This season, Cleveland has impressive wins over Pittsburgh and Cincinnati but a heart-breaking loss at home vs. Baltimore in Week 3. Cleveland has many more chances to play their division opponents to try to take the lead in the AFC North with another game against every other team. After Week 10, the Browns were in 1st place in the AFC North, but one loss later at the end of Week 11, they were in last in the division.

The Pittsburgh Steelers (8-5) are currently tied with the Ravens in Browns in the AFC North, and are also a great threat if they play their best. Ben Roethlisberger, 4th in the league in passing yards (3705), threw six touchdowns in back to back games against the Indianapolis Colts (9-4) and Ravens. The Steelers, however, looked disappointing in upset losses to the struggling Tampa Bay Buccaneers (2-11) and the horrific New York Jets (2-11). The Steelers, however, possess one of the NFL's elite wide receivers in Antonio Brown, leading the league in receiving yards (1258). Le'Veon Bell, running back, is another great leader for the Pittsburgh offense and is second in the league in rushing yards (1046). If the Steelers play to their true potential, they have a very good shot at a playoff push.

The Cincinnati Bengals (8-4-1) currently lead the AFC North. The Bengals have powerful weapons with Andy Dalton and A.J. Green continuing to emerge as a dangerous quarterback/receiver tandem as well as outstanding performance from defensive tackle Devon Still. The Bengals have already dominated the Ravens

this year, beating them twice, but were blown out by the Patriots (10-3), Colts, and Browns. If the Bengals keep playing strongly, they have as good of a chance as any team to win the AFC North.

And of course, we cannot forget about the hometown Baltimore Ravens (8-5) who are still in the thick of the playoff race. The Ravens panicked at the beginning of the season when they terminated Ray Rice's contract due to domestic violence. Fortunately, newcomers have stepped up and filled big holes. Everybody thought that Bernard Pierce would be the new starter as running back, but new addition Justin Forsett has been a pleasant surprise, filling in after Pierce suffered injuries. Now, Forsett is second in the league in yards per carry (6.3) and is fourth in the league in total rushing yards (1030). The Ravens are demonstrating that their first pick in the 2014 NFL Draft, linebacker C.J. Mosley, was a great move. As of Week 11, Mosley is a current frontrunner for Defensive Rookie of the Year and 6th place in the NFL in tackles (113). Elvis Dumervil, outside linebacker, is 2nd in the league in sacks (16.0). In addition, Joe Flacco ranks in the NFL 12th in passing yards (3250), despite a few "off-games," to put it nicely. The Ravens have blown out several teams such as the Panthers (4-8-1), Buccaneers, Steelers, and Falcons (5-8). After Week 7, Baltimore had a strong lead in the division, but then with two consecutive losses, combined with two wins for the other three teams in the division, they dropped to dead last in the division by week 9. Since the Ravens have the weakest remaining schedule of any team in the AFC North, it is very possible that they win the division.

Regardless of which team prevails, the AFC North may be writing a new chapter in the history books. Since the reorganization of the divisions in 2002, no division has had all 4 teams with winning records. It is still, therefore, anyone's race. The competitive nature of this year's AFC North race demonstrates that, despite what the "experts" predict, any team can win on any given Sunday.

Gilman Startup Experience

BY TYLER PLACK



On December 4th and 5th, about forty Gilman entrepreneurs completed the Startup Experience, which is a two-day event with the goal of giving Gilman

students an idea of what it is like to brainstorm and pitch their products. Teams of about five students collaborated over the two days and pitched their ideas after crafting a business plan and deciding on a minimum viable product. The teams then proposed their ideas to judges, all of whom were Gilman graduates. The judges evaluated the pitches for viability and cost, similar to the show "Shark Tank".

Serial entrepreneur, Henrik Scheel, comes to Gilman from his company the Startup Experience. According to the Startup Experience website, the program, "offers intensive transformational workshops designed to inspire the next generation of young entrepreneurs." Scheel returned to Gilman this year for the second annual event.

Mr. Matt Baum ('93), history teacher, remarked, "I watched a lot of the presentations at the end, and I thought they were really good. It seemed like the students

worked really hard and got a lot out of it." He continued, "I talked to the students afterwards, and they said they had a really positive experience."

Additionally, participant Edward Owen explained that, "Working in a team with Tyler [Plack] was phenomenal. He knew his stuff, and Henrik was also there whenever we had questions or needed help."

Aneesh Sood detailed, "Basically we had three sections. We had health, society, and we had education. We had to pick which of the groups we were interested in, and then we had to identify ourselves as an artist, hacker, or hustler." The artist was in charge of the design aspect of the product, while the hacker focused on the code and technology. The hustler's main duty was to ensure the sales and overall collaboration of the team.

"I thought the startup experience was worth missing two days of school for and that it was a good experience," said Colton Keetley, "The best part about the startup experience was probably when we pitched our ideas to real venture capitalists."

The experience was an overwhelming success, and it was well received by the students. There are plans to continue the Startup Experience next year.



Photo by Gilman Communications

LeBron Forgiven But Early Season Problems Arise

BY MICHAEL JOHNSON AND HUDSON CARROLL

Through LeBron James's first ten games with his familiar hometown Cleveland Cavaliers, the return of the King was nothing less than turbulent. Even with the help of all-star teammates Kyrie Irving and Kevin Love, success for LeBron was hard to come by. The Cavs stumbled out of the gate, as the team's overall record after the first three weeks of the NBA season was an underwhelming 5-5, putting Cleveland among the likes of the struggling Boston Celtics, Denver Nuggets, and the Detroit Pistons.

Despite the slow start, Cleveland fans were on their feet when St. Vincent-St. Mary product LeBron James was reintroduced at Quicken Loans Arena against the New York Knicks. In his home opener, James had a respectable seventeen points but also finished with eight turnovers. New Cavs Head Coach David Blatt told reporters, "Well, first of all, that was an emotional night for him without question. He wanted badly to win the game and help the team play well. His effort was there. His efficiency was not what it normally is." His efficiency that night was certainly not what the NBA world expected, but as the season has progressed, James has been putting up much better statistics, including a near triple-double against the New Orleans Pelicans on November 10th.

Through the first ten games of the 2014-2015 season, James averaged 25.9 points, 6.8 assists, and 6.6 rebounds per game. This stat-line is slightly lower than his eleven-year career average of 27.5 points, 6.9 rebounds, and 7.2 assists per game. This drop-off is likely due to LeBron's change of scenery, restarting his career in Cleveland after a four-year hiatus in Miami. In the previous two seasons, all-star guard Kyrie Irving has been the team's offensive workhorse, leading the team in points, assists, 3-pointers made, and minutes played. Irving is still demonstrating he can dominate on his own offensively, scoring 34 points in a loss to the Utah Jazz in early November.

In summary, the Cavaliers have not been able to operate as expected. Perhaps this is because they have three superstars who can certainly lead teams individually but have not adjusted to sharing the stardom. Expect Cleveland to regroup in the coming games, dominating in the meat of their schedule this winter. As far as LeBron goes, do not expect an imminent rise in his stats, but do anticipate a gradual increase in the Cavs' productivity, as the team comes together in the following months.

Mid-Term Exam Schedule

Tuesday January 20

8:00 English 11-12

11:15 French

2:15 English 9-10

Thursday, January 22

8:00 Science 11-12

11:15 Spanish

2:15 Science 9-10

Wednesday, January 21

8:00 Math 11-12

11:15 Latin & Greek

2:15 Math 9-10

Friday, January 23

8:00 History 12
US History

11:15 Euro Civ
World Cultures

2:15 American Gov
Music & Art Hist.
Robotics

School is off Monday January 19 for Martin Luther King, Jr. Day. Grading day is Monday, January 26.

Holiday Word Search

C I C T V G A C R I N H O S E Z C T L M
 C J S E O A P T G A E K A O B X U R U P
 E P M T Z V S S V N W A U U I T B R W W
 C Y A N U A X K R B Y X I M J F B M U T
 G H A N A H K K M K E U Y Q Q H J H K Z
 K W A L C A U J Z C A I C Z V Y A H V I
 K W Y K D H I P H B R I R R Y Z H I Q W
 Y R C Q K A A R K Y S Y A D G N I X O B
 A W X Z G U I G C A E P W B X W H K I F
 D M D G J S N U A O V C H A L I C A P X
 I M N L T Y L A H N E H Z P L A K R N D
 H I F M F U M B H X A Q Y T Y O I V L A
 D H A Z A L K W Z W M P Z B Y T C I J B
 O S Q Q E E R X O G G C A P O G T W M R
 B A P T V B J D O I I W O T U R Z D R K
 Z Z Z I W I Z L K K C I J A I Y X L M R
 P C T O K U T T N J C M F Y Y I N R F U
 V Y U B I A J E O O F L S R J S T B A P
 X M D F N O I Q B M D Q H O E F V I Y X
 Z M S Z S T R B X C E A V F O Y Y D Y O

Name Scramble

Unscramble the letters to create the name of a member of the Gilman community. Answers will be published in the next issue

9TH GRADE - SINNN BETRAYER

10TH GRADE - U SEE WARLORD

11TH GRADE - C BLUEBERRY

12TH GRADE - THAW DOURNESS

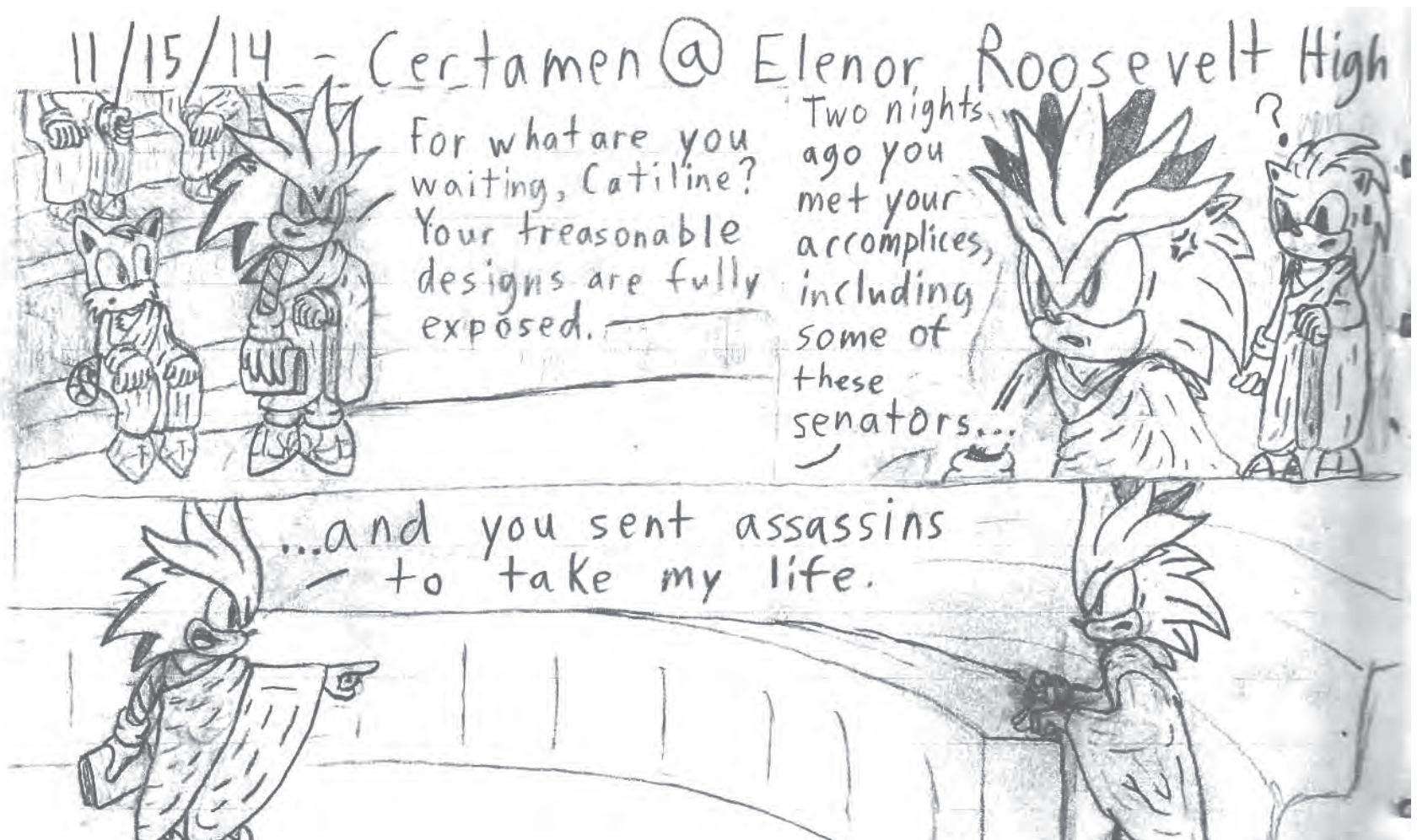
FACULTY - UN TERRIBLE

Answers from last issue--9th: Jairus Gaines; 10th: Michael Cheng; 11th: Hunter Flaks; 12th: Htoo Min; Faculty: Matt Baum

Word Bank:

- | | |
|-----------------------|-----------------------|
| <i>Bodhi Day</i> | <i>Yule</i> |
| <i>Christmas</i> | <i>Boxing Day</i> |
| <i>Pancha Ganapti</i> | <i>New Year's Eve</i> |
| <i>Kwanzaa</i> | <i>Hanukkah</i> |
| <i>Yalda</i> | <i>Chalica</i> |

Find all the December holidays in the word search above.



comic by Marcus Rose

Definition of an MVP

BY AARON SLUTKIN



In the National Basketball Association (NBA), there are no more than 450 players signed to rosters. In the Association, where the greatest of the world's athletes play professional ball, only one player can be deemed the KIA NBA Most Valuable Player. For the best basketball players on the planet, the MVP award is the NBA's highest individual accolade. But, is the MVP award also the league's most arbitrary accolade?

We can see that the award rests on the definition of the word valuable. Okay then. Webster's Dictionary defines value as, "the importance, worth or usefulness of something." "Valuable" is defined as "having...value." If a dictionary doesn't even understand the definition of value, or valuable, how can we expect journalists to do so?

From 1956-1979, the Association's players selected the league's MVP, making the award a popularity contest. Starting in 1980, a panel of voters cast first, second, third, fourth and fifth place votes that determine the MVP. The voters, esteemed members of the American and Canadian media, follow one criterion: that their selection played 55 of the 82 regular season games. That's it.

So, in the past three years, how have writers defined players as valuable? Last season, Oklahoma City's Kevin Durant was chosen as top dog while Miami's LeBron James and L.A.'s Blake Griffin followed behind. What qualified Durant? Statistically, he led the NBA in points. Intangibly, he led a team though the loaded Western Conference without his superstar sidekick Russell Westbrook, who missed thirty-six games, to the NBA's second-highest record. That is, by any definition, valuable.

In the preceding season, LeBron James led the one-man race while Kevin Durant and New York's Carmelo Anthony trailed behind. In the 2012-13 season, James statistically dominated but there was only that evidence that catapulted James to his fourth MVP award. Take James away from his team, and the Heat are still a

playoff contender boasting stars Dwyane Wade and Chris Bosh. Do the same to Durant, and the Thunder are most likely still a playoff team, despite playing in the Western Conference. However, remove Carmelo Anthony in New York, and the Knicks don't make the playoffs in the 2012-13 season. Shouldn't that make Anthony the 2012-13 MVP?

Finally, in the lockout shortened 2011-12 NBA season, LeBron James was chosen the league's MVP while a familiar face in Kevin Durant and the Clipper's point guard Chris Paul followed. Again, James and Durant led statistically. Averaging 19.8 PPG and 9.1 APG, Chris Paul did not meet the same numerical standards that the small-forwards from Miami and Oklahoma City held, but his contention in the award race was a subplot of the season. Before Paul arrived in LA, the Clippers had gone 30-52 in the 2010-11 season. Upon his arrival, Paul electrified Los Angeles' lesser basketball team and led them, in one shortened season, to their highest win-percentage of all time at .603, with a record of 40-26. Wouldn't single-handedly bringing a team from a .390 record to a .603 record merit Most Valuable Player status? Apparently not.

At the end of the 2008 NBA season, the Association's esteemed journalists committed what Bleacher Report's Zander Freund called a "fraudulent act—" crowning Kobe Bryant, one of the greatest basketball players of all time, the MVP. Freund was absolutely right. Bryant, finally surrounded by talent, led the 2007-08 Los Angeles Lakers to the Western Conference's best record. Chris Paul of the New Orleans Hornets, not playing alongside top NBA talent like Pau Gasol, Metta World Peace and the greatest NBA Head Coach ever, led the Hornets to a division championship and a second seed in the NBA Playoffs. Paul also dominated Bryant statistically while also being seven inches shorter. In 2008, the NBA journalists, following a misguided definition of the world valuable, made a misguided decision in awarding the Maurice Podoloff trophy. The definition, or lack thereof, of the NBA MVP award is incredibly detrimental to such a highly touted accolade.

It's A Green Christmas

BY THOMAS BOOKER



The Christmas season has arrived, and with it comes the economics of present-buying, spending money on decorations, and the

feasts that have become synonymous with Christmas. The economic realities and statistics of America's biggest holiday have become more interesting over the years, as the hype surrounding the holiday seems to begin earlier and earlier. From premium electronics, like the iPhone 6 Plus, to expensive apparel from brands like Nike, Vineyard Vines, and Nordstrom, getting presents for your loved ones has become a lavish expenditure.

According to statista.com, a website based on providing wide reaching statistics, In 2014, when asked roughly how much they would spend on Christmas, Americans said they would spend around \$786 dollars per capita on gifts this Christmas. That adds up to over \$600 billion dollars in total spending, a number that dwarfs any other holiday. This fervent need for spending is interesting, and is on the rise, especially after the 2008 recession. In 2007, Americans said they were planning to spend around \$866 dollars, but in 2008, the amount of money Americans said they would spend on Christmas dropped over \$200 dollars, to \$616 dollars, after rampant unemployment ravaged the economy and people's wallets became more narrow. Regardless of economic hardships, Americans have proven to still be willing to spend high amounts of money of cash in order to shower their loved ones with gifts.

As the internet has become more prevalent in the United States, so has online shopping, and more specifically, online Christmas shopping. From Amazon to eBay, online retailers have become increasingly more popular, as customers no longer have to wait in line to get gadgets and new gear for their loved ones. This has been validated by a recent Statista study that showed that 45% of Americans will be buying Christmas gifts online. As technology becomes more even more present in America, the number of

people spending money on electronics and with electronics will most definitely continue to rise.

When talking about Christmas, one cannot forget about the decorations that light up our neighborhoods. These decorations are not free, unfortunately, and Americans are forecasted to spend around \$6 billion dollars this year on decorations alone, according to businessinsider.com's Madeline Scinto. From businessweek.com's Venessa Wong, just to light the famously bright Rockefeller Center Christmas Tree, you would have to cough up \$35,000 dollars solely for the lights and ornaments, not to mention the \$25,000 80-foot Norway Spruce tree itself. These decorations, while definitely making our cold street corners and neighborhoods bright and vibrant against the dull shades of winter, do cost a pretty penny to obtain, and a fair amount of time to install.

Fanfare and grandeur have long been synonymous with the Christmas season, but what many of us seem to forget among the brilliant lights and the various messages goading us to get into "the Christmas spirit", is that Christmas has become a major business. Every December, companies pile on the advertising, in hopes that the revenue and profit from this year's Christmas is higher than the last's. With K-Mart releasing its "Not a Christmas Ad" over 100 days before December 25th, one may become suspicious that the retailer is not as quick to celebrate the spirit of Christmas as it is to rejoice in your spending hard-earned money in its stores. Despite the blatant money-grabbing tendencies of the majority of American and international retailers, the average consumer will continue to spend inordinate amounts on gifts, decorations, and food, so that they can rest assured that this year, will be a merrier Christmas than ever before. So, Gilman students and faculty, as you roam the streets and stores in search of decorations, gifts, and food for this Christmas celebration, ponder whether your purchases are just a product of the business that has become Christmas, or something truly valuable to those you love.

Intramural By The Numbers

30 is the most slacker points ever awarded in Winter Jogging. This record was set by Michael Holmes in 2012-2013.

19 people were cut from Intramural Basketball.

5:03 AM average time at which crew members wake up to row in the mornings.

193 The most season points scored by an intramural basketball team (Greyhounds) as of time of publication.

1 seed of the Intramural Basketball Team is the Bluejays as of time of publication.

4th winter intramural season that the Field Hockey team has played.



Varsity Squash Championships



BY BRAD LEVIN

For some, eating squash leaves a bad taste in one's mouth, but for the Gilman Squash Team, a weekend of squash at the U.S National

High School Squash Championships left them with the sweet taste of victory. On February 5th, a cold Thursday morning, a young Gilman Varsity Squash Team boarded a bus to Hartford, Connecticut. They came back late Sunday night victorious in the Division 3 National Championship-- the first national 'ship that a Gilman squash team has ever won.

Gilman went undefeated in regular season play (14-0) and won their 8th straight MIAA tournament culminating in a 6-1 victory over rival McDonogh.

But this year Gilman took it to a whole new level--the US National High School Championship.

After the MIAA tournament, the team traveled to Hartford, Connecticut to compete in the annual US High School Team Squash Championship tournament. Gilman was placed in Division 3 (out of 7) and would be competing with teams from all over the country. Gilman came in as the number two seed and won a few tight matches over Hackley, Brunswick, and Phillips Academy to make it to the finals. They then played Kent School from Connecticut and beat them in a very tight 4-3 match. Kent School had three very



photo courtesy of Gilman Communications

talented players from Egypt, internationally regarded as a squash powerhouse, leading their team, making them very difficult to overcome. The match was very close, and Freshman Will Dewire was able to pull out the championship clinching victory. This victory marked the end of a perfect 24-0 season for the Greyhounds.

This makes history for the Greyhounds as their first ever victory in the US High School Team Squash Championship Tournament. This victory meant a lot to varsity Coach Francis Smith and he said "... We came in second twice, but I

sure feel a whole lot better now on the way back home than I did those other two times." Gilman has come close to winning before, but it was a big deal that they were able to execute the victory

this time. Such an accomplishment is a huge step up for Gilman's squash program showing that they can win not only on the local level, but also on the national level. Number 7 seed Matthew Katz ('17) commented that "It was a great feeling to be a part of a team winning on this level." Since there are 16 teams in each division and Gilman came in 1st in division 3, this makes Gilman's squash team the 33rd best in the country, which is a very impressive feat. Besides graduating Seniors Davis Owen and Kent Murray, Gilman is a young team which should do very well in the upcoming years.

Evolution of the House Cup

BY LEE SHERLINE



This year the Gilman Upper School continued the tradition of the House Cup for the third year in a row. The events this year included wing eating, lip-syncing, tricycle racing, trivia, searching for horcruxes, and a creative entry to Paragon. Students were divided into five teams to compete against each other. Whichever team wins the event will gain points and at the end of the competition, the team with the most points wins.

The House Cup began three years ago when former School President Zane MacFarlane ('13) wanted to do something fun for the school during the dreary months of the winter. The events were spread out throughout the entire winter which gave students

something to look forward to. He got the idea of the House Cup from Camp Deerwood, a summer camp he attended with future School President Tyler Wakefield ('14) who later continued the House Cup tradition. At Camp Deerwood, they held a summer long competition where teams would compete against each other in different events. The names of the teams were based off of Hogwarts (Gryffindor, Hufflepuff, Ravenclaw, and Slytherin).

In order to get the House Cup started, Zane MacFarlane went to Ms. Turner, the previous Head of the Upper School, to get the idea approved. There was a lot of planning involved in getting students to participate. It was a difficult process which involved getting teachers to volunteer to help with the events and getting students out of study halls to take part in them.

Last year, Tyler Wakefield continued

Continued on page 4

Long Assembly Announcements: Think Twice



BY AARON SLUTKIN

Don't you hate it when people make long announcements in assembly that just keep going on and on and on and can't find the words that say

what they're trying to say, as students prattle on end about the messages they are trying to convey, despite the (ummm) importance of the announcement?

Clearly, exorbitantly long assembly announcements can just be plain obnoxious. Allow us to get to the point.

Gilman students have a very long day. We leave our homes in the early hours of the morning in time for school at 8:00 am where we subsequently endure a seventy-minute class. We are then allotted fifteen minutes to cross bridges, eat, make finishing touches to homework and socialize before settling down for another seventy-minute class.

