

Construction Work Changes School Physical Structure

by Ted Trimble

Those returning to school this fall discovered that once again various changes had been made in Gilman's physical structure over the summer. The most drastic change has been the facelifting performed on the upper north corridor. Long the domain of boarding students, the space is now occupied by three classrooms and one teacher's office. The hallway connecting these rooms runs by the east dormer windows. This enables the new classrooms to be square, opposed to the long and narrow classrooms on the lower floors. These new rooms are big enough to hold two sections if desired, and it is planned that the rooms will have audio-visual facilities.



CONSTRUCTION of "the Wall" was only one of many changes on the campus made this past summer.

Other changes to the main building vary from the mundane to the unusual. The side stairwells have been painted and look much less drab. A new office for Mr. Cary Woodward has been made out of part of the College Counseling Room. Noticeable changes have been made to the Middle School Room and the Sixth Form room. The dividing wall between the First and Second Form rooms is no more, and the new room, having shed its battle-scars, holds desks arranged in clusters rather than rows. It is hoped that the new arrangement will be conducive to open space teaching. The Sixth Form room is the most changed. Now it is two rooms: a bulwark has been erected over the summer. This wall apparently serves to help the Sixth Form draw the line between work and play, or at least between the work and play areas. The foyer of the senior suite has been well decorated. A fresh look is presented by the walls, lockers, and doors. One wonders whether the Sixth Form room will be a preview of the school's atmosphere in the future.

Several students worked very diligently during the late summer in order to make the new look of the Sixth Form Room possible. Bill Rich and Fred Nelson constructed one of the walls, and Bill McLean built the other. Others contributing to the effort included Jeff Rice, John Danzer, Pete Stamas, Chris Minkowski, Tom Lynn, Larry Wharton, Steve Haley, Tom Brundige, and many others.

The Lower School has also been improved physically over the summer. Acoustic tiles have been added to the classrooms, and new furniture has been installed for the lower three Forms. Elsewhere on the campus Mr. and Mrs. Dresser's old house has been completely reno-

(Continued on Page 5)

THE NEWS

Vol. XVI, No. 1

GILMAN SCHOOL—BALTIMORE, MD.

October 5, 1970

New Teachers, Techniques Add Strength To Trimester System

by Rick Munford and Charlie Duff

Students beginning a new year at Gilman three weeks ago found that some basic but uncontroversial changes had been made in school life besides those that students and instructors had planned last year. Those revisions in Gilman structure include the use of the trimester system, a nine period day, and the addition of nine members to the faculty.

The trimester system divides the school year into three periods instead of two, with the possibility of exams at the end of each trimester. Although the length of the year, vacations, and holidays are not affected, trimesters make possible a greater variety of shorter courses. Vacations also follow the end of each segment.

In place of the normal seven periods of the academic day, there will be eight this year. Each period will be two or three minutes shorter than those of past years. Upper School afternoon study hall will be shortened and a bell will be rung at 2:25 for laboratory classes. There is a shortening of 30 minutes in Early Athletics, and 10 minutes in Late Athletics.

The nine-period day allows students to take more courses, or have more study halls, than have been possible in the past. In addition, the

new plan will facilitate coordination with Roland Park Country School.

Nine new teachers who have been added to the faculty bring with them excellent recommendations and new approaches to the learning experience. In the Lower School, Mrs. John McDonald (B.A., Goucher) and Mrs. Kenneth A. Bourne, Jr. (A.A. Briarcliff) will teach the Second and Third Grades, respectively. Mr. Temple Grassi (B.A., North Carolina) will be teaching a section of the Fourth Grade.

In the Upper School, almost all major departments will have additional teachers this year. Mr. Robert B. Bank (A.B., Princeton, M.A.T., Johns Hopkins) will teach part of the Metropolitan Affairs course in conjunction with Mr. Schloeder, in addition to two sections of American History. Mr. Bank's American History sections will learn the subject through an issue-oriented, rather than a chronological, approach, involving many

new techniques and materials for examining the subject. Mr. Joseph A. Pica 3rd (A.B., M.A., Johns Hopkins and School of Advanced International Studies) will also teach American History, and History Since World War II, a new course this year.

In the Math Department, Mr. Harry D. McCarty (A.B., Johns Hopkins) will teach lower formers under department head, Mr. George Chandlee. In the Romance Languages, Mr. Clifford Taggart (B.A., University of Maryland) will teach Spanish to several Forms. Mr. Taggart previously taught at Boys' Latin. Mrs. Bernard Vannier (Baccalaureat, Sciences Experimentales, P.C.B., Faculte de Medecine, Paris) will teach French in the department, and will also instruct a new course in French Conversation and Composition.

Mr. Ian W. Jewitt (Royal Melbourne Technical College, A.A., Avapohoe Junior College, Johns Hopkins) will assist the Athletic Department and take charge of the Boarding Department.



THREE SENIORS, Bill Rich, Chip Manekin, and Bert Berney listen to discussion at one of Mr. Finney's summer seminars. (Story on page 4)

Middle School Takes Shape

by Bill Rich

For several years, Gilman has been contemplating the separation of the First and Second Forms of the Upper School and the Sixth Form of the Lower School into a separate entity to be designated as the Middle School. The Middle School is a result of the stirrings of a relatively new concept in American educational philosophy: that of an intermediate level of

three or four years wherein the former elementary student makes a gentle transition from elementary school to secondary school. With the advent of the 1970-1971 school year, the Middle School at Gilman has become a reality. Until the Middle School building is constructed, however, the Middle School will consist solely of the First and Second Forms of the Upper School, and it will occupy the

former First and Second Form Rooms.

In an attempt to prevent isolation of the new Middle School from the life of the Upper School, a Middle School Committee has been organized under the direction of Mr. Tickner, the head of the new Middle School. This committee, consisting of more than a dozen Sixth Formers, was conceived in the hope

(Continued on Page 5)



MR. REGINALD TICKNER heads up the new Middle School structure.

Fifteen Seniors Are Semifinalists In National Merit Test Competition

Speaking more highly for Gilman through their number than any other group in recent memory, 15 members of the class of 1971 were named September 17 as Semifinalists in the National Merit Scholarship Program.

Representing less than one percent of the graduating seniors in the United States, National Merit Semifinalists are those scoring highest on the National Merit Scholarship Qualifying Test given each year; the test taken by this year's group was given last February. Semifinalists are, according to the National Merit Scholarship Corporation, "among the nation's most intellectually talented high school seniors."

Gilman's Semifinalists included John Kopper, Mike Blum, Chris Minkowski, Mark Wilson, Tom Casey, Chris Miller, Bill Scherlis,

Buck Baker, Joe Sandler, Bill Rich, Randy Beehler, Charlie Duff, Chip Manekin, Bill Brusilow, and Steve Young.

The test was taken by 710,000 students in 17,000 schools nationwide, and only 14,750 qualified as Semifinalists. Those awarded will compete for Finalist standing, which makes the recipient eligible for a \$1,000 Merit Scholarship or an even larger corporation or foundation grant. Finalist standing is based on the endorsement of an individual's school, extra-curricular interests, and possibly a second examination.

Scoring just below Semifinalists on the examination were those who received Letters of Commendation, and fourteen additional seniors reached this high level of outstanding achievement. They included

Kirk Levedahl, Bruce Abel, Mark Wallace, Alex Gardiner, Pete Spragins, Fred Nelson, Mark Whitteley, Fred Spinning, Alvin Thompson, Tad Douglass, Tom Lynn, Middy Walsh, Frank Davis, and Bill Flowerree.

Derrick Matthews, Gilman graduate of the class of 1970, became a Finalist and went on to win an extensive scholarship awarded by the Texaco Corporation. Matthews is now attending the Massachusetts Institute of Technology. The Texaco Achievement Scholarship Program was established to help provide college educations for Negro students with outstanding high school records. Derrick's award was publicized in the local press, and is considered a high distinction for Gilman as well as for the Matthews family.

Editorial

Activity and life, involvement and energy, have marked the first few weeks of this school session, and these weeks speak already of a Gilman year filled with a rich diversity of interests and pursuits. The student body is involved in running and structuring school life, as well as working in the outside world. Student Council members are faced with challenges posed by the activity and changes of last year and summer meetings at Mr. Finney's house. More than ever, it is accurate and meaningful to speak of a Gilman "community."

The concept of community nowadays necessarily calls to mind the divisions in our nation, the gaps between groups in our society, the alienation of one human being from another because of political or social persuasions. Furthermore, some of these same things that exist in the national community are present and have been observed in the school community: alienation because of race or religion, because of attitudes or personality. This is surprising and disturbing in the light of faculty and administration sensitivity to individuality, in the light of Gilman's general responsiveness to diversity of thought and action.

What the Kopper report (published on the opposite page) calls "narrow-mindedness," however, does exist, and parallels the phenomenon causing hurtful divisions in the national, as well as the school, community. All of us are caught up, not so much on the issues or any matters under consideration, but on the perimeters of the issues, the symbols and labels and attitudes which divide us more than the issues themselves. We have started to laugh at the next guy because we don't agree with him, to stop relating to him as a human being. We are patriots or punks, Communists or Fascists, "outs" or "ins" instead of human beings.

This kind of divisiveness is a disease of communities, which divides and disintegrates them, and in the light of this general phenomenon, it is extremely appropriate that Mr. Finney has picked "mutual respect" as the theme for this year. Gilman is too effective and spirited an institution to tolerate within itself any of the nonsense that comes from lack of mutual respect, the nonsense so very visibly abroad in the larger community. As important as maintaining our own individuality in the school, is maintaining the valuable sense of community which this year should be all about. Any sacrifices this may require on our part are basic, are sacrifices in the name of sensitivity to other human beings, a lack of which is the bane of our times. Mutual respect—for the beliefs, character, attitudes, and qualities of the next man—is not a lofty ideal. It is essential to the best we can be as individuals and as an institution.

—J. E. S.

Sound Off: Mutual Respect Can Exist Outside Gilman; What About Inside?

by Randy Beehler

One of the topics of discussion at the summer evening meetings at Mr. Finney's house was the absence of respect by Gilman students towards the "blue-collar" workers employed at the school.

It was pointed out that because certain students were careless and unconcerned about the appearance of the campus, the jobs of the maids, lawn men, and janitors became almost unbearable.

Perhaps part of the problem lies in the lack of meaningful contact between Gilman pupils and those "from the other side of town."

I was fortunate enough this summer to go play soccer at Patterson Park and Northern High School. In both cases I was breaking into a strictly community recreation. The neighborhood guys had pick-up games each evening. In addition, at the Park, there were always little league baseball, softball, flag football and the "Double-A State Slo-Pitch Softball Elimination Tournament," which really brought out the crowds.

Thus I was able to see the "community" every night. While Patterson Park has the reputation of being a tough area, I was quickly accepted into the pick-up games on

the first evening I went down, and was invited back. I found the same compatibility at Northern, where they joked about the low standing of the new private school soccer league. I was even allowed to practice on an unlimited, semi-pro team, though I was five years younger than most of the players.

During the six weeks of participation in the programs, I got a close-up view of the "blue-collar" workers, a hodge-podge of different nationalities, creeds, and races. Through a discussion with one of the players, I discovered that about 480 out of 720 of the ninth grade at Hampstead Junior High had dropped out last year, mostly to get jobs. Working was felt to be more important than continuing school beyond the mandatory eight years of education. I was surprised at the magnetic pull the Park had. One would see the same people doing the same thing almost nightly—a solitary figure walking the dog, grandstand critics watching the game behind the centerfield fence, old cronies knocking away time on the benches, young kids playing "maul ball," and wives hosing down the alleys. I had the feeling of witnessing active involvement, yet prevailing placidity; plainness, yet neatness; simplicity, yet enjoyment; and individuality in the

Eyewitness Reports Israel Riding High Despite Continuous Fighting

by Chip Manekin

I heard a story during my travels in Israel which tells about a man who fell asleep and dreamt that he went to heaven. The man saw angels sitting around, reading newspapers, and playing harps. "If this is heaven," he thought, "I'm going to see what the other place looks like." So he went down, looked at Hell, and saw wild orgies. "Man, that is the place for me," he thought, and as he was about to go in, he woke up. Well, when our hero died, he went first to heaven and saw the same thing: harps and newspapers. He decided in an instant to go down and enter Hell. But instead of seeing wild orgies, he saw wretched slaves, writhing in penitential fires. The man cried to the poor soul who passed, "Hey, what gives? Where are the parties?" To which the tortured spirit replied, "The last time you were here you were a tourist. Now you're a new immigrant."

The preceding story illustrates perfectly the difficulties about writing an article on Israel after visiting the country for seven weeks. One can learn a great deal about geography and history without really penetrating into what it means to be an Israeli and to live in Israel. Thus I must emphasize that I am no expert on the Israeli situation as a result of studying and touring throughout the land. I went with a group of young American Jews to study Hebrew for four weeks in an intensive Hebrew study center situated outside of Natanya, a town on the Mediterranean between Tel Aviv and Haifa. Afterwards we went sightseeing for three weeks.

While attending the school, we lived in a nice motel, popular with vacationing Israelis. I had an opportunity to talk with a good number of Israeli boys and girls my age. They appeared to be the same as American youths, but there was one major difference: in a few months both boys and girls were entering the Army for a few years. Those boys I talked with accepted

the Army as a price to pay for the existence of their nation.

The Israelis are remarkably adept at trying to live normal lives under the exigencies of war. If all we had to judge the situation by were the headlines in the world press, our understanding would be woefully incomplete. As a military commander of a border kibbutz told our group, "We must achieve normality in order to retain our sanity." He was referring to the recent construction of a new auditorium with its own discotheque-bomb-shelter.

But after a while, one begins to feel the toll of the war, particularly if he talks with Israelis in their own language. This one lost an uncle; that one, a brother; that one, a boyfriend. When the news comes on the radio, there is silence. The country is too small and the war effort too large to have anyone unaffected by it.

Perhaps the two major points which I would like to communicate would be the remarkable spirit and heterogeneity of the country. There is a youthful spirit in Israel which I find sorely lacking in America, the spirit of innovation, experiment, and risk. The country is for the young in heart of whatever age—and if that sounds overly-senti-

mental to some, it may be due to their lack of sentiment. This indescribable spirit breeds a self-confidence which is incredible, given the situation of the Israelis.

The second, and not so well-publicized, characteristic of the state is the diversity of its people. One would think that in such a small country faced with such external threats the people would be more or less the same. This is not true. Israel is the center of world Jewry; each year it has thousands of immigrants from Poland, Germany, England, France, North Africa, and the Orient. Walking in Jerusalem, one may hear French as often as English. Of course, many—perhaps the majority—of Israelis are *sabras*, natives, but there is a healthy diversity of background and outlook.

The State of Israel, as I saw it, is no paradise, even with the given facts of war. It is a hard country to live in, with high taxes and heavy demands from the government. But in Israel, affluence is secondary to a life of commitment to the furtherance of its heritage and its existence, a sense of commitment which we Americans would do well to learn from this tiny country.

A Grain Of Salt: Honesty Must Be Part Of Politics

by Buck Baker

With the primary elections now history, the winning candidates heave a sigh of relief, and press on to a new goal, winning the general elections. The work of campaigning is finished for those men and women elected to the State Central Committees of their respective parties. Yet, for all of these people, the sternest measure of their competency lies ahead...

In a constitutional democracy, it is the duty of public officials to serve the interests of their constituencies as best they can. This can be accomplished either by providing progressive and responsible leadership, by voting on legislation to reflect the views of the community, or by interpreting their laws in the fairest possible manner. It is an unwritten law of human nature that before an official can do any of these, he must vigilantly guard his own integrity; he cannot be false to himself and true to the community.

Senator Tydings spoke with persuasive eloquence on this same sub-

ject at a recent rally in Northwest Baltimore, but his actions fell short of his words. He proved by his recent sponsorship of the "Free Speech Guard" bill that all of his previous judicious statements on the good works of youth mean nothing when it comes down to winning an election in conservative Maryland. Senator Tydings on the whole has proved an excellent Senator, and deserves to be re-elected, but this one blunder provides an excellent example of how a public official, a legislator, can represent the views of a portion of the community, without acting in the best interests of the community as a whole.

The guideline by which our publicly elected officials should act is one which should guide us all in everything we do, from our most trivial to our most significant acts.

"This above all, to thine own self be true, And it must follow, as the night the day.

Thou canst not then be false to any man."

No one can improve on this.

THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 1

October 5, 1970

Editor-in-Chief

Joseph Sandler

Managing Editor

Bucky Baker

Features Editor

Randy Beehler

News Reporters: '71—Berney, Brundige, T. Duff, Finney, D. French, Haley, Lynn, T. Manekin, Miller, C. Munford, Nelson, Rich, Wallace, Wharton; '72—Carroll, C. Marshall, B. Scherlis, J. Talalay, Trimble.

Sports Reporters: '71—DuBois, Ehrlich, Hilliard, Young; '72—Brundige, J. Kaufmann; '73—Gettinger, R. Parker, A. Quartner; '74—Bowe, P.

Circulation Editors: Mark Bond, Scott Howe, Peter Stamas.

Business Board: '71—Selenkow; '72—Downing, J.

Photography Board: Editor—Michael Blum, Associate Editor—Nigel Ogilvie. '73—Hubbard, Silver, Wong.

National Sales Representative—National Educational Advertising Services.

Sports Editor

Bill Brusilow

Business Manager

Tyler Campbell

Faculty Advisor

Mr. Frank Andrews

Where Do We Stand?

The Kopper Report: Energy And Change, Ethics And Communication, Pride And Hope

The following report was written by the members of the Philosophy and Objectives Committee, one of the student committees participating for the first time in Gilman's self-evaluation process in anticipation of upcoming accreditation by the Middle States Association. Each student report corresponded with the report of a faculty group concerned with the same things.

This report, too long to be printed full length even here, was the work of John Kopper, David Selenkov, and Gordie Allen. It was written with the intent of capturing what Gilman is all about nowadays, and where it should be heading. In the opinion of the editors, it is extremely relevant as we approach the complex and exciting challenges of this Gilman year. Because it is such a complete and up-to-date summary of what Gilman has achieved and what it is faced with, we present it to the Gilman community with no further comment.

The formation of a code of ethics in the student is the fundamental goal of education. The primary function of a school, then, is to teach a student to think on his own, for only with the inner freedom to deal with himself and with others can he act against the ingress of mental and social inertia which will confront him throughout life.

The difference between religious and ethical orientation cannot be over-estimated. The former can become enslaving if formally taught, and we therefore feel Gilman to be right in shifting the emphasis of learning to ethical considerations. The narrow religious view is obsolete today, and we would not like the impression to be given that the school is following it. Courses like Black Heritage, Philosophy,

and The Harmony of Science and Religion exemplify the school's success in supplanting the old religious training with the exchange of ideas conducive to free thinking. In a secular society, Gilman is fully responding to the exigence of forming values individually rather than passively.

The means by which the school arrives at its goal of student development is almost uniformly excellent. The acquisition of basic skills, individual capabilities, and character awareness are unchallengeable objectives. In particular, the stress on honor is an outstanding feature of Gilman's effort to present a student with the ideas and conflicts he will face in later years. The system is working well.

Many students believe that the emphasis on college preparation preempts the goal of individual decision making. Students often question the assumption that college immediately follows high school, and several are worried about entering college prepared academically but not emotionally. We feel that the role of Gilman as an appendage to university study should be discouraged—at least until a student is aware of his alternatives following graduation. At present, the result of Gilman education is all too often a "trained intelligence" rather than a "developed intelligence."

Our final concern with the school's objectives rests with the statement on "physical and mental toughness." The two cannot be acquired separately, and yet they are surely partitioned in the mind of a Gilman student. Nor can they be applied sporadically, and yet perseverance in one area (such as athletics) is often thought to exempt an individual from perseverance in another (such as class work) although both con-

tribute to a boy's capacity to endure. Few students feel rewarded by peers or faculty for their self-imposed discipline in day-to-day classroom efforts.

The attitude toward curriculum reform at Gilman is concerned and innovative. As a result, the school continues to provide excellent academic disciplines. The expansion of the language and religion programs, the new Sixth Form English electives, and the presence of two new course offerings in the History Department are examples of the care in revision taken by the faculty and administration. Moreover, the new facilities (described by the Long Range Planning Commission and soon to be built) will visibly ameliorate the atmosphere of learning.

Academic maturity is a difficult quality to judge, but we feel Gilman does not fully provide the opportunities for its attainment. Here we are judging the school by the exceptionally rigorous standards demanded by an excellent institution. Gilman has not succeeded in demonstrating the "interrelation of knowledge." Many courses are by nature difficult to assimilate with others, but it remains that most students are surprised when one course does help another. Each course is a self-contained unit, a separate struggle. Nevertheless, the inauguration of English and history inter-departmentals and the existence of a Physics-Chemistry seminar show that the school has reacted to alleviate the problem—at least in the upper classes.

Another elusive idea in education is motivation. At the junior high school level, motivation must be largely induced. With the passage of time, however, every student, ideally, should learn to stimulate himself. Until recently the opportunity for independent think-



MR. FINNEY: "Passion is needed, but so is intelligence . . . Zeal is essential, but so is kindness."

ing and study was rare. Even now, though the school is aware of the difficulty and has given new measures of freedom to the eleventh and twelfth graders, students often feel unduly suppressed, overloaded with work about which they ask, "What good will it do us?" This is a question for which the administration bears full responsibility; though not required to answer, it should always know why the question is posed. Students see in freedom the attractive dignity of responsibility, and we urge the school to take more risks—in course planning particularly—to see whether students respond with maturity to new liberties.

Time, the eternal demon of scholarship, imposes itself more and more forcefully in the society of today. A majority of the students with whom we talked felt either too overloaded with work to think clearly, or so "underloaded" that they were wasting valuable learning experiences. Though the resolution of this problem comes under the heading of "Guidance" and not "Philosophy," and while we believe that the apportionment of time should always be primarily a student responsibility, nevertheless we here encourage the faculty to better supervise course plans with a view toward best relating the learning process with the unique interests and working patterns of the individual. The pleasure gained in such a synthesis endures long after graduation.

In closing this discussion of educational techniques, we would like to praise two activities which

strongly contribute to the lifeblood of Gilman. The first is extra-academic pursuits. Athletics, once over-emphasized, now furnishes a positive, unalloyed source of exposure to challenge, development of talent, pride, and friendship. Its place in the day of every Gilman student is vitalizing. Likewise, other activities, the clubs and journalistic operations, not only teach facilities in subjects outside the curriculum, but also provide a valuable sense of fulfillment to the participants.

The second activity is the student government. Its importance to the students is immense. Run completely by the boys themselves and succeeding or failing on their efforts alone, it functions both as a voice of opinion for the students and a source of exchange with the faculty. The latter's amenable receptiveness in dealing with the student council adds impulse to the boys' collective search for self-respect.

Any school endowed with a stimulating environment must examine its role in society. We must evaluate Gilman's approach to two distinct communities, the school and the metropolitan. The group of parents, students, alumni, administration, and friends connected with Gilman is a loyal, dedicated sub-community. The school makes every effort, through frequent bulletins, talks, interviews, and programs like "Family Day," to encourage the sense of belonging requisite to such a body's desire to improve the school.

The bridge between an institution
(Continued on next page)



JEFF RICE: "It's time to let things settle down."

Report Continued: "Narrowmindedness"

(Continued from Page 3)

tion and society carries two-way traffic. Gilman must assert itself in active community participation, yet it must also be tractable in its response to the mores of many cultures on its own campus. In the first of these directions Gilman is very strong. Integration, the senior Project Encounter, service programs in the community, war moratorium and Earth Day discussions, courses like Afro-Asian history, debates, plays, and concerts with neighboring schools confront the ways of the community. However, the reverse process, i.e., open-mindedness in letting the community filter into Gilman, is somewhat impeded. No institution today can foster learning and still remain ivory-towered. Gilman's goal must always be preparation for function within society, not removal from it. Some foreign faculty, new students, and black students especially, have felt that they were required on entrance to Gilman to conform to a mold, to shed their own cultural identities. Such standardization can happen in less dramatic ways to each individual enrolled at Gilman. As long as an unspoken provincial attitude exists, the school can never hope to nurture widespread tolerance. To a large extent the problem may be part of a broader social conflict, but because of this we all the more strongly ask Gilman to define and maintain a cosmopolitan outlook and a cultural sensitivity.

Equally as important as a learning experience is the role of the community as a teaching experience. Not only has Gilman recognized its duty to open its doors to boys of far-differing social backgrounds, but the school has organized many programs like Operation Challenge, the Tutorial Project, and the Hospital Project. There was a feeling in the committee that some participation was impelled by a student's desire to increase his list of extra-curricular activities, yet since there are less time-consuming ways of accomplishing this, it is doubtful that such a motivation is at all general. Less than twenty percent of the student body participates in such programs, but this fact can be laid as much to the diversity of student interests as to a vacuity of responsible feeling. Perhaps if the projects were "talked up" more among the students, the ranks of participants might swell.

The most intangible quality of a school, its atmosphere, is the most important. It is an effect rather than cause, and it always reflects the degree to which the school's objectives, stated and unstated, seen and unseen, outstanding and subliminal, are hitting the



HARDHATS appeared on the Gilman campus during this past summer's construction work. These familiar symbols underscored the question of mutual respect as well as Gilman's changing face.

mark. Let us record our feelings on the school's atmosphere, and then let us search for causes and correctives.

The tenor of activity and attitude at Gilman must already be clear from the commentary so far made. The air is competitive at all levels, and full of energy, change, and exchange; Gilman is closely allied with the community, and provides a springboard for character development extending far beyond the classroom hours, far beyond the school day. A Gilman education not only trains the individual, but exposes him to society, challenges him with ideas and situations, encourages the formation of friendships, urges the sensitive resolution of human conflicts, and leaves the individual well prepared to face up to himself and to life. There is one weakness, however, that we note: narrow-mindedness.

This problem is closely related to Gilman's role in the community and to the faculty-student dialogue. There are strong anti-Negro feelings within a large proportion of the student body, and even stronger Christian-Jew tensions. Though the feelings are covert, they are ever-present. The lines of social division caused by differing background, race, religion, or

wealth may very well permeate the entire Gilman community, but they are destructive forces nonetheless. One manifestation of these schisms is a lack of respect for property, and, to a lesser extent, a disregard of others. This attitude contradicts both the objectives of the school and the normally sensitive feelings of the students. Concern

must extend beyond those who are close friends. Moreover, there is little identification with responsibility, and an outlook of negativism and alienation pervades a noticeable minority of the students. Since many boys see more of and are on closer terms with the faculty than with their parents, we feel the school to be in a unique posi-

R.P.C.S. Girls Take Courses At Gilman

by Chip Manekin

For the first time in Gilman's 48 year history, girls are taking classes at the all-boys school. Fourteen seniors and one junior from Roland Park Country School are enrolled in Metropolitan Affairs, Marriage Seminar, Secular Theology, Metaphysics, and American History courses.

Gilman took the initiative in bringing about coordination with R.P.C.S. Due to the efforts of last year's Student Council and the success of the senior seminar program with the girls' school, the administration decided to open the Gilman curriculum to R.P.C.S.

The courses elected by Roland Park seniors are the new seminar

courses, instituted this year. Six girls are taking the Marriage Seminar, which will be taught by Rev. Wendell Phillips and Mrs. Downs. Four girls are in Metropolitan Affairs, taught by Mr. Schloeder, who will be aided by an R.P.C.S. teacher. Three girls are taking Metaphysics, taught by Mr. Normandin; and there will be one girl in Secular Theology, taught by Mr. McDermott, and American History, taught by Mr. Bank.

Two problems have arisen with the new arrangement: scheduling and transportation. Because of the distance between the schools, being late for class is a major problem. The girls can only take courses offered in the first period, with the exception of American History. The first period will start for those courses at 8:30, which will enable the girls to get back to Roland Park on time.

Another problem related to distance is transportation. There will be no transportation provided by the schools; the girls will have to get back on their own.

For the future, there will probably be the chance for further coordination between the two schools and, indeed, between any of the area schools and Gilman. Although Gilman students could not attend classes at Roland Park because of conflicting schedules this year, in the future mutual coordination is to be desired. Both directors of the program, Mr. Reese and Miss Healy, Headmistress of Roland Park, believe that this year is a good beginning for increased academic opportunities for Gilman and R.P.C.S. students.

tion to help. Sensitivity cannot be taught; it must be praised, encouraged, and practiced by the respected members of a society, and the faculty is fully able to carry out this role.

Three causes of narrowmindedness show themselves. The first is inescapable. All communities contain prejudice, and it is natural that boys carry to school what they learn at home. Gilman, surely, does not foster prejudice, but it rarely destroys such preconceptions. We suggest, recognizing the school's near helplessness in such a situation, that students be impressed with single standards of ethics. The ideas they read about must be applied in life. They have a responsibility to form society, not just to learn about it, or to survive in it. Seminars might help in the early grades, where selfishness is most volatile but most easily erased; respect for others can also be taught at an early age (some feel that the Lower School did not fully supervise a boy's responsibilities to classmates).

The structured life at Gilman is a second cause. Though the school has moved away from its former stands on regulations, many aspects of the problem can still be improved. The programmed learning of certain courses, as well as the emphasis on community leadership and visible achievement, estrange many boys. That departments are more often criticized than individual teachers is one symptom of the former unhealthy state. Yet the efforts the administration is making in correcting structured education should soon efface the pains of transition to a freer system.

Finally, lack of communication is a precipitant. Here we can report but not diagnose a problem. Phrases frequently used in reference to the faculty are "smug," "big-brother," "... know what's wrong with us but won't tell..." Also: "We are watched," "We are discussed," "We are looked down on." One outside teacher conducting seminars noted how inhibited the boys were, and laid the fact to fear of exposure, to accustomed silence. The only remedies we suggest for such a stalemate are vague: 1) the faculty must be more than sympathetic to boys' worries; they ought to be responsive and helpful, aware of the dignity of the individual. 2) Communication must never seem limited by time or place.

A sense of perspective, that ability to seat oneself outside an issue, outside a society, and ultimately outside oneself, overcomes all narrowmindedness. We urgently hope that the school observes the development of this quality in Gilman students. Do they leave the school well-educated or do they leave wise?

The nature of any commentary demands that the criticized work at first appear devalued. Yet we emphasize that our desire in this statement has been reinforcement, not disparagement, of an exegesis which we almost fully support. Moreover, though the characteristic impatience of all students for new things will succeed in casting any school in an ill light, we feel Gilman is fully aware of the problems that we have mentioned. Our presence in this committee is itself a sign of the school's responsiveness. Indeed, understanding, although incomplete by itself, is more important than any subsequent action which in its own time may be performed or obviated. We are justifiably proud of Gilman.

Summer Sessions Set Tone For Year

by Fred Nelson

Several student meetings took place this past summer at Mr. Finney's house to discuss the policies of Gilman School and to suggest changes which might rectify some of the problems that have bothered the school community. These meetings were well attended, and though the bulk of the students were juniors and seniors, a healthy interest was shown by many younger formers. The topics discussed at the meetings included mutual respect, the advisor-advisee system, and new administrative procedures.

The topic of mutual respect probably received most attention because it was found that this subject touched everyone in some way.

In this discussion the problem of stealing within the school community was analyzed. It was found that malicious stealing is fairly rare but that the major problem lies in the accidental stealing of books and materials brought about through borrowing. It seems that such borrowing usually results when one has lost a book, and must pick up the closest available copy for a class. Often times that book is never seen again by its owner, and therefore more emphasis must be placed on respect for the property of others, and for other people.

A solution of supplying lockers with locks, for books and personal possessions was offered, and this was contested by those who felt that this would force honesty upon the

students rather than allow it to develop.

Along the same lines, the continuing problem of neglect for the upkeep of the school buildings was examined. The bulk of the comments made on this subject indicated that if the students helped to remodel or repair a section of the building, then they would automatically look after the well-being of the results of their own work.

Much time was devoted to the present advisor-advisee system for new students. To ease the first weeks for the First Formers at Gilman it was suggested that each boy be paired with another during the summer so that each would know someone at the beginning of the year.

(Continued on Page 5)



MR. CARY WOODWARD headed the Gilman Summer School once again. Schedule of the many courses offered appears behind him.

Campaign '70 Attracts Many

by Tony Talalay

Many members of the Gilman community have been active in the political arena this summer. Not only students, but teachers and Gilman graduates have participated in primary election work.

The candidacy of Gilman instructor Mr. Robert Fitzpatrick for Democratic State Central Committee in the Second District, and his leadership of the Tydings volunteer campaign staff, have encouraged many students to work for Senator Tydings' re-election. The campaign has largely been based on the volunteers who have worked in various parts of the city to register people to vote, to distribute bumper stickers, literature, and canvass door-to-door. Among those who have worked diligently on these projects are Stuart Thomsen, Buck Baker, Ray Bank, Dave Selenkow, Mark Wallace, and Alan Kaufman.

Because the office of State Central Committee member is not a very publicized one, Mr. Fitzpatrick has been running on the Clarke-Dalton ticket which had an extremely high percentage of success in the primary. He was helped by several Gilman students in his efforts to door-to-door canvass large areas of the district. The emphasis in his campaign was also on volunteer work. The Democratic State Central Committee, a party rather than public office, is decided in the primary, and is not contested in the general election.

Paul Sarbanes, who is running for Congress from the Fourth District, has received help from John Kopper, George Murnaghan, and George Bias. They have been doing various kinds of work including mailing, canvassing, and coordinating work of the volunteer staff, which is some 100 strong. Students working on behalf of Mr. Sarbanes were trusted with more responsibility than in any other campaign.

Mr. Schloeder has been working hard for Mr. Sarbanes, and, with the help of Mr. Woodward and Mr. Campbell, has solicited the help of other members of the faculty in canvassing and giving teas for the Fourth District candidate.

**MORGAN & MILLARD
PHARMACY**
4800 Roland Ave.
889-2222

Compliments
of
**TONGUE, BROOKS
and
COMPANY**

MIDDLE SCHOOL STRUCTURE

(Continued from Page 1)

that it might act as a liaison between the Middle School and the Upper School, and as such, might head off the "growing apart" of the two bodies.

It is hoped that, through seminars with members of the Committee, the new Middle Schoolers' voices will be heard in the Student Council where they have been so woefully lacking in the past.

Stretch View

(Continued from Page 6)

they can't push the players around at will." At present, however, the 5/73 blooded Indian has retired to his mountain retreat in the Alps and cannot be reached for further comment.

Charles Finley is thinking of moving his baseball club again, this time to Munsie, Indiana. In search of a new gimmick for displaying his team, Finley is having a stadium built where the playing surface is linoleum. Apparently the players will wear shoes with air vents in the soles, and thus they will ride on a cushion of air, providing what will at least be the smoothest game of baseball ever played.

That about wraps it up for tonight, but remember, if anything unusual comes up, we will cut in on regularly-scheduled programming at any time. Thank you. Good night.

Criticism Of Summer Seminars Voiced

by Charlie Duff

The past two years have been something of a revolution at Gilman, but observers have long predicted that the class of 1971 would initiate no great changes and would provide a year of rest in which the school could catch its breath. If the meetings held at Mr. Finney's house this year are any accurate indication, the observers are right. As I sit back and rack my mid-September brain for important changes that were discussed, I can think of none. A great deal of talking was done, but there was little of the crashing rhetoric that marked the 1969 Finney-house meetings. And there was little of the controversy. The atmosphere in all three meetings was one of a friendly group of rational men, essentially happy with the school, who gathered to discuss in a quiet and reasonable way how they could improve it.

Talk this year was centered completely on the school itself, lending further weight to the hope that this year's Sixth Form will lead the school, rather than try to manage the world, as our Sixth Form of last year did with so much fanfare and so little genuine feeling. In their search to find room for improvement in the school, those who met at Mr. Finney's found little. As a result of this general satisfaction, the meetings were not as exciting as last year's, but I feel that they were more productive, not for any great ideas expressed or conclusions reached, but for the responsible attitude that all showed. There was no feeling this year of a need for "change for change's sake," as there was last year, but rather a pragmatic resolution to search out and work out whatever was a problem in the school.

In the end, though, little happened. Let no one think that anything fantastic was done, because it wasn't. There was nothing found to do. This may frighten some people, but I ask them to consider one thing: last year, despite all the ballyhoo, only one thing came of the meetings, the reform of the Sixth Form speaking program. Only practical measures or questions directly related to the school itself have any place at these meetings. Can anyone remember last year's flap, or tell me how much more good it did than this year's? If there be any such person, I ask

him to let me know. Charlie Duff's the name. What seems to be the major, and perhaps the only result of the 1970 meetings was the return to the old dress code. While it is difficult to say how much the meetings affected this decision, it seems impossible that the surprising amount of support for coat-and-tie shown at these meetings had nothing to do with it. Here is an example of the rational spirit that I mentioned earlier: the assembled students and masters examined a new "reform" critically and decided that it was not completely right. I consider this a great victory for both reason and formality, but even those who disagree must realize that the admission made at the final meeting that, however much we may deny it, we do care about dress, is a big step on the road to being honest with ourselves.

The meetings were marked by one very evil tendency, a student apathy that kept the group small and confined it mostly to the Sixth Form. I don't pretend to know why, but even those few non-seniors who did attend were no more talkative than Stonehenge. There is no need to pontificate on how unfortunate this lack of diversity was.

I for one, do not expect that anything of earth-shattering import will ever come out of these meetings as they now stand, because they have been too poorly attended, and because the participants, this year anyway, were sometimes over a month removed from the daily life of the school. The meetings should be held as soon as possible after the end of school, as they were last year. This would bring the meetings more into contact with the school experience, as well as ensuring that almost all students would be in town, as many are not in July. Another idea that might prove worthy of implementation is this, that similar meetings be held occasionally during the school year. Perhaps the intimacy of school life would make them unnecessary, but they might be tried. Another proposal, advanced last year by Mr. Boyd, for a student-faculty formal dance might also be worth study. What will certainly remain the cornerstone of any such monument of increased community, though, are these summer meetings. Thanks are to be given to Mr. Finney, and to all those who participated.



UPPER CORRIDORS also experienced some summer construction changes.

MEETINGS (Continued from Page 4)

At the summer meetings time was given to administrative procedures for the coming year. Plans were laid for a Governance Committee of about eight members. This committee would write down the responsibilities of each class

officer, since the Gilman constitution merely mentions the various offices but does not define their roles in the school. Discussion was also given to the scheduling of classes and of the lunch periods under the new nine-period system.

Eddie's Market

ROLAND PARK

High Quality - Low Prices

Summer Renovations

(Continued from Page 1)

vated for Mr. Taggart and his family. Mr. Taggart will be teaching Spanish this year at Gilman.

Of course the most obvious alteration to the campus proper has been the widening of Belvedere. The city paid Gilman an equitable price for the land, but nonetheless the new road comes within 17 feet of the Lower School, and also comes close to the faculty housing. The wall, though not beautiful, is much superior, in Gilman's opinion, to an easement whose sloping bank would have caused a disastrous "domino" effect on the location of the playing fields.

These then are the physical changes made at Gilman over the summer. It is obvious that much is left to be done. However, all things require a beginning, and this includes Gilman's Long Range planning.

**If YOU Don't
Do It
It WON'T
Get Done
Give to the
United Appeal
See your class treasurer**

Fall Teams Practice Early



VARSITY FULLBACK Scott Supplee busts through line in Poly scrimmage.

Improved Football Team Seeks Victorious Season

Summer vacation ended a bit early this year for the few hardy individuals who came out for early fall football practice. The squad endured a rugged two-and-a-half week schedule of workouts in preparation for the upcoming season, and all are hopeful and confident that their efforts will be rewarded.

Everyone wishes to come off with a successful season after last year's several disappointments, and the team certainly has the material to do so. With a strong returning team, shored up by a championship J.V., the outlook is indeed bright.

Piloting the offense will be Bobby Pinkard, joined in the backfield by halfbacks Hugh McCormick and Will Ruff, with Aubrey Jarret at fullback. The line is led by returning starters Frank Davis at guard, and Ned Grassi and Peter Menzies playing tackle. The ends are Bill Brusilow and Dennis Foster, with Scott Howe at center and Bill Rich at the other guard. Most of the offensive starters will go both ways, with the exception of Brusilow, Foster, and Pinkard, who are replaced on defense by Jim Fusting, John Danzer, and Richard Thomas.

The squad has progressed well thus far, showing up well in scrimmages against Poly and Edmondson. All are looking forward to a schedule which provides them with a good opportunity to prove their ability. Gilman opens up against John Carroll and Calvert Hall, last year's top teams, both of whom are expected to be real contenders again this year. These games are followed by two more out-of-league games with Archbishop Curley and St. Paul's, and then regular "B" Conference matches with Patterson, Dunbar, Forest Park, Southern, and McDonogh.

Altogether, the team is ap-

proaching the upcoming season with guarded optimism. As Coach Schloeder says, "with our returning strength, last year's great Junior Varsity, and some very pleasant surprises up from the

Frosh-Soph, we have the material to be an excellent team. Our success this season depends, then, on three basic things—our teamwork, our self-discipline, and our attitude."



GILMAN DEFENSIVE backfield of Willie Ruff, Hugh McCormick, and Bob Isaacs pull down Poly runner.

Track Talent Runs Deep

by Steve Young

The cross country team has sprinted off to the beginning of another season. The tracksters have officially been pounding the asphalt since September 1, but have been in training since the beginning of August.

The varsity team, at the time of this writing, is composed of thirteen runners. Led by the number one man, Mark Fetting (who seems to be following in the footsteps of Bruce Eisenberg), the team promises a great deal. In the words of Coach Pheil, "This year's squad is one of the best we've ever had."

The season begins on September 24 with a scrimmage against Poly. The team will be looking for the fast start it needs for a successful season, as it is still trying to com-

pensate for the loss of four of its finest runners: Steve Young, Middy Walsh, John (Flash) Ehrlich, and Dave Selenkow.

Onlookers have been greatly impressed by the squad's determination and prowess, and onlooker, George Gephart, has gone so far as to say, "Boy, those guys can sure run." Ray Bank, another astute harrier fan, claimed, "They certainly do have endurance." Tom, "The Foot" Lynn, fleet-footed captain, was so bold as to say, "There's just nothing I can say," after which he sped off.

Well, it looks like a championship for this year's squad of thin-clads. The potential is there; it remains to be seen whether or not Tom Lynn and Coach Pheil can "put it all together."

Varsity Soccer Eyes Crown

by Benji DuBois

Coming off one of the best seasons that any Gilman team displayed in the 1969-1970 academic year, Mr. Edeline's soccer squad received a vote of confidence as 65 hopefuls, 20 more than went out for var-

sity football, showed up at early fall practice September 3.

Gilman's soccer players last year compiled a very respectable 9-4-1 record in their first year in the MSA, proving the school's capabilities in this new sport. As a result,

Coach Claude Edeline contracted one of the biggest and most geographically-varied coaching staffs in Gilman's history. Varsity mentors include both Mr. Edeline, a native Haitian, and Mr. Donald Bordley, a native American, while the Junior Varsity staff comprises Mr. John Normandin, also American, and Mr. Jewett, an Australian. Assisting in early fall practices were Mr. George Edeline, likewise from Haiti, and sixteen-year-old Juan Brun from Bolivia. Their duties, ended, though, as the school year started.

In an exclusive interview Head Coach Edeline compared this year's team most favorably with last year's dark horse contender in the MSA. He attributes this year's strength to the better turnout and the fact that twelve players are returning from last year. In addition the coach went on to say that this squad, "has a better sense of team play than last year's team at this time. They seem to know the fundamentals a lot better."

Carrying a squad of 32 into September 14's scrimmage with Edmondson, Coach Edeline figured to cut the oversized squad down to about 24 players. Senior returnees Chris Minkowski, Billy Gamper, Randy Beehler, George Gephart, Mark Whittlesey, Mark Bond, Peter Andrews, Peter Stamas, and



MARK BOND, FRANK FISKE converge on ball during early fall scrimmage.

Stretch View...

by Bill Brusilow

... And now for today's news in sports.

Hello friends. Today, September 10, 1980, will go down in Baltimore sports' history as the day that the Colts hired their first female coach. Harriet Harinskovich, a three-year All-Pro for the Colts in her playing days as a 305 pound tackle, will coach the offensive line. She said that she doesn't think her sex is going to make any difference to the players. "After all, if any of the boys get out of hand, I can just belt them one," was the way she put it. Harriet prefers to be called by her nickname, "the berserk ostrich."

Looking forward to the Colts' season, quarterback John Unitas says that his arm troubles are behind him and his golden appendage feels "as good as ever." This should come as good news to Colt fans. Unitas just hasn't been himself for the past fifteen years.

On the baseball scene today, Johnny Bench, star catcher for Cincinnati, was suspended for the remainder of the season when a commercial was aired on which he advocated the use of violence in overthrowing the government. Bench, who is now in fifty-two different commercials, is reported to have spoken the words, "It's the only choice." For the one line, the Black Panther Party reportedly paid the renowned athlete ten thousand dollars. Bench claims he did not know what the line was being used for or who was paying him. Upon leaving the courtroom today, he said, "I thought it was for a new toothpaste."

Harold Trueblood, outfielder for the Salt Lake City Cottonmouths, is following up on his suit of the baseball team for not paying his chauffeur's salary. The All-Star performer, who is making in excess of 200,000 dollars per year, said, "the owners have to learn that

(Continued on Page 5)

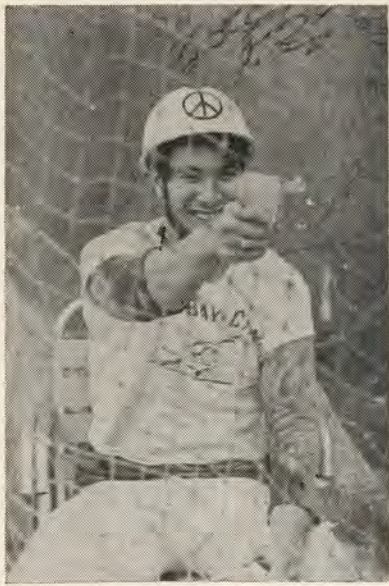


GOALIE RANDY BEEHLER prepares to kick off after soccer save.

Brown Benson plus Junior hopefuls Angus Gephart and Jimmy King figure to power the team. By the September 18 exhibition scrimmage against powerful opponent Northwestern, the coach hoped to consolidate his players into this year's playing unit. The twenty-fifth of September will see the team off to its first regular season game in the newly re-organized "C" Conference, against Boys' Latin.

The last of the varsity cuts will form the nucleus of an up-and-coming Junior Varsity team. All the soccer coaches seem to feel that this year's JV knows more about the game than the units in the past.

When asked about team spirit, Mr. Edeline called morale "Very good. The only thing we ask for," continued the coach, "is school support. We've already obtained the cooperation of the athletic department. All that we need now are the fans."



MR. FRANK Strassburger was only one of many faculty victims of the "Dunk Booth" during the 1970 Circus.

Mythology Turns Cage Into Annual Festival Of Chaos

by Ted Trimble

"Panem et circenses" was the cry in Rome as the angry populace demanded bread and entertainment, and October 30, Gilman honored that ancient custom a bit differently with the annual Circus held for money as well as for fun. This annual revival of the Gilman Circus will help pay for a swimming pool, as did last year's circus. Whether the swimming pool will turn out to be a mirage depends largely on the success of this and future events, and also upon the decisions, *ex cathedra*, of the Long Range Planning Committee. Last year's circus grossed over \$10,000 and was by all accounts a resounding success. This

year the goal was set at \$12,000. Gilman could probably succeed in this quest if the flow of money at the circus even equalled the force and volume of the storm of confetti there.

"Nothing is perpetual but change." The fabric of the Circus was an amazing combination of factors, some constant, some varying. The most obvious of these was, of course, the theme. Mythology became the common denominator of the booths in the cage, and as always, too many entries were old games with pseudo-mythological titles and decorations. A number of booths were, however, very skillfully worked, their creators possibly inspired by the gods.

As relief to this collage of one-dimension visitors from Valhalla or Mt. Olympus, a few booths made absolutely no attempt to relate to the theme at all.

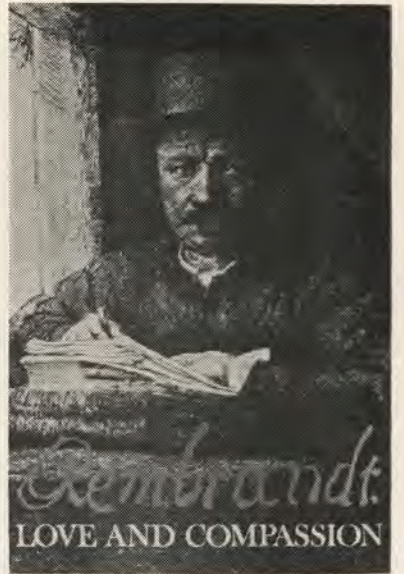
Logically, though sickening to most of the Fifth Form, Greek mythology predominated. A few Norse heroes were seen, mostly thanks to Thor comic books, and welcome leaven to the mixture was the use of American mythology. Have care, Hercules and Thor. On your guard, dryads and hamadryads. The likes of Paul Bunyan were in your midst.

The most drastic change was the removal of the Sixth Form from competition with the other classes. They too, nonetheless, will share in that blessed day of freedom before Christmas vacation, reserved for the winning classes, if the Circus made over \$12,000. Their responsibility consisted not only in fixing up a certain number of booths, but also in helping the lower forms.

The only danger inherent in such a scheme was that the work necessary for the seniors would prove to be too great, but this seemed unlikely for this year's Sixth Formers, who had succeeded in winning the Circus five years in a row. The change took a little pressure off the high priests of this chaos, Messers. Porter and Bartkowski.

Athena and Apollo had their special place at the Circus this year, in the all-new Book Booth. This, the parthenic brain-child of Mrs. Sacktor, a Third Form (upper school) mother, was beautifully simple: hundreds of books donated by families in Gilman were sold. As no overhead existed, all the money taken in was profit. For an incentive every ten books brought in was counted as \$1.00 in form ticket sales. The book prices ranged from one dollar to ten cents, with most below fifty cents. The response from the lower school was overwhelming and promises a solid future for the Book Booth, but for unexplained reasons no books were brought in by anyone above the Third Form, which does not speak too highly for the soph-

(Continued on Page 5)



TITLE FRAME of Common Room exhibit on Rembrandt features one of the artist's many portraits.

School Looks At Great Art

This month marked the beginning of two new intellectual series at Gilman. The first of these is The Edward R. Fenimore Memorial Exhibition. This consists of exhibitions related to art, to be shown in the Common Room throughout the year. The current exhibit, *Rembrandt: Love and Compassion*, will run through November 6. On display in the Common Room are drawings, etchings, and color paintings of Rembrandt's, accompanied by a set of 25 slides with a recorded lecture. The second exhibition, *Art of Black Africa*, will open November 9. Other exhibits during the year will be *Treasures From King Tut's Tomb*, *The Cross of St. Edmond's Of Bury*, *Voices of Dissent*, and *Ways of Looking at Objects*.

The other program is the highly acclaimed series, "Civilisation." Created and narrated by the famed British art historian, Sir Kenneth Clark, it is a guided tour through 1,600 years of man's experience. Lord Clark spent over two years filming the series, transporting the audience from the Dark Ages of Europe to modern America. The thirteen parts of "Civilisation" will be shown, usually on Fridays, through February 5. The first episode, *The Skin of Our Teeth*, was shown Thursday, October 29, at 1:42.

THE NEWS

Vol. XVI, No. 2

GILMAN SCHOOL—BALTIMORE, MD.

November 25, 1970

School Financial Crisis Requires Extensive Plans

by Benjy DuBois

In the process of carrying out Gilman's continuing improvement, as well as its long-range plans, Mr. Finney and others are presently placing much emphasis on the financial future of Gilman School. A low endowment, coupled with rising costs and a projected \$90,000 deficit, have necessitated the formulation of several plans aimed at alleviating these problems.

The financial problem is really two-fold: one side is that the School is incurring a deficit in operating monies, and the other is that Gilman has a low endowment. The deficit, brought about by the rising costs of books, food, and general supplies is the most immediate concern. In addition to these normal operating costs, last year's efforts to raise faculty salaries to a more competitive scale have been partially denied by the rising cost of living. Mr. Finney noted that "inflation and higher costs of living have led to higher salary increments than anticipated."

Both Mr. Finney and Mr. John Arminger, the School's Director of Development, have stressed the point that faculty salaries have become the primary financial concern of the School. They both stress the necessity of paying the faculty competitive wages, even at the sacrifice of other programs, in order to keep the high standard of teaching at Gilman.

Furthermore, the constant need to repair the School and to begin implementation of long range plans through the kind of summer construction accomplished during 1970, also draws a great deal of money. The long-range plans of Gilman, in terms of new buildings, an enlarged student body, increased scholarships to diversify the student body racially and socially, better facilities for art and music, and completely new dining facilities have been described in an earlier issue of the *News*. Just the initiation of these improvements will require from two to three million dollars.

Such special costs as library improvements and increased scholarships draw largely on the endowment, which consists of stocks

and bonds donated to Gilman. These stocks and bonds pay an annual dividend to the School. Gilman's present endowment of \$921,870 is not nearly enough to satisfy these needs. Furthermore, in comparison to the other leading independent schools in the nation, es-

pecially those that compare in quality with Gilman, this endowment is extremely small. It is especially small in the light of the number of years of Gilman's existence and the number of active alumni.

(Continued on Page 5)

Council Should Tackle Governance Problem Soon



BILL RICH of the Student Council discuss problems of governance.

In order to clarify just how responsibility is distributed in Gilman School, the Student Council and the administration have begun to work towards establishing a Governance Committee. The problem of governance lies with the need for setting down on paper the relationships between certain groups in the school, and the procedures by which they should operate with one another.

One major example of this need is that of the Student Council. Despite its increased activity, the number of plans and ideas it works up, there is now no official way for Student Council resolutions to

be passed by the faculty so that they may actually go into effect. Governance procedures would set up a definite means for presentation of resolutions to the faculty, and for the exchange of ideas between faculty and students so that

(Continued on Page 4)

Chatfield Is Mountcastle Lecturer

by John Scherlis

On October 12, Gilman had the privilege of hearing Mr. Hale Chatfield, professor of English at Hiram College in Ohio, as the first of the annual George Earle Pierpont Mountcastle Memorial Lecturers. This lectureship was established by the family and friends of George E. P. Mountcastle, one of the most distinguished members of the class of 1968, who died October 12, 1969, while a sophomore at Harvard University.

Recipient of the Armstrong Prize for Poetry and Prose, George had his strongest interest in modern literature, his specialty at Harvard. Because George was an aspiring young writer, his family and friends felt it would be beneficial to bring to the Gilman community people who reflected George's interest. It was thought fitting that the Mountcastle lectures be, usually, young writers who have succeeded in doing what George was in the process of working towards at the time of his death. Besides his interest in modern literature, George was concerned with the moral and ethical problems facing man in life. Therefore, in some future years a philosopher who has concerned himself with modern man's problems will be the guest lecturer.

Besides the evening lecture, which is given to an audience of Gilman students and faculty, invited friends and relatives of the Mountcastle family, and a limited number of students and faculty from other schools, each lecturer will spend the following day in classes and informal discussions with faculty and students. This year's lecturer, Hale Chatfield, chosen by a committee headed by Mr. Roy C. Barker, was a very appropriate choice. A poet, author, critic, and editor, Mr. Chatfield is an assistant professor of English at Hiram College in Ohio and founder and editor of the *Hiram Poetry Review*, an internationally distributed poetry magazine. His work has appeared in over twenty-five national publications, including the *San Francisco Review*, *Outcry*, and the *Kenyon Review*. He has also published two books of poetry and is presently at work on another. Mr. Chatfield has applied himself to those problems of man that concerned George Mountcastle. He is a regular consultant to the Experiment in Higher Education, contributing to the publication *Higher Education for the Disadvantaged*.

In his position as chairman of the Poetry Advisory Board of the Ohio Arts Council, in his other positions, and in all of his writ-



ACCLAIMED POET Hale Chatfield was the first lecturer in the annual Mountcastle Memorial Series.

ings, Mr. Chatfield has shown a sensitive understanding of the workings of modern man and a knowledge of his problems.

(Continued on Page 6)

Editorial

The more sensitive observers of our times seem in recent years to have taken very seriously the ancient admonition to "know thyself." They have produced an unprecedented flood of material that seeks to analyze our age from top to bottom. Such books as *Future Shock* and *The Greening of America* are only part of the ocean of ideas and words that have contributed to the trend, a trend made necessary by the immense complexity of the times in question.

The self-analytical trend has hit Gilman also, and perhaps it is also the complexity of the school community that has made evaluation seem so appropriate in recent weeks. Evaluation embraced a mass of analysis work done by Gilman students and faculty, as well as by the special committee. The Evaluation, just like the self-analytical trend in the larger world, attracted attention, not so much to itself, but, because it served as a focal point for getting a grip on what Gilman is really all about, its weaknesses as well as its special strengths.

The Evaluation exposed everything from gaps in facilities to problems in scheduling, and also pointed up an outstanding faculty and student body. No doubt the process also highlighted the special mating of democracy and responsibility that gives Gilman students such an active role in school life. The committee must have observed the emphasis the school places on giving every individual a forum for his ideas and interests. They must have observed how seriously Mr. Finney and the faculty take the work of the Student Council.

Yet they must have also heard many voices of unhappiness and dissatisfaction. There are new subtle problems emerging that concern certain school rules, the school's influence in social conduct (drugs and smoking), the openness of the Gilman community, and a host of other things. We should welcome these new conflicts and challenges, the kinds of things the committee heard in its random sampling of student opinion.

What the evaluation should do for Gilman, then, is to expose to those among us who are concerned with these problems, the real opportunities available, the outstanding methods that already exist, for solving these problems. Evaluation should also expose to those familiar with the solutions, the problems of others less satisfied with the school. Evaluation could, in other words, help to "get it together." It could be a unifying experience of tremendous value, bringing together problem with solution.—JES

Reaction To Co-Ed Classes

by Steve Haley

One topic which has been on the minds of most Gilman boys for the last few years has been coeducation. Although it has never been an active topic with the administration, the general feeling was that one day Gilman would be coed in one way or the other. For those who have waited and hoped so long, relief has come! This September, Gilman's religion department took the first step towards coeducation for Gilman. Of the many courses made available to the girls from Roland Park, the Marriage Seminar has by far been the most popular.

Meeting on Tuesdays and Thursdays of each week, the Marriage Seminar has as its instructors, Reverend Phillips, and Mrs. Downs. The agenda this year has called for a series of outside speakers, supplemented by the reading and discussion of *The Art of Loving*, by Erich Fromm. The guest speakers this year have included a Women's Liberation member, a young middle-class married couple, and a Heathcote Farms group of young commune dwellers. So far the student reaction to the guest speakers has been enthusiastic, and at times other classes have joined in the seminars.

An overall picture of the co-educational aspect of these seminars has been very promising. No one seems to be inhibited by having members of the opposite sex present in the same classroom, and by having both sexes present, a much more diverse opinion is represented. The only problem seems to be with class size. Classes average over twenty students, and many students feel that this is much too large a class to create an

atmosphere in which ideas flow freely. An unreliable source has it that some of the girls are a bit timid, but at the same time, one of the girls finds all of the boys in her class "icky." You can't please everyone though.

Gilman seems to have a bright

future in the field of coeducation, and much of the credit belongs to Mr. Nickel for his excellent work on updating Gilman's religion department, but don't forget the mothers and fathers of those wonderful Roland Park girls for making all of this possible.

Mr. Riley Draws Outside Notice For School Work

by Tony Talalay

Mr. James E. Riley has received recognition for his efforts to promote art at Gilman and in the community. He is president of one of the committees of the Independent Arts Council, and has been recommended to serve as a member of the board of the Maryland Art Association. His successes have gone beyond Gilman to the state level.

This year Mr. Riley will serve as the president of the Private Schools Aims Arts Committee of the Independent Arts Council. This group meets to exchange ideas about art programs in all the private schools in Maryland.

"The purpose is to find out new means and approaches for making art programs more successful by the exchanging of ideas and trying to stimulate interests in the arts not only in the schools, but

A Grain Of Salt: Why Gilman Works

by Buck Baker

In the film series, "Civilisation," Sir Kenneth Clark says, "Above all, I value the genius of individuals, and the society that makes it possible." If one were to substitute "school" for "society," he would have not only a functional credo for educational institutions, but a definition which puts some facets of the Gilman education in an extremely favorable light.

Within this definition, the whole objection to the dress code becomes not only irrelevant, but tritely inane. Students who really appreciate the quality of education offered at Gilman will not be troubled by the small alterations they must make in their appearance to make this education available.

We can see, also, that the honor

system is not only an essential part of every person's moral being, but the harness within which the freedom that makes creativity possible is meaningful. Only when a person relies completely on his own soul and intellect does self-expression become self-satisfaction.

Athletics is another means of expression well-suited to youngsters who have not developed other means. By forcing a student to participate on a regular basis from early in his career, Gilman increases the chances of development of this ability. However, the misinterpretations of the functions of sport that frequently follow an overemphasis on winning, only detract from the benefits to be gained.

To try to evaluate the trimester system and the pass-fail grading system at this early period in their

use at Gilman would be rash and presumptuous. I do propose that Sir Kenneth Clark's quotation would serve as one perspective from which to evaluate these two systems at a later date.

From an overall standpoint, Gilman's potential for making possible "the genius of individuals" has increased rapidly in the past two years. Indeed, it is my opinion that Gilman is a leader in this respect. The profusion of talent manifested in all activities at Gilman attests to this. From the standpoint of a student, we should not only be proud of this surfeit of skills, but we should also be consciously striving to put our abilities to work toward proud ends. Talent, like freedom, is something to be gained for the sake of something else.

Will Age Of Terror Replace Age Of Self-Confidence?

by Randy Beehler

The more I observe local, national, and international events, the more I become aware of the fact that people worldwide are losing self-confidence, and are rapidly being overcome by fear.

A proper amount of self-confidence can create a leader who can inspire others. Yet the individual today is hardly recognized at all; the collectivization of mankind is the trend, whether that collectivization is in the community, with hippies, with hard hats, in party machines, or with socialism.

At first, this process seems a more efficient way of organizing

the functions of life. The results, however, have been the exact opposite. In the United States, for example, there is prevailing apathy in the community; our country is becoming more divided; every one is looking for a real statesman, and the federal government has never been less efficient, nor more in debt.

More importantly, drive and initiative are being stifled. There are too few leaders of the state, country, or the world that are respected and revered. If one starts naming greatly admired celebrities in any field, the list is pitifully small. Few people still believe in heroes.

I happen to feel that lack of

confidence leads to a lack of leadership which causes degeneration of society. Look at the growing number of youth on drugs. Why? Life is meant to be some sort of a challenge. Without proper guidance, today's generation does not know how to accept the challenge. Many of the doped students consequently feel hopeless or bored.

Another significant result of diminishing self-confidence is the rise of fear. Young and old alike are afraid to walk city streets, in daytime, as well as at night. The fear of atomic war makes people fear that the end of the world is imminent. Through fear and terror, planes are hijacked. Terror and blackmail are used in urban slums by urban minorities to gain power. French Separatists murdered a Canadian minister, and Latin revolutionaries kidnapped several foreign counselors for the same purpose—by scare tactics; they think their demands will be met. As fear spreads, pessimism and distrust grow. One's life becomes more restricted. Home-owners install locks, burglar alarms, and bars across their windows. Fear causes them to venture out less and less. And the downward spiral continues on and on.

Where has man's self-confidence gone? In his pocketbook? Has he become satisfied with monetary success? Where are the leaders who realistically know they can succeed, because they have the drive and the willpower to come out on top? Where are the real men with the bravado and the cockiness that drove America from the woodland forests onward to

(Continued on Page 6)

Mr. Schloeder Puts Alumni In Hysterics In Banquet Speech

by Rick Sigler

This year's alumni banquet was a successful and enjoyable one for all who attended. The banquet was highlighted by an excellent speech presented by Mr. Nick Schloeder, better known as "Coach" by Varsity Football team members. Mr. Schloeder's speech was of a humorous tone, varying from politics to football just as Mr. Schloeder's active life varies. In speaking about politics, Vice President Agnew was discussed, of course. Mr. Schloeder said that "when Mr. Agnew voted for me for election to the Constitutional Convention, this was the first time I questioned his grasp of the issues," but Mr. Schloeder quickly pointed out that "you have to give Mr.

Agnew credit, he's courageous, and not afraid of the reactions of his political contemporaries — Of course, most of his political contemporaries died in the seventeenth century."

Changing the subject to the more local issue of the job of coaching Gilman's Varsity Football team, Mr. Schloeder felt a little uncomfortable talking to the alumni members as he is not a Gilman or Princeton alumnus himself. He is fully aware that a football coach's job is "to keep the alumni sullen but not mutinous."

It can be readily said that Mr. Schloeder "stole the show" at the 1970 alumni banquet.

THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 2

November 25, 1970

Editor-in-Chief
Joseph Sandler

Managing Editor
Bucky Baker

Features Editor
Randy Beehler

News Reporters: '71—Berney, Brundige, T. Duff, Finney, D. French, Haley, Lynn, T. Manekin, Miller, C. Munford, Nelson, Rich, Wallace, Wharton; '72—Carroll, C. Marshall, B. Scherlis, J. Talalay, Trimble. Sports Reporters: '71—DuBois, Ehrlich, Hilliard, Young; '72—Brundige, J. Kaufmann; '73—Gettinger, R. Parker, A. Quartner; '74—Bowe, P.; '75—Hooper, J.

Circulation Editors: Mark Bond, Scott Howe, Peter Stamas.

Business Board: '71—Selenkow; '72—Downing, J.

Photography Board: Editor—Michael Blum. Associate Editor—Nigel Ogilvie. '73—Hubard, Silver, Wong.

National Sales Representative—National Educational Advertising Services.

Sports Editor
Bill Brusilow

Business Manager
Tyler Campbell

Faculty Advisor
Mr. Frank Andrews



CANDIDATES Parker (left) and Mitchell debate issues at Gilman during the campaign for Seventh District Congressional seat. Mitchell won the election five days later.

Peter Parker And Parren Mitchell Debate At Gilman

by Dave Cross

The inner workings of a political campaign were revealed before a chapel assembly Friday, October 23, by Mr. Robert Goodman, who heads the Robert Goodman Advertising Agency. This agency works for Republican candidates in election years by handling their advertising campaigns. Mr. Goodman brought with him a series of television advertisements for Paul Eggers, a gubernatorial candidate in Texas whom Goodman's agency was supporting.

However, an image projected by television is not as important to a candidate as a head-to-head confrontation with his opponent. One such confrontation took place Thursday, October 28, when the Gilman Political Club sponsored a debate between the two Seventh Congressional District candidates, Peter Parker and Parren Mitchell Co. (Parren Mitchell spoke first at the request of the Peter Parker headquarters), followed by a question and answer period and a five minute closing statement by each candidate. A large, enthusiastic

Robert Goodman Talks In Chapel

by Charlie Piven

Less than two weeks prior to the November 3 election, Mr. Robert Goodman, who heads up the Robert Goodman Advertising Agency, consented to speak at Gilman. Although the Goodman Agency promotes products, it concentrates in election year on the promotion of Republican candidates. In 1966 the Goodman Agency handled the Agnew for Governor Campaign. This campaign brought to the agency national recognition as a builder of political images. In 1968 Mr. Goodman's successes included Arch Moore, Governor of West Virginia; Louis Nunn, Governor of Kentucky; and Linwood Holton, the first Republican Governor of Virginia in a century. This year the Goodman Agency is handling more Republican office-seekers than any other organization in the country. Among Mr. Goodman's 1970 candidates were Paul Eggers for Governor of Texas; Winthrop Rockefeller for Governor of Arkansas; and incumbent Senator Winston Prouty of Vermont; and Bob Taft of Ohio.

Mr. Goodman showed a campaign film for Paul Eggers, after giving a general background of what an "image maker" must do. Following this was another short speech explaining the film. Mr. Goodman came to Gilman with the idea that it would be a good experience for himself and an informative assembly for the student body. It turned out that both of these resulted, for there was considerable response to Mr. Goodman's request for questions.

crowd posed several difficult questions which were adeptly fielded by both candidates.

It was indeed a privilege for

Gilman to host such a prestigious debate. It is hoped that programs of comparable importance will be arranged later.

Official Evaluation Board Visits Gilman

To maintain its status of accreditation with the Middle Atlantic States Association of Independent Schools, Gilman undergoes a self-evaluation and an evaluation by the Middle States Visiting Committee every ten years. Both students and teachers participated in the self-evaluation last spring, and have undergone an evaluation by the committee during the week of November 9.

After arriving on Monday, the ninth, the committee joined the Board of Trustees and the Upper and Middle School Faculty for dinner at Gilman.

On Tuesday, the real work began. Several members of the committee sat in on various classes throughout the day, eating lunch whenever they were able to. Other members, composing several subcommittees, met with student representatives of various activities, the guidance and library staffs, the school nurse, and faculty representatives of certain departments.

On Wednesday, the committee again visited classes, and interviewed administrative personnel, including Mr. Finney, heads of departments, selected faculty members, and students selected at random.

On both Tuesday and Wednesday nights, the Visiting Committee met to prepare their reports on what they had seen and heard. On Thursday, class visiting was continued, and all subcommittee reports were concluded.

During the afternoon, Dr. Jack L. Livingston, Assistant Professor of English at Duquesne University, who is head of the committee, delivered an oral report to all fac-

ulty and staff who were able to attend. His report, which included corrections of the self-evaluation reports, consisted mostly of a list of "commendations and recommendations." Singled out for commendation were the friendly air of the school; the students, for their cooperation and diversity of talents; the faculty, for their dedication and excellent qualifications; and the rapport of students and faculty. Dr. Livingston recommended, among other things, revision and uniformity of scheduling, increased fine arts and music facilities, and a clarification of the responsibilities and functions of various people and departments within the school.

The true test of the value of the evaluation will come when Mr. Finney receives the final report of the committee in several months. What is significant is whether we can take advantage of this evaluation to build upon what Dr. Livingston calls the existent "fine foundation for an educational institution."

MORGAN & MILLARD PHARMACY

4800 Roland Ave.
889-2222

Gilman Third and Fourth Formers will produce the comedy, *George Washington Slept Here*, December 4 and 5, at 8:30 p.m. in the Auditorium. The play, under the direction of Mr. Herbert Merrick, concerns an old couple and their children who move into an almost unliveable old house. Their new home offers them a considerable number of challenges, and a comic situation unfolds.

Stars of the performance include Tom Cross, Paul Hendrix, Bunky Wehr, Evan Hubbard, Jaime Spragins, and Mike Downs. Girls parts are played by Bumsy Melcan, Angela Lanty, and Amy Proutt.

Senior Grade Ideas Set Pace For Overall Reform

by Fred Nelson & Charlie Carroll

This year the senior class will again experiment with the pass-fail grading system. It is hoped that with the new trimester arrangement the pass-fail system will be employed to a greater degree than was done last year.

The pass-fail system has not been officially passed by the faculty, though the Sixth Form enthusiastically voted to adopt it. It is hoped that the system will take effect during the second and third trimesters, which will substantially decrease the work load on seniors after Christmas vacation. Again this year, each paper under the new scale will receive a Pass, High Pass, or Fail from the teacher.

Several pros and cons concerning pass-fail have been voiced, and all have legitimate justification. The main objection to the new system is that it is hard for teachers to average the P, H, or F marks into a final letter for a marking period grade. To facilitate this it was found last year that some teachers kept number grades on all papers and tests and averaged them before translating them into a letter. Seniors objected rather strongly to this. Also, under pass-fail, students tend to work only for the "P", and therefore teachers tend to grade harder than in a number system.

The advantages of a pass-fail system center mainly around the easing of the academic load on seniors. It is hoped that without numerical grades students will learn for the sake of learning rather than for the grade. Also, a decrease in the load will allow for the devoting of more time to meaningful extra-curricular activities. Finally, since colleges usually regard grades duly from the junior year and from the first half of the senior year in their admissions decisions, there is no real need for strict grading and ranking after the first trimester of the senior year.

The application of the pass-fail system during the second and third trimesters of the senior year will allow the school to view an experiment in progressive education. By examining the results closely, those concerned can plan for permanent new policies for our grading system.

The results of the adoption of any kind of a pass-fail system for seniors will be observed closely. Such a system will serve as an example of the operation and effects of potential long-range grading reform for all of Gilman.

In recent months, the whole issue of grade reform has been one of the most important problems discussed by the Student Council. This problem will probably be one of the first major issues to be dealt with through the new system of governance now being planned. The Student Council is expected, therefore, not only to formulate a solid plan for grade reform, but also to design the very procedures by which such a plan can be compromised, improved on, and finally passed by the faculty and administration. These procedures would, in other words, call for passing a Student Council resolution back and forth between students and faculty, finally reaching an effective compromise, and putting the plan into action without further ado.

These governance procedures are not the only way that grade reform could occur. Another idea for creating the needed reform would involve a joint student-faculty committee, which would attempt to formulate right off a compromise plan that would be acceptable to the school community.

In any case, the Student Council has been pressing the idea of increasing the faculty's use of written comments on the performance of their students. This procedure is being used to some extent already, and has been encouraged many times by Mr. Finney, but the use of comments is still insufficient and irregular.

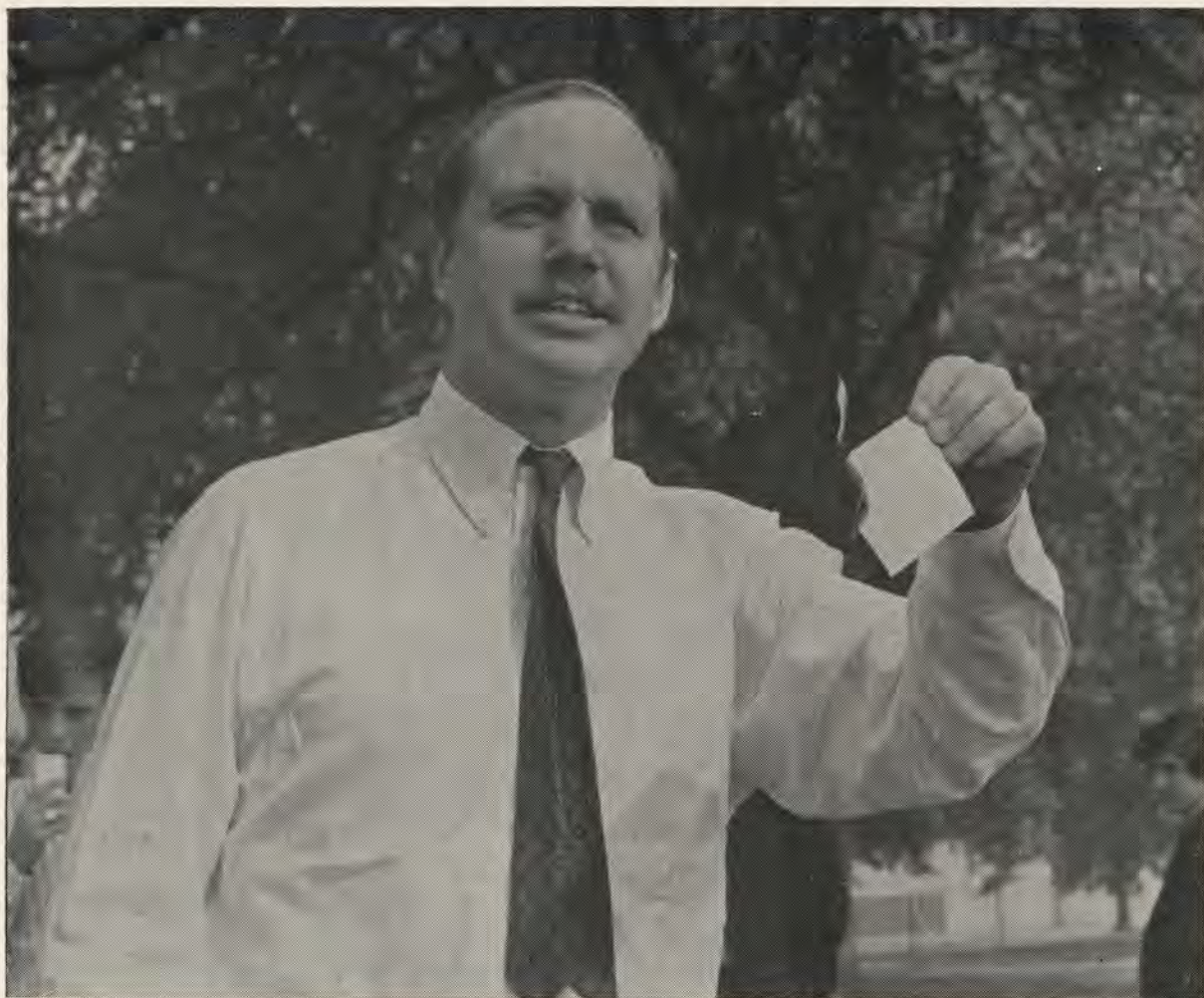
The increased use of written comments would help respond to the call for more individualized, less mathematical evaluation of a student's work. In all Student Council activity, the use of comments has been recognized as an effective step in grade reform, as a step worthwhile taking, no matter what type of overall reform is eventually created.