Then comes assembly, followed by lunch. According to Mr. Smith, the importance and purpose of assembly is "communication." In assembly, communication takes many forms--guest speakers, events, presentations, hype videos, and comedy.

Communication also takes the form of unnecessarily long announcements. Every student recognizes these announcements--ones that are mocked

and filled with extraneous information that leave annoyed, tired and hungry students grumbling and laughing in their assigned seats.

When asked about prolonged announcements, Charlie Darby ('17) said, "Honestly, 75% of the time someone does one of those announcements, people just zone out and don't even pay attention," and thus the announcement was "completely useless." Mr. Heubeck added that when listening to long announcements, he thinks that "people should be more succinct and speak with a little more brevity," and some students "aren't that good at giving announcements."

It seems that the solution to this problem is very simple. Darby suggests that instead of rambling in front of the entire Upper School student body and faculty, students should send an email, or make the announcement in a timely manner. Mr. Heubeck says that although he would be "hesitant to put time limits on announcements," perhaps it would be beneficial to remind people that "it's always better to keep it short and sweet so people pay attention."

Gilman students, let's not beat points to death and bore our classmates to the same degree. Let's speak concisely and not prattle on end. As Shakespeare wrote in Hamlet, "Brevity is the soul of wit." Let's take this message to heart.

Behind the Scenes of a Snow Day

BY BRIAN NELSON



When you wake up to a two-foot blanket of white snow on the ground, are informed that you have a snow day, and can return to bed, you feel exuberant.

So how does a school snow closing come about?

While you are still fast asleep, Mr. Smyth, Ms. Brune, and Ms. Walsh, the Heads of School at Gilman, Roland Park Country School, and Bryn Mawr respectively, are talking it out at 5 A.M., deciding whether or not to close school. Weather and traffic reports and the snow outside their windows all play into the decision. Then the three will touch base with Mr. Post at Boys' Latin, Mr. Holmgren at Calvert, and Mr. Micciche at Friends. All the Heads of School try and make a final decision by 5:45 A.M. This final decision is made so early primarily to inform Kangaroo Coach, the bus service to these area schools, because they start bus routes very early in the morning.

Technology also plays a major role in the process of deciding whether or not

to close school. This technology, such as text blasts, email, and teleconferencing allows for quick communication between heads of school, parents, students, and faculty. Before the advent of these inventions, the primary method of communication was a phone chain. A phone chain was not very useful because it always broke down when someone didn't answer, leaving some out of the loop. Now, the use of text blasts allows for quick and immediate communication between the members of the Gilman community.

With respect to how snow days have changed, Headmaster Smyth stated, "I think that one of the things that has changed over time is that we increasingly look to see what Baltimore County is doing or Howard, Harford, and Anne Arundel are doing because we have more and more students coming from a broader geographic region." In the future, snow day procedures by Heads of School will remain the same, as will the excitement of students and faculty waking up to a snow day.

Have a Little Trust

BY BEN GANTT



During exam week, many teachers seem to follow a similar pre-exam protocol: tell students to take out their pens and pencils, remind them of the time limitations, and then proceed to collect cell phones and hold them until the end of the exam. After some thought, I was somewhat disturbed by the last part. What does the fact that teachers don't trust us with our phones during exams suggest about the current state of the Honor Code at Gilman? Is it partly the responsibility of the teachers to trust their students fully for the Honor Code to be valid in practice?

According to Mr. Smith, taking phones during exams is a no-brainer. "Phones present a temptation for students to do things that they should not do," Mr. Smith said, "it is better if students are limited in their options during an exam." Mr. Matthews agrees, saying that this policy is "not an impingement of the Honor Code," and that it simply "removes the grey area for students."

This new method of conducting exams is partly the result of the relatively recent implementation of Gilman's Device of Choice Policy, requiring students to have a laptop or tablet, which they can use to do schoolwork. While this policy undoubtedly has presented a wealth of new teaching opportunities, it has also uncorked an entirely new set of problems for teachers trying to ensure that these devices are used appropriately during class time. Cell phones do not qualify as devices of choice, but teachers generally permit their students to hold on to them

during class time. Both teachers and students agree that there is a strong temptation to abuse these responsibilities when they are presented, so the arguments of both Mr. Smith and Mr. Matthews are very reasonable.

However, it is clear that many students feel that their integrity is unfairly put into question when forced to hand over their phones. Tyler Plack ('15) refused to hand over his phone earlier this year when he was asked to do so as a "precautionary measure" during a quiz. Zack Cohen ('15) agrees with Tyler's decision, stating, "If Gilman wants to uphold the Honor Code, then they shouldn't take phones." Dr. Kelly adds, "We have an Honor Code. Unless there's a reason to take a phone, [taking one] indicates a lack of trust... adolescents need guidance, but also the chance to make mistakes."

Certainly, the prevalence of cell phones among students and the implementation of the D.O.C. has added an entirely new dimension to school life. Given the temptation to cheat that these devices provide, Gilman needs to take a clearer stance concerning the extent to which students should be trusted. Dr. Kelly argues that Gilman's precautionary practices can extend beyond cell phones, giving the example of some teachers who prohibit students from going to the bathroom during exams. It is also common for teachers to place students in a place where the temptation to cheat is eliminated. Should students be allowed to choose seating during an exam? Should teachers be in the room in the first place?

With every extra liberty granted to students, the possibility of an honor violation increases. Not taking phones

would certainly increase the temptation to cheat, but the best way to cultivate an honor-based community is to place students in tempting situations. In the same way that students need to practice math and writing skills, it is necessary to find ways to practice being honorable.

In any case, the rise of technology in the classroom proves that the Honor Code is a dynamic part of Gilman's identity, requiring constant re-examination. It is up to the school to find ways in which the Honor Code can be practiced on a daily basis.

Counting According to the Modern Language Department

BY DAVIS BOOTH



01, 11, 12, 31, 32, 51, AP Spanish Language, 71, AP Spanish Literature, and 91. Is that how you count? Of course not. So why, then, does the Modern Language

Department number its Spanish courses this way?

The Modern Language Department may have succeeded in constructing the most confusing numbering system of all time. Courses start at 01 and continue on to 11 then to 12, followed by skipping nineteen numbers in order to continue to 31 then adding one to arrive at 32. Again, they skip nineteen numbers to use 51. They switch over to words in AP Spanish Language succeeded by numbers again with the use of 71. This is no way to count. This does not follow the form of Arabic, Roman, Chinese, Indian, or any other numeral system. In fact, this could be the only numeral system in history to alternate between numbers and words to express numerals.

The system, however, is not as confusing as it may seem. According to Ms. Butler, a Spanish teacher in the Modern Language Department, the second digit in the number represents if the class is regular or honors. Ms. Butler says, "One means regular and two means honors." Therefore, Spanish 11, 31, 51, 71, and 91

are the regular courses and Spanish 12, 32, AP Spanish Language, and AP Spanish Literature are the honors courses. According to Ms. Butler, "AP Spanish Language is just another name for Spanish 52 and AP Spanish Literature is another name for Spanish 72." Thus, the Spanish numbering system does in fact have somewhat of an order. By substituting 52 for AP Spanish Language and 72 for AP Spanish Literature, the system reads 01, 11, 12, 31, 32, 51, 52, 71, 72, 91.

Overall, the Modern Language Department's numbering system is not as confusing as it seems. Although there could be an easier method to express the different levels of Spanish, this system does a relatively good job considering the various paths that students can follow in their Spanish career. From starting from scratch and continuing throughout his career to moving from an honors class to a regular class, there are many ways in which a student can alter his path.

Even Ms. Butler admits that the system originally confused her. She continued to say, however, "But once I got to know the system a little bit better, and got to see where my students ended up, it made more sense." Despite the numbering of Spanish courses at Gilman, it appears as though there is a method to the Modern Language Department's madness once it is explained.

Seniorit...

(Sorry, we didn't feel like finishing the headline)

BY ALEX BAUMAN



When one hears the word "senioritis," they probably think of a lazy attitude that accompanies the ending of one's last year in high school. A student stricken with the "syndrome" might not feel like doing simple school related tasks like homework; he might even feel compelled to skip class altogether.

This phenomenon may occur once a senior has sent in his application for college, or even been accepted into the college of his choice. Senior Torben Ginsberg says, "Yes, senioritis certainly exists, and I think every senior is affected by it." Many seniors try their best to avoid falling into the trap of complacency and laziness, but it is very difficult for some. Senior Carlyle Turner remarked, "Senioritis is alive and well in the Gilman Community. Although some people are afflicted to a greater degree by this phenomenon than others, I would say that by late January about 90% of the senior class has started showing symptoms of 'senioritis'."

Unfortunately, this phenomenon can often result in a decreased performance in school due to procrastination and a blatant lack of interest. This could become troublesome for a senior who has been

accepted into college. Director of College Counseling, Mr. Carl Ahlgren says, "I can only recall two occasions when seniors received threatening letters during the summer. In those cases, there was a clear decline in their senior grades. Both were out of town -- perhaps at camp or on vacation -- and needed to return home and respond to these letters. There was significant worry and anxiety suffered by both families."

Obviously, this angst can be avoided by shunning the temptation to "slack off as a second semester senior," as Michael Collins put it. However, Michael said, "it's not necessarily a bad thing I don't think, as you can take this time to finally learn for yourself and not for the grade."

If the academic freedom were not enough, senioritis is also influenced by the warm weather. Senior Peter McIntyre said, "The symptoms will only get worse as the weather gets warmer and the end is closer in sight. The desire to spend more time with friends will go up more as well."

While all seniors should be granted a small respite from the grind of school for a semester, they must maintain some semblance of focus in order to finish their Gilman careers strong.

THE NEWS



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New Hires and Appointments Announced:

Ms. Teeling Named Lower School Assistant Head



Photo by Luke Wulff

BY JULIAN BARON

Ms. Lisa Teeling was named Lower School Assistant Head. Ms. Teeling has been teaching at Gilman for nine years, having taught both third grade and fifth grade boys during her tenure as a homeroom teacher. Her teaching career, as a whole, began nearly twenty years ago. Ms. Teeling has found the unexpected surprises her students come up with and the many directions they take in the classroom to be her favorite thing about teaching in general.

Ms. Teeling says she “can’t imagine” teaching at a co-ed school after nine years of teaching at an all-boys school. As for her experiences with the boys she has taught, Ms. Teeling says that being able to write musicals and plays for her classes offers some of the fondest memories of her time at Gilman so far, pointing out that she’ll miss being able to do that as an administrator. As a homeroom teacher Ms. Teeling has a feeling of being a “den mother,” getting to know all of the boys in her classroom and having one-on-one experiences with them each and every day.

Looking forward, Ms. Teeling hopes to bring many new ideas to her new role, including implementing an iPad program for the Lower School boys, offering a new and creative way to interact and educate in the classroom. This system will allow for a seamless transition to the Middle School iPad program for rising sixth graders in her eyes. Ms. Teeling also mentioned her excitement about working with Dr. Armistead Webster, the new Lower School Head, describing him as a “wonderful and intelligent man with lots of experience.”

Ms. Chakoute Takes on Spanish & French Classes



Photo by Luke Wulff

BY CONRAD CLEMENS

Ms. Chakoute joins the Modern Language department teaching French 2, 3 and Spanish 12. She came to Baltimore 8 months ago after teaching at Howard University and in Cameroon, where she calls home. Ms. Chakoute attended the University of Dschang in Cameroon, majoring in modern languages (specifically French and Spanish), although she has knows Latin as well. She is currently earning her Masters in Education. In her free time Ms. Chakoute enjoys reading and playing tennis.

“We all admire her willingness and enthusiasm. [She has] an absolutely beautiful French accent, and I think she is very courageous to take on new students, a new school, and new colleagues,” commented French Teacher, Ms. Linda Trapp.

Although she has been teaching here for only two weeks, she has really enjoyed her teaching experience so far. She expressed that her students “are smart and active which makes the classes really fun and interesting.”

New Assistant Head of School



photo from Gilman.edu

BY WILL RENDE

Gilman recently named Mr. Bartley P. Griffith, Jr., from the Westminster Schools in Atlanta, new Assistant Head of School. Mr. Griffith will work on professional development for faculty, chair the Academic Council, and track student progress. During his time in Atlanta, Mr. Griffith “has worn many hats,” according to Mr. Smyth’s letter to the community. His primary job at The Westminster School is English Department Chair. He earned Bachelors of Art in History and English at Bucknell, while also playing on Bucknell’s football team. Later, he received two degrees: one in English Teaching from the Teachers College at Columbia University, and one in English from Middlebury College’s Bread Loaf School of English. His experience in athletics will allow him to coach football, basketball, and lacrosse. When asked why Mr. Griffith is the best fit for the job, Mr. Smyth responded, “I was deeply impressed by his intellect, his ability to connect with students and adults alike, and his breadth of experience in another top-notch school. It became clear that the people at Westminster really love and respect Mr. Griffith for all that he contributes to the life of that school.”

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The Science of Science Classes



BY CONRAD CLEMENS

To enjoy or prosper in a class, students may think that they have to have a cool or less demanding teacher to do well, but a lot of students tend to prefer teachers based on how they teach the material. For instance, Teddy Obrecht (‘16) said, “I tend to like a teacher who interacts with students more so than a teacher who just like lectures students,” referring to Mr. Hogan. This is a popular trend for students. “I really like Mr. Fitzgibbon because he really allows me to thrive in an interactive environment” said Nathan Shaw (‘17).

Many of the Science teachers may see being interactive as an area where they could improve. Mr. Siwinski, for instance, known for his PowerPoint slides, considers himself to be more of a traditional and lecture based teacher, or as he says, “Socratic.” He strives to add more interactive activities into his classes: “I would like to be a little more interactive. I try to work towards that goal.

Some students do prefer the lecture based class style, according to Mr. Hogan. He said, “Our senior physics courses are largely project based. I have found with seniors, they would rather just have lectures then do all of these active labs. We tried to keep them more engaged but some preferred the lecture based class structure.” This opinion is different for all students, so striking the balance of what students want can be very difficult for the

science teachers. All the teachers are a little different in the way they teach, but they all follow the same basic curriculum.

Although an interactive environment may help some students understand the material better, Mr. Siwinski thinks that a science class cannot be taught in a completely interactive environment: “There are certain types of material you need to have the groundwork for, and there are certain aspects that can be activity based.” It seems that lectures, PowerPoints, and textbooks are good ways to learn the basics, and then lab and in class activities are the best way to master it.

Mr. Hogan says the way he teaches students new material is by “letting my students break up into small groups to discuss the content. They discuss maybe a third of the material then they have a small break to discuss, and then repeat this process twice. We also then have lab time. I give them the activity and then it’s entirely student guided.” He sees it similar to a college course. “Their class period is a seminar or a lecture, and then lab is where the kids are actively engaged in that activity. It is part of the identity of the science course.”

Every teacher has a different way of teaching and getting the material across, so the question is: is there really a correct way to teach a class of more than one? Everyone has a preferred way of learning material, so the only way to give everyone what they want would be to have 463 teachers for each subject, so each student could have his own personal teacher.

Brian Ledyard Named Assistant Upper School Head

BY AARON SLUTKIN & MATT TOMASELLI

On March 3rd, it was announced that Brian Ledyard, who holds degrees from Tufts and Hopkins, will return to Gilman to serve as the Assistant Upper School Head. Mr. Ledyard taught at Gilman from 2002 until 2010 after which he took his talents out west to join the Drew School in San Francisco while his wife pursued her MBA. There, he heads the English Department and is the Dean of Students. In addition to his administrative position, Mr. Ledyard took a leading role in creating a lacrosse program at the Drew School. During his time at Gilman, Mr. Ledyard taught English in addition to being a three-sport coach in football, basketball, and lacrosse. His ties to Gilman are not simply work-related—his mother is the Lower School Learning Specialist.



photo courtesy of gilman.edu

So, what inspired the school to create this new position? According to Upper School Head Mr. Rob Heubeck, the Upper School administration, one of Gilman’s most active departments, is the only one without an assistant head. Mr. Heubeck added that Mr. Ledyard will resume his career at Gilman by restructuring the advisory program with a curriculum; it is also an interest of his to add more summer programs and to improve the “curriculum and schedule.”

Clearly, the Upper School and its administration is elated to have Mr. Ledyard rejoin the school. If they can find somewhere to put his office, his skills and experience will immediately help Mr. Heubeck and the rest of the faculty. He fits the mold of the teacher coach model perfectly, and the school is excited to welcome Mr. Ledyard back.

Anthony Ferguson: Race, Community, and Diversity

INTEVIEW BY WILL RENDE
AND BRIAN NELSON

This year, the Gilman News staff had the opportunity to interview our MLK convocation guest speaker, Anthony Ferguson ('10). Anthony attended Gilman through high school and graduated to attend the University of Iowa. Although initially playing football, Ferguson soon decided to leave the team to create the Young, Black, and Educated Organization, which allows members of the community to gather and discuss topics related to Diversity. Currently, he works as a college admissions officer.

The News: Going back to your time here, would you speak about any difficulties you faced at school, and the best ways we as a community can address such difficulties?

Anthony Ferguson: I think, like I said in my speech, like "the recruit" or kind of looking at students differently because they're being recruited. Typically a lot of the athletes or art students are all on scholarship and you know that kind of puts them in a bubble. So I think that was the biggest issue and I've even heard that there are still some issues in that area as well. But again, like I mentioned in the speech, that unconditional love. I had friends that, no matter what, they were always there and that let me know that they supported me and I let them know that I supported them as well, so definitely showing that love to all students here. I think that that will help the problem a whole lot.

The News: So when you were at Gilman, you were able to branch out and break down those barriers, how did you manage to do this?

Anthony Ferguson: When I came here on the first day I really wanted to buy into Gilman and what that meant, and former headmaster, Mr. Schmick, you know, he always said "Be Gilman." That was kind of his tagline and the thing that I really kept inside of myself; I wanted to "be Gilman". And then it was all about being accepted, which was really huge for me.

The News: At University of Iowa, you

led a program called Young, Black, and Educated. The program holds open group discussions about some topics relating to African-American history that are still loaded, tense, and sometimes emotional. How are you able to get people to see through these difficulties and participate in meaningful, important discussions about the past?

Anthony Ferguson: Definitely just inviting everyone. You want the room to be as diverse as possible because you really do want to get as many perspectives as possible and inside knowledge on how people are coming to that conversation. We invite everyone, but these issues are hard. These issues make people feel uncomfortable, but we allow people to sit in that uncomfortability for a little bit and really start to love them and say "hey, you know, if this is how you're feeling we can help you work through that." So, we've addressed issues like Trayvon Martin, we've addressed Barack Obama and some of his policies, we really go into some hard hitting issues; race, religion, everything that's going on in this country that really deals with diversity or deals with race and we really try to tackle those issues and in a loving way at the same time.

The News: What inspired you to start this program?

Anthony Ferguson: Gilman. Like I said, its always that culture of giving back. So, coming in as a freshman and all of the sudden not knowing much, having sophomores reach out and even some seniors reach out to me, it really starts that culture of "what can I do for the people that are coming after me?" So, Gilman definitely inspired to me to want to always reach back and do something else.

The News: Thank you so much for your time. Do you have anything else to add or any last advice to offer?

Anthony Ferguson: Definitely just that unconditional love piece. That's what's really important, and I think that's what gets you through Gilman and that's what makes you successful afterwards, especially dealing with diversity and diverse people.

Construction of The New Baseball Fields

BY JESSE BLOOMBERG



As Shoeless Joe Jackson said in the movie *Field of Dreams*, "If you build it, they will come." In early October, Gilman started a huge renovation project of the athletic fields. To

start off the project, a new baseball field was laid out over what used to be the old middle school field. The goal was to finish the field before the baseball season starts on March 23, but due to the snow and rain, the process was delayed. In a recent interview with Mr. Heubeck, he speculated, "I'm thinking that we will get to play on that new field, certainly before the end of the year." If the fields are not finished by opening day, then the games will be played on the old diamond. The new field will have roofed dugouts and a new scoreboard. It will be utilized by both the Varsity and JV teams this spring.

The baseball field is just the first step

in a large renovation project. Once the baseball field is finished, Brown Field will be turfed and lined for the use of football, soccer, and lacrosse. The new turf field will be used as the primary football field, and an extra field for soccer and lacrosse. When that is taking place, Chandlee Field, next to the Northern Parkway wall, will be ripped up and replaced with Bermuda grass. Usually during the spring and early summer the Roland Park Baseball League (RPBL), a recreational league, plays on the Gilman fields. Now that those fields are gone, there are no fields for RPBL and middle school baseball this year. There will be another diamond added in the tennis court fields, which will be used for the middle school, RPBL, and JV baseball at times.

Overall, the renovations will make the Gilman athletic facilities nicer and easier to play on. Once the weather finally turns warm, there will be countless Gilman boys playing and enjoying the new fields.

Meny's Musings

Gus Meny's ('16) student perspectives on current events and happenings around school.

Gus' Diplomatic Side

BY GUS MENY



After six conferences and 120 hours of enjoying committee meetings, I do have to admit that I'm just a tad bit biased on this subject, but the most recent Model U.N. conference was a phenomenal one. Nineteen boys piled onto the Kangaroo Coach February 9th around noon and headed for the Hilton Convention Center, where, according to the JHUMUNC website, over 1,600 students were headed towards as well. The conference, which was hosted and run by Johns Hopkins students, would run from noon on Thursday to noon on Sunday, and had thirty committees to choose from, ranging on such varied issues as the Mayflower Compact, world health, and North Korea. After a couple of conferences filled with countries not entirely in line with our home country's policy, like Venezuela, Russia, and (my personal favorite) North Korea, Gilman finally received the good ol' U.S.A. to represent at this conference, which provided an interesting experience in better understanding our own country's international diplomacy.

Students experienced around twenty hours of in-committee discussion on their designated topics, which consisted of speeches, debate, and informal discussion. For most committees, this would culminate in resolutions on two topics- essentially, solutions to the problems that they had been discussing. But the twenty hours hardly filled up all four days- del-

legates could eat at nearby restaurants, and the conference staff planned several events as well, including an ice-cream social, and the infamous JHUMUNC dance. They also sold candy grams to support charitable causes for \$1 each, although they had some expensive wares too, like giant gummy bears that cost \$35 dollars for that special someone you might want to kill from sugar overload. All jokes aside, the candy grams were a huge success, and I'd imagine all of the giant gummy bears were sold.

Overall, the conference for Gilman was a successful one. Besides getting an incredibly important country for the conference and our very own Ethan Park ('15) snagging the award for best delegate from his committee, the Gilman guys had fun too. I sat down with Luigi Mangione ('16) who stated that, "I thought it was a good balance between committee time and the academic sphere, but I also liked hanging out with my roommates, eating in Baltimore, and the free time in general." Luigi said that some of his favorite parts of the conference were, "The last day, since people were a lot more open," a period typically called 'FunMUN' where delegates bond with their committee and do semi-serious but fun activities and, "sending candy grams to people, which was pretty fun." All in all, he said that "just being with my fellow classmates, it was a strong bonding experience," giving it an overall thumbs-up.



Aaron Slutkin donates blood to the Gilman Blood Drive.

Photo By Luke Wulff

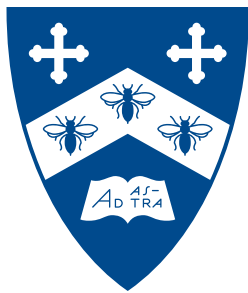
"Evolution of the House Cup," continued from page 1

the House Cup. Tyler decided to change the event in a few ways. To get the students excited for the event, he held an assembly which showed a video of students getting drafted into teams. He also changed the names of teams to move away from the Hogwarts theme.

This year's House Cup was structured differently than previous years. Spencer Perry ('15) planned the event with the help of Will Milch ('15) who provided many ideas to improve and revise the competition. Will helped plan the events, which began a few weeks before winter break, figured out captains, and helped complete the drafts to decide where the students would be placed. He also thought of the idea to change the length

of the House Cup to a much shorter two week long competition.

The design of the House Cup was much more compact to insure students would not get bored of the extended event. As Senior Class President, Michael Collins ('15), put it, "In order to generate spirit, we shortened the length of the house cup. This was a big step." Whether or not it turned out to be a success is a matter of opinion; however the effort was certainly commendable. Truthfully, Gilman's House Cup is still a work in progress, and every year innovative student council members work to improve and refine the concept until Gilman can establish a tradition that serves as a constant hallmark of spirit.