The first part of overall grade reform that occurs could be the conversion of the present numerical grading system to one based on A, B, C, D, and E. A strictly pass-fail system will probably not be considered, for even though pass-fail is being used effectively in many seminar and religion courses, this system would not satisfy the demands of colleges for grade averages and class ranks.



COMMON ROOM will be filled with Fenimore art exhibits for some time now, as the result of generous gift to the school.

Rising Milk Crisis Is Revealed



"STRIKING a blow for liberty:" Counting those "Gleeful Glassfuls" is repulsive to revered revolutionary Chairman Boyd, here shown leading his people in a milk card burning.

by Gordie Allen

Our country is now deep in an era of internal strife—an era characterized by inflation, social injustices, rising crime, and widespread political confrontations. In times such as these it is to be expected that our school not be free of such problems. This is the case for Gilman School, and especially its faculty, which is immersed in ever increasing unrest over the current milk situation.

The problem started when the state agreed to lessen the financial burden of the school by sharing the cost of milks used by the students. However, our leaders in Annapolis refused to help pay for any milk consumed by faculty members. Each teacher found it his duty to his country to keep an accurate record of the number of milks he drank, and the school was to be billed for these.

Many conflicts arose in the method of accounting for the milks. Mr. Finney artfully suggested that all empty milk car-

Mr. Riley

(Continued from Page 2)

tee. Perhaps all the presidents of the art clubs of the member schools would get together, and elect a student to serve on the committee.

At the same time, Mr. Riley has been recommended to serve as a member of the board of the Maryland Art Association by Mr. Harold Lott, the state consultant. Up to now the Association had been open only to members of the public school system; the constitution made no mention of the private or parochial schools. To allow Mr. Riley to become a board member the constitution has been amended. "This," Mr. Riley hopes, "will open new doors of communication between the public, private, and parochial schools. We can exchange ideas and build a better program."

Mr. Riley's achievements have gone beyond the school level to the state level with this two year appointment to the board.

Mr. Riley had served at various schools in the city and in the county before coming to Gilman. He attributes his success to "hard work, sweat, and a little bit of a Southern accent."

tons be placed on Mr. Gamper's desk. However, Mr. Gamper soon found this situation intolerable and he struck back by forming the controversial "Milk Committee" and appointing Mr. Pheil and Mr. Allen, the two most active conspirators, as chairmen, or "big cheese," as they call themselves. The "Milk Committee" was responsible for assigning teachers milk cards on which to record each milk they drank.

At its first meeting in the faculty locker room, the committee, whose membership was now overflowing, resolved to put into action several interesting and worthwhile plans. They unanimously decided to bring a cow into the next faculty meeting in hopes that it would encourage more milk drinking, which at the time had fallen off. This plan fell through when junior Geoff Berk's pet cow fell sick the day before the faculty meeting. It was also decided that a special award (possibly a bronzed milk carton) would be given to the "milk drinker of the month." Also, every teacher would get a gold star for each milk he drank. The committee, determined to create in our school a friendly environment for milk lovers, appointed several of its more artistic members to hang throughout Gilman's halls colorful milk posters such as "Ingest a gleeful glassful."

At first the committee really believed in what it was doing, but soon the members became more and more dissatisfied with their accomplishments. They came to realize that they were just supporting a system—one which forced men to keep milk records against their will! Some members became militant, and in violent protest, burned their milk cards. One, protestor, Mr. Schloeder, who probably drinks as much as any of the faculty members, had these words to say: "We are fighting against oppression and striking a blow for liberty against the establishment."

The future of the milk committee seems very uncertain. It is my great hope that the milk drinking controversy will soon be solved, and then we will be able more easily to tackle some of our other problems such as crime, inflation, and social unrest.

Gilman Has Some Choices In Responding To Drug Problem

by Scott Sherman

There have been a diversity of subjects discussed this year at Gilman, ranging from "mutual respect" and communication, to curriculum changes and long-range plans. There is one vital subject, however, upon which no one has, as yet, focused attention. This problem is drugs. It is no longer confined to the black ghetto or the white lower class neighborhood, but is now very real at Gilman. Gilman has a responsibility to the community as well as to its students to make everyone aware of the serious effects of drugs.

It has been suggested by a number of the faculty that we direct drug education to two groups—the younger non-users and the older users, with particular attention focused on the younger boy of middle school age. It is strongly felt that, if the middle schoolers, the sixth, seventh, and eighth graders, are educated with the hard and basic facts about drugs at their age, we would be reaching the problem at its very roots. The proper films and qualified speakers would provide the basis for the drug education, along with simple but direct discussions. The mind of a twelve or thirteen year old is undergoing a great deal of change. The results of this change formulates basic ideas and philosophies that will be retained throughout life. Therefore, the object of the education at this level is to present the youngsters with facts at a most opportune time. To quote from the recent Kopper report: "The formation of a code of ethics in the student is a fundamental goal of education." Hence, if we can instill a code of "drug ethics" in the thirteen year old, we will have made a significant step in the right direction.

With the second group, those students already experimenting with drugs, the approach must be more sophisticated—not one of drug films and speakers, but one of small discussion groups, where, one hopes, ideas from the participants will have some effect on

a compromise plan can be reached. Another major area with which a Governance Committee would deal is the relationship of different groups on campus. For example, in honor violations, where does the responsibility of the Honor Committee lie, and where the responsibility of the Judiciary Committee? What aspects of running the school are under the jurisdiction of class officers in the Fifth, Fourth, and Third Forms? Governance procedures would make clear the duties as well as the possibilities attached to each position of responsibility in the school, mak-

ing student participation in governing and running the school a more organized, and therefore more effective, part of Gilman life.

Even after it had finished its initial written work, a Governance Committee would probably become a permanent group. This group would have the responsibility of deciding "who does what" when new conflicts and problems arise in the area of governance. In summary, dealing with the question of governance will not only provide for the smooth operation of an active Student Council this year, but will leave a better organized Gilman for the years to come.

GOVERNANCE

(Continued from Page 1)



ADIRONDACK WILDERNESS CAMP

Elliott K. Verner, Director
Long Lake, New York 12847
*An Intensive Tripping Camp
In the Largest Wilderness
Area In The East*

For Information Contact—
John F. Bartkowski
144 Stevenson Lane
Baltimore, Md.
Phone: 828-9527

Old hands and all those interested should come in their Saturday clothes Saturday, December 5 at 10:00 a.m. to the Lower School Auditorium.

pressures. Emotions, resulting from poor family situations or other frustrations, may completely override any knowledge of the dangers of drugs.

It might seem that Gilman's attempt at successful drug education is futile. The student at a young age is exposed to all the facts about drugs. He later takes part in seminar discussion groups. Then, depending on certain external forces, he may or may not use drugs. However, when we analyze a drug education program, we must not approach it on the negative side—thinking of those not affected by drug education. If drug education at Gilman succeeds in preventing only one boy from using drugs, something has been achieved.

others. This method will only be successful if the participants are open and truthful. An alternate method is a private discussion between the student and "the right person." We are then faced with the problem; who is "the right person" to talk on a one-to-one basis with the young drug user? He must have a good understanding of the drug problem, an understanding of how the young mind works, and above all, the ability to communicate.

A third group consists of those older students who have not experimented with drugs. Last year the school undertook a series of drug seminars on the Fifth and Sixth Form level, hoping to motivate some serious thoughts about drugs. Although not formally planned, it is hoped that the subject of drugs will arise this year in the regular seminar groups.

The question remains: Will drug education have any real effect on the student? The greatest success will undoubtedly be with the younger Gilman student, for he is basically receptive to ideas, and at this age, more impressionable. Most important would be the code of "drug ethics". Throughout our lives, we are influenced by our sense of values to choose between right and wrong. One hopes these "drug ethics" will have a similar effect on the boy who is contemplating the use of drugs.

The current drug users offer a great challenge to the system of drug education. First, the supply of "right people" to talk to them is very limited. Second, "the right person" must communicate with the user at the proper time, at a stage during his use of drugs when he might tend to be more receptive. Finally, this one-to-one relationship is only a beginning. Its purpose would be to prompt the user to examine his own situation and make a decision.

We are faced with still another problem. A student, aware of the facts about drugs, aware of the dangerous potential of drugs, is then subject to certain external

Eddie's Market

ROLAND PARK

High Quality - Low Prices

ROLAND PARK

FLORIST

LAWNDALE AVE and

WYNDHURST AVE.

Compliments

of

TONGUE, BROOKS

and

COMPANY

"A Cry Of Players" Rates Only A Ho-Hum

by Chip Manekin

Historical drama must encompass either of two objectives in order to be an effective form of the theater; it should seek to use the vehicle of familiar history to present a universal situation or truth, or it should try to dramatize history so that we gain some insights, albeit the playwright's, into people or events of the past. *The Crucible* is an example of the first type; *Abe Lincoln in Illinois*, an example of the second. The one strives for the general truth; the other, for the specific situation. Either one or both of these objectives are indispensable to the success of the play.

That *A Cry of Players*, by William Gibson, fails at both of these objectives shows clearly why the play was never successful. In endeavoring to accomplish both of the goals of historical drama, using the historical situation of William Shakespeare's early life, Gibson is handicapped from the start. The natural inclination of a playwright dealing with Shakespeare would be to draw a portrait of the artist as a young man—what influences were working on the youth. Unfortunately, Gibson sought to portray Shakespeare as a young rebel against priggish and unjust authority, treating the playwright's artistic restlessness as merely a part of his revolt against society. Not only was this unrealistic but was also poor drama. Legend has it that Shakespeare left Stratford for London after having been caught poaching on a squire's land. Gibson treats this event as crucial in the young man's development and pushes aside the more dramatically convincing theme in

the play, that of Shakespeare's unhappy marriage. In short, William Gibson, by attempting to force the dramatic situation incorporating a universal truth—in this case, young man in revolt, accomplished little of dramatic worth and still less of historical credibility.

With the defects of the play in mind, I must still praise Center Stage for an admirable production from all aspects. With the exception of the squire, Sir Thomas, each actor was convincing. Special attention should be called to Rae Allen, who was magnificent in the role of Anne Hathaway, the strong-willed, earthy wife, with a heart of gold beneath her tough exterior. Miss Allen managed to invest what was essentially a stereotype with real meaning and credibility. As William Shakespeare, Peter Strauss demonstrated vast potential as a good actor; the scenes with Will and Anne alone together were the most satisfying of the performance. The encouraging aspect of the evening was the depth of Center Stage's company, for there was hardly a weak link in the large cast.

Center Stage, with solid acting and direction, tried to salvage an essentially mediocre play. It could not be done. No amount of good acting could bring life to a play which dragged considerably at times, which used bawdy dialogue excessively to the limits of boredom and bad taste, and which seemed to rely on stock situations and characters. The true test of Center Stage's talents and versatility will come in its next production, *Marat/Sade*, by Peter Weiss. Right now, however, the season is off to a ho-hum start.



HIGH PRIESTS of Chaos were Circus Chairmen Messrs. William Porter and John Bartkowski. Story on the 1970 festival of confusion and good fun is on page 1.

FINANCIAL CRISIS

(Continued from Page 1)

Again, such top priorities as money for faculty salaries come from the endowment. The problem, then, has become one of reducing the size of the deficit, while at the same time increasing the size of the small endowment.

The money for these projects has, in the past, been collected primarily through tuitions and through Annual Giving, with the latter accounting for a sizable fraction of the total. In the 1968 drive, 1751 donors gave \$124,418. Memorials, too, such as the Edward Fenimore fund, designed to help the library pay for new books each year, provide a needed source of funds.

The major source of revenue, however, is that which comes directly through tuitions. In 1969-70, parents paid \$977,521 for tuitions for the education of their children. Since the key seems to lie here, some would suggest that tuitions be raised. About this Mr. Finney

said, "We will not raise tuitions during the current year, as we are pledged to maintain the present rate. Many parents who do not receive financial help are making considerable sacrifices in order to send their children here."

Problems have, therefore, become manifold, as an increase in faculty salaries, an increase which will benefit the underpaid teachers, will, at the same time, work against the School's efforts to keep tuition down.

To combat these steadily increasing problems, both the Development Office and the Headmaster have formulated several plans. First of all, Gilman can rely on Annual Giving. With a concerted effort on the part of parents, friends, and alumni, this drive can supply some money for the soaring budget. Second, efforts must be made to raise the endowment by a significant amount. The newly im-

plemented Special Gifts campaign going on right now calls for individual solicitation among potentially large donors. In this manner the School hopes that some wealthy members of the constituency will respond to the call for more money than usual. Third, wise spending of existing funds can help reduce the present deficit, dictating that the School must spend its money most carefully. The fourth and final decision, one which concerns the parents most directly, will deal with a new tuition plan, which is as yet in the planning stage.

Because the long-range development plans dictate the need for six million dollars, the financial situation has become, more than ever, a major concern of the Gilman School. Through judicious planning, however, the problem can be solved.

CIRCUS CHAOS A SUCCESS

(Continued from Page 1)

mores, juniors, and seniors.

There was a small island of quiet in the eye of the storm this year. Mrs. Finney planned a sharply delineated place for those tired of the melée elsewhere to sit down and take coffee and other refreshments. Admission to the oasis of calm was charged, and many, weary from their private odysseys, stopped to rest there.

There was also a spontaneous renaissance of 'revenge' booths. The Fourth Form had an amorphous booth where one could, with the payment of the proper monies, throw a sopping sponge ball at a defenseless teacher. Slightly more sophisticated was the Fifth Form Booth in which one could hit a certain target, trip a lever, and release the contents of a water-filled bucket upon a person sitting below. The victim was provided with protection from errant missiles, by a raincoat and a water pistol. Here, at least some of the subjects were Fifth Formers, including those responsible for the booth, so that formed victims could avenge their unwanted inundations.

The father of The Great Organizer, Jeff Rice, arranged a booth himself to cater to fathers. The new booth offered everything from clothing and carpentry equip-

ment, to, as Chairman Porter put it, "chances at booze."

The performance of the Lower School was remarkable. Not only did they do great deeds in collecting books, but also honor is theirs for the sale of circus tickets. The Lower School booths were also deserving of wonder, having sprung up, phoenix-like, four days before the circus.

An innovation in the way of food was celebrated this year. The Fifth Form, specifically Walker Abel, installed a Belgian waffle booth. These concoctions were waffles made ambrosia with the addition of whipped cream and strawberries. The circus was enlivened by a waffle-eating contest in which the winner ate fourteen-odd waffles. The junior class also made an incursion into politics with the sale of hard hats. Perhaps this will lead to the vending of political posters, buttons, stickers, T-shirts, and watches. But a path equally favorable and more rich with lucre is that of gambling, for it is inscribed with indelible letters in the handbook of the sayings of Chairman Porter that "if the Catholic church can do it, why can't we?" Mr. Porter himself helped the Third

Form make a one-armed bandit in which the winning combination spelled out Z-E-U-S. But right now the biggest gamble is the circus itself. We play with loaded dice, however. These are our community, our faculty, and our student body. All interact to make our Circus unique, enjoyable, and, one hopes, extremely profitable.

TUXEDO PHARMACY

5115 Roland Avenue

TUxedo 9-2000

VICTOR MARKET, INC.

S. S. PIERCE PRODUCTS

— Aged Prime Meats —

4804 ROLAND AVENUE

HO. 7-0826

SUBSCRIBE TO THE "NEWS"—NOW!

All alumni and friends are urged to subscribe.

price

\$3.50 per year

Subscriber's mailing address

name

street

city

state

zip code

"THE NEWS" — 5407 ROLAND AVENUE
BALTIMORE, MD. 21210

Compliments

of

THE
CANTERBURY
SHOP

Lower School Athletics

The Soccer-Kickball League in the Lower School has certainly been a hustling one. After loosening up with laps around the track and ten minutes or so of calisthenics, the four teams in the League ready themselves for daily round-robin soccer games. Four balls are used with the first team getting two balls in the nets the winner.

Among the many hustling soccer players are David Brewster, Carter Buxbaum Kevin Connor, Jonathan Fishbein, Jim Goldgeier, Phillip Gray, Danny Hansen, Andy Owens, Gino Prezioso, Mac Riley, Craig Russell, and Jeff Melby.

Great fielding plays and long ball hitting are featured in the kickball games which find all teams trading victories week after week. Some of the outstanding players are Sean Darby, Biff Dorsey, Tom Fehsenfeld, Steve Lietman, Charlie Hutzler, George Kelly, Ted Millspaugh, Scott Nesbitt, Ketch Sector, Gordon Simpson, David Slaughter, and Jimmy Wilkerson.

Heavyweight Football

After two rounds of league competition, the Dark Blue mini-gridgers under Coach Menzies have a perfect record of four wins and no losses. These front runners of the Heavyweight League are powered by Richard Lundvall, 150-pound fullback, and by speedy tailback John Sanders. John Downs, Randy Slack, Will Dixon, and Earle Weaver add spark to the Menzies Machine.

Runners up to the Dark Blues are the Light Blues, coached by Mr. Brune. With a record of two and two, Brune's Bruisers are led by Bill Baldwin and hard-running Fifth Form fullback, Craig Lewis. Other Light Blue standouts are John Eliasberg, Tom Connor, and "Superchuck" Wenzel.

Dresser's Reds are in last place and still looking for their first win. Chris Murray, captain and quarterback, has been the Red's offensive weapon. In a recent game he completed passes to teammates Dubin, Williams and Pritchett for considerable yardage and one touchdown. The Reds have gotten defensive support from Hap Cooper and Gary Benninghoff.

The most promising Fifth and Sixth Formers will be chosen for their respective all-star teams which will face Calvert and possibly other opponents.

Lightweight Football

This season, 52 aspiring pigskin pugilists arrived for the lightweight football season. They were divided into four squads: the Blues, Grays, Greens, and Reds.

At the present time, the Blues lead the league with a 5-1 mark. Led by the running of "Thunder" Powell, and "Lightning" Bartkowski, the Blues also have a strong line anchored by Geoff "Bubba" Mock, Big Pete Northrop, Killer Jim McKhann, and Sleepy John Merryman. In addition, Sean (Is Believing) Casey, "Eyes" Sunderland, Jay the Dancer Waltz, and Fast Frankie Daly (Sundays too!) have been outstanding. The team is coached by Mr. Himmann.

The Grays currently are holding onto second place with a 3-1-2 record. Standouts on the Grays include James Bond, "W. C. "Worthington," "Nails" Cromwell, Biff "Merry" Christmas, Peter (Jimmy) Brown, and Irish David McDonald. Tom "Popper" Cochran, "Hugh" Feinglass, "Mouth" Marcus, and Mark (my words) Oursler are others who have contributed much. Mr. Clapp is the coach of the Grays.

The Greens, coached by "Vince" Grassi, are led by Walter "Bigfoot" Bowie, Fritz "Set-Down" Haller, "Toad" Sawhill, Linc "Babbling" Brookes, Tiptoe Tony Hall, and Snapper Grably. The Greens are in third place with a 1-3-2 record. Additional outstanding personnel include the two Georges, Armor and Banks, Anthony Cutler Hall, a sharp fullback, and Boomer Menzies.

The Reds have played well despite a misleading 0-4-2 record. Led by the rainbow backfield of Bill Blue and Tom Green, the Reds have been making steady improvement. "Iron Man" Herndon, Huge Herbie Egerton, "Book" Marc Paul, Steven Mouthcarthy, "Hacking" John Kaufman, Dimples Lim, Greg Smootch, and Jay "the Hick" Booze have all turned in fine performances. Steve Haley and Midy Walsh coach the Reds.

THE JEROME APPLE CO.

ALL FORMS OF INSURANCE

1 E. REDWOOD ST.

PL 2-8541

J.V. CROSS COUNTRY

(Continued from Page 7)

Gilman J.V. Cross Country team pulled off a major upset by defeating both schools. Billy Reese, finishing first, and Marty Sutton, finishing second, led the team. On October 28, the squad competed in the second Group Meet at Herring Run. Although team results were not disclosed by the time of the writing of this article, individual performances merit recognition. Bill Reese finished fifth and Marty Sutton 17th out of 150 runners. The meet could produce the lowest scores in Gilman history. J.V. Cross Country has remain-

ing clashes against Forest Park, Douglass, and City, and the final Group Meet on November 12.

Coach Jack Thompson summarized this year's squad as having "more natural ability than previous J.V. teams . . . as the team gains experience it should finish strongly in the final two Group Meets . . . this year we have two or three very good runners, and about ten boys who are about even, thus, giving the team great strength in the middle." Let's all lend a little support to J.V. Cross Country the rest of the year.



CROSS COUNTRY meet against John Carroll and McDonogh. Star runner Mark Feltman is already in front and out of the picture.

ELBURN'S GARAGE

4232 FALLS ROAD

Baltimore 9, Md.

TU. 9-1617

TU. 9-9809

Complete Auto Service

JAS. BRENTLEY

— CLOTHIER —

5119 ROLAND AVE.

Large selection of
Men and Boy's
Sport Coats, Top Coats,
and Suits
Imported Shetland
Wool Sweaters

Varsity Soccer

(Continued from Page 8)

vided into two units at each area of play; the two groups at the different spots usually have been alternated throughout each game. One forward line consists of left wing Mark Bond, left inside Harold Jones, center Pete Andrews, the team's leading scorer, right inside Ty Campbell, right wing Chris Minokowski, a co-captain and Ray Bank, an alternate inside. The other line has Pete Waxter, Guy Warfield, Angus Gephart, Don Carroll, and Jim King from left to right. One of the halfback units uses any 3 of Brown Benson, co-captain Bill Gamper, George Gephart, and Frank Fiske; the other group consists of Dan Miller, Dan Finney, and Joe Sandler. Mark Whittlesey and Jon Ehrlich form one fullback unit; the other employs Jeb Byron and Stefan LaPorte, or Fred Spinning. Goalies Randy Beehler and Pete Stamas have played well in allowing only 14 goals in 12 games with five shutouts.

This year, the Varsity Soccer team has shown much ability; the second fine season in a row seems a sign of future success for Gilman. Although seven players will return next year, the championship J.V. team should provide many fine prospects. Thus, it appears that there is great promise for soccer.

STEVENSON, WOODLAWN & CO.

Cross Country

(Continued from Page 8)

team to make up for the loss of the six seniors.

The strength of this year's varsity team lay in its depth of talent. Next year's team will have the same kind of depth, and the team will also be a little faster. The coach, Mr. Pheil, is still thinking wistfully of a few years ago, when the championship was lost by a mere ½ point. Perhaps, in 1971, he will no longer have to look back to see victory.

F.S. Football Faces Tough Schedule

by Steve Parker

Following up last year's second place finishers, Gilman's fresh-soph football team exploded to a quick start in the M.S.A. Scoring on a four yard plunge by Steve Parker and a safety by guard Jeff Jones, a rejuvenated frosh defeated a powerful Curley team 8-0.

Disappointment set in as Gilman's frosh was defeated by a big and fast Carver team 26-6 in their second league game. Excitement characterized the third game as Mervo ran back an interception for a touchdown with only fifteen seconds left in the game causing the squad its second loss in a row. Asked about his feelings on the season so far, Coach Anton Vishio's only reply was, "We've shown weaknesses in certain areas, but I'm proud to see the courage and determination this year's team has shown against its larger opponents and I'm confident of a winning season from now on."

Mr. Vishio evaluated the defense as the strong point of the squad from its tough performance against Mervo. With the addition of a new series of plays he hoped to strengthen the offense.

Against Forest Park the team finally settled down and with touchdowns by Ross Pierce, Courty Jenkins, Jamie Murry, and Ronnie

Smoot, Gilman's offense proved powerful, racking up twenty-eight points, while their defense blanked Forest Park's offense. The Frosh Soph team tallied up another victory with a score of 28-0.

On the line of the starting offense is returnee Jeff Jones, along with newcomers Brad Mudge, Marke Zarbin, Julian Chisholm, and Greg Pinkard as the interior linemen, and Billy Fritz and the squad's kicker, Jamie Murray as ends. The backfield is highlighted by bombing quarterback Andy Brooks, fullback Steve Parker, and halfbacks Ross Pierce and Courtney Jenkins. Frequent substitutions on the line include Travis Emory and Bear Thompson, while substitutions in the backfield include Mike Carter, Ronnie Robinson, Ronnie Smoot, and Steve Secor. All of the offense also goes on defense.

This year's frosh may not be the biggest team in the league, but it prides itself on its disciplined play, insured by Dave Allan, Temple Grassi, and senior Benjy DuBois. Coaches Allan and Grassi have coached frosh's tough defense, while Benjy DuBois specializes in both offense and defense, wherever he is needed.

In view of his well-organized team and fine coaching staff, Mr. Vishio is confident of a winning season in the games that follow.



CHATFIELD

(Continued from Page 1)

The major themes of Mr. Chatfield's lecture were, "what is a poet and what is his place today" and "what is poetry and what does it do?" These are very intriguing questions whose answers are mandatory knowledge for one who seeks to understand any type of poetic statement. A poet, he feels, is "a person who uses language as an artistic means" and is "interested in using all those uses of language which develop from simple messages." To do this, Mr. Chatfield feels, the poet employs the metaphor, the tool of all artists. He quoted from many well-known writers and poets in presenting his feelings, including Percy Bysshe Shelley, who wrote that poets are the "unacknowledged legislators of the world," for they reflect man's morality, which is the basis for man's so-called "laws." "The poet," Mr. Chatfield said, "does his thing for fun." He

is free from the control others might attempt to exert upon him. Poets have always been "against all tyrannies opposed to man's spirit of creativity and good will." Every single poem, painting, or any other art form is against (consciously or unconsciously) war, racism, and other repressive, destructive forces.

On Tuesday, Mr. Chatfield visited some Fifth and Sixth Form English classes, in which he and students exchanged their feelings on poetry. That afternoon, he attended a Literary Club meeting and commented on several poems written by members of the club.

The Mountcastle Lectureship presents the Gilman community with an excellent opportunity to become acquainted with the present trends in poetry and philosophy. With the continuation of the excellent quality displayed in the first lecture, the success of these lectures is assured.

Beehler

(Continued from Page 2)

become the world's most productive land?

Each of these existing fears has been felt before. In 1000 A.D. the world was supposed to have come to an end. Barbaric tribes terrorized civilization for hundreds of years. And the fear, ridiculous as it seems, of falling off the earth, because it was flat, existed well

into the sixteenth century.

What is wrong with us then? The future is no worse than we believe it to be. It is time for the self-confident to be recognized, and get the publicity they deserve, and to pump new life into a bored, depressed world. Let them make reality exciting again, so that there will be no need for "trips" and illusions.

Champions Reign In J.V. Locker Rooms

Soccer Joins Winning Ranks

by Tony Talalay

This year's Junior Varsity soccer team rolled over all its opponents in the MSA C conference to give Gilman its first soccer championship. The team compiled an undefeated record of nine wins and one tie in league play.

The season began with three victories over Boys' Latin, Friends, and St. Paul's before the J.V. battled to a 0-0 tie with Towson Catholic. This was followed by a victory over Lutheran. In the second round of play, the team could not even be stopped by Towson Catholic.

Probably the most amazing feat was that only three goals were scored on the three goalies—George Chainey, Doug Quartner, and Jock Whittlesey. None of the goals were scored on George Chainey, who was the starting goalie. Mr. John Normandin, the coach, attributes this to the halfbacks, who kept the ball down the field for the offense to score. Teamwork was also a great factor in giving the team its successful season.

Alex Townes, the team captain, Bill Tennis, and Brad Sinclair were the three regular halfbacks who were backed up by Ted Trimble, Andy Bershad, and Mac Finney.

The defense was superb, and it made a great difference in the outcome of the season. Steve Greene, Doug Flagle, Steve Hargrove, George Bias, and Todd Galvin were the fullbacks responsible for this.

Tony Talalay led the scoring department with six goals followed

by Yutaca Ishizaka with four and Mike Van der Loos with three. Scott Sherman and Nick Kohlerman both had two goals, while Kim Byron, Ned Hooper, Ross Dierdorf, Henry Myerberg, and Bob "Frog" Bindeman each had one.

After the season, the J.V. played Southern, who finished in the middle of the B conference, and got a victory of 2-1 under very wet conditions. This showed that the team has real potential as a strong force in the MSA leagues.

The J.V. provided experience for many people who will go on to Varsity next year and is looking forward to next year when many of the younger players like Louis Gonzalez, Steve Moss, Will Gorman, Marty Himeles, David Liu, Hunter Cochrane, John Bartkowski, Alex Kolobielski, and others will return.



BILL TENNIS boots ball for JV.

Reese And Sutton Lead J.V. Thinclads

by Bob Cohen

The sixteen man junior varsity Cross Country squad has been working diligently for two months to represent Gilman, and although cross country lacks the glamour of football, and the excitement of soccer, it warrants acknowledgement.

Outstanding J.V. runners this season includes Billy Reese, Marty Sutton, Jon Hyde, Keith Mott, Jack Grey, Alex Armstrong, and Jim Lynn. In its first test this year, the annual Novice Meet at Herring Run October 1, Gilman's best runner was Marty Sutton, who placed fifty-ninth out of nearly two hundred contestants. One week later, the J.V. cross country team opened its season against John Carroll and McDonogh. Jim Lynn ran a close fourth in a losing cause. The squad traveled to Herring Run for the first Group Meet October 14. Bill Reese emerged as the team's best runner by placing twenty-fifth in a field represented by every city school. J.V.'s next encounter was against Park on October 20. Seven Gilman runners placed among the first ten, thus securing a victory.

The team's next test was an imposing one, pitting Gilman against two top county powers, Mt. St. Joe and Northeast. On October 23,

(Continued on Page 6)

STRETCH VIEW

(Continued from Page 8)

has undergone a constant series of injuries, all to star players, and most involving the knee. Peter Menzies, a starting tackle, had his knee injured in the opening scrimmage of the year, against Poly. Pete was lucky. He was only out for two weeks and was able to play the entire season, starting with the Calvert Hall game.

In the opening game of the season against John Carroll, the first serious injury of the year occurred.

FRANK LEONARD'S UNIVERSITY SHOP

Clothing & Accessories
For the Student

ID 5-9797 5902 York Rd

Football Takes Crown

by Doug Quartner

The J.V. Football team opened its season against Calvert Hall and was beaten 12-0. After this initial setback, however, the team has not lost a game.

The main difference between the team that lost that game and the present J.V. squad is organization. In the beginning of the year, players were making too many mistakes, such as fumbles, interceptions, and missed assignments. Mr. Campbell tends to feel that Calvert Hall was just a better organized team on that opening day and believes that the outcome would be different if the game were played over. The J.V. has an overall record of 7-1, with a 5-0 record in league play. They clinched their division title before the McDonogh game and now have to play John Carroll for the championship of the conference. Mr. Campbell has commented that he feels they have the momentum to go all the way, for after the opening loss to Calvert Hall, the team has defeated Curley, Northern, Patterson, Dunbar, Forest Park, Southern, and McDonogh.

Bruce Barker started the season as quarterback for the J.V., but was taken up to the Varsity after two games; Bill Hooper was called on to take over, and, as Mr. Campbell says, "he has done a terrific job." The rest of the starting offense consists of Steve Kelly and Dick Cromwell at ends, interior linemen John Magee, Bucky Marshall, Ned Rosenberg, Bo Carey, and John Hargrove, and backs Tom Obrecht, Scott Clemson, and Al Weems. Steve Richards and Chip Hill, both of whom have been injured, were the back-up runners, at the start of the year. The offense is good, but as coaches and players agree, the key to the team's performance has been defense, a defense which started off strong and, if anything, has gotten better. The line features the potent charges of Bo Carey, Chip Vonneif, John Bremmerman, Bill Hazelhurst, Bucky Marshall, and Billy Kelly. Manning the linebacker stations are Tom Obrecht, David Tickner, and John Scherlis, and the defensive backfield features Tom Callanan and Bill Kanwisher at halfbacks. The safety position is taken by Al Weems.



BUCK MARSHALL AND BILL KELLY close in on Dunbar ball carrier in JV game.

CHANDLEE STEPS DOWN AS LACROSSE COACH

George M. Chandlee, Jr., who has been one of the most successful high school coaches in the history of the Maryland Scholastic Association, will step down as the Gilman Varsity Lacrosse Coach. Mr. Chandlee has completed twenty-three years as the chief lacrosse mentor at Gilman. His first team won the MSA Championship in 1947, a feat he also accomplished with his most recent team, which shared the 1970 Championship with St. Paul's.

Over the span of his distinguished career, Mr. Chandlee's teams achieved a remarkable .800 winning percentage, having won a total of 172 games while losing 42 and tying three. His teams have also won four other MSA championships: in 1948, 1949, 1950, and 1956. Probably most significant is that Mr. Chandlee has had intimate personal contact with some 600 Gilman students who have played for him during his coaching career. A significant number of these students have gone on to play lacrosse in college, and a total of thirty-eight have received All-American recognition. In addition to his long teaching and coaching experience, Mr. Chandlee is intimately involved in lacrosse on a national scale. He is a past-President of the United States Lacrosse Coaches Association, and he is presently on the Board of Directors of the Lacrosse Hall of Fame Foundation.

Gilman's next lacrosse coach will have to fill the shoes of an extremely competent, important, and influential man.

Aubrey Jarrett, an All B-Conference performer last year, was injured while plunging into the line from his starting fullback position. The injury was to his knee, and Jarrett was out for the next seven games. He played against Southern and McDonogh, but it was obvious that it just wasn't last year's Aubrey Jarrett out on the playing field. In the first half of that same John Carroll game, team captain Frank Davis sustained a foot injury which kept him out of the rest of that game and the following game against Calvert Hall. Jarrett and Davis played the starting inside linebacker positions for Gilman, and, coincidentally, Calvert Hall got their long rushing yardage against Gilman right up the middle, at the positions played

by replacements Mike Karas and Scott Supplee. Karas and Supplee, who had a combined weight which was almost ninety pounds less than Jarrett and Davis's, were physically unable to quell the charge of Calvert Hall's middle linemen. Now, this is not offered as an excuse for Gilman's losses. After all, with Davis back the next week, the team beat Curley, even though starting quarterback Bob Pinkard had had his foot broken in three places during that week in practice. And Gilman did defeat unbeaten Patterson in the first league game, even though starting center and outside linebacker Scott Howe had his knee injured at the end of the first half. Scott had to have his knee operated on, and he

was out for the rest of the season. After losing to Dunbar, Gilman beat Forest Park, losing starting defensive end Bruce Abel in the process. Bruce's knee (what else?) was injured, and he couldn't play for the rest of the year. Gilman then defeated a weak Southern team before going down fighting against McDonogh. It would take too long to describe the lineup changes that injuries necessitated, but one thing must be kept in mind. Up through the last game, the Gilman football team, injury-ridden, jinx-ridden as it was, still had a chance at the championship, and that is all that need be said about the courage and guts of the boys on the team. As captain Davis said after the McDonogh game, "Nobody can ever say we quit."

Davis-Led Football Team Enjoys Winning Season



RICHARD THOMAS releases ball against Dunbar.

After a rather less than auspicious beginning, the Varsity Football team has come back in a very powerful way. "Pulling themselves up by the bootstraps," as the old adage (vaguely) goes, they have suffered quite a few devastating injuries and have been able to overcome them by means of a virtue which was not really present last year—team spirit. Whereas last year's squad was mainly a group of individual performers, this year's team learned how to pull together after losing the services of a few of its more talented players.

Early-season injuries included senior quarterback Bob Pinkard, senior center Scott Howe, and All-Conference end Aubrey Jarrett, who was playing fullback and linebacker at the time of his injury. Pinkard's place has been admirably filled by junior Richard Thomas, who has led the team to a winning season. Mike Karas took

over at center for one game, but moved to the guard position, giving way to Pete Menzies, a tackle who played center in his J.V. days. Karas now plays little offense but retains his role of starting linebacker. Jarrett's position at fullback was taken over by the captain of the team, former-fullback-converted-to guard, Frank Davis. Just when Jarrett got healthy, defensive end Bruce Abel was leveled for the rest of the season while assisting on a blasting tackle made by team-mate Frank Davis. Jarrett subsequently took over his old role of defensive end. Time and again the Gilman team has been asked to adjust and make up for the loss of some valuable player, and their 3-1 record going into the McDonogh game attest to the team spirit and unity present all year long.

Looking down this year's team roster, one feels the group should have been a winner from the start. The line consists of Dennis Foster,

Steve Michels, Bill Rich, Pete Menzies, John Danzer, Ned Grassi, and Bill Brusilow. The backfield is composed of such heady, speedy personnel as Hugh McCormick, Willie Ruff, Frank Davis, Richard Thomas, and Peter George. Both Davis and McCormick have appeared on the list of the top ten scorers in the M.S.A. from time to time.

Other players who should be noted for their performances and efforts, are Jim Fusting, Bob Isaacs, Scott Supplee, and Greg Davis.

Gilman opened its regular season against Patterson and scored an upset win over the heavily-favored Clippers in the rain and mud, 24-6. Davis scored all three Gilman touchdowns, but McCormick did most of the damage, racking up over 150 yards rushing on the slippery field. The team then suffered through a trouncing by Dunbar, 26-6 where the defense was almost as powerless as the offense to do anything against a quick, fired up Dunbar team. Apparently, the memory of that defeat has lasted through the next two games. Gilman handily trimmed Forest Park and Southern, 22-12 and 40-6. Putting on a great burst of speed towards the end of the season, the varsity football team went into the McDonogh game with a championship hanging in the balance. The winner of the game, McDonogh, became champions of the division, and went on to play Northern for the Conference title.

Despite the final outcome of the season, the football team has shown itself to be champions in overcoming and actually growing stronger after setbacks which might have destroyed the spirit of a lesser team.



HUGH McCORMICK, varsity tailback, evades Dunbar tackler.

Varsity Harriers Have Ups And Downs--Mostly Ups

by Mark Wilson

If one looks only at results, this season has been a confusing year for Varsity Cross-Country. The Varsity has placed poorly in both group meets thus far, but are 7-1 in triangular meets. Their only loss—a second place finish to City—has been offset by sweeps of first in every other triangular meet. In the process, they have come in ahead of some schools that beat them in group meets.



CAPTAIN TOM LYNN comes down the home stretch.

The team is led this year by junior Mark Fetting, who looks forward to challenging the top spots in the city next year. Behind him comes Joe Carton, a sophomore with the self-explanatory nicknames of "Half-Man," "Seal," and "The Mid-get." Captain Tom Lynn, a senior, usually finishes third for Gilman. Fourth through sixth spots are filled by two juniors—Jack Orrick and Walker Abel—and a senior, Mark Wilson.

The rest of this squad is filled by seniors Alvin Thompson, Marvin Miller, Peter Spragins, and Fred Nelson, and junior Brandy Cushing.

Looking forward to next year, only two of the top six runners will be graduating, and the one-two combinations of Fetting and Carton will remain unchanged. In addition, the J.V. Cross Country team is having a very successful season and is sure to provide ample quality material for the

(Continued on Page 6)

Stretch View...

by Bill Brusilow

Football is the game of attrition. Is there any sport or activity in the world which can even approach football in the number of leg, knee, hand, and arm injuries per season. At times it even seems that the game of football was designed specifically for the purpose of wiping out knees. Each man is wearing twenty pounds of equipment which protects him, but also slows down his agility and increases his inertia, making him more difficult to move. Each foot is planted firmly into the ground with a series of cleats which allow better traction, but also keep the feet from sliding easily out from under a player when he is hit. To top it all off, many players have their ankles taped. Any blow below the knee will not be transmitted to the feet—they can't move, remember, or to the ankles which move relatively easily from side to side if they are not taped. Instead, any sideways pressure is directed straight at the knee, a joint which is designed for backwards-forwards motion and cannot move from side to side at all. Seeing that the easiest place to tackle or block a man is below the knees, it is small wonder that there are so many torn ligaments and cartilage injuries to the knee in football. Just to name a few examples, think of Joe Namath, Gale Sayers, and Tom Matte. Hardly a weekend goes by without some big name running back getting hurt, and that hurt is usually in the knee.

Even at the high school level, football exacts its toll of knee injuries. Look at the Gilman football team. Last year, Ned Grassi had knee troubles. This year, the team

(Continued on Page 7)

Soccer Season Proves To Be Triumphant, Disappointing

by Alan Kaufman

This fall, the Gilman varsity soccer team again made a strong attempt to win its first championship ever. Playing in a newly-formed conference of 7 Catholic and private schools, Gilman was tied for first place after 8 league matches. Although two disappointing losses eliminated hopes of a championship, the season nevertheless must be considered a success, as Gilman produced consecutive winning years. This, along

with a J.V. championship, should establish Gilman as a power in the coming seasons.

The team's record is now 5-4-1 in league play, with two additional victories recorded in other games; the opening game, a 4-2 defeat of Northwestern, paved the way for the following successes. However, after a 3-0 triumph over Boys Latin opened league play, two disappointing games were played. First came a 1-1 tie with Towson Catholic, a game followed

by a loss, 3-0, inflicted by St. Paul's. Nevertheless, after this low point, the team won 5 games in a row. The streak began with a 4-1 defeat of arch-rival McDonogh. Next, Gilman registered consecutive 2-0 victories over Friends and Severn, a non-league opponent; another shutout, 1-0, over Lutheran followed to end the first round of league play with Gilman, 4-1-1, in the midst of the battle for first place. A second shutout of Boys' Latin kept the team in contention; however, a disappointing 1-0 loss to Towson Catholic hurt the team's chances. The next game, against St. Paul's, would perhaps decide Gilman's fate, but a tough 3-2 loss, after Gilman had rallied from a 2-0 deficit to tie the game, left the team in a hopeless situation. Another 3-2 loss in overtime to McDonogh destroyed any chance of finishing in first place. However, despite the disappointment of not winning the championship, the Gilman team should be proud, as it has established the school as a tough competitor in Baltimore high school soccer.

This year, Coach Edeline has used a platoon system to get the best effort from all of his twenty-five boys. The team has been di-

(Continued on Page 6)



MARK WHITTLESEY stops ball against Hopkins Frosh, as Billy Gamper comes in to help.



RANDY BEEHLER, Varsity goalie, kicks off against Towson Catholic. Randy played Varsity last year, and after practicing at Patterson Park over the summer, started most of Gilman's games this year.

THE NEWS

Vol. XVI, No. 3

GILMAN SCHOOL—BALTIMORE, MD.

January 13, 1971

STP Committees Begin To Work On Dress, Drug And Smoking Issues

by Tony Talalay

Gilman's new Student-Teacher-Parent Committees, known as STP, began their work January 6. These new groups derive from an unprecedented display of school spirit and concern Thursday night, November 19, when some 100 students appeared at a Student Council meeting. The meeting was preceded by an intensive campaign

to get all those interested to come. "We wanted a list of issues so that we could form committees to deal with them," said Student Council President Jeff Rice. Discussion of the issues was not intended at this time; however, some suggestions were talked about, and a list of issues for Gilman to work on was drawn up.

It was decided that Student-

Teacher-Parent Committees, consisting of eight students, four faculty members, and about eight parents, would be organized to study each issue and come up with solid conclusions and suggestions. Out of over twenty issues raised, three were considered of sufficient importance to warrant an STP Committee. These included Appearance, Drug Education and Smoking.

These were issues that also seemed to call to question the idea that Gilman was trying to mold each student into a certain life style. This idea was discussed time and time again at the meeting. Some people claimed that this was part of education. It was

(Continued on Page 3)

Glee Club Mixes Old And New In Christmas Concert



PRACTICING FOR the Glee Club's annual Christmas Concert, leader Mr. John Merrill is shown here conducting the group during a rehearsal session.

by Charlie Carroll

On Sunday, December 13, the Gilman Glee Club presented its annual Christmas Concert in the Alumni Auditorium. This year, the Carol Service of the Seven Lessons served as the format for the concert. It is adapted from the Service of the Nine Lessons, which is a traditional English observance. The service probably originated during the Middle Ages. It is widely used throughout England every Christmas, particularly at King's College at Cambridge. This service is also broadcast Christmas Day by the B.B.C.

The service was highlighted by the singing of the Traveling Men. Two well-known Christmas carols, "A-Soalin" and "The Virgin Mary Had a Baby Boy," were performed by the group, which includes Chip Manekin, Ned Grassi, George Gephart, Tom Porter, Tom Brundige, Roger Bowie, Bill Rich, and leader Mid Walsh.

The seven lessons were read by William Gonzales, John Tompkins, Paul Hendrix, Bernard James, Chris Taylor, and Tad Douglass, of the First through Sixth Forms respectively, and faculty member, Mr. Grimes. The readings dealt with the events leading up to the birth of Jesus Christ.

The types of songs varied from a choral prelude of Bach to a West Indian carol. Some of the numbers included, "I Saw Three Ships," "Christmas Dance of the Shepherds," "Let All Mortal Flesh Keep Silent," "Sweet Was the Song the Virgin Sang," "Gloria," and familiar hymns such as "Silent

Night" and "Angels We Have Heard on High." The service featured two solo portions, done by Ned Grassi and Tom Porter.

Once again, Mrs. Ludlow H. Baldwin accompanied the group on the piano, sacrificing her time to help make the concert a success. Credit is also due, of course, to Mr. John Merrill and all members of the Glee Club.

Mr. Finney Given Place In Md. Athletic Hall Of Fame

by John Scherlis

A recent addition to Gilman's impressive list of athletic achievements came recently in the naming of headmaster Redmond C. S. Finney to the Maryland Athletic Hall of Fame. Mr. Finney joins a group of outstanding Maryland athletes ranging from baseball great Babe Ruth to Bullet coach Gene Shue. The formal induction was held on December 4, at the University of Maryland's twentieth annual banquet at the Washington Statler-Hilton Hotel. After the ceremony, Mr. Finney expressed his great pleasure at being honored by the Hall of Fame.

A 1947 Gilman graduate, Mr. Finney was a three-letter man in football, wrestling, and lacrosse. While here, he won the Conkling Wrestling Cup in 1945 and 1947.

Mr. Finney then attended Princeton University, where he was again a three-letter man, in football, wrestling, and lacrosse. Con-

tinuing his outstanding athletic record, he was selected an All-American in football and lacrosse, becoming one of the few athletes besides ex-pro football star Jim

an upholsterer. It is ridiculous that workers must waste time sanding and varnishing desks that have been engraved with a pen or compass point. Windows, either broken with footballs, baseballs, or lacrosse balls, or those which are slammed so hard that they break, average a couple per week in the

Gilman Now Faces Smoking Problem

by Ted Trimble

A brush fire controversy is now sweeping the school campus. This is the whole question of smoking at Gilman. At a recent open Student Council meeting varying opinions were voiced on this subject. A special STP committee, composed of students, teachers, and parents, has been set up to discuss

the issue. Any recommendations they make will be sent to the Student Council for consideration.

Two very different and opposing positions on the issue can be seen. It is felt by some that a ban on smoking is an attempt to force upon the students a definite "lifestyle." Moreover, some believe that the decision as to whether a boy be allowed to smoke should be left up to the boy and his parents. A proposal that the school should have a smoking room, open to those seniors and possibly juniors, who had written permission from their parents to smoke, has been made. As this would supposedly decrease the incidence of surreptitious smoking, the chances for a fire such as last year's would be lessened. It is also argued that if the school makes no attempt to regulate, for example, a boy's driving habits, an act of far more potential danger than smoking, it should not try to regulate the latter.

There are equally valid arguments on the other side. The idea of a smoking room has been tried before. It was not successful, for the room gave rise to a most "prestigious club," and parents were under pressure from their sons, desirous of permission to smoke, who were quick to point out examples of their classmates who already had gotten the all-important privilege from their parents. A smoking room at Gilman could be construed as an oblique endorsement of smoking by

(Continued on Page 2)



WASTEFUL DESTRUCTION is now a familiar sight at Gilman. It costs the school time and money that could be much better spent.

Gilman Haunted By Vandalism

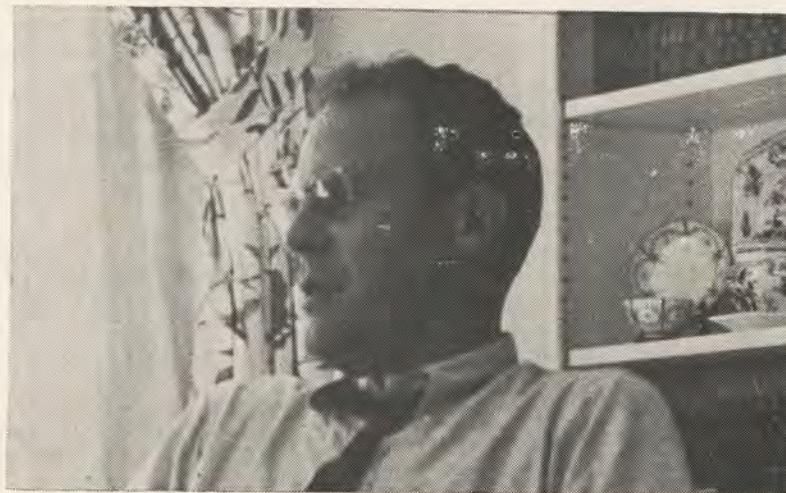
by Scott Sherman

Are we 'throwing stones at our own glass house'?

As the Gilman deficit, a projected 90,000 dollars, steadily increases, it seems that our respect for school property is decreasing. In the past year, the school has had to allot approximately 2,000 dollars for the repair of damaged property caused by vandalism. This rash of vandalism comes not from the outside, but is carried out by students from within the school, those who should be most concerned with its well-being.

In recent months, the maintenance crew, headed by a frustrated Mr. Pabst, has been overwhelmed with hundreds of broken articles, and as a result, the "Shop" has become a stockpile for broken desks, tables, and chairs. New cushion chairs in the Seminar rooms have been destroyed, and with no facilities at Gilman to repair this type of chair, time and money have been lost in sending them to

an upholsterer. It is ridiculous that workers must waste time sanding and varnishing desks that have been engraved with a pen or compass point. Windows, either broken with footballs, baseballs, or lacrosse balls, or those which are slammed so hard that they break, average a couple per week in the



MR. FINNEY, elected to the Maryland Hall of Fame for his athletic accomplishments.

Editorial

The first convening of Gilman's new Student-Teacher-Parent Committees marks a note of great promise to the start of the new term. The STP and other related meetings probably represent the best of what the Student Council should be all about. First, they are designed to come up with *answers*. Whatever each group may conclude from its studies, that conclusion will be a final proposal to be acted upon by the Student Council. Second, those conclusions and proposals will represent the work of a total cross-section of the Gilman community. They will represent a compromise between the three basic elements in that community. They will reflect the combined interests and sacrifices of discontented students and parents, conservative and moderate student and parents, and faculty members on all sides. It is expected that even those not participating on a committee (such as the Educational Planning commission, with its large agenda and limited membership) will have, through open hearings, ample opportunity to contribute their ideas.

Mr. Finney and Jeff Rice are to be congratulated for the many hours of work they put in just to organize these studies. Now most of the work still lies ahead. In any case, this new kind of Student Council activity is an outstanding example of the special mating of democracy and responsibility that can make student government at Gilman really work.

Elsewhere in this issue is an article that concerns the amount of vandalism Gilman suffers every year. In the last *News*, another piece described the school's financial crisis, the difficult work that lies ahead just to keep alive financially a school that is already an active and important community. In the face of this struggle, Gilman's utterly pointless vandalism can only be described as sickening. It would be nice to say that only a few special individuals, a handful of criminal weirdos, are responsible for this nonsense. The only problem is, it isn't true. Gilman's vandalism is evidence only of widespread thoughtlessness; no point can be made, nothing possible can be accomplished through destruction. Yet this kind of thoughtlessness is no more excusable than deliberate vandalism. Only a real consciousness of the school's situation, and a collective positive sense of responsibility on the part of the student body, will make us stop tearing down our own walls, and start thinking a little more carefully about Gilman's precarious financial future.

—J.E.S.

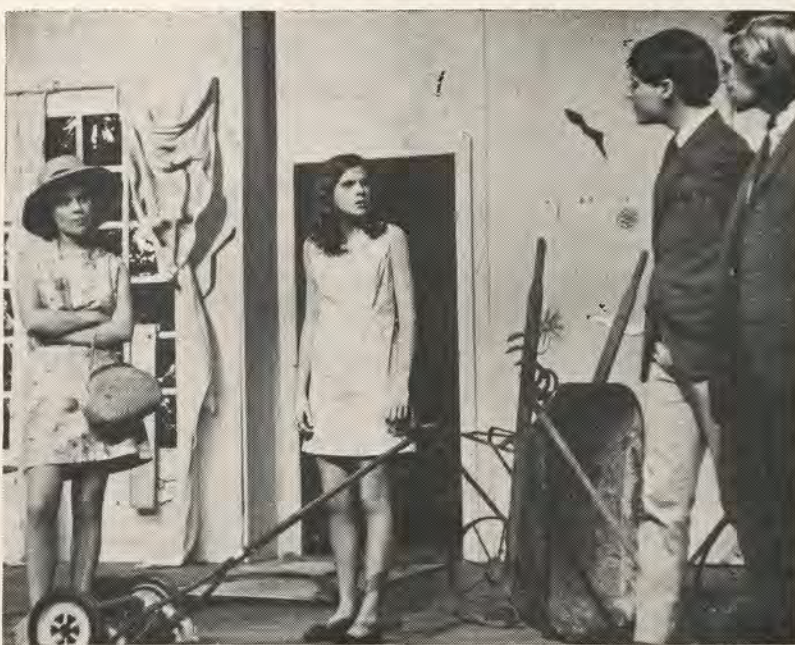
Mr. Finney

(Continued from Page 1)

the William Winston Roper Trophy, "awarded annually to a Princeton senior of high scholastic rank and outstanding qualities of sportsmanship for general proficiency in athletics."

Mr. Finney then returned to Gilman, coaching varsity football from 1960 to 1967. He led the team to its first championship in twenty-five years in 1966, and was named Maryland Scholastic Coach of the Year. This was followed by an undefeated championship season in 1967, a fitting end to his coaching career.

In having Mr. Finney, first as teacher and coach, now as headmaster, the entire Gilman community has profited from the acquaintance with a man of his philosophy and attitude. Mr. Finney's induction into the Hall of Fame is a source of pride for the entire school.



THIRD AND FOURTH Formers last month staged a play that featured an unlivable house and a strange collection of characters. Pictured here is one scene from the performance.

Third And Fourth Form Play

by Doug Murray

The Gilman Dramatic Association, in co-operation with its Bryn Mawr counterpart, once again offered an entertaining evening of theater in their latest production, "George Washington Slept Here." The play, by Moss Hart and George S. Kaufman, deals whimsically with a city family's attempt to live in an antiquated farmhouse.

The cast did an excellent job. Paul Hendrix and Angela Lantz, as husband and wife, were strong throughout. Tom Cross, Jamie Spragins, and Mike Downs portrayed their

somewhat eccentric, and often droll characters with equal talent and zeal. The supporting roles, played by Luis Gonzalez, Bunky Wehr, Steve Reade, Kevin Matthews, J. T. Christmas, and a number of competent girls, added a third dimension to the overall production. There was also a considerable amount of work done with regard to set construction, lighting, sound effects, make-up, backstage prompting, and set changing. This should not go unnoticed. In fact, the number of people who gave of their time to help "behind the scenes" far exceeded the number of actors.

A Grain Of Salt: Sport in America

by Buck Baker

Throughout all history, men have been fascinated with the human athletic endeavor. This fascination has played such a dominant role in culture that we distinguish artistic perspectives and artists by their respective ideals of the human figure. Much religious literature, including the Old and New Testaments, is spotted with reference to great physical ordeals overcome by faith.

Most of these manifestations of this basically pure human fascination have been equally pure. Its American counterpart, however, has fallen prey to several more questionable character trends.

For one, Americans have taken sport, innocent and simple, and turned it into a multi-million dollar industry. Thanks to Pete Rozelle, the American public is now singularly blessed with the tedium of televised football, and all the asinine endorsements of shav-

ing cream and techmatic razors that go with it, three days a week. The average American who likes football must take the bitter with the sweet, while the football establishment rakes in money hand-over-fist. But commercialism has created problems for the owners of professional teams also. Two

examples are the never ending scandal of Denny McLain and the legal suit of Curt Flood to abolish the reserve clause.

One perversion, almost unique to the sport of boxing, is the injection of racial overtones into athletic competition. It is a fact (Continued on Page 3)

Audience Can Get Lost Easily In "Marat/Sade"

by Chip Manekin

The Theater, as well as any vehicle for the artistic experience, falls very often into the trap of "hyper-virtuosity," where the brilliance of the medium inhibits the accessibility of the message. In order to be truly great, a play must communicate and not just evoke. In the case of *The Persecu-*

tion and Assassination of Jean Paul Marat as Performed by the Inmates of the Asylum of Charenton under the Direction of the Marquis de Sade, commonly abbreviated as *Marat/Sade*, the viewer must be very attentive to what is being said, for the dramatic situation is always distracting.

The situation that Peter Weiss has created is explained by the title. Weiss writes:

"From 1801 until his death in 1814 Sade was interned in the asylum of Charenton where over a period of years he had the chance of producing plays among the patients and appearing as an actor himself."

The play is thus really a play-within-a-play, with the roles acted by the inmates. Marat is played by a paranoid; the assassin Charlotte Corday, by a somnolent; and the conservative Duperret, by a sexual maniac. The rest of the inmates perform subordinate roles or act as a grisly chorus, and all are under the direction of Sade, committed because of his sexual excesses.

If one can extricate a more profound theme out of the sensational given situation, the conflict between the extreme individualism of Sade and the revolutionary zeal of Marat would emerge, making the speeches of Sade and Marat essential to the play. That the play does contain identifiable themes enables the audience to endure over two hours of gripping drama without tiring of the situation. Where the play does not move beyond effect and rhetoric, it fails, and the audience is bored.

Peter Culman should be commended for attempting to produce this difficult play and, more importantly, for doing a fine job. While striving for authenticity, he has also sought to avoid obscuring the deeper themes. At times the production drags (the first act is interminably long), but by and large the play is a success.

It is very hard to single out individual actors for praise; every member of the cast, the largest in Center Stage's history, performed admirably. Particularly noteworthy (Continued on Page 3)

No Control Feeling Is An Unreal Experience

by Randy Beehler

Recently I saw a minor accident involving four cars, and a girl sitting near the sidewalk, apparently one of the drivers, in complete tears over the incident. Her obvious shock reminded me of a driving encounter that I had a couple of months ago.

It stands out so clearly because of the tremendous impression it left on me. At an intersection where I had a green light, another car on the cross street failed to see the red light and smashed into the side of my Plymouth.

What happened afterwards, I cannot really explain. I had only barely seen what had hit me, for the other car was going in excess of forty miles per hour. The impact of the crash spun my car, originally headed north, around, so

that I ended up over the west sidewalk, facing east. But I still cannot comprehend how I was turned 270 degrees around.

The period from when I was hit and "lost control" to when I stopped on the sidewalk, when I regained control, in reality lasted no more than five seconds.

Yet in my mind it lasted an eternity. It was as if there were a fourth dimension—time—that I had transcended. There was no up nor down; everything was spinning. This was in a sense a "flight from reality." This was a physical flight, since the only effect on my mind, and my mental state, was the instantaneousness of the trip.

For centuries there have been people, who, due to some quirk in their mental make-up, feel that they must "fly" from this world. Alcohol, drugs, and hypnotics are various means they use to create such desired delusions. The big difference between their trip and mine is that theirs creates a much longer, sometimes indefinite period, where the mind is out of control. Their flight is completely mental, though it can have physical repercussions.

My reactions, the ones I will keep forever, to my flight, were those of conclusion, indescribability, shock, and no-control.

My flight was a few seconds. Those who try mental delirium take trips that last hours. Think of the countless side-effects they must endure afterwards. If they could only see. . .

THE NEWS

Published by
THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 3

January 13, 1971

Editor-in-Chief

Joseph Sandler

Managing Editor

Bucky Baker

Features Editor

Randy Beehler

News Reporters:

'71—Beiney, Brundige, T. Duff, Finney, D. French, Haley, Lynn, T. Manekin, Miller, C. Munford, Nelson, Rich, Wallace, Wharton; '72—Carroll, C. Marshall, B. Scherlis, J. Talalay, Trimble.

Sports Reporters: '71—DuBois, Ehrlich, Hilliard, Young; '72—Brundige, J. Kaufmann; '73—Gettinger, R. Parker, A. Quartner; '74—Bowe, P.; '75—Hooper, J.

Circulation Editors: Mark Bond, Scott Howe, Peter Stamas.

Business Board: '71—Selenkow; '72—Downing, J.

Photography Board: Editor—Michael Blum. Associate Editor—Nigel Ogilvie. '73—Hubard, Silver, Wong.

National Sales Representative—National Educational Advertising Services.

Smoking

(Continued from Page 1)

the school. In addition, younger boys would begin to look upon smoking as a sign of maturity, and the peer-group pressure on an individual to smoke would increase. Also there is fairly conclusive medical evidence against cigarettes, which Gilman should not fail to heed. Some of the faculty members are constrained to confess that, against their will, they are hooked on smoking.

Right now it looks like the regulations on smoking will be studied by the STP committee. Mr. Finney has stated that he is against any relaxation of the rule, although he admits that change in his position is not inconceivable.



"GEORGE WASHINGTON Slept Here": Pictured is a scene from the Third and Fourth Form play presented last month. Story is on page 1.

Vandalism

(Continued from Page 1)

properly, window shades are yanked down and the rips on these expensive shades must be repaired by a special company. Milk cartons, unable to be dissolved in water, are tossed into the toilets and jam up the pipes. Water fountains, metal soap dishes in the lavatories, and radiators are broken without any thought. Doors with broken hinges are constantly being repaired because they are slammed with such great force. Even some of the heavier doors, equipped with air cylinders as

stops, are broken. Students borrow brooms and rakes, and these same tools are later found broken. Students have enjoyed stuffing the sinks up with paper and allowing the water to continue to run and overflow onto the floor. In the library, hard plastic covers for periodicals have been ripped; books have been found written in and with ripped pages. Unfortunately, the list goes on.

As we continue to improve many aspects of the Gilman community and continue to carry out our long-range plans, our financial future has become a subject of much importance. When we consider a 90,000 dollar deficit, the 2,000 dollars spent to repair the damaged property is a significant amount. This 2,000 dollars, however, does not include the money involved in paying the members of the maintenance crew, nor does it reflect the money lost as a result of loss of time. Instead of per-

forming their usual tasks—caring for the grounds, lining the fields, and making routine repairs, workers at Gilman School find themselves occupied with the repair of vandalized property. The school loses money, and the jobs which must be done are neglected.

Thus, vandalism is having a very serious economic impact on the school. Yet, the economic impact is not the most serious aspect of vandalism. This vandalism represents an open disrespect for the school. In a school which offers so many freedoms, some are betraying the trust that has been given. It also represents the fact that some are unwilling to take the responsibility for their own actions. There are those who break windows or chairs by accident, but never think of reporting the breakage or paying for it. The school bills only 100 dollars per year to known offenders—those who are willing to pay for the damage they have done.

"Marat/Sade"

(Continued from Page 2)

was Carolyn Daniels as Charlotte Corday; she was superb. Hurd Hatfield was suitably diabolical yet suave as the Marquis de Sade, and Peter Bailey Britton was adequate as Marat. Special attention should be called to Will Love, who provided much needed comic relief as Duperret, and Bert Houle, who stole many scenes with brilliant mime as a transvestite.

In short, Center Stage has mounted a good production of a difficult play. It is by no means flawless, but given the inherent drawbacks of *Marat/Sade*, they have acquitted themselves nobly.

Varsity Wrestling

(Continued from Page 4)

Mervo, Belair, and St. Joe. The team will reach the most demanding part of its schedule in February, when they face City on February second, Edmondson on February fifth, and Poly just seven days later. On February 19, the McDonogh match will take place, and one week later, the MSA tournament rolls around.

Mr. Brown, Gilman's wrestling coach, is hoping to defeat the teams that annually prove to be Gilman's chief nemeses. Last year's squad lost only to City and Poly and both times the results would have been reversed had the critical heavier weights been a bit stronger. It is hoped Frank Davis will stay healthy this year to fill the spot in the upper weight groups from which he was absent last year due to a knee injury, and if the rest of the team will turn in the kind of performance they are capable of, Gilman's chances of again winning the Lehigh Cup are excellent.

Stretch View

(Continued from Page 4)

grounds that it would be too difficult to determine when each was officially dead.

In one of the earlier proposals, a man suggested that the two players engage in a duel in full football uniform, using old-fashioned dueling pistols. It was turned down on the grounds that the contest would be over so quickly that the fans would not really get their money's worth. Several people made a proposition which cannot be printed here, and for the same reason, it was rejected.

Many people suggested contests of physical skills such as running, jumping, throwing, etcetera, and there was a large group which supported the idea of a wrestling contest—no holds barred—between the two biggest and strongest members of the teams. The first one to either break or lose a vital limb, lose fifty percent of his teeth, lose an eyeball, or be decapitated would be the loser, with the other's team acquiring the playoff spot. Such a match is still under consideration.

There was even one man who thought the winner could be decided on brains, and he proposed a chess match between the two contestants. After a polling of the teams, however, it was discovered that only six players—all on losing teams—had ever known how to play chess at all, and they had long-since forgotten even how to spell the name of the game. Everyone else thought it was a new pornographic magazine.

Perhaps the coin-flip isn't so bad after all. It is simple, easy to judge, easy to understand, and easy to explain to the players.

STP

(Continued from Page 1)

also felt that Gilman's sphere of influence outside the school itself was something to be discussed.

Later, members of the Student Council decided to leave most of the other issues to a hard-working Educational Planning Commission. This group will examine such questions as mandatory athletics and be chosen by Mr. Finney. Officers also decided to distribute a questionnaire to both students and parents, asking for those who would be willing to contribute time and energy towards solving any of the three STP problems.

After an admonition from Jeff Rice, the response from both parents and students was overwhelming, and officers and Mr. Finney moved to expand the size of each committee to twenty. In a virtual round-the-clock work session, Student Council officers and Mr. Finney chose each of the three committees from over fifty parents and eighty students who had volunteered.

Committees were carefully selected to represent a total balance of ideas. Every side of each issue was to have its spokesman. In addition, each STP committee, as well as the Educational Planning Commission, will almost certainly sponsor extensive open hearings so that every Gilman member will have a chance to express his views anyway.

The groups met for the first time January 6 to get organized and become acquainted with the size of their tasks. Each group selected a chairman, and began its weeks of work. It is hoped that each group will have its conclusions prepared by the end of February.

"This should be a real success for student government at Gilman," Mr. Finney declared. "Members of the Gilman community who are concerned with these things will be able to work for answers—and they'll get answers." Each final proposal will represent the study and thought and compromise of faculty members, students, and parents. It should come close to being the best way for finding answers to these problems.

The total list of issues included, in its original form: the position of the school on drugs, mandatory athletics, the school's stand on appearance, the focus of school spirit, smoking on campus, Gilman's stand on drinking, and the method of spending Circus money.



THIS EXAMPLE of the kind of wanton vandalism Gilman is suffering appeared in the Fifth Form Room. Hole in the wall, broken chairs, are typical of the destruction found all around the school.

Sport

(Continued from Page 2)

that, in towns which are not true boxing towns, the only kind of match-up which draws a profitable crowd is a contest between a black and a white boxer. And promoters willingly schedule as many of that type of bout as they "humanely" can. Coaches in other sports have contributed to the tainting of American athletics with racism. Jack Scott, Director of the Institute for the Study of Sport and Society, remembers his track coach at Syracuse:

"He was both a racist and an incompetent coach. He used to tell us to remember you were racing against a Nigger, and it gave you a good feeling in your stomach when you beat one. When he found out I was interested in coaching, he warned me that Jews, Wops, and Niggers will let you down."

Both of these characteristics can only detract from the benefits to be gained from sports. But it is questionable just how malleable an integral part of the culture of two hundred million people is. Sport could only be decommercialized over a period of several years, and then only when a majority of the people express a desire for such an action. There is no such desire now. It would be foolish to expect racism to disappear from sport sooner than it disappears from unfair housing practices or discrimination in employment or any other aspect of American life. The sooner it does, and the sooner Americans start to pursue more worthwhile ends than the almighty dollar, the better we, and sport, will be.



BROKEN CHAIRS are a common kind of vandalism found in Gilman. Story is on page 1.

Middle School Wrestling Team

(Continued from Page 4)

group is sent around the track a few times. Stated one awed onlooker, "These boys are so fast, nobody's gonna catch 'em." Practice bouts end the day's exercises.

Top contenders on the squad appear to be Pip Smith, Mike McCarthy, Eddie Simms, Ted Abel, Watty Galleher, and Henry Rinder, a champion in last year's Junior League tournament. The seven-match season begins December 12 against the Dulaney J.V. team.

From all reports, the squad seems to be whipping itself into shape, and it can be safely speculated that it will only be a matter of time and growth before these bitty, brawling Bruno Samartino's will be able to "bring home the bacon," so to speak.

Library Gifts Add To School

by Jon Reisfeld

Gilman's school library would be a far different place today without the numerous gifts it has recently received. The gifts have resulted in a widely expanded reference section, the purchase of many badly needed books, and an impressive microfilm collection.

In years past, a custom was established among the alumni to insure a continuous growth in the size of the library's book collection. At their annual dinner, each Alumni Association member would bring a book from his home library to donate to the school. The practice was finally discontinued when it was found to be impractical.

Today the library enjoys endowments from a number of patrons. Among them is the Hyde Bay Association, which gave a gift of money to be used in the purchasing of library materials in memory of Herbert B. Pickett, who taught history here for many years. So far, the money has been used to purchase a cassette player and five tapes, along with a number of history books. Mrs. Louis Carey Rosett and Mr. Francis King Carey Rosett have established the Francis King Carey Memorial Book Fund. Money from the fund will be used to buy books of distinction in the fields of history and politics. Mr. Darcey Paul has established the Gilman Darcey Paul Fund, in memory of Homewood and the "class of 1904," and to be used to pay for books "of excellence" which the library may want to purchase.

The library was fortunate in receiving a large collection of art books donated by Mr. E. Bruce Baetjer. The collection of nearly one hundred books spans nearly all phases of art, sculpture, and photography.

Among others who have given gifts of books are: Mr. John Merrill, Mr. Walter Lord, Mr. David G. Nes, and Oscar M. Lemoine, Jr.



SCOTT HOWE shoots in practice as Roger Bowe reaches to block the shot.

Basketball Builds For Wins

by Doug Quartner

After an extremely difficult 1969-1970 season, the varsity basketball program is in the midst of rebuilding Gilman basketball to its past heights. Mr. Carroll, the varsity coach, refers to this year as a year of rebuilding, and he stresses that the younger players (six juniors and two sophomores) will see a lot of action in order to gain experience for the future.

This year's team consists of sophomores Bruce Barker and Alfred Weems, juniors Bo Carey, Mark Fetting, Bob Linkous, Roger Bowe, Richard Grossman, and Bill Tennis, and seniors Bill Brusilow, captain Bob Pinkard, Alvin Thompson, Ned Grassi, and Scott Howe. In going over the roster, Coach Carroll accents the fact that the team has tremendous youth, but emphasizes that he is looking towards the returning seniors from last year for the necessary leadership essential for a successful season. All seniors, except for Howe, are returnees, and Fetting

and Carey are the only other players from last year's team. Mr. Carroll said, "There's hope that along with having a respectable season, the underclassmen will see valuable game experience."

The team will be looking toward captain Bob Pinkard and Bill Brusilow for senior leadership. Brusilow was the team's leading rebounder and scorer last year with an average of 12 points per game. The other outside position is taken by Bo Carey, who broke his arm early in last year's season, and so did not play much. Senior Ned Grassi and sophomores Barker and Weems alternate at the forward positions. The other forwards are Roger Bowe and Richard Grossman. Grossman can also play at a guard spot.

The team has scrimmaged Cardinal Gibbons and Calvert Hall, lost a game to Boys' Latin, and then snapped a long losing streak with a victory in the final seconds over John Carroll. Over the Christmas vacation, Gilman scrimmaged St. Paul's and played a game with York Country Day on December 28, at home. After Christmas, they will begin a 13-game league schedule.

Coach Carroll said "After two weeks of practice, I've been satisfied with the hustle and attitude. The Gibbons' scrimmage indicated that there's still much work to be done, but there were some encouraging aspects . . ."

There is just one more thing that is needed for a good season, and that is the whole hearted sup-



BOB PINKARD, Varsity captain, passes off in practice.

Wrestling Team Will Work To Surpass Last Year's Show

by Benjy Debois

Looking to re-ignite the momentum that carried them to the MSA Lehigh Cup last year, the Gilman wrestling team is hoping for a clean sweep of the dual meets and for top-ranking position in the post-season MSA's. Having placed no less than nine wrestlers in the top four positions of their respective classes last year, Gilman's 1971 team boasts thirteen returnees who hope for more than even a repeat performance, especially in view of the number of wrestlers returning from last year's team.

Along with the return of captain Frank Davis, the squad boasts three-year men David Selenkow, Bill Gamper, Hugh McCormick, Ty Campbell, and Scott Supplee, while Aubrey Jarrett, Ed Merryman, Bob Isaacs, Tom Lynn, Jim Fusting, Bill Isaacs, Dennis Foster, and Guy Warfield are return-

ing for their second years.

The wrestling team launched their season with a league contest against Loyola on December 18. On January seventh, Gilman travels to Douglas, and the January portion of the schedule is rounded out with meets against

(Continued on Page 3)



DAVID SELENKOW tries to break free during Varsity wrestling practice.

Stretch View...

by Bill Brusilow

Breaking a tie by using a comparative-records system is far from the most perfect method which can be used, as was so clearly shown in the NFL this year. So many teams were so close to gaining a playoff position that, going into the last weekend of the season, there was a very real possibility of a coin flip deciding who would take the last playoff position in the National Conference. As this possibility almost became a reality, the system for choosing teams for the playoffs came under scrutiny and criticism. At about this time, a man named F. M. Martin proposed that in case of an unbreakable tie in team records, one player from each of the two teams involved be chosen for man-against-man combat, either armed or unarmed, with the victor's team gaining the coveted post-season opportunity.

This proposal set off a wild flurry of additional propositions as to who, how, where, and under what conditions such a gladiatorial contest might take place.