Nice Work If You Can Get It, Coming Soon!

BY JASON MOSCOW



April 30th will see the debut of this year's Spring musical, *Nice Work if You Can Get It*. Gilman will be the second high school in the country to bring George & Ira Gershwin's show to life; equally impressive, this will be the first ever live performance of *Nice Work If You Can Get It* in Maryland (by an amateur or professional cast). After seeing the show on Broadway about 3 years ago, Mr. John Rowell, the musical's director, knew that he wanted to put on this particular show. He explained, "It has so many great elements to it – the incredible Gershwin score, the madcap screwball plot, the jokes, the dances...it has something for everyone."

For the second year in a row, Gilman is boasting a first year actor as the lead: Wiley Hopkins will be playing Jimmy Winter, a bachelor who has a way with the ladies. Nick Johnson, a 4-year veteran of Gilman Spring musicals, explained, "When he started out, we were really unsure. We were very nervous, but in

the last couple months, he has done it all and seen it all. I have complete faith in him that he can pull it off. He is as good as any of us (veteran actors)." Rowell has no reservations putting Wiley at the helm: "Wiley is going to surprise a lot of people... At heart, he's a born performer"

Both provocative and romantic, Gilman's performance of *Nice Work if You*

Can Get It will walk the line between PG and PG13. As Mr. Rowell put it, "It's saucy and sassy, just like the 1920s were." Sexual innuendos are not uncommon, and seduction plays a part in the storyline. Ali Regan, playing Billie Bendix, will attempt to seduce Wiley, as Jimmy Winter, in one of the performance's premier songs: "Treat Me Rough." That

being said, the musical's director ensures that "this is a show the whole family can enjoy".

The last two scenes are certainly something to get excited for. "With a great storyline throughout the entire show, the last two scenes wrap it up really well and are very exciting" said Nick. Will Jimmy Winter marry for wealth or for love? You will have to wait and see!



Performances of
Nice Work if You Can Get It
in the Alumni Auditorium are:

Thursday April 30th, Friday May 1st,
and Saturday, May 2nd at 8pm
and Sunday May 3rd at 2pm.

Tickets are sold online in a new reserved seating system.

Visit gilman.tixato.com/buy
or see Ms. Fuller in the library to get
your tickets today!

Spring Dance

BY ALEX BAUMAN



The 2015 spring dance came in with a bang. The announcement for the dance included not only a number of seniors, but some teachers as well, know that the presentation was quite the spectacle. It was declared that, for the first time in three years, the Upper School would be having a spring dance. The theme for this year's dance was "Disney," as decided by the student council.

After an incident at the 2012 spring dance, the administration was reluctant to allow the students to hold another for a few years. After an inappropriate announcement that was not cleared beforehand with the administration and faculty, last year's spring dance was cancelled. Holding this year's spring dance was never a problem for the senior class and its leadership. As student body president Spencer Perry explains, "Mr. Heubeck and the student leadership have been talking about having this dance

since last summer. Holding it was all contingent on our behavior at homecoming and the rest of the year. After homecoming went smoothly, it really wasn't a problem."

Mr. Heubeck agrees with Spencer, saying, "This year's senior class's behavior has been terrific, and as an administration and faculty, we agreed that they deserved this dance." A town hall was held to implore the Upper School to make good choices before, during, and after the dance. The upper schoolers entered the dance knowing that they had right and wrong choices to make.

The dance went smoothly and without incident, and attendees of the dance had mostly positive feedback. Sophomore Matt Weiner says, "I thought the theme was carried out well, though I thought it could have been a little less childish. Overall, I had fun." Freshman Charlie Finnerty concurred, stating, "I thought it went over well. Probably the best dance I went to this year."



Students danced the night away at the Spring Dance

A Gilman McFlik, Please

BY WILL RENDE



For many students, skipping out on the most important meal of the day is frequently necessary in order to get to school on time and salvage those last few minutes of sleep. While ditching breakfast could save them from a late notice and possible trip to the dean's office, it also makes the next three hours even longer and more tiresome. Often times it becomes harder to focus in class, sometimes leading to a lower grade. This quandary that many students are put in on a daily basis is exactly the reason for Gilman's breakfast initiative. Beginning on Monday, April 13th, students have been pleasantly surprised by a smorgasboard of breakfast foods awaiting them in the Dining Hall. From 7 to 7:45 in the morning, a variety of cereals, beverages, and sandwiches are being served to students who may have skipped breakfast at home or who are simply looking for something extra to get them through the first two periods.

According to Mr. Furlong, Director of Business and Administration, this complimentary breakfast system was created "as we were concerned that some boys were not getting breakfast in the morning". Trying to go to two classes and an assembly after waking up without a meal

is very challenging. For students who don't live in the area, skipping breakfast can sometimes be because of a one or two hour commute. Mr. Furlong also noted that they "are hoping it creates an opportunity for boys to come in early, prepare for school, hang out with friends, and start the day ready to go vs. arriving to school just in time and kind of hitting the start switch half way through the first class."

The food, prepared by Flik, features cereals such as Cheerios, Raisin Bran, Cinnamon, Toast Crunch, Corn Chex, and breakfast sandwiches for an additional cost. Students can also enjoy coffee, tea, and juices.

For some students, this initiative is already beginning to make a difference, as Aayush Pokharel quotes, "It helped ease my hunger during class and kept me from being distracted."

Although this initiative is only a trial, we can expect it to continue next year if everything goes smoothly. Mr. Furlong also expressed "I think our boys are very fortunate to have this program. I hope they will support the breakfast program as I know very few schools offer it. If they do and it is considered something worth continuing, we will implement it next year."

Study Technology Revolutionized: What's Being Compromised

BY MATT TOMASELLI



I have been called everything from crazy and mad to inefficient and even “a dinosaur” because while all my friends are pitter-pattering on their keyboards into Quizlet when memorizing terms, I am sitting at my desk peacefully writing flashcards. Yes, that’s right- physical flashcards, like with pencil and those ancient 3x5 slices of paper.

Just like many other facets of the modern world, technology has revolutionized the realm of education. Obviously, it has and continues to completely reface the classroom, but technology also has made the way students study entirely different over the past few decades. Perhaps one of the most popular changes to studying in terms of student use and popularity is Quizlet. Quizlet is a system of creating flashcards online that go far beyond the double-sided white cards of paper. Given an inputted set of terms and definitions, this website will instantly design learning exercises, tests, and quizzes with various question types, and even interactive games to help the user learn the terms faster. Quizlet even offers a plethora of different languages to allow for studying vocabulary in other tongues. Quizlet has certainly cemented itself into progressive education for years to come, especially in places such as Gilman.

Quizlet is perhaps one of the most preferred means of study for Gilman

students. For some, it seems to offer a more rapid memorization of terms, which for Gilman students, who cherish their time so dearly, is crucial. In addition, Quizlet aficionados like the organization it provides in that all their sets of terms, and even sets that other users around the world have made, are all in one place and easy to combine and reuse come exam time. Quizlet, in essence, does some of

notes in a class serves to help students retain the material discussed. Furthermore, that action not only helps with short-term memory, it withholds over a long period time and makes terms easier to remember and faster to relearn months later when the rath of exams looms over students.

The means of study largely depend on the material to be learned. When study-

Quizlet use, the class can generally be said to cover and require the regurgitation of facts and lack in critical thinking. Often students find themselves going back to Quizlet night after night and assessment after assessment for certain classes, and this could very well mean that said course has fallen into methodological, rote memorization that may be nothing more than busy work. That being said, the value of memorization is clear in our education but only to a certain extent. In the 21st Century of Google, calculators on your phone, and yes, Quizlet, no one can argue the importance of retention of minute facts has not diminished. That is not to say a good memory is not to be valued, but how much memorization and busy work is too much? Quizlet usage provides an interesting beginning to an answer. Does Gilman’s curriculum foster the right balance between a work-based memorization of material and progressive, thought-provoking conceptual ideas in its classes? Consider the fact that even classes at Gilman with the most consistent and frequent Quizlet use only induces 31% of the surveyed to go to Quizlet every time they study. Where will this number be in a decade following another ten years of progression in the 21st Century education? Although a new and popular advancement in technological education, ironically, Quizlet may only see decline as technology continues to advance.



“WHAT DOES THIS QUIZLET USE SAY ABOUT THE INFORMATION IN CLASSES AT GILMAN?”

the work for you, and as a result helps to memorize terms faster. Jordan Yaffe (17) opines that, “Quizlet is much more efficient because I can type faster than I can write.” He continued to describe the “Learn” section, Quizlet’s feature that provides a term to which the user must simply supply the definition, is “more valuable than simply flipping through flashcards.” Jordan, among others, seems to value the interactivity and organization of Quizlet over that of more traditional methodology.

Reversely, many others, like myself, are proponents of conventional study. The act of physically writing a term and its definition is invaluable when it comes to cementing that information into one’s brain, just as listening and transcribing

ing to memorize terms and definitions, 57% of the Gilman community surveyed calls on Quizlet as their medium through which they study; however, when studying all other types of information, Quizlet is used by a mere 9% of the students surveyed. It seems that Quizlet is generally called upon for strict memorization based material. Furthermore, 51% of the community members who partook in the survey went as far as to say they always use Quizlet when studying terms and definitions, meanwhile it was but 4% of the surveyed that always rely on Quizlet when studying concepts and explanations.

What does this Quizlet use say about the information in classes at Gilman? It seems that when a course elicits frequent

Senior Speeches... or Not so Much

BY ANEESH SOOD



Picture this: you’re walking into the auditorium, ready to be enlightened by a member of the senior class, when you notice that the two chairs on the stage are...empty? This scenario shouldn’t be too hard to visualize, as the cancellation of senior speeches has become a trend familiar to all members of the Upper School over the past few months.

On the surface, a cancelled speech may not seem like such a big deal. After all, it will just be replaced by an announcement assembly, which lets students get to lunch earlier, giving them more time to eat and put the finishing touches on work they couldn’t get done the night before. However, in the bigger picture, the costs far outweigh the benefits. A last minute cancellation takes up valuable assembly time that could be used for something else, and the resulting early dismissal gives the dining staff less time to prepare lunch. Also, a cancellation by one student runs the risk of setting a precedent where others think it is okay to do the same, “especially when there are no consequences for them cancelling,” Mr. Heubeck says.

The numerous cancellations this year have also taken away from the importance, and enjoyment, of the senior speech. Mr. Heubeck says that the cancellations have made the speeches “more of

a joke.” Nathan Heinlein (17) expressed that “It was one of my favorite things freshman year, hearing what the seniors had to say, and now it’s gone.”

Given that a cancelled senior speech has a greater effect than one might think, what can be done to get the speakers back to the podium? To Mr. Heubeck, a system like Bryn Mawr’s, where every senior is required to lead a convocation (Bryn Mawr’s equivalent to a senior speech), isn’t the answer. “I was talking to some seniors about it, and they said it would be a disaster if we forced every kid to give a speech. Some folks are terrified of giving a speech, and I don’t know if you should make them give a speech.... When you want to give a speech, you end up giving a better speech, as opposed to forcing people to do it,” he said. Instead of making the senior speech mandatory, Mr. Heubeck said, “We should have certain benchmarks, early benchmarks. So if you’re going to give a speech on April 1st, then you need to have something done by the end of February, so if you’re not going to give it, we’ve got a whole month to fill it. I think that’s one of the ways we can get around it, by saying ‘Look, you need to have something done by February 30th, and then after that date, you’re at the point of no return. You’ve gotta give it.’” If these changes do end up going through, they would restore the air of importance and consistency that senior speeches have clearly lacked this year.



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Indicates an Editorial or First Person Opinion Piece

Meny's Musings

Gus Meny's ('16) student perspectives on current events and happenings around school.

FCD: A Wise Choice

BY GUS MENY



There is nothing I love more than to talk about the social implications of drugs and alcohol on American society, and there is nothing I hate more than to have a negative opinion of such substances forced down my throat. Thankfully, an hour with Freedom from Chemical Dependency (FCD) strayed from this norm. I suppose I shouldn't be that surprised- as a junior I've already experienced the program twice before, and if memory serves correctly, both times have been relatively fair. I suppose you can chalk it up to the natural cynic in me that I feared FCD this year might be anything like that.

Delightfully, it wasn't. I entered the Lecture Hall with about 35 other juniors. We sat down, staring up at our facilitator. Like all facilitators working for FCD, he was a recovering drug and alcohol addict, and he provided examples of his experiences and context throughout our discussion. He informed us all that the topic of the discussion would be our choice, and after a little bit of prompting, we opted to discuss the legalization of marijuana.

I do not want to mislead the underclassmen- FCD classes are far more structured because underclassmen haven't heard the messages upperclassmen have, but I remember Freshman and Sophomore years being fairly discussion based as well. Discussion began, and the instructor gave ample time for both positive and negative opinions. It was a productive discussion, and above all, an open one. Of course, others didn't agree with my stance entirely, as Brian Chirikjian ('16) told me after the meeting, "There's really no way for something like this to be authentic, unless it's by a family member, or a friend, but not someone you've just met 5 seconds ago. I don't think it's as effective as it could be." He summed up

by saying, "People aren't going to change their life based off of what strangers say."

While the air to the discussion pleased me a lot, I did come across one small concern. The instructor cited statistics produced by a survey Gilman had administered last year that FCD designed. At the end of the session, I approached the instructor and told him I had talked to people who lied on that survey. He assured me the data was correct because the survey repeated questions in slightly different ways to catch people lying, and if that happened, the data were destroyed. While this is good, I have to question the statistical integrity of the survey. First, the data were presented to us as a census of the whole school, which cannot be true if certain data were destroyed, and second, whether the rephrasing of a previous question can truly catch a liar, especially if said liar is diligent. Equally concerning is the fact that these potentially false data are probably used in discussion nights in the middle school as well as the high school.

Despite my qualms with the survey, FCD generally seemed a success to me. Perhaps that's because, as Dr. Mojzisek told me, "They have a lot of experience with independent schools, so they get our population in a way some other groups don't," and they knew who they were speaking to and what their views were. Whatever the case, by opting for a discussion based drug and alcohol information session, I believe Gilman dodged a bullet; it would make sense that simple scare tactics and insistence of abstinence could fail when some parents drink wine at the dinner table. In choosing informative and thought-provoking conversation, Gilman's utilization of FCD will likely be more effective in helping some students avoid illegal substances than other programs that are not as discussion based.



Life as a Gayhound

In my time in Gilman's Upper School, *The News* has been a place where expression and information coalesce to provide both readers and writers with an interesting, informative, and at times entertaining outlet from the ebb and flow of Gilman's rigorous academic, athletic, and extracurricular events. Recently, however, I have realized that a minority in Gilman's community is grossly underrepresented: Gilman's LGBT community. In the past few years, Gilman has seen the most openly gay students in its history. With this inclusion of openness and acceptance, there are many new obstacles for Gilman to overcome. With this column, I hope to shed some light on the struggles and the triumphs of Gilman's LGBT minority and ultimately contribute to a more accepting, tolerant, and all around better Gilman community.

Heteronormativity

BY MICKEY BAROODY



One thing I have become acutely aware of is the heteronormativity that exists in certain aspects of Gilman's culture. Merriam-Webster's Dictionary defines heteronormativity as, "of, relating to, or based on the attitude that heterosexuality is the only normal and natural expression of sexuality." For example, in Freshmen Fifth and health class, gay relationships are hardly discussed and students are only advised on heterosexual relationships, all suggesting a strictly heterosexual world. Ultimately, Gilman's gay students are often overlooked in certain aspects of Gilman's culture.

A recurring tradition in the Gilman community are the school dances. They are a time for students to let loose with some mediocre music (at best), and spend time with a friend or significant other. All throughout Gilman's history, a male student has never brought another male student as a romantic date. When I think about this issue, I wonder what the reaction of the community would be. Typically, my past experiences surrounding issues of this sort have brought forth mostly positive reactions: for example, coming out. When I came out, it took at least a month for the news just to spread through my grade. Coming out is not always as public as one would assume. Even through social media, people have time to digest the message, and (hopefully) formulate a thoughtful opinion. However, a gay couple at a school dance is different, because it is in the open and seen by all in attendance. Would this bring the incursion of judgment and/or surprise by many, or would people continue without a second thought? Ideally, if I were to bring a date to the dance, I would want it to be something received by nothing more than a cavalier reaction at most.

Additionally, athletics play an immense role in the lives of Gilman's students, not only on the field, court, or pool, but in the hearts and the minds of each athlete. The impact that coaches and admired players have on the student-athletes of Gilman is tremendous. What they say or do can resonate with players for their entire lives and it falls to them, the leaders, to set a good example. This truth is particularly

pertinent when it comes to educating players on LGBT issues. As a Gilman water polo player and swimmer, my sexual orientation has served me no disadvantage in either my performance, or social dynamic of the team. The coaches, at least those who know me, treat me like any other player, and aren't afraid to engage in conversations about who I am and my life as a gay student. I urge all of Gilman's coaches to use their platform to educate their players about the LGBT community, and possibly help students who are struggling with their identity.

What about the academic realm of Gilman school? For teachers, it is important not only to teach the subjects which they have been assigned, but to honor each and every one of their students' differences. In my time as a Gilman student, I have experienced accounts of heteronormativity numerous, but I have also witnessed the conscious effort taken upon by teachers not to generalize their students' sexual orientation. When teachers speak in a heteronormative manner, they usually speak in romantic hypotheticals: For example, "When you all get girlfriends..." or, "When you find a wife..." Although these remarks seem like very minor offenses, teachers should ask themselves: What kind of an impact do I have on gay students if I generalize their sexual orientation with the rest of the straight majority? I'm sure many of the members of this community have had part of their identity overlooked and generalized in some way, shape, or form, and I doubt it was a good feeling. Of course, I would be remiss if I did not thank the many teachers who make an effort not to speak in a heteronormative manner, and respect all their students differences.

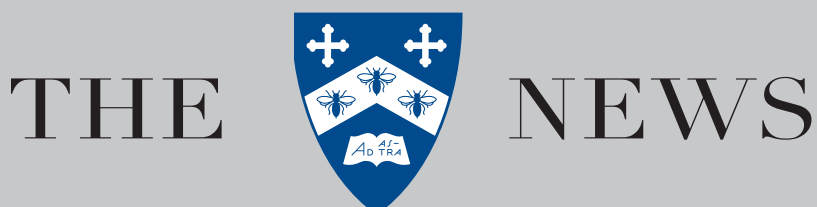
In conclusion, the heteronormativity at Gilman is attributed to the fact that Gilman's openly gay population has never before been such a large part of this community. For quite some time, Gilman's structure never had to adapt to its other than straight population, so when students became more open, Gilman embarked on a game of catch-up. So, I challenge all the members of this community to make an effort to be aware of their neighbors' differences, and to those who are, keep up the good work.



Thoughts?

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Freshmen Hounds are Outward Bound



BY BEN MURPHY

In August, while most students will be savoring the end of summer, preparing for their upcoming fall sport, or finishing their summer reading, the upcoming Freshmen class will be on a five day Outward Bound trip along the Appalachian Trail. The students will be led by Outward Bound trail leaders along with ten Gilman seniors that are chosen by an application process and will be trained at Outward Bound.

Interested rising Senior Jay Eastman wants to be a trail leader because “being in nature has always been an incredible experience for me, and I just think it would be a really special thing to help shape the high school experience with some freshman.”

These students will be broken up into

groups and won't see their other classmates during this five day expedition throughout Maryland, Pennsylvania, Virginia, and West Virginia. They will be taught survival skills and experience the environment with activities such as hiking, backpacking, rock climbing, setting up camp, and cooking.

The purpose of this trip, according to the organizer, Mr. John O. Schmick, Dean of Student Affairs, is, “to give the freshman an opportunity for bonding without outside distractions, cliques, cell phones, or anything like that.” The students will have to depend on one another and get to know each other in this environment. The bonding of this trip is complementary to the Senior retreat focused on reflection. The program will ideally bring a new unity to the rising Freshmen class, and hopefully be a lasting trip for years to come.

Science Building Renovations

BY BRADLEY LEVIN



Come May 15th, the Gilman Science Building will continue to undergo major renovations. According to Mr. Morrison, Chair of the Science Department, the purpose of these renovations is to “create more space that can be used for students.” To accomplish this, they plan to double-up the faculty in offices and convert some current offices into labs which would create more classroom and lab space for students. The renovations are scheduled in three different phases; the first was a veritable “face lift” and occurred last summer. Phase two is a larger stage of the renovation and will consist of knocking down walls to create larger lab spaces. Gilman will also purchase improved technology for the Science Department. Phase Three, which is still pending approval, would turn the opening stairwell into a “large atrium.” However, these renovations pose a certain problem to the student body. Mr. Morrison says “to get this new phase done this summer, we will have to be out of this building by May 15th... so [for] the last two weeks of class this year, we will not be in the building and Science classes will be held in Carey Hall.” This will pose problems for the Science teachers and students because many science experiments cannot easily be done outside of

the labs. The students will be missing out on end of the year labs and experiments which would have been fun and a good way to see science in action.

Another problem is that Sophomores will be unable to access their lockers after May 15th. Mr. Morrison explains that “this [sophomore locker dilemma] is a problem which has not been solved yet. One suggestion is to have them move into the senior lockers.” The sophomores would have to move out of their lockers and into a new area mid-year. These lockers are located in both Carey hall, and near the language classrooms in the Lumen Center .

The school's plan for these renovations will be a big improvement for the Science Department next year. In the years to come, we will see if the coming improvements compensate for the inconveniences to students and teachers that will ensue at the end of the year.



Intramusical?



BY CLAYTON HEBERT

With practices for the spring musical, “Nice Work if You Can Get It,” well under way, the members of the production are attempting to adjust to a hectic and at times sleepless schedule. After a long day of classes and athletics, these performers attempt to find the energy to sing and dance their way through a three-hour practice usually beginning at 6:15 and ending at 9:15. If they are not exhausted by then, they astonishingly get through the several hours of homework assigned to them each night. The members of this production are definitely deserving of some praise, as many wouldn't dare take on the workload that is brought on by being a part of the musical. With the little free time these performers have after school however, many pose the question of whether the musical should fulfill the requirement of an intramural?

Having free time after academic classes end at 3:35 until rehearsals start at 6:15 would undoubtedly give the performers a valuable opportunity to finish up some homework so that they may relax when they get home. It would also free up some leisure time. Several in the production believe that the exercise they experience during rehearsals is as challenging if not more than the athletics they compete in after school. As Sophomore John Ball says, “When we have a dance rehearsal it's pretty much non-stop movement. We're up there for anywhere from an hour to three hours if we were learning a big new number, and then we need to practice it too. I definitely felt that my fitness had increased hugely at the end of the musical season last year without me even noticing it. One doesn't realize how much of a full-body workout dancing is. I often come to school the next day sore in places I didn't know could be

sore from dancing the night before. To be honest the musical had pushed me more physically than most intramurals I have been a part of!” Especially seen in the past couple years, many people around the country and world have resorted to dancing as their daily source of exercise. Whether it be salsa, Zumba, or even belly dancing, these dance-oriented exercises have gained immense popularity as they provide an enjoyable way to stay fit. It may be a stretch comparing the choreography in this year's musical to Zumba or salsa, but the general idea is the same: that dancing is a viable and productive form of exercise.

When speaking with the Assistant Athletic Director Bob Smith, he mentioned many reasonable logistical problems for why the musical isn't an intramural. First he brought up the scheduling issue of how the musical's schedule does not coincide with the sport's season “When does the musical start? Does it start before spring break? So that becomes an issue if it carrying over from the winter to spring season”. Secondly, he explained a potential conflict with those who play interscholastic sports and are in the musical, “You got guys that are in interscholastic teams and in the musical, are you going to make them choose.” Lastly, he discussed an issue regarding the limited spots in the musical, “If you make it an intramural that you sign up for, then suppose a guy doesn't find his place in a musical, so he gets cut from an intramural that he signed up for.” Rather than questioning the physical difficulty of participating in the musical, it seems the biggest stipulation for it not being an intramural are logistical issues. For the possibility of obtaining some free time for the hard-working members of the musical, it seems that the first step would have to be solving some of these managerial issues associated with it becoming an intramural.