One man suggested that the two contestants be flown to Rome, where the battle would take place in the Coliseum in full gladiatorial dress and weaponry. Another also proposed the trip to Rome, but suggested that the two players be lowered into a lion pit with the last one to die being declared the winner. Both proposals were rejected, however—the first on the grounds that not enough people would be able to make it to the Coliseum for the venture to be profitable, the second on the

(Continued on Page 3)

Middle School Athletics

Schloeder And Daniels Direct Basketball

This year's Middle School basketball program is off to a flying start, bubbling with enthusiasm. The aim of Mr. Schloeder and his crew is to develop every boy's potential and to give each participant game experience in three-on-three and five-man games.

After pre-practice shooting, all players huddle around that crafty master of the game, Mr. Daniels, and that big, tough professional, Mr. Schloeder for some words of

advice on some phase of basketball. Practice drills and games follow.

Although recently created, all teams have shown the potential to take the championship, for when such teams have the services of players like Bill Saltysiak, Chris Hutchins, Selwyn Ray, Peter Matthews, and Tom Hornick, there will quite obviously be a tremendous tussle for first place. War has been declared, and the 1970-'71 basketball season is under way.

Wrestlers Study For Later Years

Deep within the dark mysterious confines of the wrestling room (as the old, oft-repeated opening line goes), there practice the bright suns on Gilman's wrestling horizon. Spurred on by strange senses of determination and perseverance, these junior grapplers dream of the day when they will face adversaries on that gray mat with the big "G" on it, encouraged by the screaming crowds.

In between daydreams, these midget musclemen are led in practice by Messrs. Bordley, Allen, and Beck. It has even been rumored

that Mr. Allen, foreseeing great futures for his men, has decided to lend a little insurance to the rosy days ahead by teaching them karate. If so, a future Gilman wrestling team may not only be feared, but actually dreaded. In Allen-san's own words; "If you can't beat them, you can at least scare the pants off of them."

An average practice day begins with calisthenics: these semisumas are into actual varsity exercises such as jumping jacks, push-ups, etc. . . . Next come the practice holds and then the entire

(Continued on Page 3)

Menzies Named Lacrosse Coach

Mr. Warren Magruder, athletic director, has announced the appointment of Graeme Menzies as the new lacrosse coach at Gilman.

Mr. Menzies, a member of the Gilman faculty since 1956, was coach of the junior varsity lacrosse team from 1961-1970. Over this ten-year span his teams won six "A" Conference championships. His overall record during this period was a remarkable 81 wins against 7 losses.

From 1944-47, Mr. Menzies played attack for Gilman lacrosse teams. He continued his career at Washington College from 1949-1952, captaining the 1952 Eastern Shore team.

This past summer Graeme Menzies coached the Lancer's Lacrosse team which travelled extensively through the world playing numerous club teams in Australia and Hong Kong.

THE NEWS



Vol. XVI, No. 4

GILMAN SCHOOL—BALTIMORE, MD.

February 4, 1971

Polls Used For STP Plans

by John Scherlis

Gilman's three "Student-Teacher-Parent" (STP) Committees, after a basic preliminary meeting, have started with plans for future action. Each committee, consisting of eight students, four faculty members, and eight parents, has had at least two meetings up to this point. In an attempt to gain an understanding of the feelings of the total Gilman community (parents, teachers, students), thereby providing a base upon which decisions can be made, each committee will issue a poll consisting of questions with multiple-choice answers.

The Drug Committee has, up to the present, had only two meetings. Jeff Rice, the president of the student body, who is a committee member, stated that at the first meeting the parents found out about the students, and the students found out about the parents. This mutual sounding-out was of great importance for later meetings, for the group must learn to coordinate effectively. It was suggested that a poll be taken to determine the extent of drug use and attitude at Gilman. At the second meeting, a plan of action was drawn up including a multiple-choice drug poll, a bulletin board



MR. CLAUDE EDELINE, senior Chris Green, and parent Mr. Albert Beehler participate in an Student-Teacher-Parent meeting on the Dress Code. Picture reflects the fact that all three elements of Gilman community are represented.

on drugs, which would contain informative articles and information on free independent drug clinics for help in case of emergency. It was suggested that the school acquired the services of a professional counselor or have one made available to the students so that they might have someone to talk to with a responsible knowledge of

drug and counseling fields. At this point, no one is sure of the extent to which drugs exist at Gilman. Hopefully, the poll will determine this, and the community will be made aware of what is going on, in order to start helping. In the future, an open meeting will be held where individuals can talk privately without fear of the administration finding out their personal situations. This is very important if we are to tackle the drug problem, for honest answers and opinions must be given.

The Smoking Committee, like the (Continued on Page 3)

Friend Of Gilman Donates Graphic Poster Collection

by Doug Murray

This winter, the Gilman Art Department received a gift of twenty-six color prints and posters, donated by Mr. Edward J. Gallagher, Jr. in memory of the Gilman class of 1937.

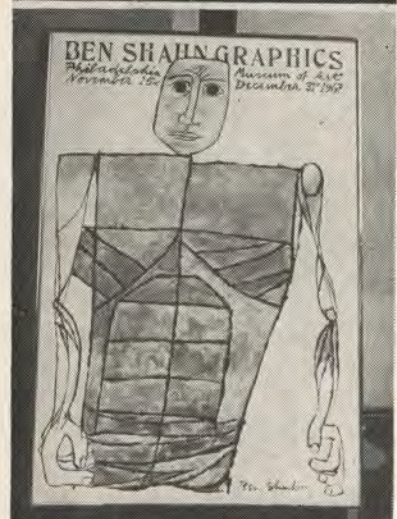
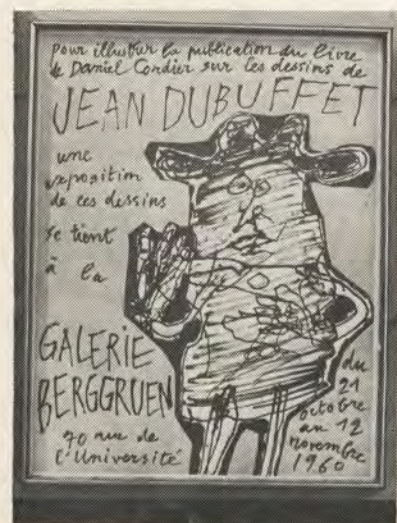
The prints have adorned the walls of the hallway running from the Common Room to the Dining Hall. They are superior reproductions, ranging from the impressionistic to the abstract. The originals were done by such famous painters as Vincent Van Gogh, Henri Matisse, Jackson Pollack, Ben Shahn, and Andy Warhol. The twenty-six are, says Mr. James Riley, part of a "select series, one of the finest collections of poster prints." Printed in France by "Posters Original, Ltd.," they have been framed for special exhibition.

Mr. Riley, head of the Art Department, feels that the "response from the students and faculty has been good," and he intends to have the numerous works circulated through the various classrooms. In this way the whole of the student body will be able to view the prints, rather than just those involved in art courses.

Mr. Gallagher, who also donated the cherry trees in front of the school, has been extremely generous in his efforts to cultivate a greater interest in the arts at Gilman. He contributed a very fine book to the library on the subject of art, and has previously loaned the Baltimore Museum of Art his private collection of paintings.

He has contributed to the art collection at the University of Arizona, where he also started a film library. Some of the films in that library were shown at Roland Park County School, January 15. A second series of films may be viewed February 12, like the first, at no charge.

Gilman owes Mr. Gallagher thanks, not only for the prints, but for the continual interest he has maintained in the school.



THESE TWO are among the posters donated to Gilman by Mr. Gallagher.

Educational Planning Committee Starts Work

by Ted Trimble

"The purpose of this committee is to take a completely unfettered look at your entire educational experience at Gilman. The committee should feel free to investigate any aspect of the total program, to consider alternatives, and to make specific recommendations to the Faculty as a whole."

With these words Headmaster Finney gave his instructions to the members of the newly founded Educational Planning Committee. The task given to the committee is challenging, and upon it rests many burdens of investigation. Yet the possibilities for fruitful recommendations are enough to make the group of primary importance.

It was originally planned that the committee would consist of six members of the Gilman faculty and five of the student body. However, the plan was modified, for when the idea of such a committee was broached to the faculty, the interest in being on it was so great as to force an increase in the size of the faculty representation. To date, the committee is composed of eight faculty members and three students. Mr. Downs has taken on the difficult post of chairman of the committee, in addition to his other duties. The other faculty positions are taken by Messrs. Andrews, Bartkowski, Carr, Merrill, Schloeder, J. Thompson, and Mrs. Davison. One senior, John Kopper, and three juniors, Jim Johns, Bo Carey, and Ted Trimble, and sophomore Will Gorman, comprise the student delegation.

The committee plans to meet one night a week for the duration of the school year. The first meeting, held the night of January 13, the night of great iciness, demonstrated the value put upon the work of the committee by its members, as nine out of eleven attended, in comparison to one of the STP committees which met the same night, out of whose twenty-six members only seven

showed up. At this first meeting enough topics of discussion were brought up to indicate, as one of the committee members pointed out, that by the time the committee would finish its work, the student members of the group would be about to graduate from college.

"The general area of educational planning" is a broad field of study, but with the large assembly of talents present on the Educational Planning Committee, it is hoped that valuable recommendations (Continued on Page 3)

Survey Made By Grade Committee

by Tony Talalay

Is something being done about students' complaints about grades? The formation of a grading committee has brought a slow start to discussion of some of the students' gripes. The committee, headed by Mr. William Porter and David Selenkow, has just begun to meet, due to scheduling difficulties. The purpose of the grading committee is "... to decide whether we need a new system or whether the present one isn't working because work load and difficulty of courses are not taken into account," explained David Selenkow.

Both Mr. Porter and David have done quite a bit of work already. Mr. Porter has compiled graphs and statistics that show students' grades. There is a great cluster of grades around a certain point. At this point one-tenth of a point will make a difference of five or ten positions in class rank.

David has written to twenty schools similar to Gilman to find out how they evaluate their students. He sent them a questionnaire asking them to tell about grading system. He asked four questions: What kind of grading system do they have? What is their record for college admissions? How do they compute class (Continued on Page 3)

Drama Group, Glee Club Will Combine For February 26 "Mikado" Production

The Gilman and Bryn Mawr Dramatic Associations are now rehearsing for their February 26, 27, and 28 performances of Gilbert and Sullivan's *The Mikado*, to be presented in the Gilman auditorium.

Although set in eighteenth-century Japan, the play is a spoof of English manners and morals. Counter-plots, sub-plots, disguises, dances, broad comedy, and incisive satire are hallmarks of *The Mikado*, by far the most popular of all Gilbert and Sullivan musicals and considered to be the most popular musical ever written.

From every aspect, the show will be the most ambitious undertaking in the Dramatic Association's history. In addition to the large cast, the staging of a musical compounded with the exotic Japanese setting presents challenges which must be surmounted. Judging from the extraordinary progress the cast and crew have made in the past month, the production should be an excellent one.

Featured in the cast will be David Cross as the Mikado, Bill Rich as Nanki-Poo, Chip Manekin as Ko-Ko, Charles Duff as Pooh-Bah, Michael Blum as Pish-Tush, Mary Lycett as Yum-Yum, Pat Myles-Hunkin as Pitti-Sing, Mary Ellen Beckelheimer as Peen-Bo, and Natalie Wexler as Katisha. The show is under the direction of Mr. A. J. Downs.



MR. DOWNS demonstrates a "passionate stare" for actor Bill Rich. The English teacher is advising the dramatic portion of upcoming production, "The Mikado," while Mr. Talley will handle the music. Rich is one of a large number of actors in the performance.

The principals will be supplemented by a mixed chorus of forty, directed by Mr. John Talley, who will conduct a small orchestra composed of students and professionals. Choreographing the production

is Bess Armstrong, a student at Bryn Mawr.

Tickets for *The Mikado* will cost \$2.00 for adults and \$1.00 for students. Both performances start at 8:30 p.m.

Editorial

This *News* leaves impressions, once again, of a high degree of student involvement in Gilman life. Aspects of the school that bother its students are being carefully scrutinized, with an eye towards real constructive change. The opportunities for individual accomplishment and participation seem to be increasing. Students can find a place through committees and projects for their gripes as well as their ambitions. Yet there is something behind these impressions which could start to corrode the sense of fulfillment the Gilman community should be feeling.

Too often, many students express a kind of disillusionment with Gilman. They feel the compulsion to think that Gilman cannot possibly respond to their individualism, their ideas, and their interests. But we know that possibilities exist today for participation in student government and for active expression of individual interest in some area of school life. Therefore, it is difficult to understand why so much of that disillusionment is still with us.

Gilman people can feel free to criticize anything, and working for change will earn them admiration—and satisfaction. Obviously, though, the one thing we cannot criticize are those very opportunities for growth and action that now exist. The disillusioned will find that they can make Gilman any kind of school they want, if they only get interested in doing so. We hope that that interest is forthcoming.—JES

A Grain Of Salt: The Dynamics Of Change

by Buck Baker

Some thoughts while watching an open-minded faculty and a sincere group of seniors grope for a mutually satisfactory set of standards and rules for an independent school:

In the process of change, it is inevitably the group pressing for the change, be it liberal or conservative, that must do ninety percent of the work. In gathering the momentum to initiate the process, and in living under the change they have enacted, this group is strictly judged. Everything they do must satisfy the power structure under which they work. The onus shifts to that power structure, somewhat, after the enactment of a new rule, or the abolishment of an old, outdated one. They must take a long, hard, honest look, and either admit to themselves that things are better, or face the fact that what they have permitted to be done has not improved the existing situation. Cynicism, such as that mentioned in the lead editorial, petty rivalry, or ambition, and dishonesty can play no part in their judgment. If any of them do, the judgment of and the process of change become equally meaningless.

A compromise in ethics or beliefs involves another kind of long, hard, honest look, this being an inward one. We tend to grossly underestimate the maturity of character required to admit that the other guy has a better idea. We also tend to be somewhat solipsistic in our own relationships; we cannot see the world, or any part of it, except in terms of our own existence. If this quality is more blatant in young people, it is the more difficult to alter on the other side of the generation gap. In the discussions between seniors and faculty, however, this honesty has been evident to a gratifying extent.

I might be guilty of a certain chauvinism or hypocrisy if I were to say Gilman is more honest or mature than other institutions. Nevertheless, I continue to be amazed at how profoundly these qualities manifest themselves in the Gilman community. This is, in truth, a value judgment which I am less qualified to make than many people. However, I am certain of one thing with respect to the dynamics of compromise and change at Gilman; it is that these two processes are dynamic. They continue to be viable alternatives for progress.

Students Work At Welfare Department

by George Chainey

What are you doing to help people less fortunate than yourself? Whom do you know whose dress is ragged but not by choice? Do you know of anyone who never uses a complete sentence? What are you doing to spread your Gilman-oriented culture toward people whose background and way of living differs tremendously from yours? Are you a mainstay in the Common Room, telling all how the government should do something to help those poor people? People like you are doing something to help.

Last summer, John Kopper and Bill Yardley were asking themselves these same questions. They both decided to volunteer for the Baltimore Department of Social Services, also known as the Welfare Department. When interviewed, both John and Bill agreed that their separate and very different jobs were an unforgettable experience.

John Kopper worked as a teacher's assistant at a Child Day Care

Center, located on Bond Street. Of the pre-school aged children, John said, "The children were of an impressionable age, which, of course, meant responsibility. They had never met someone whose vocabulary was different or who spoke using indicative sentences. Whereas I feel free to talk to my parents, they communicate very little at home. As a result, they were amazed to find someone to talk with, someone who was willing to listen. I enjoyed teaching music most. The children had not been exposed to music; they didn't even know nursery rhymes."

Bill Yardley worked in the main building of Baltimore's Welfare Department on Greenmount Avenue. He had two primary responsibilities. First, he helped with the making of "packets." These contained a Welfare application plus information about Food Stamps and Medicaid. Bill's second and favorite obligation was helping Welfare applicants fill out their applications.

"The second job, the one which

Theory Of Change Analyzed

by Charlie Duff

Just exactly what is an education? If we ask that, we are bound to be frustrated, for an education is not exactly anything. In these times of upheaval, there is more controversy on this point than has ever been heard before, and in Gilman there have been some rather interesting ideas presented. Almost all of them, though, can be put, as they were at the last Student Council meeting, under a general heading: does the school have a duty, or even a right, to impose a way of life on its students? Though the answer of the past was overwhelmingly affirmative, this phase of education has now become an open question.

This argument is not new to Gilman, since, even though it has not been codified in such a way before this year, it has been involved in discussions of a great many specific issues, notably smoking and appearance. The logical conclusion of a moral argument against the Dress Code is the belief that the school has no right to make any incursions at all into the private lives of the students. Supporters of this view argue along several lines: that a student's personal habits do not affect his capacity to learn; that a student can actually learn more if he is "free to make his own mistakes;" and that the teaching of values is the job of the student's parents and family alone.

The first point is a bit sticky, since it requires a definition of learning, a quality as indefinite as education, and, in fact, the same thing exactly. What supporters of this idea mean by learning is the absorption and retention of ideas and concepts and the acquisition of the ability to think. Now these qualities, comparatively tangible, are presently measured rather closely by grades, but, strange to say, most educational philosophers and Gilman students are quick to say that such learning is meaningless if there is no growth of the individual spirit. Most of those who believe, or profess to believe, in learning as a fixed system of facts and opinions, also hold that such things are unmeasurable and unimportant. This contradiction pretty well demolishes this first argument.

The second argument, while still bogged down in learning, broadens the definition enough to be arguable, since the learning it treats is the development of the student as a person as well as a competent mind. A student can learn by his mistakes, supporters say, confirming the view of cen-

turies. But at what point do mistakes become more burdensome than useful? It is fairly clear that secondary-school age people are not fully competent to move easily in the larger frame of American society, else they would be doing it now. Thus it is also rather clear that some guidance is needed if the student is to be shown how to learn from his mistakes and how to avoid unnecessary ones. It can then be asked how much the school should direct the student, but the argument that it cannot direct him at all has fallen apart.

It has not fallen apart altogether, for it still remains to be decided whether responsibility for guidance rests with parents, the school, or both. Everyone gives the parents a share; there is never any argument on that, and if all parents did their jobs perfectly, there would be no need for a school at all. Needless to say, this is not the case, as the "Generation Gap" shows. By our third argument, then, any needs of a student not fulfilled by imperfect people should be written off as a loss. There is, therefore, no justification for the school's existence and no help for the student's problems. The fallacies inherent in this line of reasoning are self-explanatory.

It seems logical to say, then, that the school does have a right

and a duty to guide its students, to "impose a life style" on them, that being the phrase of the moment. Restrictions are necessary, but they must be designed for a specific end (as specific as possible) and not imposed merely because they would be convenient. If Gilman is to make any sense, it must establish some direction and some set of general ideals.

The first duty of the good man should be to serve others. The search for truth, the quest for knowledge, the fight for individuality, all have no purpose if they bring no benefit to someone other than the man who is perfecting himself. There are too many problems facing our world for any man to withhold his talents from the struggle. He should also stand as a sort of defender of civilization, resisting equally the pressures of conformity and avarice on one hand and the pressures of license and contempt on the other. He should give his mind as great a place as his heart in making decisions; a gentleman, he should avoid the grotesque extremes of behavior now so common. A man of value, he should use his abilities to as great a degree as he knows how, fearing no man's condemnation, yet accepting every man's advice.

Center Stage Produces Shakespearean Comedy

by Chip Manekin

Why do Shakespeare's comedies still convulse audiences with laughter four hundred years after their first performances? How can sophisticated theater-goers, used to black-comedy, sex-comedy, absurd-comedy, and all the other products of our "age of anxiety," laugh until their bellies ache? One can see why his tragedies are still popular, but does not comedy derive its power from the topical? The answer is yes, and therein lies part of Shakespeare's greatness: his ability to portray universal comic situations through the vehicle of his own brand of theater. His comedies ring true today for that reason.

It is, however, no easy feat to produce successfully a Shakespearean comedy nowadays; no one can gloss over the difficulties of a different language, style, and mode of thought. And, of course, the greatest difficulty of directing Shakespeare is the dearth of stage-directions. The director must

construct mentally a complete picture of the play, and since each director wants to do a slightly different production from the next, he inevitably stoops to poor effect or dubious interpretation. Thus while the comedies are gold mines of poetry, comedy, romance, and melodrama, they need directors and actors to draw out their wealth.

Center Stage, in its production of *Twelfth Night*, has done a magnificent job. Director Sheldon Patinkin's direction was very good, and his ideas worked for the most part, particularly the idea of having two mime artists perform briefly during acts. The keynote in this production was authenticity, which is very refreshing after all the "mod" versions to which we have been subjected in the past several years. The charming music, the costumes, the set combined to produce the indescribable feeling of satisfaction which the audience experienced.

(Continued on Page 3)

THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 4

February 4, 1971

Editor-in-Chief
Joseph Sandler

Sports Editor
Bill Brusilow

Managing Editor
Bucky Baker

Business Manager
Tyler Campbell

Features Editor
Randy Beehler

Faculty Advisor
Mr. Frank Andrews

News Reporters: '71—Beirney, Brundige, T. Duff, Finney, D. French, Haley, Lynn, T. Manekin, Miller, C. Munford, Nelson, Rich, Wallace, Wharton; '72—Carroll, C. Marshall, B. Scherlis, J. Talalay, Trimble.

Sports Reporters: '71—DuBois, Ehrlich, Hilliard, Young; '72—Brundige, J. Kaufmann; '73—Gettinger, R. Parker, A. Quartner; '74—Bowe, P.; '75—Hooper, J.

Circulation Editors: Mark Bond, Scott Howe, Peter Stamas.

Business Board: '71—Selenkow; '72—Downing, J.

Photography Board: Editor—Michael Blum. Associate Editor—Nigel Ogilvie. '73—Hubard, Silver, Wong.

National Sales Representative—National Educational Advertising Services.

Middle School Wrestlers Practice Hard For Future

Middle School wrestling is off and running, as future JV and Varsity men are doggedly training for the matches to come. Already this Gilman team has demolished Severn and Dulaney by scores of 36-3 and 44-21, respectively.

Challenge matches are common, and usually a grappler challenges someone in a higher weight class. The competition is terrific but breeds no malcontent or frustration. On the contrary, spirits are soaring. Rivals will often help each other in various difficult moves, and every new move that is taught is practiced over and over until perfected. Although these miniature Titans always strive for excellence in victory, the primary goal for each is the all-important pin. At the first two matches, the majority of victories were by falls.

The second form has many



bright prospects, including Ted Abel, Hatty Galleher, Mike McCarthy, Bo Lewis, Henry Rinder, Eddie Simms, and Pip Smith. Keating Bowie and Tiger Cromwell have shown themselves to

(Continued on Page 3)

Middle School B-Ball Opens With Victories

by Joe Hooper

Gilman 2nd Form 50—St. Paul's 31

1st Form 33—St. Paul's 26
1st Form 25—Park 6

These impressive scores bear witness to the fact that the Gilman Middle School has produced one of the finest crops of young basketball talent to come along.

The Second Form team, coached by Mr. Armiger, are a hard-driving lot led by Bill Saltysiak, Chris Hutchins, Peter Mathews, Carl Offit, and Selwyn Ray. Having decimated St. Paul's, the team looks eagerly to the future. In that first game, Chris Hutchins completely dominated the boards with thirteen rebounds and also managed to shoot in an amazing thirteen points for high-scoring honors. Close behind was Bill Saltysiak, who put in twelve points. What can be said? A team effort. Brilliant individual play. It was all of these and more. Watch the Second Form team, for you will be treated to some exciting basketball.

And now we come to the First Form basketball team. The Super Sprites from Gilman have already bagged two victories; they defeated St. Paul's and Park. The St.

(Continued on Page 3)



A lot of meat on the mat: Steve Richards and Aubrey Jarrett wrestle at the unlimited spot.

Undersquad Wrestling Team Demolishes Mervo And Loyola

by Peter Bowe

The purpose of this year's JV wrestling squad is to provide experience and a good knowledge of the basic fundamentals of the sport for all those involved. It is hoped that the boys will become confident in their ability and good enough in a few skills to enable them to make future varsity squads.

This year's team, coached by Messers. Pheil and Scroggs, is rich with talent and has a great capacity to learn. The team has many opportunities for inter-scholastic competition, as well as inter-squad matches held several times each week.

In a scrimmage against Brooklyn Park, Gilman demonstrated a definite superiority, and on January 13, the JV soundly defeated Mervo, 67-35, in their first meet. Gilman wrestlers registered eleven pins. Those getting falls in the lighter weights were Scott Sherman, Peter Bowe, Joe Carton, Hunter Cochrane, and Tom Gamper. In the heavier weights, Jimmy Lynn, Herb Seward, Bob Gettinger, and John Magee won by falls. Steve Richards rounded things out in the unlimited class with two falls—one in each of his bouts. John Magee's, Peter Bowe's, and the second of Steve Richard's falls were all in less than 45 seconds. Excitement was generated in the meet by several close decisions: Ross Pierce won 2-1, Walter Royal

won 7-6, and John Flanigan won 8-6.

Gilman went on to beat Loyola, 73-15. Pins were registered by Peter Bowe, Hunter Cochrane, Joe McGlaughlin, Dave Albright, and Joe Carton. Outstanding performances were turned in by Bowe, who got the fall in 30 seconds, and by John Flanigan, who won two decisions, both by 4-0.

All the wrestlers are looking forward to what the season may bring. As Mr. Scroggs said, "Many of the teams we are going to face this year will be stronger than us. We are going to have to beat them with superior skill and desire." With a lot of hard work and a little luck, the JV should have a very successful season.

Juniors Lead JV B-Ball To Wins

by Bob Cohen

In an effort to rebound from a rather dismal 1-10 season last year, Coach Vishio's J.V. Basketball team have won three of their first seven games this year. The team is composed of freshmen Marty Sutton, Dave Bock, and Doug Hornick, sophomores Brad Sinclair and Steve Green, and juniors Richard Thomas, Angus Gephart, Peter George, Johnny Hargrove, Stefan Laporte, Pete Coleman, and Bob Stewart.

In its first outing this season, a non-league affair versus John Carroll on December 11, the J.V. scored an impressive 51-40 victory. The starting five of Hargrove, 19 points, Stewart, 12 points, Sutton, 4 points, Gephart, 8 points, and Thomas, 8 points, shot an unbelievable 58% from the field. John Hargrove was very impressive as he connected on 9 of 13 shots.

On December 15, the squad played host to Francis Scott Key School in another non-league game. Although Hargrove netted 12 points, and Stewart added 10, Gilman was defeated 35-32 by a mediocre team. Forward Angus Gephart stated, "We didn't deserve to win, and neither did they."

The Junior Varsity entertained Southern in its initial league contest on December 17. Led by Johnny Hargrove's game-high 14 points and 7 rebounds, Gilman clinched its second win with a 29-26 victory. Stewart, Sutton, and Gephart scored 4 points each, and Thomas contributed 3 to round out Gilman's scoring. John Hargrove remarked about this close game, "Two quick layups by Angus brought us back into the game.

Then clutch foul shooting won it for us in the end."

On January 5, the team traveled to Northwestern for an encounter with the defending champs. Gilman was completely outclassed as the Northwestern starting five left late in the second quarter after compiling a 37-14 lead. In the second half, however, Gilman played better basketball as they outscored the Wildcats 26-20. Hargrove scored 16 points, and Gephart added 8. Richard Thomas said about the game, "We had a great comeback in the second half, but it just wasn't enough to win."

Three days later the J.V. squad played a crucial game at Curley. After falling behind 30-23 at the half, the Greyhounds staged a gallant comeback as they tied the score in the final period. The lead changed hands several times before Curley emerged as a 41-37 victor. Bob Stewart's 13 points, John Hargrove's 8 points, and Richard Thomas's 6 points paced the losers. The basketball team's record now stood at 2-3, overall.

On January 12, Gilman hosted Patterson. The home team shot an incredible 23% from the field, but nevertheless stayed in the game. Down by as much as 14 points late in the third period, Gilman caught up to the visitors on the clutch shooting of Hargrove and Thomas. Unfortunately, a last-second layup attempt that would have tied the game was missed. The score was 37-35 in favor of Patterson. Pete George remarked that this game "was one of the toughest defeats of my athletic career."

The big McDonogh game was played Friday night, January 15,

at Gilman. Seven players, including Bob Stewart with 15 points, scored as Gilman edged the Farmers 34-31. Gilman controlled the boards as Gephart snared 9 rebounds, and Green pulled down 6. The star of the game was Stewart, who said, "We got a good game from Pete George and Steve Green when John Hargrove and Richard Thomas got into foul trouble. Pistol Pete (George) sank two crucial free throws to ice the game. We won the game for coach Vishio because of last year's two McDonogh losses."

Leading J.V. scorers are Hargrove, 13.1, Stewart, 10.4, and Gephart, 5.4. The Gilman J.V. Basketball team has remaining games with Mervo and Forest Park, then each team is replayed. Coach Antoin Vishio summed up the season so far, "We've been involved in a lot of close games. We've played some good and some not so good games. I look for a better record as the season progresses."

Big League Basketball

(Continued from Page 6)

Yearly and Chris Miller. Last, but not least, comes the Green team, now wearing maroon shirts. With a record of 1-5, such players as Ronnie Smoot, Doug Murray, and captain Steve Hargrove are sure to put it together for Coach Kozumbo during the remainder of the season.

As in most big-league sports, one of the main goals of this season will be to improve all boys' basketball skills, whether each boy has the skills or not. Under present rules, each member of the team must play at least one quarter. This has kept all boys interested in the games they play, and has proven helpful to everybody by improving his game. A league in which boys have an interest and take part can never be considered a "hack."

From The Sunpapers

Bernard (Bud) Hoban, former head football coach at Gilman School, died recently in Hollywood, Fla. He was 80 years old.

Hoban, a graduate of Dartmouth, where he played quarterback, coached at Gilman during the early 1920's and was one of the founders of the Maryland Scholastic Association.

His most famous player at Roland Park was Jake Slagle, who went on to become an All-American at Princeton.

After holding the head coaching reins for ten years at Gilman, Hoban went on to become head coach at Hill School in Pottstown, Pa., and then athletic director of St. George's School in Newport, R. I.

In the 1940's he introduced football at the University of Mexico and was head coach there for 15 years. One of his teams played in a bowl game in the early 1950's.



Basketball Season Peaked By Victory Over McDonogh



BILL BRUSILOV, Gilman's leading scorer drives through Curley player for a basket in Gilman's first league win.

by Doug Quartner

As was said in the last issue, the varsity basketball team is in the process of rebuilding its program, and, as is shown by its record, is doing an excellent job at it.

For the first three games, which were non-league, the starters were Mark Fetting, Bill Brusilow, Bo Carey, Al Weems, and Bruce Barker. Ned Grassi and Alvin Thompson also saw a lot of action.

The first game played was a loss to Boys' Latin, in which the only bright spot was a twenty point showing by Bill Brusilow; Gilman lost 60-47.

Next Gilman outplayed John Carroll in a 43-41 victory. Bruce Barker scored fifteen points.

Before Christmas, the team lost to Southern, 59-38 with Brusilow turning in fifteen points.

Over the Christmas holiday, the Greyhounds scrimmaged St. Paul's, and Mark Fetting injured his ankle, so Bob Pinkard started the game against York Country Day School and did "... an excellent job ...". In this contest the team upset a strong visiting team 51-50. Bill Brusilow led with sixteen points.

After Christmas, Gilman tangled with a very strong Northwestern team, and was able to keep up for one half, but could not stick with them thereafter. Mr. Carroll noted their quickness and strong rebounding as the factor that beat the Greyhounds. Bill Brusilow again led with nineteen points.

After this loss the team bounced back to a 44-43 victory over Curley. Gilman pulled to a 44-37 lead with two minutes left, but was able to hold on. Bill Brusilow led again with nineteen points.

Next, Gilman took a close one on the chin, losing to Patterson 45-43. In this instance the opportunity to tie was there, but on this occasion they were not able to come up with the big play, as they had in games before.

Before the season began, Coach Carroll had hoped to use younger players, so that they would gain experience, but as he put it, "Due to the closeness of so many of our games, only about eight boys

have seen substantial action. I have been very impressed with the excellent attitude and hustle of the team during our practice, especially the boys who have not been able to play in the games as much as I would like."

The next game was with a very strong McDonogh team. This is supposedly one of the best cadet

teams ever. In this one, Gilman showed its excellent determination and drive, to upset the Farmers 48-43. Bill Brusilow led all scorers with twenty-one points, while Ned Grassi turned in an excellent defensive performance in holding McDonogh's Johnson to just twelve points. Bruce Barker and Al Weems combined to hold McDonogh's McCowan to only six points.

As of the McDonogh game Coach Carroll is "pleased with our defense to date. With only a few exceptions we have been successful in forcing our opposition to take the shots we want them to and then keeping them off the offensive boards. However, in order to realize success during the remainder of the season we must improve our shooting and eliminate many of our costly turnovers."

As Coach Carroll stressed prior to the Boys' Latin game, he is looking towards Bill Brusilow, last year's scoring leader, to supply the needed leadership. That he has done, and in addition, has increased last year's twelve point average to nineteen, presently. Mr. Carroll has also gotten leadership help from juniors Bo Carey and Mark Fetting, and seniors, Bob Pinkard, Ned Grassi and Alvin Thompson. He has also given excellent game experience to Soph's Bruce Barker and Al Weems. Both are starters and Barker has close to a ten point average, which is second on the team.

As they enter the second half of their season, we hope that the varsity basketball team continues on its excellent track.

Fierce Competition Marks Big-League Basketball

by Steve Parker

To most people, big-league sports are just for boys who couldn't make any interscholastic team, and in light of this, should be considered a "hack" session. However, this year's Big-League basketball has proven this statement as erroneous as referring to varsity sports in the same manner. The outstanding attendance at the enthusiastic games that have been played have shown that big-league sports are more than just a "hack" session.

This year's Big-League basketball is headed and disciplined by Walt Kozumbo, who has drawn up an entirely new schedule. Under this schedule, each of the six teams is kept busy playing a game each day. In the games played so far, one finds the Blue and Red teams in front, both with admirable 5-1 records. Blue coach Steve Hughs gives credit to captain George Chainey, and other players such as Rob Cohen and Mike Cromwell for their season so far. The Blue's team's only loss was against the Red team in a game which was kept close until the final seconds. The Red team, coached by Mr. Normandin, has been blessed with captain Harold Jones and teammates Mike Downs, Jamie Spagins, and Mark Bond (yes, Mr. Bond has finally made it into the big leagues). The Red team has averaged well over 45 points per game.

The White team, now wearing orange shirts, due to the scarceness of white T-shirts, have compiled a 3-3 count. Captain Bob Startzman and outstanding players Leigh Caplan and Will Gorman are un-

der the leadership of Mr. Pica. This team has played tough throughout the whole season. Fourth place is shared by the Yellow and Black teams. The Yellow team, unlike any other team, is not coached, and it has been the job of Alex Townes to lead his team. Bill Kanwisher and Henry Myerburg are leading the comeback of this once 0-3 team. Black is another come from behind team as was evident in a game against the Green, when they tallied up enough points to force the contest into overtime, and then wrapped the game up with but seconds left in overtime. City graduate Bobby Bank gives most credit to captain Steve Brown and mates Chuck

(Continued on Page 5)



JOHN BREMERMAN puts pinning combination on Loyola wrestler. The Gilman lightweight won, but did not get the fall.



GILMAN BACKCOURT combination of Captain Bob Pinkard (30) and junior Bo Carey (24), demonstrate shooting styles against McDonogh. Sophomore Bruce Barker (53) watches shot by Pinkard.



Varsity Grapplers Show Strength In All Classes

by Alan Kaufmann

This year's varsity wrestling team, in defense of its first Lehigh Cup in over a decade, is also trying to win the A Conference dual

Stretch View...

by Bill Brusilow

Archimedes Palastomy was a quiet, unassuming man. For the first fifty-one years of his life, he was always relegated to assistant jobs and other subordinate positions, but every day he hoped for the chance to show he was capable of leadership. Archimedes Palastomy was a junior executive for the NFL.

At three o'clock in the morning on November second, Archimedes received a telephone call. Through a thick haze of drowsiness, he gradually grasped the fact that he, Archimedes Palastomy, had full charge of and responsibility for the pre-game show at the upcoming Super Bowl. Stunned and excited by this great piece of news, Palastomy lost no time in finding out how much time he would have to work with, what his budget was, and what the basic theme would be. The next morning, he set to work.

Archimedes Palastomy had never been known to be lazy, but the effort he put into those first few weeks left the NFL front offices and secretarial pools gasping for breath. He sent letters to every city in the NFL, asking for their top two high school and col-

(Continued on Page 4)

meet championship. Coach Ed Brown's team is preparing hard for the big matches that will decide the title as well as for the M.S.A.'s; already 2-0 in the league, Gilman is a prime contender, if not the favorite, for these crowns.

The team's first two meets, against Loyola and Douglass, have been marked by outstanding performances in all weight classes, especially the heavyweights, where Gilman has had some difficulty in recent years. Sophomores Guy Warfield and Porter Siems and freshman Steve Secor have wrestled well in the two lightest weights; next comes defending M.S.A. champ Bill Gamper, who, although injured at the start of the season and replaced admirably by Jon Bremernan, has just begun to regain his form. Seniors Ty Campbell, Bob Isaacs, and David Selenkow have done the brunt of the work in the next three weight classes; David, runner-up in the M.S.A.'s last year, will be out to do better this year. In the middleweights, where Gilman has traditionally done well, juniors Bill Kelly and Scott Supplee have fared well; Kelly, after a year's absence from Gilman, is one of the team's most outstanding wrestlers, and Supplee, with two years of varsity experience already, is a threat to win the M.S.A.'s. The heavyweights have been manned well by Hugh McCormick, brothers Greg and Frank Davis, and Charlie Carroll. McCormick and Frank Davis, both seniors, are aiming to end their careers on high notes; Greg and Charlie have perhaps been the surprise winners of the team, for Gilman has lately had trouble in the upper divisions.