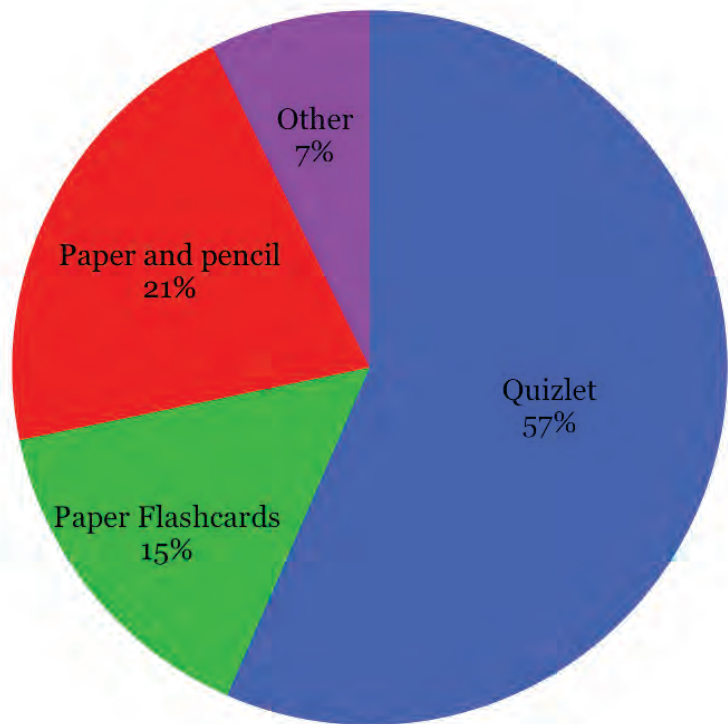
Above: Choreographer Shana O'Brien leads the cast in practicing a dance number during rehearsals for the spring musical, *Nice Work if You Can Get It*. Photo by Diane Fuller

Left: The Science Building Front Door. Photo By Luke Wulff

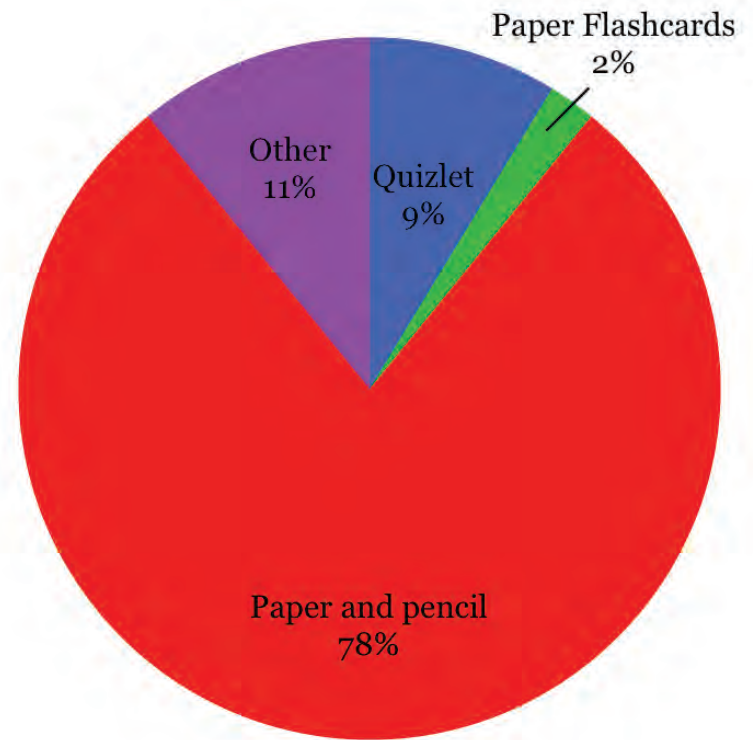
Quizlet vs. Conventional Studying

The News conducted a school-wide survey asking the student body of the Upper School various questions about studying techniques and use of Quizlet. The survey was emailed to the student body and posted on the Student Body Facebook Group. Below are the results of the survey.

Means of Studying Terms and Definitions

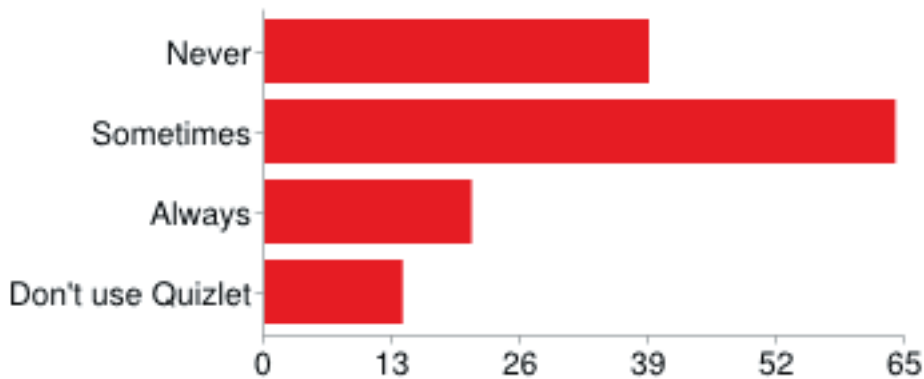


Means of Studying All Other Material

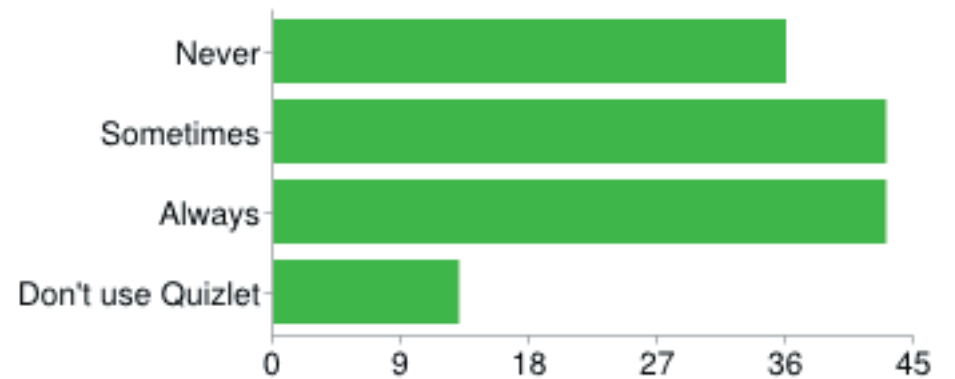


Use of Quizlet When Studying for Respective Classes

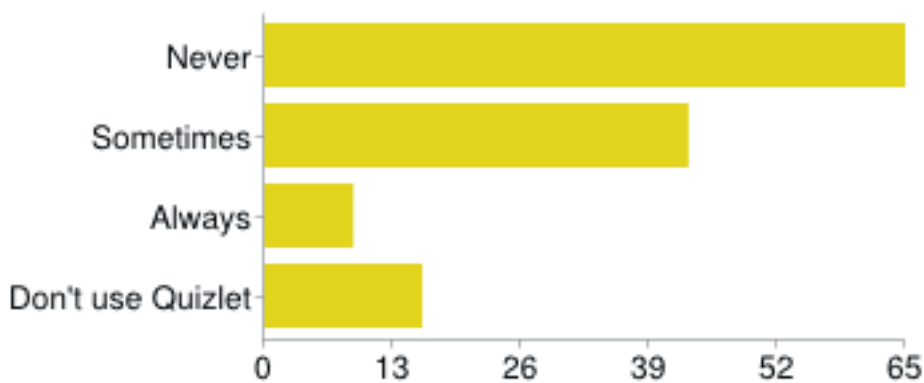
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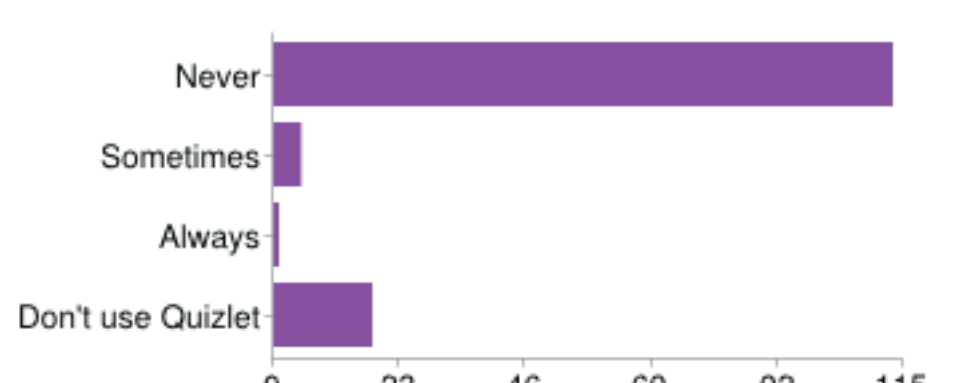
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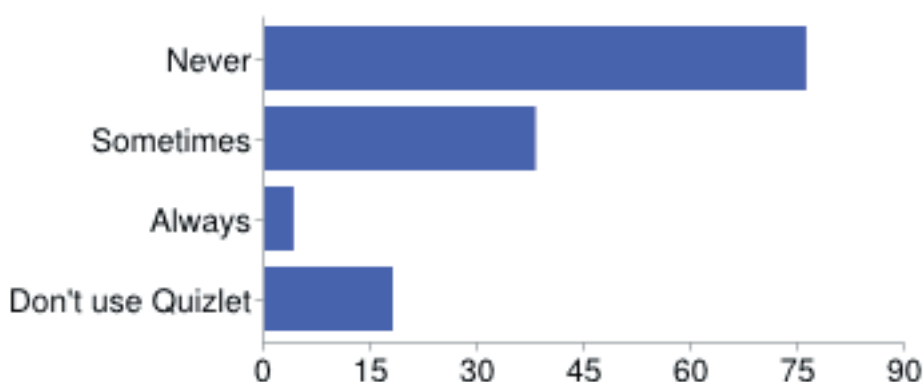
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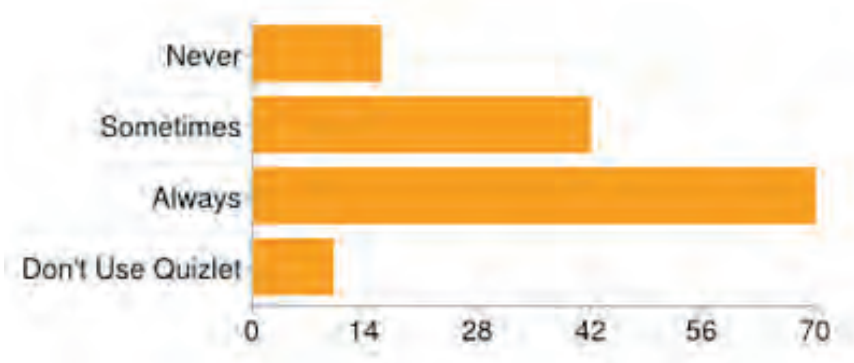
Math



Science



Terms and Definitions



The Grey Areas of the Hound Network



BY JOHN BALL

It's difficult to imagine a day in the modern Gilman student's life that doesn't involve using email, Moodle, and Google Drive to complete homework, communicate with teachers, or study. These technologies have become a huge part of the Gilman academic day, radically speeding up and enhancing a teacher's ability to interact with students if harnessed correctly. At the center of all of these wonderfully revolutionary tools is the mother of all digital technologies - the Internet. The internet at Gilman is drastically different from other Gilman technologies, as it remains largely mysterious and almost completely invisible. Having access to the internet is now considered more common than not, and losing access can greatly inhibit a student's ability to perform in the classroom. But Gilman hasn't always been hooked up to the internet, and wireless connectivity wasn't added until the massive renovation of Carey Hall a few years ago. With the Device of Choice program, the Gilman network is forced to evolve continually as demand increases and devices upgrade.

It all begins with the Internet Service Provider (ISP) - a company which attaches Gilman's massive network of computers and access points to the larger global internet. Gilman uses two ISPs, Comcast Business and Cogent Technologies, who provide more than enough traffic capacity to provide for all of Gilman's usage, while also providing redundancy in the unlikely event of failure. In this way, the internet at Gilman is very similar to the internet one might get at home. Here the similarities between the Gilman network and a home network begin to end. At this point in a home network, a user's Netflix stream would make its way

into a router, most likely provided by the ISP, and then into a wireless access point. Now all the user needs to do is connect to the wireless access point to enjoy a never ending stream of TV content. At Gilman, just one wireless access point isn't enough to cope with the hundreds upon hundreds of devices which descend upon Gilman's halls each day, spread out across the entire campus. A different, more advanced management solution is required.

In steps Aerohive, an enterprise level networking company responsible for just this task - connecting all of Gilman's devices to its two ISPs. This incredible feat is accomplished through a series of wireless access points designed for enterprise applications, placed strategically around the school, connected to the ISPs' "pipe." These access points take the shape of a humbling light grey plastic box with a typically yellow Ethernet cable sticking out the back; the only symbol indicating their function is the three hexagon logo of Aerohive. These boxes wirelessly connect a student's device to the internet at large, no matter what building on campus he may be in. In the early days of Gilman wireless connectivity, WiFi was only available in certain spaces on campus. But, the introduction of the Device of Choice program demanded a more expansive network to allow students to use their devices in the classroom.

More access points were required, and duly installed. Wireless access points communicate wirelessly because they instead use electromagnetic radiation to transmit data to and from devices, which allows a device to be placed anywhere within a given range of an access point and connect to the network. As more and more devices are used in one location, like a classroom, connecting to the



A rack of server equipment in the school's data center. Photo by Luke Wulff

same access point, the point can become overloaded and incapable of meeting the data demands of every device in the area. Imagine a frantic waiter, trying to take the order of a table full of hungry people all shouting their orders at the same time - eventually the waiter can't get to everyone at once. At this point, a second waiter may be called in to assist with the order, and this is exactly what happens on the Aerohive network. As one access point becomes saturated, a nearby point will step in to pick up the slack. But the waiters need to talk back to their clients, and if they both talk at the same time, no one can understand them. This same concept holds true for the access points - if the operating frequency of the two points

isn't properly configured, the two signals can interfere with one another, causing devices to be unexplainably disconnected from the network. The two points need to be calibrated to communicate effectively with their respective devices. Describing the process by which access points are manually calibrated, Mr. Gorski, Director of Technology, explained, "I would like to say that its a science, but it's not so much a science as it is a feel."

These are the exact issues which cause the vast majority of internet problems at Gilman, the result of the massive increase in demand from Device of Choice, and students using not just one, but many systems, like tablets and phones, in conjunction with laptops. The amount of bandwidth, or data usage, demanded by devices at Gilman today is occasionally greater than the network can currently handle when at peak load, which causes network issues in specific locations. The data "pipe" provided by Gilman's ISPs is sufficient for the increased load, only the access points need a boost. Next year, the Lower School will make available an iPad to every student, dramatically increasing network load, demanding a network upgrade. That upgrade is coming this summer, with the installation of an AeroHive access point in every classroom, along with software management and firewall upgrades to increase capacity and prevent network issues in the future. As Mr. Gorski points out, "The whole purpose for Device of Choice is to create an environment the same way you would find on a college campus, there's no restriction to how many devices you have or how many you have turned on at the same time." These upgrades will help future proof Gilman internet, solidifying its place in the Gilman classroom.

Security: Keeping Gilman Safe



BY BRIAN NELSON

In a day and age when the safety of young people is an utmost priority, the balance between maintaining an open campus and ensuring the safety of all members of the community is a growing conundrum. In order to combat this, Gilman's Director of Security, Mr. Jeff McGhee, assures that we are using the most up-to-date technology. This includes eCampus text and email alerts, new PA systems (indoors and outdoors), and the use of Alertus emergency notification technology. Alertus was installed last year and acts as a fire alarm but only for lockdowns.

Next fall for the new school year, Mr. McGhee hopes to introduce key card access to the Upper School. Currently, this technology is in place in the Lower and Middle Schools. Each entrance would be locked and could only be opened with a pin number from students and key cards from faculty. Presently, all external doors of the Upper School must be locked manually, and with the new key card technol-

ogy, all doors would be automatically locked.

When looking at the overall security of Gilman, especially in regards to lockdown procedure, it is important to remember Gilman's neighbors in the tri-school community. Bryn Mawr School (BMS), Roland Park Country School (RPCS), and even the Greyhounds' neighbor to the south, Roland Park Elementary and Middle School (RPEMS), also play an important role in the lockdown process at Gilman. RPEMS has a Baltimore City Police officer on campus during school hours and has an open radio communication with security on Gilman's campus. Gilman also has security personnel on campus from early morning to late in the evening. Once first responders arrive on campus, they take over the situation from Gilman security.

Gilman is a part of a private school security committee that convenes quarterly and consists of local private schools including, BMS, RPCS, RPEMS, Boys' Latin School, Calvert School, and Friends School. The Baltimore City Police Depart-

ment sits in on the committee as well.

During school hours, Gilman is officially closed to the public. This means that no one is allowed to run on the track or stroll through the campus during the day. Despite that, the more people, either students, faculty, or visitors, on our campus, heightens the need for increased safety measures. "Advances in technology have enabled us to become a quicker-reacting school to potential safety issues," added Mr. McGhee.

The specific lockdown protocol consists of four parts that can be found in all classrooms and offices throughout the campus in the form of a blue laminated procedural sheet. These steps include, Listen and Locate, Check and Secure, Maintain Silence, and Wait. All these steps have the goal of ensuring the safety of all students, faculty, and staff as quickly as possible.

When asked about how he sees the security on Gilman changing, Mr. McGhee added, "We continually evaluate the systems and plans we have in place, and modify where necessary to keep our community safe." He also stated that

the addition of more security cameras is among future safety precautions to maintain a safe environment at Gilman.



Security features at the Middle School front door.

Questions & Answers with Mark Shapiro

INTERVIEW BY: MATT TOMASELLI

Mr. Mark Shapiro was one of the speakers at this year's Cotton Lecture. The Cotton Lecture, an annual assembly in the Upper School, brings businessmen and entrepreneurs back to Gilman to speak to Upper Schoolers about their respective realms of business. The News caught up with Mr. Shapiro after his talk to ask him a few more questions about his work as President of the Cleveland Indians.

The News: Considering your track record with guys like Yan Gomes, Michael Brantley, and Corey Kluber who you guys [The Cleveland Indians] saw and signed before anyone else really did, what goes into virtually predicting what kind of guys will be successful?

Mark Shapiro: Yeah, I mean you know, you can't clearly predict who's going to be successful or you would never make mistakes, so you're ultimately betting on both people and players, so talent is certainly a prerequisite and projecting that talent. In addition to that, you're looking for what are the traits and attributes that might take a guy like Corey Kluber and make him a guy who gets to the big leagues at 24, but then has him win a Cy Young at 26. There's no science to it because you are dealing with people, and people are flawed by nature, but it is a quest for the best information you can possibly get.

The News: Being a Gilman alum, what do you think was your greatest takeaway from Gilman that has helped you in the professional world?

Mark Shapiro: I think the character piece, the values piece. I think a lot of the things I talked about today, you know, the effort, the character-how much those things matter. That persevering is extremely important to being success-

ful. The values that are a big part of the person that I am today were forged in the culture that men like Mr. Finney created when I was here.

The News: Yea, I think people view Gilman as this place where you will get a ton of work and become really smart, but it's really and more so about the values taught here.

Mark Shapiro: For me, it was a lot about the values, the relationships, and friendships I had, you know, and the group of teachers who were so committed to that whole development. It wasn't just about formal education; it was about developing you as a person developing your emotional intelligence, your intellect, and your character.

The News: What do you think the most important part of managing such a large organization where you have so many moving parts and so many different dynamics to your organization?

Mark Shapiro: I think, you know, the most important thing is hiring really really talented people, and then creating a culture where they feel empowered to make an impact and make a difference. Articulating clearly the vision of what you're working toward. Really, really obsessing about the hiring and bringing

in really talented people and making sure they feel empowered to make a difference and make an impact.

The News: Please describe what it is like playing and managing in Cleveland considering aspects like the "Cleveland Curse," and the incredibly passionate fanbase you guys have.

Mark Shapiro: It's a great sport town, a passionate sports town. Cleveland is a smaller city but the tradition and pride in the sports runs deep and it runs strong throughout the entire city. It's a tough town, you know, a working class town, blue collar city, and I think they appreciate that kind of an approach in both their players and their teams.

The News: What's it like playing in a city with LeBron and Johnny Manziel?

Mark Shapiro: It's interesting. Obviously, it's an incredible time around the Cavs in general. They got a great team and the cool thing about him he's seems to represent he's making an impact in the community, and he's an trying to be a strong leader for that team. He's a neat guy to watch from a far when you appreciate elite athletes and elite performers, because he wants to be more than just a talented player.

The Orioles Season Kickoff

BY HAP CONNOVER



Since the dawn of the game's existence, the clearest signal of the end of winter and beginning of spring has been baseball, and our beloved Orioles have begun

their long awaited season. After fourteen years of painful life in the American League East's cellar, the last three years have featured an immense turnaround and have again gotten Baltimore excited about baseball. With three straight winning seasons, a division championship, and a playoff series sweep, the O's are back.

However, after a trying offseason, this team has a different feel from last year's. With the loss of fan favorite Nick Markakis, 40-home run slugger Nelson Cruz, and dominant relief pitcher Andrew Miller, it will be a challenge for the Orioles to notch the 96 wins they recorded last year. However, there is a lot to be excited about this year. The team returns star third baseman Manny Machado from a knee injury and should have catcher Matt Wieters back early into the season. It also may be the year that top pitching prospect Dylan Bundy finally makes an impact in the Majors.

On their quest to becoming back-to-back AL East Champions for the first time since 1974, the Orioles will be tested early as their first 19 games of the season come against division foes. This is not the AL East that the Orioles won by 12 games last year, as almost all the teams have improved. The O's will be challenged by the Blue Jays, Red Sox, Yankees, and Rays. The Orioles started strong winning it's first 2 games of the season against the Rays, but have only been able to record 1 win since then in their last 5 games. This puts them at 3-4 record tied for last in the AL East division, but only two games back. Most likely, the O's may suffer a bit of a setback but should still make the playoffs as a wild card. Buckle up, Birdland, because the rest of the season should be exciting.

Gilman Interscholastic Teams This Spring

PHOTOS BY LUKE WULFF



Tennis Spring Break

BY WILL RENDE



Every year, eight Gilman Varsity Tennis players get the opportunity to travel to California to compete against some of the most elite tennis teams around the country. As always, the Gilman squad made the trip out to Orange County during this year's spring break. Overall, the team did well for the environment where they competed, winning against four out of the six teams they played and scrimmaged. On top of this, its important to remember that the competition was a big step up from the surrounding Maryland private schools, proving that it was by no means an easy task.

For most of the team, this trip was nothing out of the ordinary, as several of the six returning seniors had already gone on this trip for several years. For a student like Derrick Thompson ('18), however, this trip was a whole new experience. After making a name for himself by defeating two returning varsity seniors, Derrick, a new to Gilman Freshman, was guaranteed a singles spot on the varsity roster, and therefore was on his way to California with the team. Despite his relatively small size, Derrick's speed and racket skills advanced him through most

of his varsity draw matches. Although originally from Los Angeles, Derrick traveled to Japan, Australia, and Switzerland before landing here at Gilman.

"It was a really fun time for me, but it was definitely tough playing a lot of the players in California," explained Derrick about how he felt his first varsity spring break trip went.

While most of the trip went smoothly for the team, there was one incident where Gilman was accused of "stacking." Stacking is the term used to describe when a team purposely puts a lower skilled player in a higher seed and a better player in a lower spot in order to gain an advantage by guaranteeing certain victories in the lower seeded matches. Although the accusation was false, it is understandable to assume so when you have a student of Derrick's size playing above several six-foot tall seniors. According to Derrick, two seniors playing #1 doubles "bageled" (beat 6-0 6-0) their opponents, while the first two seeds lost.

With the rest of the season in sight, the Gilman Tennis Program should recognize their fortune in having the talent and depth in their rosters that will hopefully bring them two more championships this year.

Gilman Bowling Gets the Ball Rolling

BY WILLIAM DAVISON



Most members on the bowling team would argue that there is some sort of delay in the space time continuum when they watch as their ball rolls down the lane, rapidly approaching the pins. When Ms. Linda Trapp established the bowling team in the winter of 2014, her goal was that everyone would stay strong under pressure, bowl well and most importantly, have fun.

The team meets every Monday and Tuesday for about an hour and a half at AMF in Towson and every player bowls three rounds. According to Parker Knott, Co-Captain of the Varsity Bowling Team, "I can't seem to handle the pressure. I frequently get to the turkey watch, but I can never finish." Turkey watch, a term coined by the bowling team, is when a bowler gets two strikes in a row and is about to roll for a turkey. As everyone in the Upper School now knows, a turkey is when a bowler rolls three strikes in a row. It is a feat that only a handful of members on the team have reached and as Parker Knott illustrated, there is an extreme amount of pressure that must be overcome.

In an interview with Ms. Trapp, she revealed to the Gilman News her goals for the bowling team in the future. While the bowling team is now known as the

quintessential intramural spring sport, Ms. Trapp is considering making bowling an option for a winter sport as well. If this dream came into fruition, it would signify the biggest annual growth of an intramural sport since the school's founding in 1897 (unconfirmed fact). In addition to having bowling as an option for a winter sport, Ms. Trapp has proposed that the bowling team expand to the tri-school. Ms. Trapp hopes that "there could be co-ed teams in which the girls stimulate the Gilman guys' competitive nature." When asked for his opinion on a possible co-ed league, Peter Kohler, ('16) stated, "A co-ed bowling league would be a wonderful addition to the Tri-School because it would help strengthen the bond between Gilman and Bryn Mawr students outside of the classroom."

While aspirations for the future are high, every bowler is more than content with the current status of the team. According to Teddy Obrecht ('16), "While I recently joined the bowling team, I absolutely love it. The ability to play the claw machine and eat pizza while playing a sport is not offered by any other intramural at Gilman." Throughout the rest of the season, the team looks forward to improving scores, playing more competitively, obtaining the courage to eat the bowling alley food and most importantly, getting more turkeys.



Golf Preview

BY MICHAEL JOHNSON



After a bitterly cold March, spring approaches, and with it begins the high intensity action of golf. Gilman's Varsity team has a storied history in the Maryland Interscholastic Athletic Association conference, winning championships in 1998, 2008 and 2009, and recently, the team made it to the championship only to fall short to Calvert Hall in 2013. This year's squad is especially interesting for two reasons in particular. One, returning sophomores and juniors are prepared to repeat a season similar to two years ago, but this time winning the final match of the season, the championship. Secondly, Freshmen Jairus Gaines and Mac Webster have joined the veteran players and their objective of winning the title. When asked what his goal was as one of the proverbial "newbies" on the varsity lineup, Mac explained, "My goal for this spring is to bring a championship back to Roland Avenue."

Mac feels his purpose is to truly act as an aid to the team. He wants to be a utility that the team can use to follow through on their intent on winning a title. As far as the mentality towards playing against

opponents that could be three years older, they don't see it as a problem. Jairus illustrated, "I see it as a challenge. I honestly think that it'll be fun [and] a good experience. From my perspective, it will make me a better golfer." Mac continued the discussion on this same idea, saying "That doesn't necessarily scare me. I play lots of tournament golf and I play with kids that are a lot older than me." Both express that it is not an intimidating situation and feel they can excel in such a scenario. The pair also wants to prove that they can add important factors to the team. "I think I can bring a good attitude. I can demonstrate and help other people with their swings and make their golf [game] a little better," asserts Jairus. Mac reveals, "I believe that you need to be able to respond to adversity, which I feel I am able to do and hopefully my teammates can feed off of that energy."

They seek to support the team with their game and their character, an ever so important aspiration to bear in golf. Mac and Jairus seek to approach this year with humility and as a learning experience. With a strong group of proven warhorses and a promising troop of underclassmen, expect Gilman to be a palpable contender this spring.

Sports By The Numbers

1 loss by varsity baseball in conference play

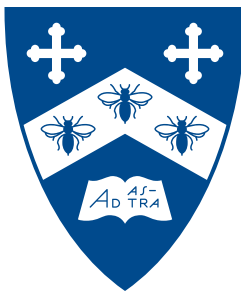
39 players on Varsity Lacrosse

5,286 miles traveled by Varsity Tennis over Spring Break

0 losses by JV Golf

4 former Fresh-Soph players made Varsity Lacrosse

THE NEWS



June 7, 2015

Gilman School

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Christ Calls it a Career

BY MATT TOMASELLI

As the year has come to a close, the Gilman Upper School says goodbye to a long-time member of their faculty, Mr. Jeffrey Christ. Mr. Christ, after thirty-eight years of devoted teaching, advising, and general service to the community, has decided to take up the retired life. Mr. Christ has served the school in countless facets over the course of his tenure. Most notably, he was the Chair of the English Department before stepping back last year to allow Mr. Patrick Hastings to assume the role. Mr. Christ has also served as Director of College Counseling, Head of the Honor Board, Chair of the Sixth Form, a member of the Cum Laude Society, Head Coach of the JV Tennis team, and Head of the Awards Committee, all on top of being a devoted teacher to multiple English sections at all grade levels and a helpful advisor. Looking back on his time at Gilman and the numerous and varied opportunities he has had to give back to the Gilman community, Mr. Christ remarks, "that has been part of the joy for me, being able to interact and be a part of so many different aspects of the school, and I think that has given me a unique vantage point."

When asked what he plans to do once retired, Mr. Christ says, "A really quick answer to that is I am going to retire!" He hopes to spend more time with his two sons who are in college. In addition, Mr. Christ and his wife are co-Chairs of the Washington College Parents Association for the upcoming school year. Mr. Christ continues, "it is not a gigantic job, but it is an interesting job. So things like that, other board work, [is what I'll be doing with my time] but I'm not going back to teaching right away, and we'll see." Washington College and wherever else he may find himself will be lucky to have the multi-talented Jeffrey Christ.

Mr. Christ has certainly left a lasting impact on Gilman, and it seems the feeling is mutual. Mr. Christ offers, "Leaving Gilman is really kind of wistful and a



little emotional, frankly looking back on all of this stuff. It's been a terrific place for me, fantastic students and colleagues and a place that I have given a lot of myself to, but it has certainly given back a lot to me, and inspired me and challenged me."

Mr. Christ's time at Gilman are years that will not soon be forgotten. His impact over the course of his tenure can certainly still be felt by the community. Mr. Heubeck confirms, "Mr. Christ, in his thirty-eight years, has done pretty much everything you can do at Gilman."

In closing, Mr. Christ reflects on his time at Gilman by saying, "I can say what has been inspiring about Gilman is that it has given back to me as much as if ever, I have given to it . . . I would say if there is a legacy that I hope I have given is that I helped kids. I am a big believer in all boys and students with their development, so if I've been a positive influence in that way and helped them, and that I am someone who has given back as much or more than the place that has given to me. That's is how I would like to be remembered by."

Whether it be serving on a board, spending time with his sons, or curling up with a good book, Gilman hopes Mr. Christ enjoys his time in retirement as the community sends a big farewell to an integral part of the school for as long as anyone can remember. Mr. Christ, thank you.

BY JASON MOSCOW

After 19 years of dedicated service, the Gilman community is more than sad to say goodbye to Mr. Neil Gabbey. As a mentor, teacher, and coach, Neil Gabbey embodies excellence. From the classrooms of the Middle School to the volleyball courts of the deaf dome, he has put an extraordinary amount of passion into all facets of Gilman life. But what sets Mr. Gabbey apart is not his passion; it is his ability to impassion.

In 1996, Mr. Ron Culbertson, former head of the Middle School, received an application from a young teacher eager for more freedom in the classroom. Months later, Mr. Gabbey left his Montgomery County school and began teach-

ing at Gilman. As a 7th and 8th grade English teacher, Mr. Gabbey was top notch.

Former student Gus Meny ('16) expressed, "I've really never met a man who could make grammar so interesting and so wonderful. Not to mention, he made literature great too. He brought more than just knowledge to the classroom... He made it incredibly interesting." Inspiring and demanding, Mr. Gabbey prompted students to



103 Elements + 23 Years = 1 Irreplaceable Woman

BY WOLFIE DRAKE

With gracious hearts, damp eyes, and last minute AP Chemistry homework questions, the Gilman community will bid adieu to one of its most cherished and valuable faculty members. Following a twenty three year "stint" at Gilman, Ms. Loretta Tassoni will be moving on to an agreeable and (hopefully) less stressful environment in her New England home. Accompanied by her husband, two dogs, and three cats, Ms. Tassoni will finally get a chance to relax in the years to come. Despite her opportunity to live the retired life, Ms. Tassoni remains dedicated to her craft; abandoning chemistry and education is impossible for a woman so deeply immersed in the noble art of teaching. Perhaps, she says, she will try to teach part time. This overwhelming dedication to instruction embodies Ms. Tassoni's time at Gilman: she shaped the community by shaping the students.

Ms. Tassoni has worked to maintain our institution's high standards for the past two decades, and the appreciation shows. Confronted with a standing ovation at the last assembly of the year, Mr. Heubeck acknowledged Ms. Tassoni's overwhelming commitment to our institution. Ms. Tassoni's favorite things comprise "teaching my students" and "working with Cyrus Jones," an act as a symbol of her unselfish attitude. It's easy to speak in platitudes when bidding a family member such as Ms. Tassoni goodbye, yet her personality truly comes about once in a lifetime.

"It's a pretty big loss and will leave a void in the Science Department" said Mr. Tim Lauer when asked about Ms. Tassoni's departure.

Ms. Tassoni is, among other things, a Gilman legend. Having lived in the apartment above the Old Gym (Yes, it exists!), she will be leaving not only with chemistry notes but also with memories of countless students, faculty, and Gilman lore. Despite her eagerness to get back home, she mentions that she will "bring



some things with [her] forever." "I'll always cherish my friendship with Mr. Lauer," she comments.

A part of our school will depart with Ms. Tassoni, but many will continue to hold her classes and life lessons dear. Luigi Mangione ('16), the recipient of the Math and Science award, expressed his sentiments by saying "I loved her approach to labs...her sense of humor really made chemistry feel laid back, and I'll miss her more than anyone else at Gilman."

Witnessing the evolution of Gilman, from the time when students circled the track for assembly tardiness to the conception of the "Gilman Five," Ms. Tassoni has seen it all. Losing such a keeper of our history indeed prompts a moment of respect and gratitude. Whether you know Ms. Tassoni as the woman who yells at you in the morning or as a close friend and colleague, know that the loss of such a leader isn't to be mourned: her vigor and commitment is to be strived for.

It's impossible to sugarcoat the reality of Ms. Tassoni's exit from the Gilman campus. But for former proteges of Ms. Tassoni and her faculty comrades, the memory of her refreshingly candid nature will ring through the halls of a renovated science building. "It's been a good twenty three years," Ms. Tassoni comments. "It's time for me to go home."

Peace NWG

think and write at levels way beyond their years. Whether writing full plays in iambic pentameter or complex analytical essays on *Lord of the Flies*, Mr. Gabbey pushed his students; all the while, his classes could not have been more enjoyable. Gus went on to add that Mr. Gabbey "taught [him] to love learning and to take pride in everything [he] wrote".

About ten years ago, Mr. Gabbey took over the Middle School publication,

The Blue and the Grey. He converted the former club into an elective for 8th graders, exponentially increasing the frequency and quality of the publication. Then, eight years ago, Mr. Gabbey followed Mr. Bo Grimes as Head of the Middle School's English Department.

Mr. Gabbey's impact as a teacher cannot be overstated, but his baby, the entity that will continue on after he leaves, is the 'Gilly-Tech' Volleyball Program. Since his first days on campus, Mr. Gabbey knew that he wanted to bring volleyball to Gilman. He explained, "Volleyball was the thing for me in high school. I wanted to recreate my own high school see "Gabbey," page 6

OPINION Conrad Clemens on Choice in Scheduling (pg. 7) & College Matriculation (pg. 14)

EXCLUSIVES Rende and Bauman Discuss The Baltimore Riots (pg. 2) & Basil Apostolo Makes Suggestions For Next Year

Freddie Gray's Death: "A Two Part Conversation"

BY WILL RENDE AND ALEX BAUMAN

Freddie Gray's death sent shock waves throughout Baltimore and the United States as a whole. On April 12, Gray was arrested after a pursuit by police. While in custody, he suffered a severe spinal cord injury and slipped into a coma, eventually dying. His death incited violent riots and looting in Baltimore City. Gray's death is included in the recent trend of police brutality, specifically towards African American males.

In a vacuum, Gray's death can be looked at as an isolated incident involving overzealous police officers and a suspect who got caught in a bad situation. The tragic death of Freddie Gray and the riots that transpired were devastating for downtown Baltimore, but for most of us, these events were ones that we, as a community, could generally look past as a minor inconvenience such as not being able to attend a ballgame or having to take a different route home. However, it is this indifference that could potentially rob us of a conversation that we all need to have. This essential dialogue is on the subject of the overarching issues that we face as a community that cause the built up anger and contempt that boiled over in April's riots. In other words, why were citizens of this community left with no choice but to burn down their city to get their voice heard? It is clear that people in Baltimore feel unfairly treated, on the one hand by the city police, but also by members of Baltimore's higher social classes. In reac-

tion to these events, many students took to social media, most people expressing disapproval of the 'useless' and counterproductive burnings. It seems that everyone chose a unique stance opposed to rioting. Because of his investment in bringing this issue to light in the Gilman community, we talked with Mr. Chris Dawson to gain more insight on this issue.

For many of us, it is difficult to grasp the extent of frustration that would drive members of a neighborhood to burn their own stores. "What we have to consider is that these people aren't stupid. They're not different in some sort of inferior way than anyone else and that a lot what they're doing is the result of rational choices you make in the face of the options you have," said Mr. Dawson. In our conversation, we noted that it can be easy for us to say that their actions were "stupid," but the truth is that none of us, as Gilman students, will ever know what it's like to be unable to be heard, and therefore we can't really make such harsh judgements.

To put it as Mr. Dawson said, there is "one conversation with two parts to it." The first part, he explains, is recognizing the problem and asking why people are protesting. "Of course it has to do with Freddie Gray, but that's kind of emblematic of a larger problem, otherwise people wouldn't be so upset by it." Obviously, these riots had to do with not feeling like they have a voice. But on a more complex level, part of the reason these people

started to riot is feeling alienated, angry, and as though they don't have much to lose. As Mr. Dawson pointed out, part of the reason these stores were burned down with so little hesitation is because they are not extremely valuable. "You're not gonna see people in Roland Park burn down Roland Park because people don't want to lose Roland Park. But if you live somewhere where you don't feel very positive about your environment anyway, what have you got to lose?"

The second part to this conversation is asking ourselves, "What can we do, we as individuals, we as Gilman, we as a city, to fix these problems that led to the riots in the first place?" While we can't necessarily change jobs or social well being, we can make efforts to essentially bridge the age-old gap between Baltimore's elites and Baltimore's poor in multiple ways. First, we can express sympathy for those affected and involved in April's riots and attempt to understand the issues they face each day, instead of being angry at them for burning parts of the city that most of us have never stepped foot in. Secondly, we can try to create an environment in our community that does not provoke an "us vs. them" mentality, especially when events like these occur.

A few days after the riots had calmed down, an article posted to Gawker created buzz all throughout the Gilman community and other private schools as well. The article, titled, "'Baltimore is a S***hole': Undisturbed Peace at the Maryland Hunt

Cup," brought to light the major lifestyle discrepancy at that time between wealthy, predominantly white people at a horse race and frustrated, inner city African Americans who wanted their voices to be heard. Gilman students had mixed reactions to the article. During our conversation with Mr. Dawson, we spent a lot of time discussing one particular quote from someone that the author interviewed. "I think it's a racial thing. Just because one African-American man died, they all team up. But we're all the same."

While this is just one of the many people the author interviewed, and there is no doubt that other attendees of the Hunt Cup offered more insightful opinions, it is quotes like these that further evoke an 'us vs. them' mentality. If we made efforts to eliminate a divided environment, both at Gilman and in our neighborhoods, we would be on our way to ending some of the prevalent racism in our own communities.

In the short term, the burning of sections of a city can never be a positive experience; however, if we take into account the opportunities for discussion and change that could arise from these events, we can find that the riots may not have been such a negative incident after all. If we engage in this "two part conversation," we would be making steps to eradicate the racism and social boundaries that have forever been existent in Baltimore.



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Indicates an Editorial or First Person Perspective Piece

All photos, unless otherwise specified, were taken by Luke Wulff

Letter to the Editor

In recent decades, young athletes throughout the country have turned their focus towards a single sport. Athletes who have many talents that could be valuable in other sports during different seasons choose to only play one sport. This trend has been seen in Gilman athletics over the past couple of years. Whether it is soccer, football, basketball, baseball, or lacrosse, students at Gilman have decided to only focus on their "main sport." There are various reasons for a student to focus on only one sport. Dennis Khranovich ('18) explains, "I have club soccer practice most days after school in the winter and spring, so I don't really have time for another sport after school." Some students feel that they simply do not have the time to balance multiple sports during the year. Other students are afraid of getting hurt or injured while playing a different sport. Charlie DeMuth ('15) says, "I would have liked to play football but I was injured sophomore year and I never picked it back up." Gilman students have been using the offseason to stay healthy for their "main sport" rather than participating in a different sport. Some athletic programs at Gilman could certainly use the addition of a good athlete even if they are unfamiliar with the sport. Not only does it benefit the respective athletic programs, but it also benefits the athlete who chooses partake in another sport. Mr. Brooks Matthews, who played soccer and lacrosse at Gilman, confirms this, saying, "Playing multiple sports helps an athlete develop physically. It also makes people more competitive by

playing more sports. The adversity that I went through as an athlete in one sport helped me in others." As said before, there are many reasons for students to "specialize" in a sport. Both Andy Matthews ('15) and Charlie DeMuth turned their focus towards lacrosse in high school, but for different reasons. Charlie said, "I've had a lot of concussions and also a lower back injury, so I couldn't really play football anymore." Andy said, "I stopped playing basketball in the winter so that I could prepare for the lacrosse season. I don't really regret not playing basketball, but I miss the comraderie." Most people recognize their strongest sport at an early age. As a result, it is common for people to enjoy that sport more and spend more time playing that sport. However, at Gilman, students need to make more of an effort to contribute to various programs. Gilman students in the past have set a standard to contribute to multiple athletic programs. This standard has been lost in recent years. It is understandable that the skill and dedication that it takes to play a sport in college is much higher now than it was 20 years ago; however, some athletic programs of Gilman have suffered from a lack of competitive and talented athletes. Gilman students now owe it to the school as well as the student-athletes who came before them to make the athletic programs better in any way they can. It should be our goal as students who attend Gilman to make this school the best that it can be.

- COLE BROWN '18

Senior Letters To The Editor

The following are two coherent yet individual letters to the editor written by two departing Seniors of the Class of 2015. Given their many years spent at Gilman and extensive service to the school, the two graduates want to share their honest reflections about Gilman in order to further inform students to come about the relationship between Gilman and its student body and create a more perfect Gilman. The students remarked, "Gilman was our home, is our home and will forever be engrained as part of who we are. These are just some of the things that make Gilman, Gilman." The letters are meant to answer the question, 'what does it really mean to be Gilman?' We hope to encourage an open dialogue in answering this question and making Gilman the best place it can be.

Although it may be hard to believe, there was once a time before the Gilman Five. Primarily upperclassmen will remember, but years ago the school emphasized as its primary focus not five words, but three: Mind, Body, and Spirit. Gilman has not abandoned this mantra entirely, but there's no denying that they have taken a back seat. After all, when was the last time a speech was given that didn't mention the Gilman Five at least once?

While there is nothing wrong with the Gilman Five itself, the transition in slogans is emblematic of a shift that many seniors have noticed at Gilman in recent years. Personally, the idea of "Mind, Body, and Spirit" defined my younger education. The words inspired me to work to become the best I could be in every aspect. When the Gilman Five was introduced, I felt like this mentality was somewhat lost. The name "The Gilman Five" doesn't even mention the values the school tries to embody. It is just a catchy phrase that could mean anything to someone who has never heard it before. To many upperclassmen, the replacement of Mind, Body, and Spirit with the Gilman Five seems at least in part to be a marketing tool.

Recently, facilitated by the internet and social media, marketing and public image have grown in importance to Gilman, and this makes sense. A strong public reputation is an extremely helpful tool for bringing in new students and

keeping parents and alumni informed about the school. Therefore departments like development and marketing are essential to the school. However, many of the seniors feel that there are times when Gilman has crossed the line, and in the pursuit of marketing the positive aspects of the school, has actually made the Gilman experience worse. Obviously this year's pep rally comes to mind, as many of the seniors felt robbed of a Gilman tradition and given instead a stadium dedication with giant "Thank You Sotirs" signs and thousands of Instagram posts. The seniors felt similarly about the introduction of the Honor Assembly, during which students were expected to solemnly approach an "Honor Book" and sign their name while piano music played and cameras flashed inches away from their face. The honor book did not even have a statement of honor; it was just a list of names, perfectly encapsulating the idea that the students had no idea what they were signing, but it made for a touching post on Facebook.

These are just a couple examples, but since middle school, many seniors and I have observed this transition. To be clear, I do not think that Gilman is descending into a giant advertisement, but I have noticed that sometimes, by trying to show Gilman in a positive light, the actually great parts of the school have been sacrificed in lieu of a more marketable activity.

-Jack Auen '15

On any given day at Gilman someone is being celebrated for his accomplishments. We, as students, marvel at the bar of excellence consistently upheld in every walk of life at the school. We live amongst titans who excel not only in one area, but imbue perfection across the board. This is why Gilman has the reputation that it does, fostering students who embody the "renaissance ideal" of expertise in all areas of school life. This is Gilman's gold standard of excellence, preached in the Gilman five and interpreted rather loosely by the community, excellence is double edged sword in the effect it carries in all settings of Gilman.

At Gilman there is a comparative culture that dominates school life. Prestige and self-image are rather important concepts to the Gilman boy, heightened in an exceptional environment. The comparative lens is obvious in light of grades, SAT scores, and Ivy League acceptance; a standard that in most cases isn't lived up to by every student. Impossible expectations lead kids to do anything to live up to them, in most cases by cheating or plagiarizing. This is an unfortunate reality to having this standard; kids feel the pressure everyday to be the best. Similarly, the college process, which isn't so much a process, is rather a fixation on which acceptance will parallel or perhaps one up

our peers. All too often we do not focus on the process of finding our own excellence, rather we compare our high school experience to those before us and around us. The fear of failure is perversely correlated to excellence in that sense; students paralyze themselves and chose to not pursue passions out of this fear of failure or not living up to expectation. There were nine senior speech cancellations for this exact reason, we compete and compare for a higher level of excellence.

What gets lost in the stardom of Gilman School are the seemingly unnoticeable moments of brilliance. Find excellence in the trials and tribulations that lead to the game winning goal, the final bow, and the roar of applause after a senior speech. Excellence is all around us, hidden in myriad moments in the everyday. Notice the small moments of excellence, as small as the courage it takes for a freshman to give an announcement in assembly. Appreciate these moments and people, for the excellent friends, teachers, and mentors they may be. Above all else, see the excellence in yourself and better yourself not in light of your classmates or to be the best in any respective area. Rather, greatness is finding your own path, your own standard of excellence, comparable to no one.

-Wiley Hopkins '15

Suggestions To The Administration For Next Year

BY BASIL APOSTOLO



As the school year draws to a close, The Gilman News Editorial Staff would like to suggest a few topics of discussion to the Administration for their meetings this June. Each school year

is a learning experience, for both students and for faculty. The Administration has done a great job this year; that being said, we should always be looking to improve our school, and an open dialogue between the students and the faculty enables us to do so. To that end, we hope that in the next few paragraphs we may offer some observations to help learn from this year and make the next even better.

The Intro to Technology class is a freshman class that spans their first semester. It takes place in the Library classroom, where Mr. Tom Gorski, Director of Technology, and Ms. Diane Fuller, Director of Libraries, trade off teaching different skills during a forty minute period. This class is an ongoing joke among the student body. Mr. Gorski teaches how to use a TI-84 graphing calculator, and how to utilize Google Docs. Ms. Fuller outlines the school's research databases and the resources available to students through the library for different projects.

Some portions of the class are obsolete as almost every student knows how

to open a Google Doc--or is shown by a classmate on the first day of school--while other portions are helpful, but do not sink in as students are not required to actually conduct research. Any discussion of the library's resources is completely abstract. Ms. Fuller commented on the course, saying "It needs to be updated."

Why not turn it into a full year course for freshmen where they learn about research by researching, and present small projects throughout the year? Students could hone their speaking skills through presentations, while learning about research first hand. If not for Freshmen, make the course a second semester one for Sophomores where they utilize it to work on their Artifact Paper and learn firsthand how to collect material for such a large assignment.