Coach Brown is optimistic on his team's chances to win the league crown and the Lehigh Cup: "... although we lost three boys who placed 1st or 2nd in the M.S.A.'s and despite the lack of depth in the upper weights, the team has a good chance to take it all." The recent postponement of the meet with Mervo only serves to delay the unraveling of the true potential of this year's squad. It is hoped Gilman will emerge triumphant from a grueling period of five meets, with City, Edmondson, Poly, Mervo, and McDonogh, in two weeks and proceed to win the Lehigh Cup again.

Development Plans Revealed As Fund Raising Continues

For the past two years, the News has presented an extensive series on Gilman's Long Range Plans. It has been some time since the last of these pieces were published, and the whole development program, especially fund-raising, has become a major part of Gilman's story. Here is a greatly updated and detailed presentation of current development plans.

by Dave Cross

"If we really want to turn out the best citizens of tomorrow, we have to give them the best education of today." With these words, Walter Lord codified the aim of education at Gilman. However, in order to be able to give the best education of today, Gilman has to be able to reach certain goals. A superb faculty can be had only by offering salaries comparable to other school systems. A good physical plant is possible only with modern classrooms.

Community responsibility can be met only through increased scholarships and programs.

All of these goals have one requirement in common: it takes money in order to provide the type of education Gilman desires to offer in the future. In order to raise this money, the development program has been established.

The development program uses as its symbol the grasshopper above the bell tower. As this is the highest point of Gilman, it symbolizes the high hopes of the development program. The slogan, "Ad astra per aspera" (to the stars through difficulties) has been a guiding force at Gilman. The shortened form, "Ad astra," is used on both the Gilman seal and the development program stickers which are seen around the school.

Gilman has drawn up a plan for

the expansion in all fields necessary for the improvement of the school. This is a basic ten-year "Challenge of Leadership" development program. The plan calls for an eventual total enrollment of 850 students, an increase of 135 over the present body. Faculty and staff salaries are to be raised significantly in an attempt to match salaries offered by county and city school systems. The number of scholarships is to be increased. Also planned are the addition of new facilities for the library and dining room to go along with the general renovation of the plant.

One of the major improvements of the physical plant will be a

(Continued on Page 3)



PICTURED IS the Ground Floor Plan of a new wing that is a big part of Gilman's development plans. Note the new dining and language facilities made possible by this expansion.

Committee Seeks A New Way To Govern Gilman



MEMBERS of the Governance Committee meet weekly to try to devise a system of over-all government for Gilman that answers the many challenges involved.

by Scott Sherman

Gilman is at the threshold of creating a cornerstone for clear-cut guidelines for a governmental system.

In an attempt to mesh the new changes and rules with the existing decision-making bodies, the new Governance Committee has undertaken the task of establishing a set of definite governmental procedures and guidelines.

The purpose of the first several meetings of the Governance Committee was to cite areas of disagreement within the governmental system at Gilman and to determine where the ambiguity lies concerning the function of such committees as the Judiciary Committee, the Honor Committee, and the Student Council. The Committee will concern itself not only with the lower levels of the power structure, but will consider the Faculty, the Headmaster, and the Trustees.

The Trustees have ultimate power in the school structure; therefore, the committee is not studying the Trustees, nor is it recommending a change in regard to their function or power. But, because the job of the Committee focuses around examining the overall school organization, the role of the Trustees must be considered.

Although in the past, the Faculty has always made the final decisions on proposed changes in policies, the Governance Committee must now consider the role

of the Faculty and their inter-relationship within the school. Mr. Finney states three reasons why this is necessary: one, the considerable growth of the Faculty in size; two, the need for more intensive study of proposals on a continual basis has made thorough consideration by the entire Faculty very difficult; three, the fact

(Continued on Page 3)

"Mikado"

by Steve Parker

What was probably the most spectacular dramatic undertaking in the history of the Gilman and Bryn Mawr Dramatic Associations took place in the Gilman Auditorium on the nights of February 26 and 27 and during the afternoon of Sunday, February 28. This event was the debut on the Gilman stage of Gilbert and Sullivan's well-known musical, *The Mikado*, a story taking place sometime in the eighteenth century in the town of Titipu, Japan.

The cast, definitely the largest ever seen on the Gilman stage, was of an exceptionally high calibre, and did an admirable job in bringing to life the characters of a long and difficult musical. Featuring Bill Rich as Nanki-Poo, Chip Manekin as Ko-Ko, Merry Lycett as Yum-Yum, Natalie Wexler as Katisha, Charlie Duff as Pooh-Bah, and Mike Blum as Pish-Tush, the cast also consisted of Pat Myles-Hunkin as Pitti-Sing, Mary

(Cont. on Page 5)

Amuses Big Crowd



"MIKADO" SOLOISTS in elaborate costume were among those contributing to the production of February 26, 27 and 28. The Gilbert and Sullivan musical may be the biggest show the Dramatic Association has ever produced.

Student Council Peruses Co-education

by Rick Sigler

In recent months, the progress of the STP meetings has been extensively reported. It may seem to some students that after organizing this revolutionary program, the Student Council's fervor in dealing with school matters has somewhat died down. However, anyone who has attended a recent meeting of the Student Council, knows that the Council has been hard at work making other future plans for Gilman.

One of this year's new institutions at Gilman has been the coeducational classes with Roland Park. At this time, the Student Council is contemplating ways to expand coeducation at Gilman in future years. One idea which was brought up at a recent meeting was to have half of Gilman's upper school attending classes at Roland Park, and half of Roland Park's upper school attending their classes at Gilman. Since both schools have certain unique courses to offer stu-

dents, students would be able to take these courses at the respective school. Required courses such as math and English could be taken at either school. Students would return to their own schools for athletics.

Another idea which was presented was that boys could elect certain trimesters to spend at Roland Park. Indeed, both of these plans seem to present feasible ways

to institute a co-educational system at Gilman. It must be noted, however, that these plans are merely in their early stages of development, and that numerous problems must be dealt with if Gilman is to participate in an expanded coeducational program in future years.

Probably the most recent change in daily school life that Gilman students

(Continued on Page 4)

Middle Schoolers Visit Talk With Rev. Coffin

by Jon Reisfeld

In these times of crisis and confrontation on campuses, in the government, and on the streets, one often regards those who disagree with him as social or political stereotypes and loses sight of them as people. With this in mind, Mr. Strasburger and Mr. Nickel

have originated an independent study course for those Second Formers who wish to broaden their understanding for others.

As a part of the course, Mr. Strasburger obtained interviews in New Haven with a police chief and Mr. Weeks, head of the F.B.I., both in Connecticut. At the last minute the police chief had to turn down the interview. Because Rev. William Sloane Coffin (of the Coffin-Spock trials) was the chaplain of Yale, Mr. Strasburger decided to see if Dr. Coffin might find time to talk with the students, and he did.

On a weekend in late January, John Farber, Pip Smith, T. A. Miller, Joe Hooper, Harrison Smith, and Brian Goodman, along with Mr. Nickel and Mr. Strasburger, went to New Haven for the two interviews.

The meeting with Rev. Coffin lasted for over an hour, during which he discussed questions which the students prepared for him. These ranged from his personal experiences to the subject of the draft and conscientious objection.

While discussing America's youth, Rev. Coffin remarked, "... right now I think everybody is putting all their eggs in the youth basket and they not only expect youth to raise the questions but they expect youth to come up with the answers. I don't think that's the case at all. I

(Continued on Page 5)

Editorial

Gilman has moved, in the past, to meet its challenges in a way which sets an outstanding example for the larger community. The school has sought, especially in the past few years, to give real consideration to the whole question of change, not only of rules and ideals, but also of educational format. Articles in this very issue of the *News* point to the fact that students have a large part in the process of self-evaluation, and, when necessary, in changing any aspect of school life that requires it. Sometimes change is slow, and often parts of the status quo should be retained anyway. But be that as it may, the Gilman community is indeed committed to the idea that innovation can be reconciled with reason and responsibility. Not only is the school committed to that idea, but this concept has been made to work all the time.

Gilman will, however, have to put this exemplary attitude to some real tests in the upcoming months. First, the treatment of the final STP proposals by the governing bodies of the school will reveal in a clear way just how strong a democratic approach exists in the school. This challenge is in the hands of Mr. Finney, the faculty, and the Student Council. But secondly, the student body itself will have to show that it is capable of being responsible for itself during this upcoming busy spring. In the spring, school life tends to experience a surge in activity of all kinds, as well as a general desire to "let go." It is during this active, constructive, but somewhat restless period that the school may have a hard time maintaining its attitude of flexibility and reason. If the student body can continue to demonstrate a responsible attitude, however, and an interested one, Mr. Finney and the faculty will probably respond with continued open-mindedness and reason. It is worth the effort.

—J E S

Sound-Off: Recognize Unsung Heroes

by Randy Beehler

Just so you do not think the editorial staff of this year's *News* is totally preoccupied with criticizing, rationalizing, and philosophizing on the pressing problems of today, I would like to recognize and congratulate certain groups for their recent actions—actions, I feel that have been underrated.

First, on the school level, would be the students who donate their Saturdays and free weekday afternoons to help run Operation Challenge and tutor academically deficient pupils from various public schools. Besides the educational value, both the instructors and the instructed can profit from the individual. It is an "eye-opener" to both, made possible mainly because of the dedication of those Gilmanites participating.

Second, on the political level, are those Americans and Allied soldiers who have been shipped to Vietnam for the past several years and fought on hostile soil, in

a hostile climate, while the shape of the table at the peace talks was being determined. To continue combat while the leaders of the homeland can not agree on why, where, and how America should fight in Southeast Asia is asking a great deal—a great deal of those U. S. troops. In these times of ideologies, to re-enlist for Vietnam duty, as thousands of American volunteers have done, is to my mind the ultimate ideological sacrifice.

Third, on the artistic plateau, would be the great musicians, song writers, and directors of Motown and other black recording companies. Through the medium of music in the past decade, from "Smoky" Bill Robinson of the Miracles, to Michael Jackson of the Jackson Five, hundreds of black artists have risen from the ghetto, through their own innate talents, and have pushed to the top of the charts all over the world.

In a time when racial discontent exploded in all major cities across

Students Want Art Facilities, Council Says

As a meeting preliminary to the open forum of February 11, the Student Council passed a strong resolution expressing the desire of the Gilman student body for increased art facilities at Gilman. The resolution called for strong support of Mr. Riley's proposals for a greatly expanded art program.

Designed to encourage students of all levels of ability and interest to become excited about art, the proposed program would involve facilities such as creative workshops and a completely equipped darkroom. Although the details of this program have not been fully worked out, and funding will be a problem, students themselves have expressed their interest in expanding arts at Gilman as early as November's open Student Council meeting.

At that time, senior Chris Green proposed efforts to centralize the arts at Gilman. It was felt that many students who might become involved in an art program are presently prevented from doing so by limited facilities and personnel. "The student body itself feels a definite need for better art facilities, and a bigger program with

(Continued on Page 4)

America, Motown and its associates were perhaps the best representation, to slum dwellers, of blacks who had achieved the recognition and financial success that they deserve. Artists like Curtis Mayfield and Sam Cooke have made black awareness something to sing, not scream, about. Barry Gordy, Jr., president of Motown, and James Brown, through their own prudent management, have built million dollar black enterprises proudly based on black accomplishment.

To me, soul and its artists represent the greatest step toward racial harmony in the last ten years. When one reflects on recordings such as "Ask the Lonely" by the Four Tops, "My Girl" by the Temptations, and other great releases, he realizes that these artists have produced classics that will probably live on long after "acid rock" music has died. Soul is so good it can produce an instant "high," and is, in the words of James Brown, "superbad" music for dancing.

A Grain Of Salt: What Fun A Crisis Can Be

by Bucky Baker

A funny thing happened on the radio one glorious Saturday morning last month. The Air Force station at Cheyenne Mountain, Colorado found it couldn't wait, and launched its April fools joke a month or so too soon. Unfortunately, the joke was so ribald in its proportions, that the humor was lost on many of us.

What happened was as follows: I was driving down Roland Ave. with the intention of picking up a friend en route to a college interview. Feeling myself unable to put up with the insipid mixture of bubblegum music and noxious commercials that WCAO is wont to broadcast at that early hour, I tuned to WCBM. Which station, I found to my surprise a few moments later, was pleased to announce in cooperation with the F.C.C. and the Department of Defense a nuclear emergency. Wondering if Metromedia had cornered the market on nuclear emergencies, I turned to WCAO to find Dawn mid-way through "Knock Three Times On The Ceiling If You Want Me," to WBAL to find Rex Barney lamenting the precarious state of Gus Johnson's knees, and to WAYE to break in on a soapy advertisement for lemony White Rain Shampoo. Not wanting to miss out on the fun, I quickly tuned back to WCBM. After broadcasting its message enough times that the simplest or most panicky listeners could memorize it backwards and forwards, the station discontinued

further broadcasting.

As is common knowledge by now, the dead air was soon interrupted by the familiar disc jockey telling us that it was all a false alarm, a careless mistake anyone could have made.

The small community of the Gilman campus had experienced a similar kind of technological crisis the previous Monday. Specifically, the power supply to the main building was cut off so that the Baltimore Gas & Electric repairmen could examine some cables, and make sure our power did not go off in the future. And so, soon after the lights went out, this learning factory which is producing the leaders of tomorrow ground to a halt, and we, the educators and educated, shuffled off to our homes to await the start of a new day.

The common denominator in these two incidents is a new, unrecognized kind of environmental crisis caused by the proliferation of the technological element in our society. As scientific and mechanical aids to the continuation of and comfort within our day-to-day lives have continued to grow, we have neglected to plan for their eventual failure and the concomitant impact on our lives. It is necessary that study be devoted to finding out how such breakdown can be circumnavigated in the future.

Just as a chain is as strong as its weakest link, a society dependent on technology must plan for the day when that technology fails, as it inevitably will.

Pinter Plays Are Good But Unusual

by Chip Manekin

Harold Pinter is one of those playwrights who invariably provokes strong reactions from his audiences. His plays are not shocking or absurd but rather lead the spectator around on a leash (a noose would be a more appropriate image); one usually finds that he has been tricked, and if he admires the artistry of this joke, he enjoys the play. If he resents it, he joins an equally large group of theater-goers who find Pinter pointless and unsubstantial.

Take, for example, *The Collection*, one of two plays which Center Stage is presenting. The wife confesses to her husband that she was seduced at a convention, by a dress

designer. The dress designer denies everything, admits to part of the story, devises a counter-story, and finally claims that the wife attacked him. The wife then denies all stories to the designer's friend for her own reasons, and after several more versions, the play ends with no conclusion except that people lie for their own motives, and the truth is impossible to find. We never find out what really happened or did not happen. To some, this inconclusiveness renders the preceding hour a waste of time; to others, it is the only possible ending which has any real dramatic worth.

While Pinter is often obscure, (Continued on Page 3)

Gilman Graduate Heads U.S. Delegation At Paris

by Bill Rich

In our nation's capital, the hot and humid days of early summer customarily herald a similarly languid period in domestic and foreign affairs. This past summer, however, was certainly an exception. As June drew to a close, the fervid rhetoric which had followed the Cambodian invasion in April began again; once more the nation was embroiled in debate over the strategic and moral advisability of the spring invasion.

In late June, however, President Nixon began dropping hints about a possible change in the condition of the stalemated Paris peace negotiations. For many weeks, the Hanoi delegation had refused to enter into serious dis-

cussion because President Nixon had failed to appoint anyone as a permanent successor to former Ambassador W. Averell Harriman, who had been the leader of the American delegation to the talks. No longer were the representatives from North Vietnam satisfied with Philip Habib, Mr. Nixon's interim negotiator. Despite the deadlock in Paris, the President said that the Administration intended to emphasize the use of diplomatic rather than military pressure to end the war. In the President's own words: "There is no military solution to this conflict. Sooner or later, peace must come. It can come now, through a negotiated settlement that is fair to both sides and humiliates

neither." Obviously the President had some plan of action to break the logjam in Paris, or else he would not have issued so confident a statement as the one cited above. But what could the President do to revive the dying negotiations? The answer came less than one week later.

On July 1, the President went before the nation in an unprecedented hour-long, live discussion of foreign policy with one commentator from each of the three major networks. It was during this news conference that the President revealed his strategy for reviving the Paris talks. His strategy consisted of one simple change: the American delegation

(Continued on Page 4)

THE NEWS

Published by

THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 5

March 10, 1971

Editor-in-Chief
Joseph Sandler

Managing Editor
Bucky Baker

Features Editor
Randy Beehler

News Reporters: '71—Berney, Brundige, T. Duff, Finney, D. French, Haley, Lynn, T. Manekin, Miller, C. Munford, Nelson, Rich, Wallace, Wharton; '72—Carroll, C. Marshall, B. Scherlis, J. Talalay, Trimble. Sports Reporters: '71—DuBois, Ehrlich, Hilliard, Young; '72—Brundige, J. Kaufmann; '73—Gettinger, R. Parker, A. Quartner; '74—Bowe, P.; '75—Hooper, J.

Circulation Editors: Mark Bond, Scott Howe, Peter Stamas.

Business Board: '71—Selenkow; '72—Downing, J.

Photography Board: Editor—Michael Blum. Associate Editor—Nigel Ogilvie. '73—Hubard, Silver, Wong.

National Sales Representative—National Educational Advertising Services.

Sports Editor
Bill Brusilow

Business Manager
Tyler Campbell

Faculty Advisor
Mr. Frank Andrews

Gilman, Bryn Mawr To Do "Apley" In April

by Lex Schultheis

The Dramatic Associations of Gilman and Bryn Mawr presently are rehearsing for their production of *The Late George Apley*, a play by George S. Kaufman and John P. Marquand, based on Marquand's Pulitzer prize-winning novel of the same name. Performances are scheduled for April 23 and 24 at 8:30 p.m. in the Gilman auditorium.

A devastating satire on a well-established Boston family during the early twentieth century, the play is strictly contemporary in its ridicule of unquestioning adherence to traditions. Against a rigid New England background, George Apley, as "self-appointed guardian" of family pretensions, connives to direct the Apley clan into out-dated and unrealistic life styles, with ironically comic consequences.

Boasting a large cast, the production has students from Bryn Mawr assuming the women's roles. Debbie Albert and Nancy Henson play the parts of Catherine and Eleanor, respectively. The part of Amelia is played by Mallory Digges, Jane by Meg Ross, Agnes by Stephany Lassotovich, and Emmeline by Lydia Thomas. Anne Randall takes the part of the character Lydia, and Georgie Smith plays Margaret, the maid.

In the February issue of the *News*, an article concerning the gift of poster prints to Gilman stated that these posters were donated "by Edward J. Gallagher, Jr., in memory of the Class of 1937." This should have read that Mr. Gallagher donated them in memory of his son, Edward J. Gallagher, III, Class of 1937. The *News* regrets the error.

Pinter

(Cont. from Page 2)

The Collection and *The Lover* represent two of his more intelligible works. Center Stage showed considerable wisdom in choosing those particular plays; they are not great works (They are not even great Pinter). But the plays offer an excellent vehicle in which fine actors can display their talents. For acting was the highpoint of the evening, and the company was represented by three of its best actors. Artistic Director John Stix, in addition, deserves much credit for importing three other fine actors.

The happiest surprise of the evening was the debut of Jonathan Slade in a major role. His ability to immerse himself in Pinter's London world was remarkable; it would be great if we could see more of this talented actor in the future. It is a pity that Margaret Phillips, who portrayed the wife in *The Collection*, did not have a larger part, for she is a superb actress.

But the real virtuoso performances of the evening were by Valerie French and John Tillinger as husband and wife in *The Lover*. They worked so well together that one can scarcely believe that the play was their first joint venture. Miss French and Mr. Tillinger are unfortunately not members of the company; the audience was thus doubly lucky to see these actors.

With such praise for various actors, one must not lose sight of guest director Robert Lewis's fine job. Pace is important in theater, particularly in Pinter, which can drag easily. Thus, in all aspects, the production was well done.

Gilman students featured include Chris Minkowski in the title role of George Apley, Pete Spragins as John, Ted Trimble as Horatio Willing, Jim Brundige as Dole, and Bruce Rosenberg as Henry. Gordie French is cast as Boulder, and Tony Talalay plays Roger. Jim Johns takes the part of Wilson, the butler.

During auditions, Mr. Andrews and Mr. Barker assisted as advisors. Seminarian Greg Baughn serves as director; George Bias is stage manager. The co-producers are Jim Brundige and Ted Trimble. The presentation promises to be a dramatic highlight of the year.



PROPOSED NEW library building will be built off of the present Dining Hall complex. View is from the back of the building, facing what is now the Dining Hall. The new wing extends, then, east of the Main Building

Development Program Under Way

(Cont. from Page 1)

new library that meets the needs of Gilman. This structure will be capable of seating up to two hundred students and holding up to twenty-five thousand volumes. This compares well with the present library, which is limited to only fifty seats and a capacity of about eight thousand volumes. The new library will be able to seat about 40 percent of the student body at any given time, which is

encouraging, considering the current trend towards independent study.

The development program also calls for a new Middle School which is physically separated from the Upper School. This would allow for a separation of age groups with different needs and problems, and provide sorely needed space in the main building.

The new dining plan, which will

go into effect next year, will establish a feeding system whereby students will either buy lunch from vending machines or bring their lunch from home. This not only presents the opportunity for a more informal lunch period, but also represents a saving of \$350,000 when compared with the original plan which called for a large cafeteria and a completely renovated kitchen.

There is also a need for an expanded industrial arts program. This expansion will provide opportunities for creative expression through concrete materials. Primary activities will involve the basic tools and materials of industry.

Plans for the language center call for five classrooms of varying sizes, an office area and a language lab on the ground floor of the projected new addition near the present dining room. The present language lab will be moved to the basement of this new addition.

In addition to these improvements, the following tentative plans have been made for renovation work to be done in the main building:

- 1) The Basement
 - (a) Maintenance, storage areas, and a book store will be located in the north corridor.
 - (b) Art will be located where the I and II Form Rooms are at the present time. The department will also have a classroom on the south corridor.
 - (c) There will be space for at least one seminar room on the south corridor.

- 2) First Floor
 - (a) Headmaster's office will be moved to the present main room of the library, and the annex will be made into a faculty lounge.
 - (b) Dining room and present pantry will become part of the library.
 - (c) South corridor will remain classrooms and conference rooms.
 - (d) "A" study hall will become the IV Form Room.
- 3) Second Floor
 - (a) North and south corridors will remain classrooms and seminar rooms.
 - (b) Departmental offices will be in the center and east corridors.
- 4) Third Floor
 - (a) South corridor will be III Form Room.
 - (b) North corridor will consist of two large classrooms with a corridor down the east side.
 - (c) East corridor will become a Form Room.

Other renovations will be made in the Auditorium. Music will expand into part of the space which Art will vacate when it is transferred to the south wing of the main building. The lecture room will be improved for the use of Music Department, and several sound-proof instrument practice rooms will be constructed. The remaining space will be used for classrooms. The plan also considers the addition of a balcony in the main auditorium in order to meet the ever-increasing demands for seating at special functions.



SOME STUDENTS might not know that this man is McCarthy, who is chairman of the committee that proposed much of Gilman's planned expansion. Story on what is happening in the development program is on page 1.

Governance Committee

(Cont. from Page 1)

that there is a new awareness of the need of student involvement.

The position of the Headmaster must be studied, for his is the key to the organization. Headmaster Finney is stifled with responsibilities, ranging from the administration of proper action on instructions given him by the Trustees to working with the Faculty and the committees. The aim of the Governance Committee, in the case of the Headmaster, is not to alter his role or power, but to lessen his burden by clarifying the action that he could take, the committees which he could consult, and by providing him with a school government which handles matters systematically.

Before attempting to establish

an organized school government, the question must be asked: what has hindered the formation of an organized school government in the past? One, the exact function of each committee has not been clarified. Certain committees function either in an incorrect manner or consider problems that should be within the domain of another committee. For example, which problems should be considered by the Judiciary Committee and which should be considered by the Honor Committee? The reason for this ambiguity is simply that no one has bothered to specify in writing the areas of interest for which each body is responsible. One of the jobs of the Governance Committee will therefore be to

outline in writing each of the committee's responsibilities.

The second problem which has hindered concrete organization in the school has been the question of the inter-relation of bodies within the system. The most obvious example is the relation between the Student Council and the Faculty. Presently, there is no defined process by which the Faculty should handle proposals drawn up by the Student Council. This type of gap exists at many points in the school, and has had a profound effect upon the Headmaster. The Governance Committee hopes that if it can successfully define the manner in which the committees and decision-making bodies all inter-relate, an environment will be created in

which matters and proposals can be managed more smoothly and in which decisions can be made and carried out efficiently.

Finally, what should Gilman School hope to gain through an efficient governmental system? Any institution which handles its work and its problems in a systematic manner, cannot help but profit by it. The institution operates with less confusion and more confidence, thus the capacity to accomplish more becomes greater. If the six Faculty members and the three Seniors on the Governance Committee can furnish the school with an effective process of reorganizing the governmental system, we will have taken a great step forward.

David Bruce At Paris

(Cont. from Page 2)

to the peace talks would henceforth be led by veteran-diplomat David K.E. Bruce.

Former Ambassador Bruce is recognized throughout the United States and the world as one of America's two top-ranking diplomats. Bruce is especially well-known throughout Maryland, for his is an old and respected Maryland family. David Kirkpatrick Este Bruce was born in February of 1898. As the son of a former U.S. Senator and the brother of a U.S. Ambassador to Argentina, young Bruce seemed destined for a career in either political or diplomatic service.

His education began at Gilman, where he distinguished himself as a well-rounded student. While a student at Gilman, Bruce won the Elizabeth Woolsey Gilman Prize three years running (1913, 1914, 1915)—a feat duplicated only once since then. After receiving the Fisher Medallion upon graduation in 1915, Bruce's education continued at Princeton. When World War I began, Bruce refused the socially acceptable officer's commission and enlisted in the Army instead. While serving in the artillery in France from 1917-1920, he earned his officer's epaulets.

Following the war, Bruce returned to his home to study law at the University of Maryland. After law school, he entered into law practice in Baltimore and spent most of the next twelve years in private life. Although Bruce devoted most of those early years to his private law practice, he periodically took time out to serve his state and his nation. He was a member of the Maryland House of Delegates from 1924-1926, and he served as the U.S. vice-consul to Rome in 1926.

World War II once again drew Bruce into service in the Armed Forces. From 1941-1945, Bruce was a London-based director in the Office of Strategic Services.



DAVID K. E. BRUCE has been called one of Gilman's most distinguished graduates. Even so, he has been able to produce little at the Paris Peace Talks, and reporter Bill Rich feels that Bruce will probably not settle for anything less than he really wants.

In early 1947, President Truman appointed him Assistant Secretary of Commerce, a capacity in which he served for two years.

Ever since the end of the Second World War, Ambassador Bruce has dedicated all his energy to diplomatic service. Mr. Bruce was a vital member of the American organizations which were instrumental in the recovery of Europe. As head of the Marshall Plan mission to France, Bruce gained much of the experience which was to lead to his appointment in 1949 as the U.S. Ambassador to France. While serving as Eisenhower's Under Secretary of State from 1952-1953, Bruce's efforts were instrumental in gaining French acceptance of West German rearmament and entry into NATO.

From 1957-1959, Bruce served as the U.S. Ambassador to West Germany. When President Kennedy was choosing his Cabinet, he considered Bruce for Secretary of State, and passed over him only because of his age. (Bruce was then 62, Rusk was 51.) Instead President Kennedy appointed Bruce Ambassador to the Court of St. James, a position he held until his retirement in 1969. Upon his retirement, Bruce was this nation's senior ambassador, and the only one in history to have served as ambassador to all three of the major Western European nations.

Ambassador Bruce has often been described as America's last diplomat of the old school. *Time* magazine described him as, "A natural arbiter (who) remains polite and analytical on the most controversial of subjects." A Washington friend described the Ambassador as, "... so exquisitely polite that his manners are almost Chinese."

If Mr. Bruce hopes to succeed in Paris, he will have to employ all of the polite diplomacy that is available to him. As Mr. Bruce has had one of the most successful careers in the history of American diplomacy, it is almost inconceivable that he will settle for a poor result in Paris.

**MORGAN & MILLARD
PHARMACY**
4800 Roland Ave.
889-2222



BILL RICH, Natalie Wexler, and Dave Cross starred in this scene from "The Mikado" presented last week. Story is on page 1.

Tutoring Is Beneficial To Both Participating Boys

by Larry Wharton

One of the less publicized but greatly rewarding programs presently underway at Gilman is the Tutorial Project. Tutoring at Gilman is also conducted on another less formal scale with seniors helping lower formers.

The formalized Tutorial Project is composed of eleven juniors and seniors who are tutoring inner-city children through the Echo-House Foundation. The Tutorial Project, however, is only one of a large number of programs and services for the community that Echo House provides. Gilman was invited as one of the schools to have its students participate in this program mainly because its students have exhibited a ready willingness to help younger people this way.

Art Facilities

(Cont. from Page 2)

more participation," Council president Jeff Rice stated. "We wanted to get that across."

One contributor to Gilman's art program, Mr. Edward J. Gallagher, has added even more to his gift of foreign poster prints mentioned in the last issue. He has donated an additional sixteen American poster prints, similar to the foreign ones, and beautifully framed. The announcement of Mr. Gallagher's generous addition to his original gift was made by Headmaster Finney.

The results have always been good. The tutors from Gilman are first told what problems their tutees are encountering and then given directives as to how best try to remedy the situation. The tutors report back to Echo House at regular intervals to evaluate their tutees' progress. A minimum of one hour per week is set aside for each tutor.

One of the main innovations of the Tutorial Project is that the boys go into their tutees' homes. This puts the tutee more at ease and helps facilitate the learning process. An extremely important part of this program is having the tutor regarded as a friend rather than a teacher by the person with whom he is working. The fact that someone is interested enough to take the time to help out offers a great psychological lift to the tutees.

On a less formal level, tutoring is arranged at Gilman for seniors to help lower formers. This remedial aid is arranged by the teacher of the course to perhaps end a condition or try to help a student who is having difficulty grasping certain concepts of his course.

The benefits from tutoring others are fairly obvious. There is a tremendous feeling of achievement and self-satisfaction in knowing that one has helped another, lasting friendships develop in many instances, and the tutor, by having to explain or break down into simpler language a concept or a problem, feels more secure in his own reasoning and understanding.

Seniors Lead Big-Leagues

by Steve Parker

The second round of the big-league basketball season proved just as successful as the first. The first round was completed after the Red team beat the Blue team in an exciting play-off game, which included fine performances by Harold Jones and Mark Bond.

Many surprises characterized the second and last round of this season. The first place crown had been changing from team to team, nobody knowing exactly who would hold on to it last.

Probably the biggest surprise of the second round was the amazing comeback of the once last-place Gold team. With the addition of the starting forward from the Varsity reject squad, Benjy DuBois, the Gold team had become a contender for first place. Benjy, who has now resorted to a lesser form of coin basketball (which seems to draw bigger crowds), has combined his fine shooting and rebounding ability to put it together for the Gold team.

Along with Gold in this first-place battle were the Blue, Black, and Red teams, all with just about the same records. None of these teams could have been where they were without the improvement of such players as John Bartkowski, Dave Aposhian, Roger Hankin, and Doug Nelson.

One thing can be said about this year's big-league basketball season. It has been exciting and rewarding for just about every person who has taken part in it. Much credit must go to Mr. Kozumbo and his fellow coaches for putting together such a highly successful season, and, of course, to every participant for making it a worthwhile year.

Student Council Notes

(Cont. from Page 1)

dents have noticed is the new chapel time after third period. Last year, a poll was taken to find out exactly what the student body's stand on chapel was. A clear majority of students favored abolishing chapel altogether. Many students are now wondering why the chapel time has been changed and why chapel has not been abolished. Many juniors and seniors now have at least one free period during their first three periods of the school day. The new chapel affords these juniors and seniors more freedom and more time to sleep in the morning. Another reason for the new chapel time is to try to cut down on lateness to chapel. On the average, in the winter, sixty to seventy students are late to chapel every day. By having chapel in the middle of the day, it is hoped students will have ample time to get to chapel. It may even follow recess, in the future, in order to give students additional time to get to chapel. The new chapel time will be continued throughout the rest of this year. As to the question of having chapel at all, the school must have a chapel-type assembly, if only to provide a time to give important announcements to the entire student body.

Some responsibilities of the Judiciary Committee, such as the

handling of latenesses to chapel, are now being handled by the administration. The Judiciary Committee is trying to give "creative discipline" to student offenders. The committee wants to give a boy every chance to learn to work within the system before handing him a demerit.

The Student Council has also proposed an efficient way to deal with vandalism. Since many changes will be taking place at Gilman in future years, the needless waste of money which results each year from disrespect to school property, must be dealt with in some way. If the vandalism cannot be traced to a single person, but can be traced to a particular Form, a collection of money could be taken from the students in that Form to pay for the property damage. If the vandalism cannot be traced to a single Form, but it is clear that Gilman students did the damage, the costs of repair could be paid for by collections of money from all six Forms. It is hoped that if students have to pay for this inexcusable destruction of school property themselves, they will more fully realize the consequences of vandalism.

Further results of the STP meetings will be printed in the next issue of this paper.



ADIRONDACK WILDERNESS CAMP

Elliott K. Verner, Director
Long Lake, New York 12847
An Intensive Tripping Camp
In the Largest Wilderness
Area in the East
For Information Contact—
John F. Bartkowski
144 Stevenson Lane
Baltimore, Md.
Phone: 828-9527

TUXEDO PHARMACY

5115 Roland Avenue

TUxedo 9-2000

Reverend Coffin Interview

(Continued from Page 1)

think youth has been saying the shoe doesn't fit; the government has been saying the shoe fits fine, get yourself a new foot."

As the interview progressed the discussion turned towards the Reverend's participation in the peace and civil rights movements. He commented on Americans' attitudes toward poverty saying, "The fundamental thing wrong in our attitude is that we think the poor are a problem to us when, in fact, we are a problem to the poor."

The interview was quite thorough. Hardly a single issue which faces Americans today—the war, civil rights, poverty, My Lai, the church's role in society, communism, Kent State, conscientious objection, or a volunteer army—went untouched.

Perhaps one of the Reverend's most ingenious ideas is his opinion on a volunteer army, which he feels can be used to integrate blacks and the poor into society by supplying them with job training and veteran's benefits otherwise unavailable.

The interview with Mr. Weeks was conducted in the same manner. The students asked him many questions such as: why he went into the F.B.I., what the organization does, if he is free to shape the policy of the F.B.I. in Connecticut, his opinion of the Black Panther trials (which took

place in New Haven), and finally if he thought J. Edgar Hoover should retire.

His answer to the question on the Black Panther trial was that he regarded it the same as any other murder trial. Asked what the F.B.I. did, he responded that it is an investigation force only, even though it sometimes works very closely with the police.

When the students asked if he thought J. Edgar Hoover should retire, he answered, "No," stating that Hoover is a very lively man.

Rephrasing the question, the students asked if he felt the director's power could present a threat to democracy. His answer was that Hoover's position was much more prestigious than powerful.

In comparing the two interviews, Joe Hooper said, "Mr. Weeks told us some interesting stories, but we didn't hear his views. He was guarded, while Reverend Coffin was more relaxed and open."

T. A. Miller similarly replied, "There wasn't anything to ask the F.B.I. man. Whenever we asked him an opinion question, he gave us a factual answer."

Because the program was an innovation, the students were asked if they felt it to be success.

T. A. Miller thought, "It was the type of program that you had to put a lot into it to get a lot out of."

Joe Hooper added, "The few people who were really interested got a lot out of it, more than they expected." When asked if he believed the program should be continued he replied, "Definitely yes."

In both interviews, the students came only to listen to the men, hear their views, and leave with an understanding as to why they have them. It may be that in listening to and understanding others lies the key to finding solutions for the many problems they discussed.

"Mikado" A Success

(Continued from Page 1)

Ellen Beckelheimer as Peep-Bo, and finally, David Cross as the Mikado. The play was backed-up by a mixed chorus of forty students from Gilman and Bryn Mawr, as well as by a small orchestra composed of students and professionals directed by Mr. John Talley of Bryn Mawr, who also served as the musical director.

Mr. A. J. Downs of Gilman directed the acting end of the production, while choreography and make-up were handled by Bryn Mawr senior Bess Armstrong.

Although not the first musical given by the two Dramatic Associations, *The Mikado* was probably their most ambitious presentation up to this time. Many challenges had to be overcome in order to present the play, but it was apparent that no obstacle could slow down the cast and crew. In addition to the inherent challenge of a musical, it was necessary to create Japanese costumes and a colorful oriental background. Both the costumes and set design were directed by Miss Arna Margolis, a teacher at Bryn Mawr. Constructing the set were Gilman seniors Jeff Rice and Fred Nelson, with the help of Bryn Mawr students Becky Hutchins, Helena Zinkham, and Mary Van Metre. Helping with the costumes were Ellie Hale, Julia Haller, Meg Ross, and Mallory Digges. Susan Digges, Janet Mockard, Anne Potter, and Sydney Hopkins, all from Bryn Mawr, worked on special scenic effects. Bill Scherlis did the lighting and was also Stage Manager. Musical accompaniment at rehearsals was provided by Mr. John Merrill and John Kopper.

The success of *The Mikado* at Gilman was effectively shown in the near sell-out crowds present at each performance. Hard work, cooperation, and the general enthusiasm of all involved made the play the triumph it was.

JV Wrestlers Mangle Opponents, Look To Varsity Spots Next Year

by Jock Whittlesey

The ultimate aim of every J.V. team is to provide experienced players for future Varsity teams. This year's J.V. Wrestling is doing just that. The squad is undefeated in matches, and is definitely going to provide Mr. Brown with some good material for future Varsity teams. In 2 "formal" meets and 5 scrimmages, the J.V. boasts a proud record of 7-0. In the first formal meet, the team won a solid victory over Bel Air, 32-15, under the leadership of Bill Hazelhurst.