In the end, Intro to Technology must be reconsidered. Incoming Freshmen have used this same technology in Middle School, and students need no introduction to the very technology that was invented before their eyes. In addition to the Intro to Technology course, the Acceptable Use Policy must be rewritten.

At the beginning of this year, each student received a copy of the Acceptable Use Policy (AUP) and was asked to sign and return it to the Dean's Office. The two page form, however, contains a few outdated and unreasonable requests, as well as statements that no longer hold

true following more recent updates to the network.

The policy statement, obtained from the Gilman Website, has multiple bullet points. One of which states that "The school does not monitor the use of the network or the contents of email as a routine matter." However, when a student attempts to visit Facebook on the school network, a message fills the screen, stating that Dell SonicWall Network Security Appliance has blocked the website. This is considered active monitoring in Dell's own words as they describe on their website that their SonicWall system as offering "centralized real-time monitoring."

Further down the page, the AUP states that students must be careful with the information they post online. This advice is good, but does not belong in an Acceptable Use Agreement. The agreement continues to state, "No one may use the School's electronic resources to post images of or information about another individual without that person's knowledge and consent." Pictures are shared multiple times each minute. Whether they are posted to a student's personal Snapchat Story or shared on the Gilman Website as a "Photo of the Day," not each photograph has been explicitly approved by its subjects before posting. Education in cybersecurity and protecting one's

identity online is important and should be taught, but such strict advice does not belong in an Acceptable Use Policy that is supposed to outline behavior subject to disciplinary action.

In the next section, the agreement states, "Users will not repost or forward a message that was sent to them privately without the permission of the sender." We use email all the time to communicate with each other. The News staff uses Gmail to share ideas for articles. Constantly emails are forwarded to each other to share ideas. Seldom does anyone explicitly seek permission from the sender to forward a simple email to another editor. As responsible users of a system, we use our own judgement and discretion to determine whether a message should or should not be forwarded.

The Acceptable Use Policy must be rewritten for the next school year. It was the exact same policy that I was asked to sign in sixth grade computer class five years ago. In that time, the Middle School has created a one-to-one iPad program and the Upper School has adopted a Device-of-Choice program. The entire campus has been refitted with newer WiFi technology and the Internet is more easily accessed during the school day. The Acceptable Use Policy is misrepresenting, misleading, and unreasonable. Surely a better solution can be created.



Vale, Ms. Desantis

BY SPENCER MORRIS

This year, the Gilman community says farewell to Ms. Claudia DeSantis, who is moving to New York, where she grew up, to be closer and more available to her aging mother. Ms. DeSantis, who first came to Gilman in 1998, is an active member of the Classics Department, teaching both Latin and Greek, and has taught English during her time at Gilman as well. Outside the classroom, Ms. DeSantis is a dedicated advisor, intramural coach, and Senior Encounter Coordinator and serves on numerous other committees around school. She will bring her passion, commitment to her students, and love of learning to the Hackley School in Tarrytown, New York, where she will be teaching Classics next year.

Ms. DeSantis acknowledges, “As one’s parents get older, one really has the responsibility to do for them what they did for you.” Therefore, the decision to move to New York was a necessary one for her.

At Hackley, Ms. DeSantis is looking forward to teaching a co-ed student body, expanding the Greek program, and the possibility of teaching Middle School students, since a number of departments at Hackley cross divisions.

When asked about her favorite aspect of teaching at Gilman, Ms. DeSantis said, “Definitely the colleagues and the students.” She also noted that both her fellow faculty members and the students understand her and the way she thinks. The constant support Ms. DeSantis has received from the Gilman community has made her seventeen years here both enjoyable and educational. “People are passionate,” she remarked, “They’re broad thinking; nobody does anything by rote here ... and the students, they have been so nice to me.”

Her overwhelmingly positive experience at Gilman has helped Ms. DeSantis realize that “teaching is not just an occupation; it’s really a vocation ... [Helping in a young man’s development] is a position of great responsibility.”



Ms. DeSantis’s great respect for and pride in the teaching profession has been clearly demonstrated in her work both in and out of the classroom. James Hemker (‘17), advisee of Ms. DeSantis, says “Ms. DeSantis was a great advisor who helped me a lot in my adjustment to the Upper School and was always really nice.”

More than anything, Ms. DeSantis says she is “going to miss all the specific individuals here. I don’t know what I’m going to do without these guys [Classics Department]. We have so much fun up here [in the office].” She has particularly enjoyed teaching the Latin Lyric poetry class with her seniors because she can focus on the refined skill of translation – a more technical aspect of Latin – while also exploring the complicated themes within the literature of Catullus and Horace – a more abstract component of the language.

When asked what Latin phrase best describes her time at Gilman and philosophy on life, Ms. DeSantis called attention to the first line of Catullus 5: “Vivamus ... atque amemus” – “Let us live, and let us love.” For Ms. DeSantis, this line “boils down why we are here on this planet into two essentials ... I love what I do, and I love the literature, and it’s a big part of my life.” It is no wonder, then, why she

schools. That is something I feel really passionate about. I spend a lot of time doing it and I really love it.”

Now that Mr. Hadbavny is leaving Gilman his students agree that to say they are extremely sad is an understatement. His student, Will McCreadie (‘18), reflected, “[His] World Cultures class was always something I looked forward to. His interesting discussions and in-depth knowledge of the material always made for an enjoyable class.”

Mr. Matt Honohan, History Department Chair, and also departing faculty member, reflected on Mr. Hadbavny’s time here and his unique teaching capabilities. “He has the ability to engage students on a really high level intellectually



Godspeed, Mr. Honohan

BY BEN MURPHY

This upcoming September, Mr. Matt Honohan’s passion and excitement in the Gilman community will be dearly missed. After ten years as a history teacher, coach, and advisor, Mr. Honohan will be leaving Gilman.

Mr. Honohan studied as a graduate student at Ohio University after getting his bachelor’s degree from Boston College, and then taught at the Wheeler School in Providence, Rhode Island. He came to Gilman to fulfill his love of history and sports.

Mr. Honohan has taught U.S. History and European Civilizations as well as senior elective history classes. The past five years he has been the Chair of the History department, and will be replaced by Mr. Matthew Baum next year.

Mr. Honohan has been inspiring and motivating his students to achieve their full capability. When asked about Mr. Honohan and his European Civilization class, Connor Doak (‘17) responded, “Mr. Honohan makes class very interesting, and I felt like I learned a lot in his class.” Since arriving at Gilman, Mr. Honohan has appeased his love for sports by coaching both basketball and baseball during his ten years at Gilman. Gilman has been a great experience for Mr. Honohan as he says, “the people here are fantastic and I’ve always thought this is the best teaching job you can ask for.” Gilman students have always stood out to him because of

their passion and care for their school work.

Mr. Heubeck comments, “Mr. Honohan has been an invaluable member of the history department and the athletic program ... He is a constant professional, dedicated advisor, a true historian and we are going to miss having him around.”

Unfortunately, Mr. Honohan will be leaving Gilman; returning to his home state of New Jersey where he will teach at the Pingry School. He will continue to fulfill his passion as a teacher and coach, while also spending time with his family.



teaches this poem to her Latin Lyric class on the first day of school.

In reference to Ms. DeSantis’ departure, Classics department chair Mr. Broadus comments, “She [Ms. Desantis] will be missed.”

Gus Meny (‘16) remarks, “She made Latin a lot of fun, and there was an apparent love of the Classics in the way she taught. I especially loved her appreciation for Latin poetry. She instilled in me a great appreciation for rhetorical devices used by Ancient Latin authors. I will miss her next year!”

As she departs, Ms. DeSantis has taken a page out of the book of Detrick Manning’s (‘15) senior speech. She hopes that the takeaway for her students “is that they must strive to be empathetic and to feel things as other people feel them ... Empathy is the master skill and is extremely important for every aspect of life.”

The Gilman community wishes Ms. DeSantis the best of luck in the next chapter of her life in New York. “Vale,” Ms. DeSantis!

Bon Voyage, Mr. Hadbavny

BY CONRAD CLEMENS

“He always maintained a student’s interest.” This is what Aaron McNabney (‘17) will miss most about Mr. Lee Hadbavny. After four years of teaching here, Mr. Hadbavny will be moving on to Atlanta, Georgia with his soon-to-be wife. His fiancée, a doctor who specializes in infectious diseases, recently accepted a position at the Center for Disease Control (CDC). During his time here, Mr. Hadbavny became the advisor of Model UN, Gilman’s first Global Programs Coordinator, and helped redesign the freshman World Cultures course.

For Mr. Hadbavny, Model UN, “Has been a great way for me to get to know kids outside of the classroom.” Aaron expressed, “I really enjoyed my time at Model UN with Mr. Hadbavny. His character and patience are extremely commendable.”

In addition, Mr. Hadbavny stated, “The work that I have done with Global Programs has sparked my interests. I really believe that this is essential to

and to teach students well on a wide variety of subjects.”

On a more personal level, Mr. Honohan added that “As a teacher, he’s been really great to work with as well and has done a lot of work that students wouldn’t see on the curriculum, not to mention Model UN. He’s really contributed to our school in a lot of different ways. That’s going to be hard to replace.”

Mr. Hadbavny admitted that he would also miss Baltimore when he stated: “Baltimore has meant a lot to me. I think coming to Baltimore was a pleasant surprise to me in many ways. Everyone I know who has moved to Baltimore has loved it here and there is so much going on in this city, and it’s a very lively place. Sometimes I feel like people who live here

don’t appreciate it as much until they have moved away. If you step back from it and look at Baltimore in the scheme of America, Baltimore’s a great city.”

Mr. Jason Sport faced the fact that Gilman would be losing, “A tremendous knowledge of history and passion for teaching. He is a guy that has the knowledge to work in higher education, but he has a true passion for working with high school students. We lost someone who I think is authentic and genuine. [He has] care for students and colleagues, and we are losing someone who I think really wants to make students better people. His work with Global Programs, and how passionate he is about exposing people to places beyond America and Europe, and really getting people to understand different cultures of the world, is a really big loss for the school.”

Although Gilman has, “felt like home for the last four years,” to Mr. Hadbavny, he starts another chapter in his journey, and we wish him the best.

Bidding Farewell to a Classic Teacher

BY BRIAN NELSON

At the end of this school year, Gilman will say goodbye to Dr. Daniel Houston, a valued member of the Classics department. Though he has only been at Gilman for three years, Dr. Houston has had a significant impact on the Classics Depart-



ment and on the overall Gilman community. Dr. Houston taught Greek and Latin while also completing his doctorate at Johns Hopkins University. Dr. Houston also had an advisory and was the faculty advisor to the Classics Club. Dr. Houston only decided to leave Gilman recently due to family matters, and as he said, "Family first."

When asked what he thinks he is going to miss most about Gilman, Dr. Houston remarked, "Definitely the students. There is no doubt I've made lasting friendships with both students and faculty." Dr. Houston was always a caring and considerate teacher who continually went the extra mile, whether it was for a student who needed some extra help or simply to have a conversation after a long day. Dr. Houston believes that he possibly could

return to Gilman, noting, "I'd love to [be back at Gilman] in the future and that's definitely something I'd like to keep open since it is such a great place to work . . . there is no doubt that I would keep that option open."

In regards to Gilman, Dr. Houston reflected, "What I've learned most at Gilman is that I can reach students best by being a 'real' person. A lot of teachers have a teacher persona, there's a sort of act being a teacher which means being a certain person- a person the students expects, the person that is going to meet the students needs and I started off doing something like that, but what I've learned the past couple years at Gilman is that I form the best relationships with students . . . if I show them who I really am . . . and I've learned at Gilman, that being a real person, showing the students that you are a real person, is very important." Dr. Houston has clearly learned as much from Gilman as Gilman has from him.

Mr. Heubeck commented, "He's [Dr. Houston] has strengthened the Classics department and I think what he's brought to the students is a love of the Classics outside of the classroom . . . which has just been fabulous." Classics Department chair, Mr. Broadus remarked, "He will be missed."

When asked how he feels about Dr. Houston or 'Housto,' as he refers to him, leaving, Nirakar Pandey ('17) commented, "Mr. Houston, now Dr. Houston, is more than just a teacher to me. He helped me start the Classics Club which is now very successful, and he has become a role model to all of the students he has taught. I wish he did not have to go, and I will miss him a lot." Dr. Houston will be truly missed by all, and we wish him all the best with his future endeavors beyond Gilman!

Buena Suerte Señorita Butler

BY DAVIS BOOTH

At the end of the this year, the Modern Language Department will be losing another valuable teacher, as Ms. Erin Butler will be leaving Gilman to complete her master's degree. Ms. Butler will be traveling to Lima, Peru in order to complete an interdisciplinary program in linguistics; for her the program will also

provided her with a great experience and given her many memories that will stick with her forever. Ms. Butler says that her most embarrassing memory was when the Traveling Men sang the song "where they kneel by all of the different female faculty members, and I was in the back, and one of the Traveling Men came



incorporate archaeology, anthropology, and history.

Ms. Butler says that after obtaining her master's degree she would like to "work with international education in some capacity." She says that she would like to combine her interests in "education, foreign travel, and language." Ms. Butler does not see a return to Gilman in "the immediate future" however, she says "if the opportunity presents itself I might consider it."

Although Ms. Butler may not return to Gilman, she says that she definitely will miss some aspects of it, especially her students because they are "genuinely interested in subject material," and she will miss "sharing that interest with them." She says that overall Gilman has

sprinting down the aisle and knelt and grabbed my hand. And I remember being mortified, because every single person in the entire audience turned and looked."

When asked about Ms. Butler's time at Gilman, Mr. Joe Duncan, Chair of the Modern Language Department said "She is an energetic teacher who works with students whenever they need more help. She has a creative classroom environment for students to learn the language."

All in all, Ms. Butler says that she is thankful for the experience that Gilman provided for her and she is looking forward to completing her master's degree in Peru. We all want to thank her for her help as a Gilman teacher and we wish her good luck with her future endeavors.

Farewell Thou Art Too Dear For My Possessing

BY CONRAD CLEMENS

Laid-back, thoughtful, inspired, and talented are just some of the adjectives used by the English Department to describe their colleague, Mr. William Schutt. As Gilman's 2013-2014 and 2014-2015 Tickner Writing Fellow, this is Mr. Schutt's last year teaching here. Mr. Schutt is a published poet, the faculty advisor for Paragon, and teacher of a creative writing and poetry class here in the Upper School.

Mr. Schutt has made a great impact on the Gilman community. English Department Chair Mr. Patrick Hastings admitted that, "We will really miss his energy and spirit of creativity." English teacher Mr. Chris Dawson agreed that he would be missed because he is, "Someone who is acclaimed far beyond the walls of the school. I am not aware of any Gilman faculty who are published poets, and I feel that he probably appeals to students in ways that other teachers cannot."

Mr. Schutt reflected upon the English Department by saying, "It is very welcom-



ing, and kind, and interested in books, and talking about literature, and engaging me in that conversation, and talking about poetry, so that's been good."

He will miss the students he has been teaching as well. "They have a fresh perspective on some of the poems or stories that I've been teaching, that I've known for a long time, but they bring a different viewpoint and that has been great. It was a much more dynamic experience than

[teaching] a regular college group," he says.

Although he is sad to be leaving Gilman, he also noted, "My wife and I are going to stay in Baltimore. I now have teaching gigs around the city." Because Mr. Schutt enjoyed living in Baltimore so much, he decided that he is going to stay here: "It's big enough that there's a lot of culturally interesting things going on, but it's not so big that it's overwhelming and

you don't know what to do with your time because you are overwhelmed by how many things are going on. It's culturally significant."

In his free time, Mr. Schutt will continue with his writing. He is currently writing a second book of poems, and collaborating on two screenplays with his brother, a screenwriter. One of these screenplays is, "Sort of an action adventure story. I have sort of been trying to write it since high school. It's the story of the abolitionist John Brown. And in particular when he moved to Kansas and fought with the southern roughians. It's been taking me a long time."

Mr. Hastings reflected upon Mr. Schutt by saying, "He has brought to all of us in the department some interesting and new and contemporary works that we have been able to talk about and think about in the context of our courses, and he is a great teacher who has inspired lots of students to write really good works." It is safe to say that any student or faculty member who knew him could say the same.

Adios Señor Beitel

BY WILL RENDE

During his two years at Gilman, Señor Beitel became known as the personable, easy-going Spanish teacher that was both a friend and an educator to his students. From his energetic teaching style to his great sense of humor, Sr. Beitel's absence will certainly not go unnoticed next year.

After teaching Spanish to all four grades since 2013, Sr. Beitel will be taking his English and Spanish skills to Spain. Being fluent in both languages, his new job, teaching English to Spanish students, will require him to do the opposite of what he has done at Gilman. Although it may seem like transitioning between two completely different countries would be difficult, Sr. Beitel is no stranger to Spain, as he has already

spent chapters of his life there, including leading the Tri-School Seville exchange in the spring of 2014.

"In terms of living and getting around and being with people and arranging apartments and stuff like that, it's just like another city for me," said Sr. Beitel on what life will be like in Spain.

A graduate of Dickinson College, Sr. Beitel majored in International Studies and Spanish before immediately being hired by Gilman as a full time Spanish teacher at 22-years old. With a great personality and thorough knowledge of the language, Sr. Beitel was a perfect fit for the school.



When asked what makes Sr. Beitel unique as a Spanish teacher, Sr. Duncan said, "Mr. Beitel has a natural sensibility for the students that he teaches. He is energetic and always has time to help a student improve his grasp of the language."

One of the aspects of Gilman that Sr.

Beitel found especially unique is the sense of community that exists every day during lunchtime. "Something that all you boys who are reading this will understand later in life is that working at a place where there's breakfast and lunch and being able to sit with a large majority of the faculty and all the boys eating in the same room at once is a really cool thing, and not every private school has that, and definitely not public schools."

Along with this "communal eating time," Sr. Beitel also enjoyed the fact that teachers have a lot of contact with students. "I feel like here, that final free period is more useful than the free periods that I had in high school in that kids are encouraged to see teachers and teachers encourage students to go see them, and I think that that's a great model."

Although his time at Gilman was somewhat short lived, Gilman was lucky to have him for any period of time. We wish Señor Beitel luck with his future life in Spain.

the potential to be "Gilman Renaissance men". "I cannot play another sport or take on an extracurricular activity because I have to train for volleyball all year round," said no Gilman volleyball player ever.

Perhaps what makes Mr. Gabbey so exceptional is the simple fact that he is, in his words, "a pretty legitimate guy." Obviously, this is a dramatic understatement, but his likeability seems to drive

the success of everybody around him. Over the course of seven years, starting in Middle School all the way through senior year, Mr. Gabbey has consistently formed irrefutable bonds with his players. These relationships, based upon mutual respect and genuine friendship, are what encourages the happiness and accomplishments of Mr. Gabbey's student-athletes. As he explained it, "[because we like each other], I end up working harder for [my players], and [my players] end up working harder for me... there are magical, invisible ways that knowing my players as something more than what they give me

Sea, Air, and Blaze

BY LEE SHERLINE

This year, Mr. Blake Blaze joined the Gilman Upper School Math department as a Cooper Fellow, a teacher who Gilman hires right out of college. Before this, he was a Jefferson Scholar at the University of Virginia. In addition to teaching math, Mr. Blaze was a three sport coach in football, basketball, and tennis. In regards to Mr. Blaze coaching JV tennis, Chip Barrett ('18) commented, "Mr. Blaze supported the entire team throughout the season. He was an awesome coach. We always had fun after school during practice."

Next year, Mr. Blaze will be leaving Gilman to pursue a career in the Navy's most elite special forces, the SEALs, which is an acronym for Sea, Air, and Land. A few months ago he took a written test, like the SATs, called the OAR (Officer Aptitude Rating) upon which he scored well enough to get into SOAS, the first step in becoming a Navy SEAL. The OAR is a section of the ASTB (Aviation Selection Test Battery)

Mr. Blaze thoroughly enjoyed his time here at Gilman, saying "Coming into the year, I expected it to be fun, but I did not expect to become this attached to the community." Mr. Blaze was very popular among students.

"Dedicated," "easy going," "flexible." These are words that Mr. Heubeck uses to describe Mr. Blaze's year at Gilman. "[Mr. Blaze was] so dedicated. He was here every day all day. He coached three sports. He built relationships with kids and kept them all year. His classroom skills were pretty obvious. He taught in the middle school. Being able to go from high school to middle school is pretty remarkable."

His SEAL Training will begin in

on the court translates into" this program being so great.

Star setter, possibly future Yale club volleyball player, and former advisee of Mr. Gabbey, Jack Auen ('15), summed up what everyone had to say about Mr.

Gabbey pretty nicely: "Coach Gabbey has been and will continue to be one of the most important people in my life outside of my parents, and he truly is the best coach that I've ever had, not because of what he taught me on the court, but because of the impact he had on me as a person."

In truth, the volleyball program has turned out to be exactly what Mr. Gabbey wanted it to be: "a slice of the pie." Although nobody should overlook the on-court success of this year's 1st place, undefeated varsity team, Mr. Gabbey is equally proud to say that the varsity

August where he will go through a Navy SEAL assessment program called SEAL Officer Selection process (SOAS). The SOAS are held in San Diego, California and will last for two weeks.

After this, he will go to Officer Candidate School (OCS) to train for ten weeks. During this time he will learn what it takes to be in the Navy- morally, mentally, and physically.

After the OCS training, the next step is to go to Basic Underwater Demolition/ SEALs (BUD/S). This is the most brutal training to go through when becoming a SEAL. At BUD/S, SEAL Candidates go through a three week orientation which is followed by three phases of training. These phases consist of physical conditioning, combat diving, and land warfare.

The final step before becoming Navy SEAL ready, is to go to the SEAL qualification training (SQT). This is where Mr. Blaze will learn to specialize what he will do in the Navy SEALs. If he graduates SQT, he will be immediately placed into a SEAL team and he will begin to train for his first mission.

Mr. Blaze was first interested in joining the Navy when he was in high school. He says, "I have always wanted to serve. My first idea that I would join the Navy was in my sophomore year of high school. Originally I thought I wanted to be a pilot. The more I learned about that track the more I realized it was probably not the best for me. I first was interested in joining the Navy SEALs when I read the book *Lone Survivor* by Marcus Luttrell. The time it hit me that I wanted to actually join the SEALs was during my junior year in college."

Although Mr. Blaze only taught at Gilman for a year, he will be remembered for his entertaining classes and friendly personality. Hooyah, Mr. Blaze.



GABBEY, continued from page 1

sports experience for a bunch of kids who I meet in my Middle School classroom who I think, hey, I think I have a lot in common with that kid." His ultimate goal was to give a "whole bunch of guys who would otherwise be third string goalies or fourth string wide receivers" the opportunity to play the game that meant so much to him and provided him with so much joy. By 2003, after a year of intramurals and a year of club, that farfetched goal, in a state where men's high school volleyball was just beginning to catch fire, became a reality, as Gilman staged their first ever MIAA varsity and Junior Varsity teams.

Eerily similar to the atmosphere that Mr. Gabbey created in his classrooms, the Old Gym became a place where students worked extremely hard, achieved tremendous results, and enjoyed every minute of it. The last two years, the JV and Varsity teams have combined for a record of 60-4 along with 4 championships. What makes the volleyball program so phenomenal, however, is not the amount of wins; it is the team's place in the community.

As Mr. Gabbey explained, he intended for volleyball to serve as "one slice of the pie" in the lives of students who have

But what sets Mr. Gabbey apart is not his passion; it is his ability to impassion.

roster boasted artists, an actor, the senior class president, the managing editor of The News, the varsity lacrosse captain... the list goes on. While Mr. Gabbey said that he wanted volleyball to be a sport for the "Gilman Renaissance man," he is, without question, a modern day Renaissance man himself. His example, encouragement, and interest are what has molded countless students into well-rounded, superb guys.

Mr. Gabbey is passing the torch to former varsity captain, William Allenbach ('09). Excited and determined to preserve the Gilman volleyball tradition, he explained, "It falls to me, the coaching staff, and senior leadership to maintain the environment of excellence on and off the court that Coach Gabbey has created."

Although there will never be another Neil Gabbey, the program that he created will last as long as Gilman does. Next year, he will be having the same profound impact on students at the Savannah Country Day School. They do not have a boys volleyball team...yet.

Bauman Casts his Vote for '3-2-1'

BY ALEX BAUMAN



'3-2-1 Voting' has been a controversial issue for the entire time that I have been a student in the Upper School. There are mixed opinions about this system, in which juniors' votes count for three points toward a candidate, sophomores as two, and freshmen receive one in the school presidential election. Many will argue that the '3-2-1 Voting' system is unfair, and say that this system does not allow everyone to have an equal voice. Freshman Will Dewire is one of the people in this school of thought saying, "Clear supremacy. Why is a senior's vote worth more than mine? Injustice." However, a closer exploration of the circumstances surrounding the vote for school president reveals that this system is both practical and fair.

The Juniors should receive more votes than other classes for the simple fact that they know more about the candidates than either the Sophomores or Freshmen. They have spent close to three years in high school with the people who they are voting for and have the best sense of the person's ability to lead the community. Many freshmen, and even many sophomores, might be meeting these candidates for the first time when the candidate gets up on the auditorium stage to give his speech. However, the Juniors have watched their counterparts throughout high school. This knowledge of the potential candidate's skills and character certainly makes each junior more qualified and deserving of a higher percentage of the vote.

Can underclassmen make the case that they are as much a part of the Upper School as Upperclassmen? Sure. But the senior's final year is *their* year. Just like it will be in the near future for the underclassmen. Can the younger members of the Upper School say that they provide a fresh, unjaded opinion on the candidates? Absolutely. But the job of school president is really about perceived leadership and enthusiasm. The best judge of a person's

leadership ability isn't someone who has only seen a five minute speech that the candidate has made, the best judge is the person who the candidate has been classmates with since they were young.

The other factor that makes Juniors more worthy of receiving three votes is that the Juniors (soon to be Seniors) are most affected by the decisions that the Student Body President makes and the interactions he has with administration. Senior year is the last chance for those students to make their mark on Gilman. With the responsibilities placed on Seniors, including being expected to lead the Upper School and student body as a whole by example, should come some privileges. Homecoming, Spring Dance, and sporting events that are frequently senior dominated affect the Seniors more significantly than the Underclassmen who have one, two, or three more homecomings, spring dances, and "Storm the Pools" to experience in their careers. The Seniors lead cheers and teams, they plan the theme and music of the dances; they are the face of the Upper School. And, while Underclassmen may dislike this, the president is an extension of the senior class that he represents. The senior class simply requires more say in the election. It's only fair to the people who will be leaving the school and want their final year to be memorable.

The question does remain, however, why we have this system in the first place? When asked this question, Mr. Heubeck, Upper School Head, said, "Well, that's just the way it has been done. Maybe this summer, we will re-examine the system." I implore the administration to hold the system the way it is. I was as much a proponent of this system as a freshman, as I am now, and as I will be as a senior. I know my time is coming, and will want the privileges that my predecessors have enjoyed in choosing their senior leader. I will want my senior year to be as memorable and will want to feel a certain ownership of it in two years. Retain 3-2-1, it's only fair.



Scheduling: Oh, The Humanities

BY CONRAD CLEMENS



Towards the end of each school year, the incoming students of each grade must choose their classes for next year, but is it always really a choice? Students who take two languages really don't have any other options to explore until senior year besides a potential fifth period class. The tenth graders who may want to take Humanities have to take a double language or continue with art just to be put into the Humanities lottery. Should underclassmen be allowed to take an elective class instead of a math or science course because each student only needs to take six credits of these courses combined to graduate?

At Gilman's sister schools, Bryn Mawr and Roland Park Country School, "visual art" is a required course, but at Gilman, students who double language don't even have the option to take a visual arts course besides Design and Woodworking, Film Production, or Design and Publication. According to Mr. Connolly, Chair of the Art Department, Gilman has, "explored this [having art as a required course] intermittently over the years and as it

stands, the closest we [Gilman] got to it was looking at a notion of where there would be a broadly defined arts requirement where students would be compelled to take some form of an arts elective over the course of the four years. A student would have the opportunity to engage in a discipline for which they had some natural inclination." Because it is not a requirement, all the art options are not available to all students. He added, "At the Upper School level you are dealing with students who should be afforded the opportunity to make choices within the arts based on their inclination, and what has actually happened is that, on average, 80% of our graduates take some form of an arts experience over their course of their time here, be that of the fine arts program or the music program." Because of this, he sees no reason that any arts class should be a required course.

Humanities is a course that meets every day and replaces 10th grade English and History. It is loved by most who take it, and yearned for by some who don't. Lawson Menefee ('17) expressed, "I enjoy Humanities because it is the perfect blend of History and English. Writing

Better Understanding for a Better World

BY BRIAN NELSON



After my JV baseball game, on April 22, I headed to the BWI Sheraton Hotel. There, I would be participating in a global interfaith/intercultural leadership conference called Better Understanding for a Better World (BUBW) hosted by Civilizations Exchange and Cooperation Foundation (CECF). At this conference there were 95 exchange students from 33 different countries who were all studying in the United States for the school year. Before arriving, I was skeptical and a bit nervous about the whole thing, but afterwards I can easily say that this was the most eye opening event of which I have ever been a part.

According to the information provided, the goal of the conference was to "Emphasize worldwide citizenship and cultural competency development, focus on leadership development and being ambassadors of goodwill, reconciliation and justice, and encourage civic engagement among program participants." This is all well and good on paper, but 'what does this actually look like?' was the question I asked beforehand. I can tell you that it looks like a bunch of teenagers from around the world coming together in one room and discussing some of the world's toughest issues, not only global ones but the problems that each of our countries were facing, some of which were completely unknown to the group.

The most enlightening moment of the conference for me was when the leader asked two questions directed to the group, the first of which being, "do you know anyone who wishes they were born in the United States?" and he continued, "are you afraid to return back to your home country because it is dangerous?" In response to both of these questions almost everyone's hand in the room shot up in the air. It was at that moment when I realized just how fortunate I am to be an American and to live in the United States. Another, equally moving moment

was when one Pakistani student said that he was called a terrorist by people in his school and asked to leave a movie theater because he "looked like a terrorist." In reply to this, I stood up in front of all the exchange students from all around the world and said, "I'm sorry, I'm sorry that people in my country are ignorant. I'm sorry that my country has let you down." After feeling so fortunate to be an American one moment, the next I was embarrassed, embarrassed by my fellow countrymen.

It's not every day that you sleep in the same room as a Palestinian, Ghanaian, and a Turkestanian. It was so wonderful to learn about each of their cultures and how they are so different yet so similar. I met someone from Ukraine and was able to get her firsthand opinion of the situation there. When I asked my friend from Serbia where she sees her country in 20 years, she said that she has no idea. To put that in perspective, that is only three to five presidents from now. In the US, I think we can safely say the country will not look all that differently from today, but she has no idea and even said that she wouldn't be surprised if Serbia doesn't even exist in 20 years.

The most disheartening aspect of the conference came only one day afterward. After discussing for five days how we were going to make the world a better place, my own city saw its worst riots since the civil rights movement in 1968. It was heartbreaking to watch my own city burn on national television when only a day earlier I had been talking with my friends from around the globe about how we were going to make the world a better place and going to live in harmony. It just shows how much work we have to do.

Finally, I will close with one word: Love. While I was doubtful that the world could ever really live in peace, after attending BUBW I have renewed hope that it is truly possible, because although it may sound cliché, as the Beatles put it so perfectly, "All you need is love, love, love is all you need."



every day, each week really helps to learn the history aspect of the course while also improving writing skills. Meeting every day with a fun class and an extraordinarily interesting teacher [Mr. Spragins] has been a high point of the academic year." Besides being one of his favorite classes because of the teacher and the fun people in the class, Lawson loves the structure of the class: "It [having the class daily] keeps information fresh in the mind and functions as something to look forward to each day. If given the chance to take European Civilization and English instead [of Humanities], I would pick Humanities any day of the week."

The only students who are put into the class are those who take Drawing and Painting II as well as some of the 10th graders who double language. Adrian Lee ('17) and Jon English ('17) agree that given the choice, they would have rather taken Humanities instead of English and History. Adrian said that, "Everyone should be allowed take Humanities because everyone deserves the same opportunities." Jon agreed that, "[They] think [they] would have enjoyed and benefited from taking Humanities rather than the

contrary." Currently the only Humanities teacher is Mr. Spragins. As a result, there is only one class, because teaching a class that meets every day requires a lot of time. Any teacher teaching two Humanities classes would not have any time in his/her schedule for any other classes. Some of the students who would like to take it probably don't know that it only counts as an English credit. Mr. Spragins also agrees that more students should be allowed to take Humanities if they want to, but he understands the administration's decision to only have one Humanities course. He would also be curious to see how many students would sign up for the course given the option between the two classes.

Although not every student would agree that their schedule is exactly how they would like it, many could. However, to accommodate every student's desires might be too much to ask. For students who take two double language classes, they have to deal with the repercussions of that choice, which is that they will have no other choices. Should students have more of a say in what they get to take?



Photos of *Nice Work If You Can Get It*

PHOTOS BY BASIL APOSTOLO





Sports Photos of The Year

PHOTOS COURTESY OF GILMAN CYNOSURE





By The Numbers: College Edition

76

different schools

5

number of students going to Georgetown University, the most commonly attended school by Gilman Class of 2015 graduates

115

graduating students

30%

of students attending schools below the Mason Dixon line

31%

of students attending liberal arts schools

13

students attending school in Maryland

32%

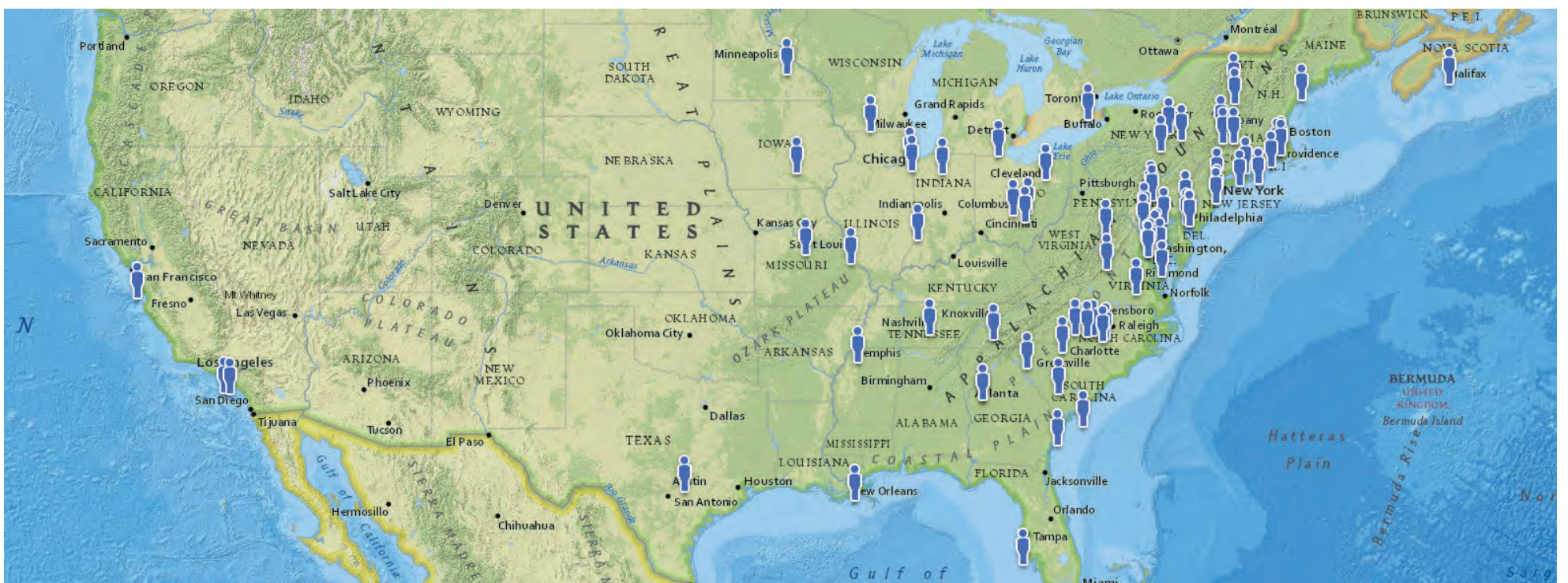
of students attending a school that starts with the letter 'U'

2

students attending school outside of the United States

78

students attending school on the East Coast



Missed The Ceremony Today? Want to Watch It Again?

bit.ly/Founders_Day2015

Bow Ties

BY MICHAEL HOLMES



Throughout my years at Gilman, my school wardrobe has slowly evolved. I've transitioned from colored polos to button-up shirts, from brightly colored sneakers to leather dress shoes, and from a neon crimson emergency belt to a tie. Yet there is one thing that I've never incorporated into my daily attire: the bowtie.

The fashion world is a diverse one, perhaps best visualized like a chain of islands. There are islands of polo wearers and button-up wearers, those who put on boots when it's sunny, those who wear t-shirts in the snow, the land of socks and sandals, and even a tiny, tiny island of adults who still actually wear Crocs. Those who wear bowties and those who wear neckties are on two distinctly different islands, separated by a wide sea. Both have very different ways of life and both are proud of it. They go about their days shooting suspicious glances across the water at the others, occasionally waving in amused confusion as the boat of bowtie wearers drifts past.

One must be born a bowtie person. Deep in one's soul, I suppose, something must say "Yes. This is what I must wear. Always." I, for better or for worse, have never heeded the siren call of the bowtie.

For one thing, there's the maintenance. It's a feat just to be able to tie a bowtie; there are entire websites dedicated to tutorials. I, on the other hand, didn't learn how to tie even a necktie until upper school (I spent middle school loosening it and slipping it on and off whenever it was needed). A bowtie person, once they are seen in a bowtie, is someone who will never look right in anything else afterwards.

Still, what most bowtie wearers will tell you most frequently is that a bowtie is the ultimate symbol of 'class.' Unfortunately, it may be time to admit that they're right. Considering Gilman's current headmaster, a practically certified bowtie man, it's clear that they've won. In fact, wasn't it only last year that a bowtie was distributed to every member of the student body, to celebrate Mr. Smyth's appointment? Bowties that many of us then wore through the day before bringing into our homes? Our homes! In the face of such defeat, sometimes I wonder if it's time for me to retire my old neckties and fish out my clip-on bowtie from whatever nook or cranny it's currently watching me from. Maybe then, when the bowtie wearers come for me, they'll have mercy on my finally classy soul.



Honor Board: Behind The Scenes

BY CLAYTON HEBERT



Apart from those who have been unfortunate enough to experience one, Honor Board meetings are quite unfamiliar to the average student at Gilman.

Unknown to many, there is an organized and democratic process that determines the verdict given to an honor code violator. The Honor Committee is comprised of one freshman representative, two Sophomores, three Juniors, and three seniors along with the School President. Ms. Mildred McKeachie serves as the Chair of the Committee with Mr. Vincent Dinoso as a supporting faculty representative. In addition, the Form Chair of the student who has committed the violation serves on the committee as well. A meeting is called regarding an honor code violation with offenses including but not limited to, academic plagiarism, cheating, and lying to a teacher.

When speaking with Ms. McKeachie, she spoke of the importance of having student representatives on the committee, "Honor in school communities is best developed when it's a student run situation rather than an administration vs. the student's situation... when you have both the adults and the students in discussion of what trust means and what honor means, then it seems like you're fostering a community together where decisions are made as a whole."

An Honor Board meeting begins with the teacher who brought forward the case recounting his or her story on exactly what occurred. During this time, he or she also brings up any type of evidence associated with the case, such as the test in a cheating case. Once this has occurred, the teacher leaves and the student enters with his advisor. The student proceeds to give his side of the story, describing what had happened leading up to the incident, the actual action that he perceives to be wrong, and his current

feelings about his decisions as well as any other details he may happen to include. The committee is able to ask both the teacher and student questions in order to obtain clarification. The advisor then speaks on behalf of his or her advisee and expounds upon the good qualities of the student, specifically addressing whether he has done anything else outstanding in the community whether that be in a positive or negative manner. The student and advisor then leave the meeting, leaving just the Honor Board and Form Chair in the room in the room to discuss the case. During this time, the committee considers possible verdicts. The voting process then begins with any representative putting forward the motion for a certain punishment. For this to pass, someone needs to second the motion, and then it needs to achieve a majority. In total, the whole process takes on average an hour and thirty minutes. That being said, Ms. McKeachie claims the longest meeting she had been apart of took eight hours. She also spoke of the time period when the committee sees the most frequent honor code violations, "it's leading up to end of a marking period or semester... mostly it's those crunch times when it feels like every subject has a major project."

For the student representatives, serving on the committee can often be a daunting task in trying to find the delicate balance between defending a classmate and imposing the appropriate punishment. As sophomore Nirakar Pandey describes, "Making decisions are very hard considering the people who come forth are peers. Many people forget our purpose which is to defend our classmates who come forth before the honor board. Sometimes people are intimidated by us but we are trying to vouch for our classmates." Whether it be handling a plagiarism, cheating, or lying case, the Honor Board strives to preserve the integrity and tradition of the school's honor code.

Assembly Dismissals

BY JESSE BLOOMBERG



As assembly nears its end, the appetites of the student body start to grow more ravenous as they anticipate darting out of the auditorium and into the cafeteria. The only problem is that

one section may be called first to be dismissed for unfair periods of time, leaving the others last. One can hear the moans if their section has not been called first for the second or third consecutive time. According to an informal survey taken from May 5th to May 11th, the North section was not dismissed first once. Some may think that the organization of the dismissal is nonexistent, as if the sections are being randomly chosen. According to another informal survey, 13 out of 15 students think that the center section gets dismissed first the most often due to the large size of that section. If the larger section gets dismissed first, the lunch lines get longer much more quickly, leaving the people in the smaller sections waiting for a long time to get lunch. The reason for this is that there is not a real system for dismissing the sections. According to Ben Oliver ('17) of the north section, "It was pretty consistent last year with

Ms. Turner; I guess she had a rotation or wrote it down." There have been ongoing debates about which section should be dismissed first, with each side having a valid point.

Change is needed, and according to Aaron McNabney ('17), it would be preferable to have "someone besides Mr. Heubeck keeping track of it because . . . Mr. Heubeck has a lot on his plate." Even Mr. Heubeck agrees that he is not inconsistent with his dismissals. When asked if he thought the dismissals were inconsistent, he admits he tries to go from memory; his attempts to take note have gone unsuccessful as well. Mr. Heubeck thinks that he needs "to make sure [he is]...as equal as I can in terms of who gets out first on a regular basis." He hopes that this is a good sign for the future, as he is trying to fix this problem, admitting "I need to find a system that works for me, because I think although you may remember, it's very hard for me." Regarding the longer lines for lunch, he proposes to make assemblies shorter to allow for the students to have less time waiting in the lunch line and more time eating. Although these dismissals from assembly have been a problem for most of the year, change is coming.

Thoughts?

*The News values your opinion.
Letters to the Editor are
encouraged.*

*Please send correspondence to
thegilmannews@gmail.com.*

THE



NEWS

The News reserves the right to edit letters for length and grammar. Letters must be signed to be published.

Congratulations

to Award Winners

2014–2015

THE BROWN UNIVERSITY ALUMNI BOOK AWARD IS PRESENTED TO THAT MEMBER OF THE JUNIOR CLASS WHO BEST COMBINES A HIGH DEGREE OF ABILITY IN ENGLISH EXPRESSION, BOTH WRITTEN AND SPOKEN, WITH THOSE PERSONAL QUALITIES WHICH GIVE PROMISE: **Luigi Nicholas Mangione**

THE PRINCETON MATH PRIZE IS AWARDED TO THAT BOY WHO PRESENTS THE BEST PAPER IN A SPECIAL MATH EXAMINATION SET BY THE MATH DEPARTMENT: **Simon James Evered**

THE ST. JOHN'S COLLEGE ALUMNI ASSOCIATION BOOK AWARD IS PRESENTED TO AN OUTSTANDING FIFTH FORMER WHO POSSESSES A LOVE OF READING, AN EXEMPLARY ENTHUSIASM FOR LEARNING, AND AN EAGERNESS TO PURSUE UNDERSTANDING THROUGH DISCUSSION: **August Robert Meny**

THE UNIVERSITY OF VIRGINIA JEFFERSON BOOK AWARD IS TO GO TO THE FIFTH FORMER WHOSE EXTRAORDINARY ACADEMIC ACHIEVEMENT, EXTRACURRICULAR ACCOMPLISHMENTS, INTEGRITY, AND CHARACTER MARK HIM AS ONE OF SOCIETY'S FUTURE LEADERS: **Christopher Alderman Wolfe**

THE WILLIAMS COLLEGE BOOK PRIZE IS GIVEN TO THAT STUDENT IN THE JUNIOR CLASS WHO HAS DEMONSTRATED GENERAL EXCELLENCE IN HIS STUDIES AND WHO HAS EXHIBITED THE BEST COMBINATION OF INTEREST IN AND UNDERSTANDING OF AMERICAN HISTORY: **Stephen Joseph Spanellis**

THE YALE BOOK PRIZE IS GIVEN ANNUALLY TO A MEMBER OF THE JUNIOR CLASS WHOSE HELPFULNESS AND SERVICE HAVE CONTRIBUTED TO THE WELFARE OF THE SCHOOL: **August Robert Meny**

THE HARVARD BOOK PRIZE IS PRESENTED BY THE HARVARD ALUMNI ASSOCIATION TO THAT FIFTH FORMER WHO IS DEEMED BY THE FACULTY TO BE MOST WORTHY BY REASON OF HIGH SCHOLARSHIP AND CHARACTER: **Brian Kenjin Chirikjian**

THE HARRY HARDIE ANGLO-AMERICAN PRIZE WAS ESTABLISHED BY MR. THOMAS G. HARDIE, CLASS OF 1939, TO ENCOURAGE ANGLO-AMERICAN STUDENT EXCHANGES. THE PRIZES, IN THE FORM OF GRANTS, ARE GIVEN EACH YEAR TO ONE JUNIOR AT GILMAN SCHOOL AND ONE JUNIOR AT ST. EDWARD'S SCHOOL, OXFORD, ENGLAND, FOLLOWING COMPETITION AND SELECTION BY A COMMITTEE:

Peter Kohler (Gilman)
Kaber Mroue (St. Edward's)
Tabb Carneal (Gilman)
Andre Buller (Christ's Hospital)
Jack Churchill (Gilman)
Remi Olokun (Christ's Hospital)

THE CULVER MEMORIAL FOOTBALL CUP IS AWARDED ANNUALLY TO THE BEST VARSITY FOOTBALL PLAYER, IN THE OPINION OF THE COACHING STAFF: **Robert S. Branch Jr., Kai Anthony Locksley, Jelani Khari Roberts**

THE C.B. ALEXANDER, JR. WRESTLING CUP IS AWARDED ANNUALLY TO THE BEST VARSITY WRESTLER: **Braeden Aristides Alevizatos**

THE EDWARD T. RUSSELL WRESTLING TROPHY IS AWARDED ANNUALLY TO THE VARSITY WRESTLER WHO SCORES THE MOST POINTS IN THE MIAA WRESTLING TOURNAMENT: **Cole Stevens Brown**

THE CLASS OF '39 BASKETBALL TROPHY IS AWARDED ANNUALLY TO THE VARSITY BASKETBALL PLAYER WHO BEST COMBINES FAIR PLAY, LEADERSHIP, AND SKILL: **Kai Anthony Locksley, Everett Juwan Winchester**

THE TYLER CAMPBELL LACROSSE CUP IS AWARDED ANNUALLY TO THE MOST VALUABLE PLAYER TO HIS TEAM WHO HAS EXHIBITED LEADERSHIP AND TRUE SPORTSMANSHIP THROUGHOUT THE SEASON: **Charles Alexander DeMuth, John Turner Halpert, Andrew Carnes Matthews**

THE ALUMNI BASEBALL CUP IS AWARDED TO THE BASEBALL PLAYER WHO HAS BEEN OF THE GREATEST SERVICE TO HIS TEAM: **Jason Alexander King**

THE C. DAVID HARRIS, JR. TENNIS AWARD IS GIVEN TO THE VARSITY PLAYER WHO HAS CONTRIBUTED THE MOST TO HIS TEAM: **Jordan Spencer Brodie, Graham William Duncan, Cole Oliver Sutton**

THE CREIGHTON HOCKEY AWARD IS AWARDED TO THE MEMBER OF THE VARSITY HOCKEY TEAM WHO BEST COMBINES ABILITY, SPORTSMANSHIP, AND TEAM PLAY: **Brendan Michael Shaw**