Varsity B-Ball

(Continued from Page 6)

Tennis will bear the brunt of the load. Optimism is already high for next season as the eight returnees will provide a solid base for what might be Coach Carroll's first winning season at Gilman. Perhaps Bill Brusilow summed up the season best when he said, "The first McDonogh game showed our true potential, as we played a near-perfect game. Although we had our disappointments, we were pleased with each of the six wins. Next year should be even better with the large number of returning players."



MR. EDWARD THOMPSON is shown at the keyboard of Gilman's computer. The math instructor teaches a Saturday course in use of the computer to a group of faculty members.

Mr. Thompson Teaches Use Of Computer To Faculty

by Jock Whittlesey

This year, Mr. E. Thompson has started a course that adds a completely new dimension to the Gilman community. He has implemented a program that allows any faculty or staff member to take a course in computer programming. There are six faculty and two staff members taking this course, and it is hoped that they will use their knowledge to run their various classes and departments. There are a variety of people taking the course. One might expect just Math teachers, but other people taking the course are a history teacher, two science teachers, two language teachers, and two staff members. It is through another program offered by the computer company that Gilman faculty and staff can use CAI, Computer Assisted Instruction. This might help the language and history teachers to plan or augment their courses.

Mr. Thompson explains his novel program. "This course is attempting to develop interest and knowledge of the computer for those people who believe that the computer has a place in the school."

The class meets once a week, on Saturday mornings, in the computer room. There, Mr. Thompson hopes to teach computer programming both by instruction and experience.

The program has been moderately successful, and it is probable that the course will be taught again next year, if enough interest is generated. It is also possible that the school's financial problems will be helped by the use of the computer, because one of the staff members taking the course is the school's financial secretary.

DONE AT 11:20
BYE RETURN
003 MINUTES OF TERMINAL TIME
OFF AT 11:20

Stretch View

(Continued from Page 6)

performers are usually so involved that insanity is practically a prerequisite. Of course, that sport can be none other but amateur wrestling.

The concept of two people engaged in hand-to-hand combat is not all that intriguing. And the fact that in the process, each reaches the uppermost peaks of physical exhaustion might be understood. But the very idea of a human being going out day after day to engage in this practice, and not only to wrestle but to actually go through drills and conditioning exercises which are even more exhausting, requires an understanding which is not even remotely related to what is called "human."

Anyone who did not know much about wrestling would take one look at the situation and assume that the rewards of a superlative performance must be great. Imagine the expression on his face when he finds out that the only reward besides personal glory is the chance to wrestle a series of tougher opponents in a tournament conducted in the short span of four days.

Our ignorant observer would look at these new circumstances and realize that wrestling is done for the sheer sake of the sport itself. Naturally, this would have to mean that wrestlers would be able to take it easy between meets and practices; there would be no restrictions on what or how much he could eat or drink. Weight-watching and stamina-watching would have to be a part-time occupation, right? What conclusions would this person draw about wrestling and wrestlers when he found out that many wrestlers literally starve themselves for days and sometimes weeks on end or that these dedicated grapplers can hardly go for a weekend without working out to stay in shape? He might assume that wrestlers are either brainwashed or merely insanely dedicated to their sport. The latter conclusion is correct, although very few non-wrestlers understand why.

Any amateur sport can be subjected to this type of criticism and be made to appear ridiculous when contrasted to normal human values, but amateur wrestling epitomizes the so-much-for-so-little theme running through all such "pleasure sports."

Marco Zarbin, Dave Albright, and Jeff Jones. 155 is filled by Bill Hazelhurst, captain of the Bel Air meet. A veteran, John Flanigan, hold the position at 165. At 175 is John Magee, who often switches with the 185 wrestler, Jim Brundige.



STUDENT COUNCIL president Jeff Rice discusses the work the Council has been doing besides the STP project. Co-education and scheduling have been among the topics considered.



ALTHOUGH GILMAN wrestlers often find their opponents on the mat, as shown by these pictures of Billy Gamper (top) and Ty Campbell.

Basketball Ties For Fifth Place After Season Of Improvement

by Alan Kaufmann

The Varsity basketball team has performed very well this year; each of the six wins displayed the improvement over last year's squad. And, with only four seniors leaving the team, next season could see Gilman moving toward its former heights in basketball.

The first round of league play was highlighted by the team's best performance of the season, an upset win over a highly favored McDonogh squad before a Friday night home crowd reminiscent of the vintage years from 1965 to 1968. A one point triumph over Curley during the first half and second-round defeats of both Patterson and Southern, both of whom had previously beaten the Greyhounds, provided the three other league wins to place the team in a tie for fifth place. Had these teams each been defeated twice by a more consistent Gilman team, perhaps a first division finish and an above .500 record would have resulted; however, all of the wins were well-deserved, and even in losing, Gilman displayed periods of top-quality play.

Throughout the season the team

was led in scoring by senior Bill Brusilow, who consistently averaged 18-19 points per game and always impressed Gilman's opponents. Captain Bob Pinkard, aggressive forward Ned Grassi, and quick guard Alvin Thompson, the other seniors of the squad, all played major parts in the season. Sophomores Alfred Weems and Bruce Barker, both of whom frequently

started at forward, gained much experience for the coming seasons when much will be expected from them. Two other forwards, juniors Rich Grossman and Roger Bowie, will also aid in the frontcourt next season. At guard, juniors Bo Carey, Mark Fetting, Bob Linkous, and Bill

(Continued on Page 5)

Second Round Makes Up For Start Of JV B-Ball Season

by Bob Cohen

The last article on the J.V. Basketball team encompassed the squad's first five league games. Wins over Southern, and McDonogh, and tough losses to Northwestern, Curley, and Patterson produced a 2-3 slate. The remainder of the season, however, was a marked improvement, as the J.V. Basketball team won 5 of their last 8 games.

The following scores indicate the improvement of the team as the season progressed: Mervo (19-38) Forest Park (33-31), Southern (20-57), Northwestern (25-32), Curley (30-17), McDonogh

(43-33), Patterson (41-40), and Forest Park (37-26). "Dead-eye" Dick Thomas summed up the fine second-half showing of the J.V. squad, "I was real pleased to end my J.V. career at .500 ball." John Hargrove philosophized, "Everyone was dedicated to the team and gave everything he had; even the guys who sat on the bench all year." Angus Gephart commented on the 1970-71 season by saying, "I had a good time."

Although this year's J.V. Basketball team finished with only a mediocre record (7-6), the season must be considered successful for Coach Vishio's troops. One reason is that the basic goal of the Junior Varsity is not so much to win as it is to develop a nucleus of young, promising players for the Varsity. In view of this fact, a 7-6 record is admirable, considering the 3 freshmen, 2 sophomores, and 7 juniors on the team. John Hargrove (14 pts. per game), Bob Stewart (10 pts. per game) and Richard Thomas were the team's most consistent scorers. Angus Gephart and Har-

Stretch View...

by Bill Brusilow

There isn't a serious sport in existence today which claims that its most outstanding performers are completely sane. To really be great, an athlete has to dedicate himself to a sport so completely that he is far beyond the normal definition of a rational person. There is one sport, however, whose

(Continued on Page 5)

The only other loss suffered by Gilman's matmen came at the hands of a very fine Bel Air team. According to Mr. Brown, "They came to wrestle . . . they were hungry. Apparently we were not totally prepared."

The next match, this time against an A Conference opponent, Mt. St. Joe, proved to be a return to form for the Gilman wrestlers. The middleweights, traditionally Gilman's strength, came through in fine style, and by mid-way through the match, the outcome was certain. Also in the St. Joe match, Hugh McCormick and Frank Davis, absent for the Bel Air meet, returned to the scene of former triumphs, Hughie getting a decision and Frank a pin. Recognition is certainly due Dennis Foster, who, Mr. Brown stated, ". . . filled in admirably for Frank Davis."

Surely no one expected the Gilman wrestlers to so decisively defeat the always-tough City. The final score, 33-11, was due largely to three straight pins in the last three matches, a rare but fortunate occurrence that more than overjoyed Mr. Brown.

More surprising than the demolition of City was the loss to Edmondson. The match started badly when the 98-lb. class had to be forfeited. There was no one, as Mr. Brown explained later, of even close-to-varsity ability to fill in for Guy Warfield. Another was lost to Scott Supplee's cold, although substitute John Flanagan put up a valiant effort. "We had so many opportunities," Mr. Brown admitted, "but we could never put the thing together."

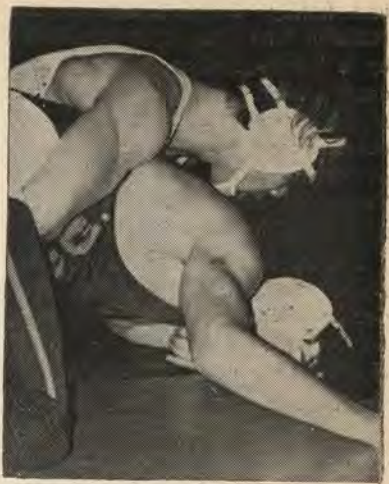
The whole team finally put

things together, winning eight of the twelve matches against Poly. In the days preceding the meet, however, sickness took its toll. Ed Merryman was far from healthy, Dave Selenkow missed a couple of days, and Scott Supplee was still suffering the effects of his cold. Yet Friday found only Selenkow absent, as both Merryman and Supplee returned to overwhelm their opponents. Despite having had only a single day's practice, Merryman pinned his man, while Supplee decided his 7-0. The Gold Dust Twins, McCormick and Davis, continued their winning ways, both pinning their opponents and leaving no doubt as to whose heavyweights were superior.

Going into the all-important Mervo match, Gilman had six wrestlers still undefeated in league competition: defending M.S.A. champ Billy Gamper (107), David Selenkow (130), Billy Kelly (137), Scott Supplee (155), Hugh McCormick (165), and Frank Davis (185).

The team knew that to win the "A" Conference championship they would have to take both the Mervo and the McDonogh meets. After taking the measure of the Mustangs, 22-16, Gilman romped over McDonogh, 30-14, to crown their first-place finish.

The seedings for the MSA tournament showed four Gilman wrestlers seeded first (Gamper, Selenkow, McCormick, and Davis) and two seeded second (Kelly and Supplee). A victory in the MSA's would indeed be the last link in this year's wrestling chain of success.



VARSITY WRESTLER Scott Supplee breaks down Poly opponent.

FS Victim Of Rough Year, Manages To Win Last Game

by Alex Kolobielski

There was not much to celebrate in the second half of the Fresh-Soph basketball season, as the team showed occasional glimpses of fine play but, up to the last game of the season, was not able to win. The season finale, however, caught the Frosh going out on a high note, defeating Forest Park.

Gilman was blasted in the first game against Mervo, 50-29, even though guard Hank Fleming scored ten points. The team just did not have enough height, a problem all year, or talent to compete with the eventual league champs. The Frosh then played a fine first game against Forest Park, losing only 42-37. Gilman was down by twelve points early in the game but caught up and took a 33-32 lead early in the fourth period behind the scoring and rebounding of A. C. George, Al Adams, Alex Kolobielski, and Bill Hooper, only to lose out by five

at the end. The Fresh-Soph then proceeded to play its two worst games of the year, losing a 34-18 game at the hands of Southern and a disappointing contest to a weak Curley five, 37-23. Gilman bounced back to win a 36-26 non-league game over the Yankee Rebels Boys Club, in which game Tom Obrecht, Hank Fleming, A. C. George, and Al Adams led the scoring parade. The Frosh then again lost to Mervo, 52-26, before ending the season with a satisfying victory over Forest Park.

The leading scorers throughout the year have been Al Adams, A. C. George, Hank Fleming, and Alex Kolobielski, while the leading rebounders have been Bill Hooper, Gino Robinson, and Tom Obrecht. Other players contributing to the team were playmaker John Rice, guards Andy Brooks, Kim Byron, Dave Rich, Henry Burton, Bob Bindeman, and forwards Andy Bershah and Chuck Horowitz.



PETER GEORGE, (43), JV basketball guard, surveys the wreckage of a charge through the foul lane in first McDonogh game. McDonogh player looks to referee for retribution.

THE NEWS



Vol. XVI, No. 6

GILMAN SCHOOL—BALTIMORE, MD.

May 13, 1971

Ground Broken For New Wing

by Jack Orrick

The official ground breaking ceremonies for the new library wing took place on Monday, April 19, on the terrace at the planned building site. The entire school, Upper and Lower, was excused to witness the proceedings, which were headed by Mr. Owen Daley, President of the Board of Trustees, Mr. Finney, and Jeff Rice, President of the student body.

Mr. Finney made an opening speech in which he described the top floor of the new wing as a "library resource center." He stressed the importance that media, including additional microfilm readers, would play and stated that the seating capacity of the new library would be at least triple that of the old library. In addition, he described the other facilities the wing would hold, including a new Lower and Middle school dining hall, the relocated language center, and a greatly improved industrial arts center.

Mr. Owen Daley spoke next, and he told about the tremendous effort expended by the trustees and Long Range Planning Committee in making the addition possible. He cited Mr. William McCarthy, President of the Long Range Planning Committee, and Mr. J. Richard Thomas, head of the fund raising campaign, as the key people in the project. Mr. Daley estimates that over seven thousand man-hours have been put into the planning alone. Funding the facility was the biggest concern; although Gilman has two and a half million dollars, in itself an extraordinary total, it will need an additional three and one half million dollars over the next few years.

Jeff Rice spoke last and commented on the advantages a student would receive from the new facility. He only regretted that the present senior class would be leaving before it was completed.

The official groundbreaking followed, with Mr. Daley removing the first shovelful of dirt. After Jeff Rice, Mr. Finney, and a bulldozer had demonstrated their digging talents, the ceremonies concluded, and the stage was set for construction.



MONDAY, APRIL 19 marked the beginning of a new era for Gilman. Student Council President Rice, Mr. Finney, and Mr. Owen Daley begin work as students and faculty observe.

Cum Laude Honors Given

by Rick Sigler

On April 8, 1971, the annual Cum Laude ceremony was held. The key speaker for the event was Dr. Marvin Perry, the President of Goucher College, whose presence lent the occasion an air of distinction and served to make the ceremony memorable and moving for all of those attending.

The Cum Laude Society is a national honor society to which over two hundred and fifty schools in the United States belong. Founded in 1906, the Society inducts each year the top 10% of the junior class and the next 10% of the senior class. The requirements necessary to become a member of the Society are extremely high. One must have maintained an over-85 average during his high school career. This is stipulated by Gilman, in lieu of any honor roll system.

The ceremonies began with the President of the Gilman chapter of Cum Laude, Mr. Barker, welcoming all visitors to the festive occasion. He then introduced Mr. Frederick Williams, Secretary of the chapter, who recounted briefly the history of the Society.

After Mr. Williams's speech, those present at the ceremony were privileged to hear Dr. Perry. In addition to his other positions, Dr. Perry is a member of the Gilman Board of Trustees. Dr. Perry stressed the importance of education in the development of men's minds. He remarked that trained, disciplined intelligence, and rational decisions are particularly important in this day and age. In reaffirming preeminence of Apollonian culture over Dionysian, Dr. Perry also noted that the life of the mind is an exciting one, which could prove to be dangerous and

lonely, but one which will give lasting and rewarding satisfaction.

Prior to the induction of the nominees, Mr. Barker delivered the Charge of the Cum Laude Society to its new members. The new members in the senior class were Buck Baker, Bert Berney, Michael Blum, Stephen Haley, William Rich, Dave Selenkow, Alvin Thompson, and Mark Wilson. The 1972 delegation consisted of Jim Johns, Alan Kaufmann, Bruce Rosenberg, Vernon Smith, Chip Startzman, Chris Taylor, Steuart Thomsen, and Ted Trimble.

Art Exhibit Proves Big Success

by Steve Parker

For the fifth straight year, the Gilman Art Department will present an exhibit of its achievements throughout the past school year. This year's will take place on May 2 from 2:00 p.m. to 6:00 p.m. and will be held throughout the gym.

The title of the exhibit is "N Depth," and as it suggests, the art involved will be in much greater depth than any other previous year. The object for this year is quality, not quantity. Mr. Riley, who is head of the Art Department, pointed out, "I am not concerned with the hurried project or the number of projects involved, but rather the thought involved in producing each work."

Mr. Riley has been working nine weeks in order to complete it. Each form in the Lower and Upper Schools will have works of art in the exhibit, and many of these boys have assisted Mr. Riley in setting up the exhibit.



STUDENTS PREPARE for "N Depth" Art Exhibit, which was featured May 2.

Minkowski Heads Cast Of Successful "Apley"



GEORGE AND CATHARINE APLEY as played by Chris Minkowski and Dibby Albert in the April 24 production.

On Friday and Saturday, April 23 and 24 at 8:30 p.m. the Gilman and Bryn Mawr Dramatic Association presented *The Late George Apley*, directed by Seminarian Gregory Vaughan. The play is based on the Pulitzer Prize-winning novel of the same name written by John P. Marquand.

The story involves the struggle George Apley, played by Chris Minkowski, and his wife, Catherine, Dibby Albert, face when both their children wish to marry people other than proper Bostonians. Pete Spragins and Georgie Smith played Apley's son and daughter; Tony Talalay and Mallory Digges played Roger and Amelia Newcombe, George's brother-in-law and sister. Other major actors include Geordie "Elvis" French as Howard Boulder, a New Yorker, Ted Trimble, Meg Ross, and Stephanie Lassotovitch as Horatio, Jane, and Agnes Willing. Anne Randall and Jim Brundige and the servants admirably portrayed by Lydia Thomas, Jim Johns, and Bruce Rosenberg filled out the cast.

Greg Vaughan did a tremendous job in pulling the cast together for two good performances. His direction was greatly appreciated by all the cast.

Lights and stage work were performed by Jock Whittlesey, Bear Thompson, and Bob Scarlett.

The play was well attended on both nights.

Strasburger Hosts Defendant

by John Reisfeld

On Tuesday, March 16, at 8:00 p.m., a small gathering of people met in Mr. Frank Strasburger's apartment at the Hopkins House to hear the views of the Reverend Joseph Wenderoth, who is now facing charges of conspiring against the Federal government. The group consisted of about twenty students from Gilman and other schools, one mother, Mr. Bobby Bank, Mr. Lou Paturzo, and, of course, Mr. Strasburger.

The meeting began when Reverend Wenderoth gave a rundown of his views on subjects of current importance. He expressed his views on foreign policy, his trial, the C.I.A., racism, economic exploitation, the U.S. tax structure, local governments, the judicial system, and prisons, as well as other topics of concern. Following his talk, an informal question-answer-discussion period was held.

One question which was on the minds of many of those present was why the government had made the accusation of "conspiracy to kidnap and bomb" against him, and why the particular personality involved was Presidential advisor Henry Kissinger. The Reverend answered, "... I think it's the administration's search and destroy ... it's a definite and desperate move on their part for discrediting the Ber-

(Continued on Page 3)

"N Depth" will be an extensive exhibit with more variety in it than any show of previous years. Along with the faculty and staff having been asked to contribute their projects, Mr. Riley will have a section of his own showing his works in various fields such as lithography, metal, oils, and drawings.

Refreshments will be served at the same time as many features of the exhibit will be going on. Some of these include two films, slides of activities throughout Gilman, a demonstration of the industrial art facilities, puppet shows, a light show, and a photography display. Throughout the art exhibit, the Traveling Men will be singing.

Committees have been established to help alleviate the hardships of setting up the exhibit. Dan Finney is in charge of publicity for the exhibit, while Jeff Rice has been appointed music chairman. Head of

(Continued on Page 3)

Editorial

Once again, the responsibility for maintaining the high standards of the *Gilman News* has changed hands; and once again it is mandatory for the new staff to re-assess the position of the *News* in the Gilman community. Whom does the *News* serve? What are its responsibilities? The answers peculiar to each year's editorial board play an important role in determining the focus of the paper during the school year.

Taking a cue from the very nature of this issue, that is, the diverse range of its articles—from a meeting with a member of the East Coast Conspiracy to Save Lives to the present status of the Junior Varsity Baseball Team—, this year's *News* staff will attempt to reflect not only the internal events of Gilman School but also Gilman's relationship with external issues. In doing so, we shall seek improvement both in quality and range of articles. With added interest from the student body, the *News* can become an important forum for all issues relating to the school. —JSS

The Great Twitch: No Volunteer Army

by Tony Talalay

A major question that has been facing this country for the last several years is whether the Selective Service System should be changed, and if so how it should be done.

An obvious possibility is that of a volunteer army; many people feel that this is the solution to all our problems. This is simply not true. It has some tremendous drawbacks that just cannot be ignored.

The primary concern deals with military elitism. We would have a force of men who are really eager to go to war. As Senator Muskie said, a professional soldier has "... a limited relationship to society outside his military career." General David M. Shoup said, "... civilians can scarcely understand or even believe that many ambitious military professionals truly yearn for wars and the opportunities for glory and distinction afforded only in combat. A career of peace-time duty is a dull and frustrating prospect for the normal regular officer to contemplate." The most dangerous thing that can be imagined is a totally professional officer corps. The enlisted men would be mercenaries—poor men with little education who cannot get better job offers.

A volunteer army would not provide for the other branches of the Armed Services. Studies show that a large percentage of men enlist in the Air Force or the Navy to avoid being drafted. The same is true for the Reserves and the ROTC.

There would be no pressure for anyone to enlist if a volunteer army were put into effect.

Thus a volunteer army is clearly not the answer. We can incorporate some of its ideas, however. Conditions in the Army must be improved. Wage levels must be increased. As it stands now, a man making \$10,000 may be drafted and paid only \$2700. He is paying a "hidden tax" of the \$7300 he loses.

Our Army could be changed easily if civilians could come into positions of power. A huge part of the national budget is given to the Department of Defense. Congress has no check on this money. Congress carefully scrutinizes the money given to domestic programs, but it cannot do this with the money allotted to the military. Congress must be given that right; America was built on the principle of civilian control of the Army.

"Today's Army" contains many jobs performed by enlisted men that could easily, and probably more efficiently, be done by civilians.

Financial Aid Committee Tests New Work Program

by George Chainey

One of the aims of Gilman School is to enroll students from a variety of socio-economic backgrounds in order to form a diversified student body. The Financial Aid Program was established at Gilman to aid families who could not afford the total school tuition but whose sons were qualified students. The Financial Aid Committee, composed of members of the Board of Trustees who work with Faculty members, has the joint responsibility of administering the aid program and of recommending changes to better meet the needs of the students and their families.

Because of the lack of sufficient annual income, the Financial Aid Committee sought a supplementary program to help meet demonstrated needs and to relieve part of the financial burden. Thus, at the start of the 1970-71 academic year, capable older boys who have been granted financial aid have participated in the school's existing work program. Although a boy is not actually earning money by working in the school, the equivalent of what he would normally earn is included in the grant to his family. Therefore, if a family receives three hundred dollars, the total

grant given will be for the amount of five hundred dollars. Mr. Charles Gamper, who is the Administrative Assistant at Gilman, has the responsibility of assigning a boy to a particular work job in such a way as to avoid any hardship on the student.

The Work Program is, indeed, advantageous. Educational psychologists stress the importance of work in the development of young adults. Families who may be able to contribute little or nothing financially will know that their son is making a worthwhile contribution to the school and can take pride in it. Just as important, the Work Program is placed on a sound financial base than the previous system.

One of the disadvantages of Gilman's high tuition is that, too often, qualified students are unable to attend the school for lack of money. As a supplement to the Financial Aid Program, the new Work Program will enable more candidates to be aided. In the process, Gilman will become more of a community school, composed of a diversity of students and reflecting a greater variety of opinions.

LETTER TO THE EDITOR

To the Editor:

As I sit surrounded by a swirling New England blizzard, three hundred and fifty miles and seventeen years from Gilman, I cannot help but reflect on the continuity of style and substance of Gilman past and Gilman present. My musings are prompted most immediately by the 1970 *Gilman Alumni Bulletin* and the February 4 *Gilman News*. But I rather suspect the spectre of becoming 35 six months hence lurks somewhere just beyond the glossy pages.

In any event, my reflections most naturally turned inward, and it struck me, as I read the *Gilman News*, that I would feel quite comfortable and confident if I were a Gilman student today. As I tried to resolve this apparent enigma (I am over 30), two possibilities presented themselves:

1. Gilman students 1971 are out of touch with the times; or
2. Gilman students 1954 were ahead of their time.

And yet I read that a group of students and faculty is researching the adequacy and relevancy of the Gilman grading system—certainly a "now" thing to do, unthinkable in 1954. Andy Granatelli and STP were unheard of in 1954. Granatelli is not relevant (at least not in this context), but STP (Student-Teacher-Parent Committees) is "in" in 1971.

In 1954, "change" meant trying to get a different date for the Sixth Form Dance. Buck Baker and Charlie Duff write brilliantly in the recent *Gilman News* of the dynamics and nature of change as a social process in the Gilman world.

So where, then, does a member of the "Silent Generation" get off identifying with the "turned on" kids of 1971? Does the answer lie in one of my two postulates? In both? In neither? Is my feeling of familiarity and comfort with respect to Gilman 1971 nothing more than nostalgia for Gilman 1954

(Continued on Page 3)

New Courses Added To Summer School Curriculum

by Doug Murray

It is indeed unfortunate that Gilman should call its summer program a "Summer School" for this title has earned such bad connotations among students. Actually, great things are in store for those who will participate.

Fantastic new courses have been developed which vary from "Intermediate Computer Programming," with Mr. Thompson, to "Photography," with Mr. Boyce of the Maryland Institute. Other intriguing options are available dealing with the Romance languages. The French department offers a class on French Civilization in which the works of Voltaire and Camus will be read and discussed. The course also includes trips to museums and "experiences" in French cuisine, adding a third dimension to the course. Mr. Taggart shall direct two courses with an emphasis on Spanish literature and culture, as well as a "Spanish Workshop" for those wishing to brush up on technical skills.

The "Geography of Cities" is a new selection from the History-Geography Department. It is designed to give those involved a better awareness of the geographic conditions which can so drastically affect a metropolis.

A "Fixit and Buildit" course, with Mr. Jewett, has been added to the curriculum. Mr. Woodward is most excited about this addition,

Buck Hill Falls Conf. Is Of Value

by Jim Brundige

To describe the Buck Hills Falls conferences is a difficult task, indeed, for there is a great deal more to the conferences than a mere factual account could possibly express. The retreat is sponsored by the Council for Religion in Independent Schools. Each member school may send up to ten delegates to the conference. It is, however, a highly individual experience; "representing" a certain school is never even brought up. Each individual is there for his or her personal fulfillment.

Because of the great number of schools in the Northeast belonging to C.R.I.S., two conferences are held annually. I was fortunate enough to attend both, the first representing Gilman, the second under the auspices of Roland Park. Because Buck Hill Falls is such an individual experience, though I have tried to include the thoughts of others who attended, my observations must be treated more as opinion than fact.

The conference was more than a weekend spent in thought, discussion, and enjoyment; what made it so memorable was the whole environment presented. It was a communal atmosphere; for three days, approximately three hundred kids were able to forget all of their "hang-ups" and be themselves. There was a minimum of "small talk" or pretending. No one was afraid to say what he felt and everyone was willing to listen. Acknowledged introverts became open and friendly. It was a free and easy atmosphere where everyone was able to communicate with everyone else.

The conference was well organized, with mass meetings, speakers and presentations of various sorts, and smaller discussion groups and seminars. All these things seemed insignificant to the great feeling of mutual understanding. Everyone was busy learning—about himself, about others, about the world, and

about whatever god one chooses to accept. At the same time people were having fun. A great deal of time was spent laughing and singing and talking about whatever entered into one's mind. It seemed like a dream.

I remember spending an evening with about twenty people; we were having so much fun that the idea of going to sleep seemed absurd. Around four o'clock, we got pretty tired, and so we brought out a couple of guitars and sang for about three hours to stay awake. We then piled outside into the freezing weather to watch the sunrise.

I remember sitting in front of a big fireplace and rapping with anybody who passed by.

I remember talking and singing until my voice sounded like a dead frog's.

I remember parting and someone crying on my shoulder because she didn't want to leave.

All these recollections evoke a feeling in me that is hard to define. It is a sensation of joy, yet one of sadness. It was great to see people "getting it together"—communicating without angry words and with a genuine concern and love for each other. On the other hand, it was distressing to return to a life style where everyone is in such a hurry to do "God knows what" that they don't have time for each other. It's nice to think, though, that maybe if we all try a little harder, we can bring some of that life that we found at Buck Hill Falls into our daily existence.

BSO Formed

by Clarence Young

In the midst of growing concern among black students of Gilman School for some tangible reinforcements of their cultural identity, the general consensus was that a representative organization of some sort be established. When the Black Student Organization was first conceived last spring, the objectives and goals were varied as well as vague; however, as a result of several meetings among themselves, the students brought up a few recommendations before Mr. Finney. At the time, the group possessed diverging views regarding different aspects of the school and school life. However, the need for such reinforcement and awareness served to unite the group. A meeting of parents and students, as well as Mr. Campbell and Mr. Finney, proved to be most revealing. It was felt that an organization of black students was both practical and necessary.

Returning to school in the fall, a subject of primary concern was that of drawing up a set list of objectives.

(Continued on Page 3)

THE NEWS

Published by
THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. XVI, No. 6

May 13, 1971

Editor-in-Chief

John Scherlis

Managing Editors

Tony Talalay

Ted Trimble

Features Editor

Scott Sherman

News Reporters: '72—Allen, J. Brundige, Chainey, Cross, Orrick, Schultheis, J. Whittlesey.

Sports Reporters: '72—Bias, R. Cohen, Grossman, Taylor; '73—Quartner; '74—Bowe; '75—J. Hooper.

Circulation Editors: '72—Stefan LaPorte, Winfield Trice, Tom White.

Photography Board: Editor—Buzzy Nachlas. '72—Bias, J. Downing, LaPorte, T. Porter; '73—Kahn; '75—Simmons, Kamenetz; '76—Catzen.

Sports Editor

Alan Kaufmann

Business Manager

Jim Downing

Faculty Advisor

Mr. Frank Andrews



CONGRESSMAN PAUL SARBANES talks with interested students after his address.

Sarbanes Speaks At Chapel

by David Cross

On Friday, April 2, Congressman Paul Sarbanes spoke before an overflow crowd at a chapel assembly. The Congressman was introduced by Buck Baker. Mr. Sarbanes acknowledged the support that Gilman students had given him in his 1970 campaign for George Fallon's congressional seat. He then spoke of the importance of a congressman's maintaining contact with his constituency. A congressman gets a large number of letters and phone calls, and the congressman vowed to act upon these messages.

Representative Sarbanes then turned his talk toward issues. He emphasized that the vote on both the SST and on U.S. involvement in Southeast Asia was very close and could have gone either way. Mr. Sarbanes explained that the House had extended the draft for two more years, and that an amendment to extend the draft for only one more year had failed by a close vote of 198-200. The congressman then touched on the topics of military appropriations, health care, the welfare system, and funding of pollution control. He spoke on the 18-year-old vote amendment which Congress has passed and sent to the states for ratification. At the moment, all U.S. citizens over the age of 18 have the right to vote in Federal elections. Ratification of the amendment will deliver the franchise in state and local elections to the 18-21 year-olds. Mr. Sarbanes emphasized that the "sys-

Strasburger

(Continued from Page 1)

rigans politically, and I think it's a definite move to discredit the form of peace movement they represent."

In discussing the peace movement, the talks centered around the Catonsville Nine and their significance, draft card burning, and whether such actions should be condoned or condemned.

The Reverend's opinion was that he would rather destroy a piece of paper than have someone die over a war of no consequence at all. He went on to say that the destruction of a draft card gives the draftee a choice which he otherwise would not have had. That is, whether or not he will participate in the Selective Service System. If the draftee desires to stay in the draft, he may contact his local Draft Board and get a new file.

Another question asked of Reverend Wenderoth was that of where morality fits into our present society, if at all. "The problem in American society," he replied, "is that our sense of justice and our moral sphere are unbalanced. I experienced the fact that I am presumed guilty until my trial, at which time I will be proved guilty . . . I honestly believe the society we live in needs a moral rejuvenation."

tem" can work, and that critics have not provided a viable alternative. As he put it, "How else can you shift political power in a peaceful manner?" The congressman declared that large numbers of congressmen have stultified thought patterns. He stressed voter involvement in politics and then ended his speech and fielded ten questions from the floor.

In closing, Mr. Sarbanes said that the state is not entitled to claim service from an individual. However, the individual does have the choice of voluntary service to the community. He ended his remarks by appealing for participation in society by saying, "There is a chance through the democratic process to change national direction."

Tennis Seeks To Regain Top Net Spot In City

by Richard Grossman

This year's varsity tennis squad should do no worse than to uphold Gilman's fine reputation in tennis and win the A Conference title. Although last year's team failed by one match to win the championship, not a single member was lost by graduation, and the ability and experience gained during the previous season should enable the team to outplay its opponents. The entire season will not be smooth sailing, however, as McDonogh and defending champ Calvert Hall should provide tough challenges for the team, as will other schools such as Friends and Poly.

The boys who make up the top five are co-captains LaPorte and McLean, seniors Fiske and Ehrlich, and Magee, a sophomore. Rounding out the team are Kelly, Grossman,

Track

(Continued from Page 4)

in the two mile. Switching to the field events, the pole vault is led by Tuck Washburne and Mid Walsh, both new to this activity just introduced to Gilman. Harold Jones dominates the long jump while Steve Hughes has performed well in the high jump. Rounding out the events are the discus and the shotput, where Joe Crawford and George Bias dominate.

The season was formally started by a dual meet with McDonogh; a disappointing performance resulted in a thirty-point defeat. Next came the invitational meet at Episcopal High School in Virginia. For the second consecutive year Gilman was outclassed, but the team's only points, gained by Jones and Wittlesey, were deserved. Then came a satisfying triumph over the Key School. Several matches remain, and if Coaches Pheil and Greene can continue to train their boys well, more victories will result.

Pnyx Wins In Final Debate

by Billy Reese

The final debate between the Areopagus and the Pnyx was held in the Gilman Auditorium on April 22, 1971. The topic of the debate was "Resolved: That human nature precludes world peace." Speaking for the Affirmative were Messrs. Blum, Manekin, and Baker of the Areopagus, and speaking for the Negative were Messrs. Duff, Sandler, and Kopper of the Pnyx. Judging the debate were Mrs. Henry Callard, wife of Henry Callard, Gilman's Headmaster from 1943 to 1963, Mr. James Pine, former Chairman of the History Department at Gilman, and Jeff Rice, Student Council President.

The first speaker for the Affirmative was Buck Baker, who presented the anthropological arguments in defense of the debate topic. He was followed by John Kopper, who pointed out that man's own inability to communicate was the primary obstacle to world peace. Mike Blum next spoke on the psychological reasons for aggression, emphasizing that competition is an inborn trait of man. Joe Sandler, for the Negative, considered the philosophical aspects of the question and the human capacity for freedom of choice. The last two speakers, Chip Manekin for the Affirmative and Charlie Duff for the Negative, spoke on historical precedents.

The debate was won by the Negative by a vote of two to one. Charlie Duff was voted the Best Speaker, and Chip Manekin was the Runner-up. The names of the winning team will be inscribed on the J. Crossman Cooper Debating Cup.

Another Winning Year Begun By J.V. Baseball

by George Chainey

Gilman's J.V. baseball team, under the direction of Coaches Nickel and Normandin, has started the season well in the revised B Conference. Triumphs over Dunbar and McDonogh, after an opening game loss to Carver, have given the team a 2-1 record. And, with the bulk of the schedule still left, hopes are naturally high for a winning season.

The opening game proved to be a disappointment as starting pitcher Bob Linkous, carrying a 4-0 lead into the fourth inning, collapsed; the final score was 15-8, in favor of Carver. The next game ended much better as a first inning home-run by catcher Will Gorman set the pace for a 16-1 rout of Dunbar; this time Bob Linkous pitched a strong game and held up through the abbreviated five inning match.

With only one day to prepare for arch-rival McDonogh, the team scored a 6-5 victory on the basis of some good base-running. Again Bob Linkous went the distance to receive the victory.

Obviously, the team's ace pitcher is junior Bob Linkous; backing him up on the mound are Dave Bock and George Chainey. Completing the battery at catcher is either Will Gorman or Alex Townes. The infield is manned from first to third base by John Sinclair, Walt Royal, Bill Kanwisher, and Alex Kolobiel-ski; leading the outfielders are Bill Hooper, Gino Robinson, and Bill Yardley. The team is generally young, especially in the infield which is manned by three sophomores. However, there still is hope for a championship season, and Coaches Nickel and Normandin are optimistic of achieving this goal.



ACE LEFTY Bond throws warmup.

Letter To The Editor

(Cont. from Page 2)

when I was seventeen? Perhaps, but I think not, at least not in large measure.

As I read of the accomplishments of many of my fellow alumni, Charlie Duff's closing words in his *Gilman News* article ring loud and clear and true:

"The first duty of a good man should be to serve others. The search for truths, the quest for knowledge, the fight for individuality all have no purpose if they bring no benefit to someone other than the man who is perfecting himself . . . He should give his mind as great a place as his heart in making decisions; a gentleman, he should avoid the grotesque extremes of behavior now so common. A man of value, he should use his abilities to as

great a degree as he knows how, fearing no man's condemnation, yet accepting every man's advice."

The valedictorian of 1954 might well have used the same words, in perfect context. "But how?" you ask. Buck Baker's article in the same *News* provides a partial answer. Gilman is, and has been, more honest and mature than other institutions, a "certain chauvinism and hypocrisy" notwithstanding.

The point is not that Gilman 1954 was interested in social change, in the morality of war, in the preservation of the environment. These issues were either unthought of or barely glimpsed as we breathed a sigh we would not have to go to Korea, and activism was frowned upon as somewhat wasteful. The point is that Gilman 1954 was interested in turning out young men with a deep sense of duty and honesty. Gilman School was not, and is not, the result—it is the cause. It is the principles and values learned at Gilman upon which we rely when all else fails. It is Gilman's unwavering belief in the dignity and value of man that transcends generations.