THE SQUASH AWARD, ESTABLISHED IN 1999, IS AWARDED TO THAT MEMBER OF THE VARSITY SQUASH TEAM WHO, IN THE OPINION OF THE COACHING STAFF, HAS MADE THE GREATEST CONTRIBUTION TO THE TEAM IN TERMS OF SPORTSMANSHIP, LEADERSHIP, AND PERFORMANCE IN COMPETITION: **Davis Hammond Owen**

THE DONALD HOFFMAN MEMORIAL CROSS COUNTRY CUP IS AWARDED TO THAT BOY WHO, IN THE OPINION OF THE COACH, HAS BEST COMBINED BOTH EFFORT AND ACHIEVEMENT IN THAT SPORT: **Kevin Charles Peters**

THE FRANK W. ANDREWS, JR. GOLF TROPHY IS AWARDED TO THE GOLFER WHO HAS BEST EXHIBITED LOYALTY, DEDICATION, AND ENTHUSIASM DURING THE SEASON: **Edward Bloxton Owen, Charles Edward Young I**

THE DR. PHILIP WHITTLESEY SOCCER TROPHY IS AWARDED TO THE SOCCER PLAYER WHO HAS MADE THE GREATEST CONTRIBUTION TO THE TEAM: **Andrew Carnes Matthews**

THE ALFRED H. WEEMS, JR. MEMORIAL TRACK AWARD IS AWARDED TO THE TOP ACHIEVING JUNIOR OR SENIOR IN TRACK: **Gram McMenemy Davis, Kevin Charles Peters, Jelani Khari Roberts**

THE MARGARET V. PERIN SWIMMING AWARD IS AWARDED TO THE VARSITY SWIMMER WHO HAS SHOWN THE GREATEST IMPROVEMENT AND MOST CONSISTENT EFFORT: **Andrew Charles Blomquist Nicholas Laughlin Johnson**

THE INDOOR TRACK AWARD IS AWARDED TO THAT MEMBER OF THE INDOOR TRACK TEAM WHO, IN THE OPINION OF THE COACHING STAFF, HAS MADE THE GREATEST CONTRIBUTION TO THE TEAM IN TERMS OF SPORTSMANSHIP, LEADERSHIP AND PERFORMANCE IN COMPETITION: **Gram McMenemy Davis, Jelani Khari Roberts, Cole Oliver Sutton**

THE WATER POLO AWARD IS AWARDED TO THAT MEMBER OF THE VARSITY WATER POLO TEAM WHO BEST DISPLAYS OUTSTANDING LEADERSHIP, SKILL, AND TEAM PLAY: **Justin Houn Mun, Edward Winston Smith, Jr., Hudson Stewart Waters**

THE VOLLEYBALL AWARD, ESTABLISHED IN 2004, IS AWARDED TO THAT MEMBER OF THE VOLLEYBALL TEAM WHO, IN THE OPINION OF THE COACHING STAFF, HAS MADE THE GREATEST CONTRIBUTION TO THE TEAM IN TERMS OF SPORTSMANSHIP, LEADERSHIP, AND PERFORMANCE IN COMPETITION: **John William Auen, Torben Joseph Ginsberg**

THE C. MARKLAND KELLEY, JR. ATHLETIC SERVICE AWARD IS AWARDED TO THE STUDENT WHO HAS 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: **John Turner Halpert**

THE LEWIS OMER WOODWARD AWARD IS GIVEN TO THE MEMBER OF THE THIRD FORM WHO REVEALED IN LARGEST MEASURE QUALITIES OF LEADERSHIP, ENTHUSIASM, AND LOYALTY: **James Piper Bond, Jr.**

THE THOMAS G. HARDIE III AWARD IS GIVEN TO A FOURTH FORMER WHO GIVES OF HIMSELF TO OTHERS WITHOUT BEING ASKED, WHO HAS THE COURAGE TO STAND UP AND LIVE BY WHAT HE BELIEVES, AND WHO, EVEN AT AN EARLY AGE, IS DEDICATED TO HELPING OTHERS: **Jordan Daniel Yaffe**

THE ARMSTRONG PRIZE FOR POETRY AND PROSE IS GIVEN TO THE BOYS WHO HAVE WRITTEN THE BEST IMAGINATIVE PROSE AND THE BEST LYRIC POETRY FOR THE SCHOOL'S LITERARY MAGAZINE FOR PROSE: **Michael Elijah Li Holmes**
FOR POETRY: **Wyatt Robert Heritage**

THE CAMERON DEBATING MEDALLION IS GIVEN FOR EXCELLENCE IN DEBATING: **August Robert Meny**

THE MRS. J. CROSSAN COOPER DEBATING CUP IS GIVEN TO THE MEMBERS OF THE WINNING TEAM IN THE FINAL DEBATE: **Pnyx: August Robert Meny, Detrick Antoine Manning II, Matthew Gordon Tomaselli**

THE DR. JOHN M.T. FINNEY, SR., DEBATING MEDALLION IS PRESENTED TO THE TWO BOYS JUDGED TO HAVE DELIVERED THE BEST DEBATES IN FINAL DEBATE, IRRESPECTIVE OF THE OUTCOME: BEST SPEAKER: **August Robert Meny**
SECOND BEST: **Ethan Ewon Park**

THE ELIZABETH WOOLSEY GILMAN PRIZE IS AWARDED ANNUALLY TO THE 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:
SENIOR PRIZE: **Wolfgang Charles Drake (11th)**
JUNIOR PRIZE: **John Burnside Howard III (9th)**

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:
Cynosure: Bennett Matthew Auwaerter, William Roger Milch

THE SIXTH FORM SPEAKING PRIZES ARE AWARDED TO THE BEST TWO SIXTH FORM SPEAKERS:
BEST SPEAKER: **Spencer Farrall Perry**
SECOND SPEAKER: **John William Auen**

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: **Kevin Charles Peters**

THE JAMES L. SINCLAIR MEMORIAL AWARD IS GIVEN TO A RISING SENIOR WITH EXCELLENT CHARACTER WHO HAS EXCELLED IN MATHEMATICS, OR THE SCIENCES AT GILMAN AND INTENDS TO PURSUE A COLLEGE DEGREE IN MATHEMATICS, ENGINEERING, MEDICINE OR THE SCIENCES: **Luigi Nicholas Mangione**

THE RICHARD O'BRIEN PRIZE FOR PROFICIENCY IN FRENCH IS PRESENTED TO THE BOY IN THE ADVANCED FRENCH CLASS DEEMED MOST PROFICIENT IN FRENCH: **Simon James Evered**

THE EDWARD T. RUSSELL LATIN PRIZE IS AWARDED TO THE MEMBER OF THE JUNIOR OR SENIOR CLASS DEEMED TO BE MOST PROFICIENT IN LATIN: **Todd Crispin Iodice**

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: **Brian Andrew Gerber Fogelson**

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:
Mitchell Morris Edward Butler

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: **Kevin Christopher Kuczynski**

THE CLASS OF 1952 DRAMA PRIZE IS AWARDED TO THAT STUDENT WHO HAS SHOWN EXCEPTIONAL INTEREST AND APTITUDE IN DRAMATICS DURING HIS SCHOOL CAREER: **John William Auen, Donal Morgan Doyle, Nicholas Laughlin Johnson**

THE DOROTHY BENJAMIN CARUSO MUSIC AWARD IS GIVEN TO THE JUNIOR OR SENIOR WHO, WITH DEDICATED ENDEAVOR AND RESPONSE TO TEACHING, HAS ACHIEVED A SUPERIOR UNDERSTANDING OF THE ART OF MUSIC: **Donal Morgan Doyle**

THE ANNE GORDON BALDWIN MUSIC AWARD IS AWARDED TO THE BOY WHO HAS DEMONSTRATED EXCEPTIONAL TALENT IN PERFORMANCE OF MUSIC: **Ryan Hansu Park, Toshihiko Mori**

THE ANDREW MITCHELL RITCHIE AWARD IS PRESENTED ANNUALLY TO THAT MEMBER OF THE UPPER SCHOOL WHO HAS BEEN OUTSTANDING FOR HIS INTEREST AND ACHIEVEMENT IN THE ART OF COMPOSITION. THIS PRIZE IS INTENDED TO ENCOURAGE STUDENTS TO PURSUE THEIR INTERESTS IN COMPOSING AND THE STUDY OF COMPOSITIONAL TECHNIQUES: **Alexander Everett Hill**

THE C. HUNTLEY HILLIARD MEMORIAL AWARD, ESTABLISHED IN 1992, IS GIVEN ANNUALLY TO THE BOY WHO HAS SHOWN EXCEPTIONAL ENTHUSIASM, ABILITY, AND HELPFULNESS IN THE SHOP: **John Leland Ball**

THE GILMAN PARENTS ASSOCIATION COMMUNITY SERVICE AWARD IS PRESENTED TO THE 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:
Alexander Michael Soong

THE LOUIS DAVIDOV MEMORIAL SERVICE AWARD IS AWARDED TO THE SENIOR DEEMED MOST WORTHY BY REASON OF FAITHFUL AND UNSELFISH SERVICE TO THE COMMUNITY: **Graham William Duncan, Robert Harrison Handa, Thomas Jacob Shryock Waxter**

THE CLASS OF 1977 COMMUNITY SERVICE AWARD ACKNOWLEDGES A MEMBER OF THE JUNIOR CLASS WHO HAS MADE THE MOST SIGNIFICANT EFFORT OF SERVICE TO THE COMMUNITY OUTSIDE OF GILMAN: **Frederick Paul Leatherbury, August Robert Meny, Christopher Song**

THE D.K. ESTÉ FISHER NATURE STUDY AWARD IS GIVEN TO THAT BOY WHO, IN THE OPINION OF THE BIOLOGY TEACHERS AND THE CHAIR OF THE SCIENCE DEPARTMENT, HAS EVIDENCED BY HIS STUDY, READING, AND ACTIVITIES A HIGH LEVEL OF INTEREST AND UNDERSTANDING OF LIVING THINGS: **James Andrés Hemker**

THE SCOTT B. DEUTSCHMAN TEAMMATE AWARD IS GIVEN BY THE PARENTS AND FRIENDS OF SCOTT DEUTSCHMAN, A MEMBER OF THE CLASS OF 1989, WHO DIED SUDDENLY OF A HEART ATTACK IN THE FALL OF 2002. THE AWARD IS GIVEN TO A MEMBER OF THE SENIOR CLASS WHO HAS DEMONSTRATED, THROUGHOUT HIS GILMAN CAREER, DEDICATION TO RELATIONSHIPS WITH TEAMMATES, AND A SELFLESS COMMITMENT TO TEAMWORK, TEAM UNITY, AND TEAM SUCCESS, QUALITIES THAT WERE UNFAILINGLY CHARACTERISTIC OF SCOTT DEUTSCHMAN: **Zachary Atticus Cohen**

FACULTY AWARDS HAVE BEEN AWARDED EACH YEAR SINCE 1962 TO SINGLE OUT SOME SENIORS TO WHOM WE FEEL ESPECIALLY INDEBTED FOR ACTS OF HELPFULNESS TO THE SCHOOL AND UNSUNG CONTRIBUTIONS WHICH HAVE ADDED SIGNIFICANTLY TO THE SUCCESS OF THE YEAR: **John William Auen, Bennett Matthew Auwaerter, John Benjamin Howard Gantt, De'Sean Kwame Markley**

THE WILLIAM CABELL BRUCE, JR. ATHLETIC PRIZE IS AWARDED ANNUALLY TO THE BOY MOST CONSPICUOUS FOR GENERAL PROFICIENCY IN ATHLETIC SPORTS AND EXERCISES: **Jelani Khari Roberts**

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: **Jelani Khari Roberts**

THE EDWARD FENIMORE AWARD IS CONFERRED UPON THE SENIOR WHO HAS BEST EXEMPLIFIED THE CHARACTERISTICS OF COURAGE, DETERMINATION, PERSEVERANCE, AND ACCOMPLISHMENT:
Nicholas Laughlin Johnson, Michael Benson Collins

THE PETER PARROTT BLANCHARD AWARD IS AWARDED TO THAT BOY WHO, BY HIS CHEERFUL HELPFULNESS IN MANY WAYS, HAS GREATLY CONTRIBUTED TO SUCCESSFUL AND PLEASANT LIFE IN THE SCHOOL: **Simon James Evered, Brendan Michael Shaw**

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: **Fateh Sadiq Tarar, Mitchell Morris Edward Butler**

THE WILLIAM A. FISHER MEDALLION IS GIVEN TO THAT BOY WHO HAS RENDERED THE HIGHEST SERVICE TO THE SCHOOL BY LEADERSHIP BASED ON THE INFLUENCE OF HIS CHARACTER: **Spencer Farrall Perry**

The Gilman BUZZ

COMPILED BY BASIL APOSTOLO

Mr. Brooks Headed on Sabbatical Next Year

For next year's spring semester, Gilman's Math Department will be without one of its key teachers as Mr. Ian Brooks will be taking a sabbatical. The goal of his absence is to develop "an elective course for underclassmen about baseball analytics." On his temporary departure from Gilman, he will attend two analytical conferences, and make smaller trips to Pennsylvania to pick the brain of a professor who has written works that Mr. Brooks has read. In addition to spending some time on the road, he plans on taking "a couple of smaller trips...to Cooperstown." There, he will conduct research at the Baseball Hall of Fame's Giamatti Research Center, as he is working on a text for the class.

Mr. Heubeck, a huge proponent of Mr. Brooks' decision to take time off next year, believes it is "beautiful" that he will be able to "get up every morning and work on something that you love to work on." In pursuing and furthering his passions of sabermetrics and education, we wish the best of luck to Mr. Brooks.

-Aaron Slutkin

Gilman Drumline Pumps Up School Spirit

Since the 2013-2014 school year you may have noticed musical entertainment at sporting events. With thirteen students, the Gilman drumline, started by Middle School teachers Mr. Eric Marner and Mrs. Elizabeth Sesler-Beckman has been playing music at events. Mr. Marner chose to start a drumline because he did not sense a level of camaraderie amongst the students. The goal of a drumline is to provide and elevate school spirit. Before the drumline, Gilman was lacking a certain spark. Yes, we did have large plastic drums and screaming fans at important games, but we lacked organized spirit. Currently, the drumline knows approximately thirty songs. Contrary to popular belief, anyone can play, whether you have rhythm or not, joining the drumline is the first step to gaining some. Upon joining the drumline, a student will be taught everything about drumming from basic rudiments to sophisticated choreographed songs. Plans to expand the drumline include: jackets, flags and banners, more drums, a pep band, and possibly a tri-school drumline. In regard to the Drumline, Ben Oliver ('17) comments, "I think the drumline is a truly impressive part of our school spirit. Mr. Marner and Ms. Beckman have very skillfully led a group of talented young men into the eyes and ears of every spectator at their games. The Drumline is yet another way that Gilman can strike fear into our opponents." Clearly, being one of Gilman's hidden gems, the Drumline provides a unique way for students to cheer-on their peers.

-Niyi Owolabi



The Drumline performs at the Sotir Stadium Dedication Ceremony.
Photo courtesy of Gilman Cynosure

Upper School Science Building Closes For Renovations

The Upper School Science Building closed for renovations two weeks before the end of classes. Construction crews have taken over the building and are busy revamping the interiors of the classrooms as well as the common areas. Planned improvements include knocking down walls to expand lab spaces. Changes are expected to be finished by September.

The Front Door of the Science Building features signs reminding students to stay out. Photo by Matt Tomaselli



Library Reading Room: New Edition

Ms. Fuller will be spending part of her summer in the library evaluating the nonfiction collection. She will be removing books that no longer fit the curriculum, are out of date or haven't been checked out in more than five years. This will allow extra shelving to be removed, the tables to be rearranged and new seating to be brought in for student use. Ms. Fuller explains "With the changing nature of libraries and how research is done with more material available online I thought it was a good time to rethink how the space was used and accessible to students."



Photo courtesy of IndianaFurniture.com

Congratulations to This Year's Artifact Paper Winners

Jason Moscow - "Utopian Means Unattainable: European Civilization's Pursuit of the Ideal Socialistic Society"

Wiatt Hinton - "Just What The Doctor Ordered: The Impact of Robert Koch and Sherlock Holmes during the late 19th century and the early 20th Century"

Ian Chalk - "Your Money, Your Religion, or Both"

Honorable Mentions: **Max Kahn, Matthew Lee, Clayton Hebert, Matt Tomaselli, Connor Doak, Davis Booth, and Marcus Rose.**

Student Council 2015-2016

School President L.J. Shapiro



Senior Class



Left to right: Basil Apostolo, Will Davison. Not Pictured: Adam Gray and Jack Churchill

Will Davison, *President*

Basil Apostolo, *Vice President*

Jack Churchill, *Secretary*

Adam Gray, *Treasurer*

Sophomore Class



Left to Right: Connor Mitchell, Piper Bond, Hudson Carroll

Piper Bond, *President*

Hudson Carroll, *Vice President*

Connor Mitchell, *Secretary/Treasurer*

A Letter From Your Next School President

I want to congratulate you all on a great year! There have been so many memories this year that wouldn't have been possible without the untiring spirit from all our senior leaders. The crazy energy at homecoming, the insane atmosphere at Silent Night, and the phenomenal success in the theatre all year culminating in Nice Work; all these events and more helped create an extraordinary year. I am grateful for the seniors' leadership, creativity, and passion this year in all aspects of Gilman. We will all miss you guys.

I want to thank you for granting me the privilege of serving as your school president for the 2015-2016 school year. I will be working closely with the administration, the class officers from all 4 forms, and you all on making next year a year we will never forget. It is up to you to let your voices be heard. If you have an idea, please share it with me or with your class officers. Next year will be a year of community, bringing all 4 grades together in ways never done before. As the seniors approach graduation, I wish them sincere congratulations for all their accomplishments and for improving our community. It's now our turn to take the lead and reenergize this place we call home. I am so excited for next year and you should be, too.

Have a safe and restful summer.

Let's Get Loud!

-LJ

Junior Class



Left to right: John Ball, Matt Tomaselli, Lawson Menefee

Matt Tomaselli, *President*

John Ball, *Vice President*

Lawson Menefee, *Secretary/Treasurer*

Correction from last issue:

In the last issue of the paper it was incorrectly stated in the Campus Security article, "Alertus was installed last year and acts as a fire alarm but only for lockdown." According to the Head of Security at Gilman, Mr. Jeff McGhee, "Alertus was actually installed several years ago and has had recently been integrated with e2Campus providing a system that can be used as a Emergency Notification System through text alerts, email alerts, PA notification throughout the building and externally through outdoor speakers. It doesn't act as a fire alarm since the fire alarm system and Alertus/e2Campus Notification System are two separate things. Alertus beacons are the yellow beacons that are setup throughout the hallways around campus. The News regrets this error.

Cameron Das Auto

BY ERIC GIBSON



Students in Gilman are known to excel in both team sports and individual activities. This year, freshman Cameron Das has truly found a unique skill not many can say they have.

After school, he races cars, and he is making quite a mark. Currently, Cameron is involved in a racing league, FF2000, and he is also in an outdoor karting league, called TaG Senior. Cameron has already won races in both FF2000 and TaG Senior. The goal of advancing in these leagues, and the hope of every driver, is to race in Grand Prix events on the Formula 1 circuit. Cameron's favorite quote about racing comes from Ernest Hemingway, "There are only three sports: bullfighting, motor racing, and mountaineering; all the rest are merely games."

At first, Cameron simply enjoyed indoor karting at the Autobahn Indoor Karting facility, but racing turned into a serious passion. Cameron says, "It all started with a visit to an indoor karting place called Autobahn Speedway, and from there, it turned into a desire to be the fastest one there." This past fall, he went on to win the adult league at Autobahn, which is extremely competitive. Overall, he has competed in 52 races during this past fall and winter championships, with an astounding 26 of those races resulting in wins. His racing interests expanded to outdoor karting,

and eventually car racing. During spring break, Cameron finally earned a chance to race with real cars when he attended the five day racing school at Palm Beach International with the Bertil Roos Racing School. With his new racing license, Cameron is now competing in the FF2000 Series. A few weeks ago, Cameron got a new contract for another racing team for Formula 1600s. The contract is unofficial, meaning he has it, but he hasn't signed it yet. He is currently testing the contract for a year before racing under it. Even though the odds are against him, Cameron is hoping to be one of the twenty Formula 1 racers in the world.

Unfortunately, Cameron will be leaving Gilman and attending the prestigious Phillips Exeter Academy in New Hampshire. In his academic future, he wants to pursue his interest of law. However, if time permits, he will still be racing competitively. Cameron's final goal is to reach Formula 1 and GT3, the top league for closed-cockpit racing. When asked about what racing means to him and how it will be a part of his life in the future, Cameron explained, "I have higher chances of being a movie actor than a paid race car driver. It will always be a passion and something I strive to keep doing, but something I always will have to keep as a secondary priority just because of the odds of success." In regards to his racing experience, Cameron responded, "Racing is not about the adrenaline rush or a need for speed. For me, it's knowing I'm better at something than I was the previous day."



Photo courtesy of Tracy Das

Are You Smarter Than Your Smartwatch?

BY THOMAS BOOKER



Around six months ago, I received the Motorola Moto 360 as a Christmas gift from my parents and family. To those of you who ask, "What makes

this 'Moto 360' different from any other watch?" I have an answer. This is no ordinary watch. It's a so-called smartwatch. The "smart" in smartwatch comes from the fact that the watch is capable of retrieving data from the Internet, via your phone's bluetooth connection and displaying it to you without you ever needing to reach in your pocket or overly-cluttered backpack for your phone. It can be used to play games (I, of course have never used that particular function during class or assembly) and even count how many steps you take or measure your heart rate. But you can find out all about all of those features in a tech review. I am here to tell you first-hand about how having a smartwatch factors into my day to day school life.

First off, I can say honestly that I do not have as much of an urge to check my phone for incoming notifications in between or during classes as I did prior to using the Moto 360, since I know that if someone does happen to send me an email or text it will appear right there on my watch. Of course, having a watch with internet connectivity and a touch-screen can be tempting, with games like 2048 and Tetris a literal swipe away, but I do my best to keep my use of the watch strictly productive. No longer do I have to wonder what day it is since Mr. Smith's daily emails come straight to my wrist as soon as he sends them. No longer do I have to worry about missing my mom or dad's calls and texts. But neither do I now have the excuse of "Sorry I didn't see your email about the homework that was due today, I swear that I checked my phone last night and saw nothing." Which, depending on your perspective, could be a good or bad thing.

On another note, this rise of wearable tech and specifically smartwatches has to raise some questions regarding the Honor Code. For instance, I now take my watch off just to take tests and quizzes, to make

sure that no one gets the idea that I am looking at it for answers, as it possesses a fully functional web browser. Being elected to the Honor Board has given me a heightened perspective of what can be viewed as suspicious, and I can definitely see watches like the Moto 360 and the Apple Watch, as they become more popular, being issues in the classroom because of their abilities to call up information almost instantaneously. While teachers now say, "Turn in your cellphones" before tests or exams, the existence of these watches may force instructors to make sure that the steel timepieces strapped across their students' wrists are not capable of finding information that could void the statement, "I have acted honorably on this paper."

Having never worn a watch consistently, I have to say that I feel as though I keep better track of time now than I did before I had this watch. It is immensely frustrating, however, that if I use the watch for extended periods of time there is a high chance that before the school day ends, I will be walking around with a useless steel weight on my wrist, due to the relatively short battery life. Bottom line, my six months of having a smartwatch have affirmed to me what many others have said: it is highly doubtful that a smartwatch, at least in its current version, will become your go-to device; however as you find uses for it, the watch can become a time-saver, and even a way to keep your eyes off of your phone and on the things going on around you. Can you make the argument that smartwatches are completely unnecessary, since your phone can do all of the same things? Yes, you can. Can you also make the argument that having a smartwatch makes all of those little things, like checking email, and receiving notifications that much easier? Yes, you can. I personally believe that as time ticks on, and technology's frenetic pace of innovation continues, these wearable devices will become more and more intimate pieces of our lives, and maybe, in 15 years, we will all be looking back at articles like this, wondering why anyone could ever have doubted the merit of devices like the Moto 360 and the Apple Watch.



Sports By The Numbers

65-0

JV Tennis's record in matches this year

0

Coin tosses won by Fresh/Soph Lacrosse

240

Total wins by all athletic teams this year

23

Tri-sport varsity athletes

4

Division One lacrosse commits in the Senior Class

6

Conference championships won by varsity teams this year