And so, as the snow swirls seventeen years later, it seems to me that neither of my two propositions is true. Gilman students of 1971 are not out of touch with their times. Nor were Gilman students of 1954 ahead of their times. It is that Gilman is always in touch with the timeless.

David F. Woods '54

Longmeadow, Massachusetts

BSO

(Cont. from Page 2)

tives for the school year. The Co-Chairmen of the B.S.O., Harold Jones and Aubrey Jarrett, stressed assistance to inner-city youngsters and teenagers as well as the general community. In October, St. Francis Church, a Catholic church in the inner-city, which had earlier shown concern for helping the immediate community, indicated that a center could be set up in its basement for young people. This project was to be a joint effort with blacks from Boys' Latin. Unfortunately, the program fell through upon learning that the church was to be demolished to make way for the proposed East-West Expressway extension.

At present, the accomplishments of the B.S.O. have been intangible, but nevertheless of great importance, for the virtual wall of non-communication between inner-city blacks and black students at Gilman has been torn down. The organization's plans for the future

Art Exhibit

(Continued from Page 1)

the refreshment committee is Phil Wiswell, and parking committee chairman is Mike Hilliard. In charge of advertising are Jon Nathanson and Bill Maseth, and in charge of lights is Ed Bell.

"N Depth" will be the most ambitious exhibit ever at Gilman, and Mr. Riley is pleased at the great cooperation and response. "The attitude of the boys has been tremendous this year. They have been willing to help and have shown a great interest in art. "N Depth" will be the best art exhibit at Gilman so far."

are now vague and uncertain, but there remains the need for a more genuine concern for the less fortunate of the inner city.

J. V. Lacrosse Goes For Yet Another Championship

by David Cross

The Junior Varsity Lacrosse team is currently in a three-way tie for first place in the always-tough A Conference. An opening-day triumph over Northern in a scrimmage by a score of 27-1 buoyed hopes of the players on the squad. These early-season hopes were borne out as the little Greyhounds topped Poly, 12-2; Bill Tennis had an incredible day against his former teammates, scoring five goals. The J.V. then triumphed over Loyola, 4-2, before bowing to Boys' Latin in a hotly-contested contest by a score of 3-2. The game, played on the Boys' Latin dust bowl after a heavy rain, was far from an artistic success for either team, and B.L. came out on the long end of the score. Gilman next upped its league mark to three wins and one defeat with a solid 10-3 victory over Calvert Hall.

The J.V. faces a tough schedule over the remainder of the season, with a lot of pressure coming in the next two weeks. League tilts with Friends, St. Paul's, and McDonough are scheduled along with a non-league game against Towson. The J.V. then ends its season by playing Edmondson, John Carroll, and Severn.

If the Gilman J.V. wins the rest of their games, they win at least a piece of the championship. The boys on the team know this and are working hard to achieve this goal. The games are marked by hustle, hitting, and teamwork (most of the time) and could use some school support in the form of spectators. Coach Scroggs commented:

"The ultimate objective of the J.V. is to train boys for varsity play." Among those seeking future varsity employment are attackmen Bill Tennis, Ned Hooper, Steve Green, and Jamie Murray. At midfield leading players are Bill Isaacs, Jon Bremmerman, Dave Tickner, and Dave Senft; among the boys on defense are Dick Cromwell, Rob Gettinger, Geb Byron, and Dave Cross. So far, goalie Tod Galvin has done a tremendous job in the nets. These boys and others are all striving to keep the J.V. Lacrosse crown at Gilman. With hustle, desire, and good play, they should achieve their goal.



PINKARD MOVES ball against Boys' Latin.

Varsity Lacrosse Prospects Level Off After Rocky Start



CHRIS GREEN, attack star, shoots on B.L. goalie.

by Steve Parker

With the loss of nine starters and two coaches from last year's team, it seems that Gilman is not expected to defend its lacrosse championship successfully. However, since this year's team is comprised of a combination of twelve returning lettermen and many members of last year's undefeated J.V., Gilman should nevertheless have a fine season.

Graeme Menzies, who served with great success as head coach of the J.V. for many years, has now become the leader of the varsity upon the retirement of Mr. Chandlee, who served as head coach for over twenty years. Assisting Mr. Menzies on defense is Dave Allan, who also coached the J.V. in recent seasons. Tom Beck, Mt. Washington star, will aid the midfielders, along with Jim Potter, an All-American from Virginia; at attack is Downey

McCarty, of both Johns Hopkins and Mt. Washington.

Twelve lettermen have returned from last year's team, most of them midfielders. However, to compensate for the loss of the entire starting attack, Rich Thomas has been shifted from midfield to attack where he is joined by returnees Chris Green and Bruce Barker. The returning midfielders are Hugh McCormick, Bob Pinkard, Dick Council, Scott Supplee, and Peter George; they are joined by Bill Gamper, who has switched from goalie to middle. Holdover defensemen are captain Ned Grassi, Pete Menzies, and Jim Brundige.

Coach Menzies shows great enthusiasm for the coming season. "I'm very optimistic for this season. The boys have shown a great attitude so far, and if it persists throughout the year, this has got to be a good season." The competition promises to be tough, but "that's

Varsity Baseball Moves Ahead In B Conference

by Robert Cohen

On March 1, spring training opened for the Gilman Varsity Baseball team. From approximately sixty candidates, a mere fifteen were retained by Coach Campbell. These include pitchers Mark Bond, Bob Cohen, and Fred Spinning, catcher Bo Carey, infielders John Hargrove, Hank Fleming, Bill Brusilow, Steve Haley and Mike Kantman, as well as outfielders Willie Ruff, Pete Coleman, Steve Richards, Pete Spragins, and Alvin Thompson.

This season initiates the newly-formed "B" Conference. Division I is composed of Gilman, Douglass, Forest Park, Carver, and McDonough. Division II is formed by Northwestern, Dunbar, Lutheran, Towson Catholic, and John Carroll. Each inter-divisional rival will be played twice, while the five members of Division II will face Gilman once.

Prior to his team's first scrimmage, Coach Campbell used these words to describe this year's team: "On the surface, prospects are dim, with only six players returning from last year; this includes but two starters. However, I have high hopes that strong J.V. support can plug up our weaknesses. Overall, we have exceptional team speed and very good pitching. I feel that our team weaknesses are lack of infield experience and the loss of all of our top batters. But I am hoping that as the season progresses these will not turn out to be weaknesses at all."

Gilman opened its 1971 baseball campaign with a very exciting 6-5



FRESHMAN CATCHER Steve Richards awaits pitch.

victory over "A" Conference power Edmondson. The game was highlighted by Willie Ruff's "grand slam" homerun, which put Gilman ahead to stay. One week later, the Greyhounds clashed with powerful Cardinal Gibbons at home. There's not much that can be said about the 14-1 loss except that Gibbons won the "A" Conference title last year. On April 6, Gilman opened its league season with a game versus Dunbar. After bombing the Poets for ten runs in the first two innings, Gilman hung on for a very satisfying 10-5 victory. Two days later, the varsity baseball team traveled to Druid Hill for a game against Carver. This 14-5 rout gave positive signs of a potent offensive machine; the barrage was spotlighted by

Mark Bond's feat of hitting for the circuit, including a grand slammer. The following Monday saw the Gilmanites top the Hopkins freshman team by a 16-7 count. Though impressive, this game was only a practice match. On Friday, April 16, the Gilman varsity baseball team carried its 4-1 slate into McDonough for a showdown with the Farmers. The outcome was a stunning 19-6 rout. Homeruns by Hargrove and Ruff, fine pitching by Bond and Cohen, and exceptional all-around offensive and defensive plays made the win possible.

The Gilman baseballers are off to a flying start in league play. If they continue to "put it all together", a championship could become a reality.



WALTER ROYAL scores for J.V. Baseball.

Thinclads Run Well

by Jock Whittlesey and George Bias

The Gilman track team, always regarded as a loser, appears ready to change its image this year. The squad is dominated by juniors and seniors backed by a talented but inexperienced group of sophomores and freshmen. Enthusiasm runs high for the season, and there is good reason to expect a fine performance by Coach Pheil's boys.

Perhaps the best aspect of this year's team is the depth present at every event, both track and field. The additional year of experience gained by most of the runners last year has been very important; the sprints are stronger due to the return of the starters as well as the addition of a solid second-string. In the 100 and 220 yard dashes, Joe Sandler and Harold Jones will dominate but are being challenged by Bill Rich and George Bias. Newcomers Ted Trimble, Steve Brown, and Evans Hubbard are all doing a fine job in the 440 while veteran Al Weems still leads the hurdles. The distance events are controlled by Mark Whittlesey, in the mile, Brandy Cushing, a half-miler, and Bill Reese, in the two-mile race; veteran Joe Carton has been hampered by a leg injury but still excels

(Continued on Page 3)



RUNNER WHITTLESEY runs practice laps.



Family Day Attracts Crowd For Day Of Fun

by Doug Murray

This year's Family Day ceremonies, held despite the cold and a continual threat of rain, proved to be most entertaining and worthwhile for those who attended. The festivities began around ten in the morning as Mr. Finney welcomed the Class of '21 on their 50th anniversary celebration. He then spoke on school developments, explaining the plans for the new library building and architectural projects envisioned for the future. After any questions were answered, several of the Alumni accompanied members of the class of '71 on a tour around the existing facilities. Others went to peruse the selections offered at the Book Fair, or looked at the exhibit of memorabilia in the library.

The first athletic contest of the day, featuring the Middle School Lacrosse team against Wroxeter-On-The-Severn, got underway at ten-thirty. The Middle School team, coached by Mr. McCarty and Mr. Jewitt, won in impressive fashion, 5-0. This compensated for last year's tough loss to Cathedral, 4-3. A Middle School Baseball game was scheduled to take place at the same time; however, the opponents, Mt. Washington, forfeited.

At noon, spectators and players alike convened by the front steps of the science building for the official welcoming ceremonies. Mr. Thomas Perkins, class of '53 and currently the President of the

Alumni Association, made a few opening remarks and then turned the microphone over to Richard B. C. Tucker. Mr. Tucker was a member of the class of 1947 and served as captain on the first lacrosse team coached by Mr. Chandlee—a team which incidentally won the championship. Mr. Tucker called his former coach from the crowd and presented him with a silver bowl from the Alumni in honor of his dedicated work as a coach from 1947 to 1971. Mr. Chandlee later related that the presentation "came as a complete surprise to me." Mr. Owen Daly and Mr. Finney also addressed the gathering. After that the crowd dispersed to enjoy their box lunches. These consisted of a leg of chicken, a half a ham sandwich, cole slaw, cupcake, apples and coffee.

The remainder of the afternoon was taken up with athletic events. The Varsity Baseball team, led by Mr. Campbell, challenged the Alumni All Stars, and in a close-to-the-vest affair Gilman present beat Gilman past, 2-0, the right honorable Mr. Gamper presiding, as usual. The All Stars had better luck last year when they overwhelmed the Varsity, 6-2.

The "old timers" also participated in a lacrosse game, the even year graduates squaring off against the odds. The even years, under Mr. Chandlee's direction, defeated the odds, 8-5. Among the players, who

(Continued on Page 8)



MERRICK entourage enjoys box lunch at Family Day.

Governance Committee Takes Plans To Faculty

by Stuart Thomsen

After four months of work, the Governance Committee has partially completed its task. Set up by Mr. Finney in December, the committee was asked to study "... governance procedures, including our basic decision-making bodies, job descriptions, and relationships between these bodies." The goal was

to "... produce a statement of guiding principles and procedures of governance which will serve the School in the most effective manner in the future."

The committee consisted of six faculty members and three students, Mr. Campbell, chairman, Mr. Bordley, secretary, Mr. Chandlee, Mr. Gamper, Mr. Woodward, Mr. Fitzpatrick, Jeff Rice, Joe Sandler, and Bert Berney. They met fifteen times from January to April. In its final report for this year, the committee said that it was unable to complete a statement of guiding principles and procedures. Instead, comments and recommendations were made.

One area of major concern to the committee was the role of students in the governance process at Gilman. A student forum in late April concerning this issue brought forth two proposals. The first called for student forums in which the student body would be able to originate and pass proposals which would then be sent through existing channels. The other proposal asked that referendum procedures

be set up so that students might express their views on proposals passed by the Student Council or faculty. Both proposals were passed by the students present at the assembly. The final Governance Committee report suggested a method for increasing student participation which combined both ideas. The report asked that student forums, to be run by the Student Council, be held for the student body to vote on specific proposals which the council felt deserved such consideration. Any proposal could be brought up in a forum by a petition signed by a majority of those in Forms III-VI. All proposals passed in these forums would go to the Headmaster for action.

Having a student-faculty Senate was rejected by the Governance Committee, feeling that a separate student decision-making body has merit because it places responsibility on the student body as a separate unit. Definite procedures were suggested for proposals originating in the Student Council. Any proposals passed by the council

(Continued on Page 7)

Excavation Completed



by Andy Bershad

Gilman's immediate financial needs are indeed great. With the plan to expand the physical make-up of the school by fifty percent over the next two years, the school's objective is to raise a great deal of money over a relatively short period of time. Additionally, because construction rates are soaring, it is imperative that the construction should be done as soon as possible.

The first of the new buildings will be a "learning resource center." This building is already under construction and will be located adjacent to the present dining-room.

The media center will be much more than a library. It will have three floors, the first of which will be comprised of an industrial arts center, a language lab, and a one hundred twenty-seat lecture hall. The ground floor will contain five language classrooms, language offices, and a lower and middle school dining room. On the upper floor will be the library materials, including recordings, filmstrips, and microfilm as well as books. Increasing to about 25,000 volumes, the number of books will be approximately triple the number of the present library. The new library accommodations will provide seat-

ing for about forty percent of the Upper School's student body or about two hundred students at any given time. It will additionally contain four conference rooms and twenty-seven carrels where students may study. On the same floor will be a classroom, a work room, and a repair lab. If all goes according to schedule, this magnificent structure should be completed by November.

This summer, construction will begin on the Upper School Student-Faculty Center, the new dining facility. This center will be located where the kitchen pantry is now, directly under the present dining-room. It will enable students either to buy lunch from vending machines or to bring their lunch from home. This system will be most advantageous because it will present an opportunity for students to have an informal meeting place where they will be able to speak with both faculty members and students. Barring any unforeseen circumstances, this facility should be completed before school opens in September.

It is uncertain as to when the construction of the new Middle School will begin. It may be built after the media center is completed, or possibly, not until next summer. In any case, such a project would enable the school to deal more effectively with the specific

(Continued on Page 7)



CONSTRUCTION begins behind main building.

Editorial

Looking around recently at the construction going on, one is struck by the similarities between the events of this year and those of the years 1909 and 1910, when the present main building was constructed. Those years marked the beginning of a new era for Gilman—moving from the old campus at Homewood to a new one in Roland Park. We are now altering the main structure and adding a new multiple resource center.

As shown in the photographs from 1909 on view during the recent Family Day, methods of construction have changed but little in the past sixty years. Methods of teaching, however, have evolved radically. The building of the upper school presented the early members of the Gilman community with vast opportunities for change and development. In the same light, the proposed innovation of the Long Range Planning Committee, as discussed in the article on page one, will present the modern Gilman community with a great variety of choices as to future educational plans.

Given these developments it is imperative that all students make full use of their opportunities while at Gilman. It is necessary for all of us to reassess our goals in education, and to prepare for new methods of attaining them.

In keeping with this year's concrete developments, many students have taken it upon themselves to present demands for action on issues important to them. This in itself is good. There are, however, many cases in which the students concerned have taken so self-righteous a view that they fail to give the "opposing" side a chance to present its ideas. In any type of society, communication is essential for progress. When a concerned student makes a demand, yet fails to show up at the Student Council meeting at which it is discussed, there is not only a lack of communication, but an absence of respect.

The point is that an exchange is necessary for any group of people to co-exist. In this spirit, the *Gilman News* will be pleased to publish articles presenting an opposing point of view to that of a previous article. The current article on the volunteer army (page two) was written in response to an editorial in the last issue. Next year, we hope for the *News* to become more involved in school and community affairs. In doing so, we will need to become more of a news-paper and less of a historical document or a seven-step exercise in high school journalism. The paper encourages opposition and conflicts of ideas; yet, these must be of a responsible nature. We shall enter the new school year optimistically, with these goals in mind.

—JSS

The Great Twitch: He Made People Laugh

by Tony Talalay

A sad thing happened the other day; the great Baltimorean Ogden Nash died. That is, perhaps, the only sad thing about him. He gave us the gifts of laughter and insight. These are, no doubt, the greatest presents we could receive.

In an age when humanity is often destroyed by automation, some humor has become artificial and plastic. Nash said, "Too much of today's humor is machine-made.... To me that's unnatural. Humor always goes back to the human race and its everlasting foibles."

We are able to see everyday people and things differently through the whimsical verses of Ogden Nash. Something serious or ordinary is transformed by a Nash rhyme. We view people a different way. He is a literary caricaturist who conjures up the most enlightening images.

Nash's verses often contained outlandish rhymes which became his trademark. When one reads a line like

Parsley is gharsley,
he can really feel that there is a place for everyone to fit well if we try hard enough.

Nash was often a brilliant satirist and a keen observer of human nature. His verses will never go out of style. During the prohibition he wrote:

Candy
Is dandy
But liquor
Is quicker.

More recently, he added:

Pot
Is not.

I would like to include two more of his more famous verses. Some will say Ogden Nash's works are corny and irrelevant.—Their souls are beyond saving. As long as he makes people laugh, his words are well worth saving.

The trouble with a kitten is
THAT
Eventually it becomes a
CAT.

* * *

I think that I will never see
A billboard lovely as a tree.
Indeed, unless the billboards fall
I'll never see a tree at all.



Half A Million Attend Anti-War Demonstration

by David Cross

Saturday, April 24, was touted by the media as a chance for a large number of people to tell the government what they really felt about the war in Vietnam. The March on Washington was supposed to show the mass concern of all people, young and old, about the endless war. These were seemingly noble motives, and partly on their strength, I decided to go to Washington on the 24th. I still wonder why I went. My motives were mixed. I naturally had a genuine concern about the war, but I also simply wanted to be part of the gathering of a projected crowd of half-a-million people.

Whatever my reasons, I decided early in the week that I was going to go. Now I had to decide how to get to Washington. Attempts to bum rides off of friends failed, largely because of the competition of the Hunt Cup. Resolved to having to hitchhike, I had just about given up trying to find a ride when Lou Paturzo suggested that I go on the St. Mary's Seminary bus. I was certainly agreeable, and Lou promised to reserve a spot on the bus for me.

Saturday morning I arrived at the Seminary, and after some waiting, I paid \$1.75 for my round-trip bus fare to Bob Bezy, coordinator of the trip. The bus pulled out at approximately 9:30.

The Baltimore-Washington Expressway was crowded, but traffic was moving. The bus stopped at a tourist information booth midway to Washington to link up with three other Baltimore-area buses and form a convoy. There I saw the first of what was to become a familiar sight: a middle-aged woman enthusiastically waving the peace sign.

The convoy of busses circled around Washington for about a half an hour looking for a place to park. Finally, we were let off at 11:30 about halfway between the White House and the Capitol with instructions to meet back at the Lincoln Memorial at four o'clock.

I looked around and spotted a group that had formed at the



White House and was marching to the Capitol. (I found out later that I had been only about ten minutes behind the head of the column.) I joined the line of march. Pennsylvania Avenue was jammed solid with people. The mass moved slowly along. Occasionally someone would start chanting a slogan, and other people would join in. Some of these slogans were obscene and others were not, but all were similar in their anti-war content.

All along the route the marshalls attempted to keep the people in a compact mass. At different places, people were handing out literature. At one point, a man with a loudspeaker was entreating the crowd to break away from the main demonstration at three o'clock and join a separate SDS demonstration.

As I neared the Capitol, I saw the statue of General Grant covered with people. A man sat on the top waving a large Vietcong flag. A retaining wall fenced off the Capitol grounds, and I climbed over it.

When I reached the Capitol grounds, even though I was but ten minutes behind the head of the column, I was able to get only within about two hundred yards of the Capitol. People were packed solid in front of me, and more were streaming in every minute.

People were still coming in when the speeches began. I heard entreaties for an end to the war in Vietnam interspersed with demands for Women's Lib, Black Lib, and Puerto Rican Lib. In between the speeches music was played, most notably by Peter, Paul and Mary, who had gotten back together especially to play for the demonstrators.

The speeches went on, and nothing astounding was said. The incredible part was the number of people gathered in one place. People were literally crammed in solidly as far as I could see.

At about three o'clock, I started to pick my way through the crowd in order to make it back to the bus on time. People were crowded so tightly together that my passage seemed impossible. However, a stretcher came through the crowd toward the place where I was standing. The stretcher was carrying a man holding an oxygen mask to his mouth. The crowd parted in order to let the stretcher through, and I was able to follow behind it before the people closed in again.

Walking along the Mall on my way back to the bus, I saw a man bend down, pick up a piece of paper, walk over to a trash can and stuff the paper in. Along with all the publicity (one of the seminar-ians on the bus was interviewed by a mobile camera from ABC-TV), with all the complex organization of the march, there was a feeling of participation. This man had participated in two causes: Earth Week and the March on Washington. He had shown me some of the complementary factors of these two causes, and it somehow seemed appropriate that the common meeting ground of half-a-million people would also be the meeting ground of two causes with some common goals.

(Continued on Page 9)

Seniors Participate In Varied Encounter Projects

by Buck Baker

In checking over two cross-lists of seniors and their Encounter projects, and in keeping in mind various opinions which I have picked up over the last three weeks, I have attempted, perhaps fallaciously so, to evaluate the trends which characterize this year's group of projects.

While there was a proportionately small number of seniors working in professions dealing with "things," as opposed to people or ideas, this group was as varied as it was small in number. Most notable among these were the work of Marvin Miller at Dubbert's Nursery and Flower Shop, Chris Minkowski with the Chesapeake Bay Foundation, Chris Green with Henry Hopkins, the silver-smith, and Peter Waxter with Roland Park Cabinet and Millwork, Inc.

Also evident was the large amount of projects in social or intellectual professions. Seven seniors switched to the other side of the desk to teach during May. Almost the same number chose to work at one of the various hospitals in the area as clinical or psychological apprentice-assistants. Four seniors decided merely to change the scene of their educa-

tion, but not the format, and took an ecology seminar at Garrison Forest School. The prominent law firms of Venable, Baetjer, and Howard, and Frank, Bernstein, Conaway, and Goldman, as well as the State's Attorney's Office in Baltimore were the location of several

(Continued on Page 9)

THE NEWS

Published by
THE GILMAN SCHOOL PUBLICATIONS
ROLAND PARK, BALTIMORE 10, MD.

Vol. LXVI, No. 7

June 7, 1971

Editor-in-Chief

John Scherlis

Managing Editors

Tony Talalay

Ted Trimble

Features Editor

Scott Sherman

News Reporters: '72—Allen, J. Brundige, Chainey, Cross, Orrick, Schultheis, Sigler; '73—Gettinger, Murray, Parker, W. Reese; '74—Reisfeld, J. Whittlesey.

Sports Reporters: '72—Bias, R. Cohen, Grossman, Taylor; '73—Quartner; '74—Bowe; '75—J. Hooper.

Circulation Editors: '72—Stefan LaPorte, Winfield Trice, Tom White.

Photography Board: Editor—Buzzy Nachlas, '72—Bias, J. Downing, LaPorte, T. Porter; '73—Kahn; '75—Simmons, Kamenetz; '76—Catzen.

Sports Editor

Alan Kaufmann

Business Manager

Jim Downing

Faculty Advisor

Mr. Frank Andrews

School Hours Shortened

by Ted Trimble

Gilman School today announced a reduction of the length of the school day. The hours, formerly 8:30 to 5:30 are now set at 9:00 to 3:30. The reasons behind this surprising news were not discussed, but conjectures can and will be made. It has been the policy of the school, heretofore, to plan a full day for its students with classes in the morning and athletics in the afternoon. Proud of its distinction as the first country day school, Gilman has hopes of starting yet another trend. In this age of rapid changes, of snowballing fads and fashions, of innovations and experiments, it is possible that Gilman's dreams are not mere illusions.

It has been the custom of the school to demand long hours of its students, and their diligence has not gone unrewarded. The school can at last be judged a success. Looking back we are able to see that Mrs. Frances King Carey's efforts were justified. The questions arise, however: how will the cut-back on the school day affect Gilman? Will the school no longer remain the fine Eastern preparatory school that it is now?

The one greatest motivating factor behind the change has been the growth of what is known as the 'Committee System.' If a problem is foreseen, if a difficulty is being undergone, if an obstacle is noticed in retrospect, a Committee is usually formed to study the issue. There was the Long Range Planning Committee: it met for about a year, once every week, to plan long ranges. But that committee was abnormal in that it is no longer in existence, at least officially, despite whispers that it has merely gone underground.

Let us examine the ruling body of the institution, to see if this so-called 'Committee System' has risen to the top. The Board of Trustees has been, for a number of years, divided up into committees, to better facilitate its care for the school. It is said that such committees exist as the Faculty Committee, to supervise the morals and ethics of Gilman's teachers, the Health Committee, to combat scares of food poisoning epidemics, and finally, the all powerful Steering Committee, which hides under a pseudonym (the Executive Committee) to run all the rest.

Is it not true that recently three new committees were formed, met, and died, these committees known as STP committees on Drugs,

Smoking, and Dress? For every committee that survives, there are two that meet an early death. Moreover, there were parents, boys and faculty, or Students, Teachers, Parents, as you will, on these committees. The use of parents on the Committees is a not so subtle attempt to brainwash the families of the Gilman community into accepting the committee system.

But, enough of this! It has been shown that committees are alive and living at Gilman. Yet a connection has not yet been demonstrated between the burgeoning committee system and the decreasing school hours. The school plant has been seeing much use lately, into the dark hours of the night, while a veritable logjam of meetings has developed. Committees must meet, come hell or high water. It seemed at times as though the Gilman community was trying to set a record as to how many committee meetings could be held on one night. In addition, an increasing number of people had conflicts: two or more committees meeting the same night. Chairmen have been known to schedule meetings at an early hour so as to get the best classroom possible for a meeting. There was even talk of big committees bodily ejecting smaller ones from classrooms, of barricades, of locked doors, of horrors, t h u m b t a c k s strategically placed on chairs.

In a masterful stroke today, however, Mr. Finney ended all the conflict. Now meetings can be scheduled as early as 3:30 in the afternoon. No longer will the threat of a 7:30 a.m. meeting hang over peoples' heads. Now it is possible to make three committee meetings in one night. *Mirabile dictu!*



THE HEADMASTER in a pensive mood.

One can, nonetheless, sense a new battle in the offing. There are rumors of something akin of Mr. Deford's Great Fan Draft. What was then only a *Sports Illustrated* nightmare is now a much discussed reality. The Great Committeeman Draft has become the watchword of the day. The talk of the Common Room is no longer of the honor system, of the dress code, of Bryn Mawr, of athletics, but of the draft. Questions of moment are raised, exhumed, only to be buried by a new query. How do they decide which committee had the worst record? Is it true that the Educational Planning Committee gave the Governance Committee its option on Mr. Schloeder in return for that committee's first round draft choice? What's this I hear about members of the Committee of Public Safety being allowed to carry guns? Is there really a Committee for the Propagation of Wild Flowers on the Terrace? How many committees do you have to be on to graduate? Which committees are best for the sake of getting into colleges?

Gilman has taken the plunge. One can only wonder if the cold water will bring the school to its senses or whether the institution will adapt to the new element in a culmination of what it has been working towards for a number of years, some say since its inception. As can be detected herein, what will happen is anybody's guess, though it is rumored that a new Committee has been conceived, but is yet to be named, the Committee of the Future.



STUDENT COUNCIL SPEECH leaves Hilliard shocked, Duff in thought.

Sinclair Responds: Volunteer Army Is Definite Necessity

by John Sinclair

In this democratic country of ours where we are supposedly allowed freedom of choice, a volunteer army is of the utmost necessity. There is simply no need for a draft in peacetime. The Selective Service System should be changed to this extent.

The purpose of the draft is to procure young men in order to fill the ranks of the military in time of war. Today, there is no need for a draft for America is not involved in a war. One may point to the conflict in Vietnam, but one cannot deny that America is disengaging herself from it. After our troops are out, there will be no armed conflict or war for them to engage in. Thus, the purpose of the draft will be gone.

One of the groundless arguments put forth against the concept of the volunteer army is that it would create a military clique which would be eager to go to war. This is simply ridiculous. Many people think of the men in the military as cold, emotionless beasts ready to push the button to blow us all up. This type of fear reminds me of that used by Joe McCarthy in the 1950's. The men in the military are normal human beings with close ties with their families and friends. They are sensible men who would not endanger the lives of either their families or of their fellow countrymen.

Not only that, but the military is under civilian control. Congress can cut off funds to the military at any time. There are various controls to prevent the military from going to war on their own.

A volunteer army would make more sense financially. What good does it do for the Army to spend so many dollars training and equipping a man if he is only going to stay in two years? It would be a waste of money. The volunteer army would provide our country with a return on its investment.

Draftees have no interest whatsoever in making attempts to improve the Army. They are only concerned with doing their hitch and then getting out. A volunteer would show more of an interest in the system of the Army. He would be more willing to try to reform the Army for the betterment of our country. This is another advantage of the volunteer army.

A volunteer army would not significantly change the socioeconomic character of our armed forces. Since the Army is already made up of 80 to 90 per cent volunteers, eliminating the draft would not change its makeup to any large extent.

Critics of the volunteer army claim that many poor men would be lured into the Army by higher pay. If the Army can take these individuals off the street, give them money for their families, and teach them valuable skills which they can use in civilian life, then I do not see how the Army has wronged these men.

It has also been said that the volunteer army would cause the enlisted men to become "mercenaries." To this I can only answer that drafted men in time of peace would become slaves.

America gives its citizens freedom of choice in their careers. In return, however, her citizens must be ready to serve her should she need them in time of war. At this time, she does not. Since she does not need draftees now, why should boys be forced to give up two years of freedom for no reason at all. Our lives are short enough. Two years out of them is a lot of time, considering it would be spent needlessly.

Evening Ceremonies Honor Prizewinners, '71 Grads

The William A. Fisher Medallion.

DAVID JEFFREY RICE

The Daniel Baker, Jr., Memorial Award.

JOSEPH ERIC SANDLER

The Edward Fenimore Award.

TIMOTHY PATRICK CONLEY

WILLIAM WARWICK RICH

The Peter Parrott Blanchard Award.

WILLIAM LOUIS SCHERLIS
ALVIN WESLEY THOMPSON, JR.
MARKELL WHITTLESEY

The D. K. Este Fisher Nature Study Award.

WALKER WARD ABEL

The Prize for Proficiency in French.

CHARLES HARRY MANEKIN

The Herbert E. Pickett Prize for General Proficiency in History.

CHARLES BLAKE DUFF, JR.

The Janvier Science Prize.

WILLIAM LOUIS SCHERLIS

The Lewis Omer Woodward Award.

ANDREW MURRAY BROOKS

The John M. T. Finney, Sr., Essay Prize.

DAVID CHRISTOPHER MILLER

The Class of 1952 Drama Prize.

CHARLES HARRY MANEKIN
WILLIAM LOUIS SCHERLIS

The Alex Randall, Jr., Memorial Prize.

JOHN MATTHIAS KOPPER, JR.
JOSEPH ERIC SANDLER

The Cameron Debating Madallion.

CHARLES BLAKE DUFF, JR.

The Sixth Form Speaking Prizes.

First: WILLIAM SAMUEL BRUSILOW
Second: BERTRAM WEBER BERNEY

The Dr. John M. T. Finney, Sr., Debating Prizes.

CHARLES BLAKE DUFF, JR.
CHARLES HARRY MANEKIN

The Mrs. J. Crossan Cooper Debating Cup.

Pnyx: JOSEPH ERIC SANDLER
JOHN MATTHIAS KOPPER, JR.
CHARLES BLAKE DUFF, JR.

Trimester System Causes Controversy

by Rick Sigler and Steven Parker

This year at Gilman, an experiment was made to determine whether a trimester system would be a more efficient and beneficial system of scheduling than the semester system. As this was the first year that the Trimester System was employed at Gilman, there were bound to be some problems. Under the present organization, trimester exams occur at the ending of the last marking period of each trimester. The first trimester ends before the Christmas Vacation, the second ends before Spring Vacation. Therefore, students have work-free vacations.

In the first two trimesters, exams are given in the middle of the regular school week. In the previous semester system, a design-

nated exam week was dissociated from the regular academic week. Since the exams and the end of the marking period do occur simultaneously, both students and teachers are pressured by a fantastic amount of work. Invariably, it seems that a student will be assured of having a multitude of tests during his last week of any marking period. Many reports and term papers must also be turned in by the end of the marking period. Therefore, students find themselves desperately trying to study for marking period tests and trimester exams at the same time. Teachers are given the awesome task of preparing both the marking period and trimester grades during the same week. These seem to be the major disadvantages of the newly

(Continued on Page 6)

(Continued on Page 4)

Founder's Day Prizes Given

(Continued from Page 3)

The Elisabeth Woolsey Gilman Prizes.

Senior: MICHAEL ISAAC BLUM (second consecutive year)

Junior: WM. SHERMAN REESE (second consecutive year)

The "Vantage" Prize for First and Second Formers

Prose: JOSEPH HENRY HOOPER III

Poetry: STEWART McKAY WOLFF

The Armstrong Prizes for Poetry and Prose.

Prose: MICHAEL ISAAC BLUM

Poetry: CHRISTOPHER ZAND MINKOWSKI

SEMMES GUEST WALSH, JR.

The William Cabell Bruce, Junior, Athletic Prize.

FRANK WILLARD DAVIS III

The Dr. Philip Whittlesey Soccer Trophy.

WILLIAM HOOPER GAMPER

The Donald Hoffman Memorial Track Cup.

MARK RAYMOND FETTING

The C. David Harris, Jr., Tennis Award.

STEFAN JOSEF LAPORTE (second consecutive year)

The Alumni Baseball Cup.

MARK AARON BOND

The Tyler Campbell Lacrosse Cup.

EDWARD ANTHONY GRASSI

ROBERT MERRICK PINKARD

The Class of '39 Basketball Trophy.

WILLIAM SAMUEL BRUSILOW

The C. B. Alexander, Jr., Wrestling Cup.

FRANK WILLARD DAVIS III

WILLIAM HOOPER GAMPER

The Culver Memorial Football Cup.

FRANK WILLARD DAVIS III

Faculty Awards:

EDWIN LEMAN BAKER

THOMAS BRUNDIGE IV

THOMAS McDIVIT CASEY

JOHN GRESSITT DANZER

FRANK WILLARD DAVIS III

CHARLES BLAKE DUFF, JR.

WILLIAM HOOPER GAMPER

MICHAEL HUNTLEY HILLIARD

JOHN MATTHIAS KOPPER, JR.

CHARLES HARRY MANEKIN

HUGH PERRY McCORMICK III

ROBERT TAYLOR McLEAN, JR.

MARVIN NEAL MILLER

CHRISTOPHER ZAND MINKOWSKI

ALFRED TURNER NELSON

WILLIAM RUFF

DAVID BERNARD SELENKOW

SEMMES GUEST WALSH, JR.

LAWRENCE RICHARD WHARTON, JR.

The Brown University Alumni Book Award.

EDWARD LLOYD TRIMBLE

The Yale Book Prize.

CHRISTOPHER LLOYD TAYLOR

The Harvard Book Prize.

STEUART HILL THOMSEN

The Princeton Alumni Association of Maryland Prize for Proficiency in Mathematics.

WILLIAM LOUIS SCHERLIS (second consecutive year)

The Rensselaer Polytechnic Institute Award.

STEUART HILL THOMSEN

The Dorothy Benjamin Caruso Award.

DAVID BERNARD SELENKOW

The Harold Holmes Wrenn Art Prizes.

WILLIAM EVERD MASETH, JR.

The Mathematical Association of America and the Society of Actuaries Award.

WILLIAM LOUIS SCHERLIS

The "Vantage" Magazine Poetry Competition Prizes.

First Form: ANDREW BANKS THOMAS, JR.

Second Form: GREGG TYLER CAMPBELL

The Latin Prizes for Best Roman Construction.

First: DOUGLES GORDON NELSON

Second: WILLIAM STEPHAN DUNTZIS

Third: EDWARD ANDREW MURRAY

HENRY McCOY BLUE

The Edward T. Russell Latin Prizes.

CHARLES BLAKE DUFF, JR. (second consecutive year)

JOHN MATTHIAS KOPPER, JR. (second consecutive year)



ALL-STAR FINNEY studies outcome of Alumni Lacrosse Game.

McDonogh Ends Military Look

The following article is included in the Gilman News because the editorial board felt that our unique relationship with McDonogh demanded some mention of the change. All quotations are from either the letter of Dr. Lamborn or "The Week" of April 30, 1971.

This spring marks the end of McDonogh's ninety-eight-year old military program, begun at the founding of the school in 1873. The entire military program, consisting of military-style uniforms, drills, parades, cadet corps, and military designations for student leaders, will be disbanded in favor of a civilian type organization. At present, the plans for the new form of student government have not been completed, but a joint student-faculty committee is working on it. Mandatory clothing for next year will consist of a McDonogh School blazer.

Announced on April 8 by Dr. Robert C. Lamborn, Headmaster of McDonogh, the decision was "a surprise to most of the audience,"

and received a standing ovation. This act came about as a result of a 9-1 vote by the Board of Trustees two days earlier. In January, 1970, the Board had voted 8-4 to retain the military in order to preserve the "uniqueness" of the school. The problems involved with this decision, however, soon became evident. Dr. Lamborn, in a letter to the members of the McDonogh family, stated that "our military image is presenting an increasingly difficult problem to us in our efforts to recruit students and to maintain a high level of student morale. At the same time, the military image has continued to present a problem in the recruitment of teachers and in obtaining college admissions for our graduates in colleges where McDonogh is not well known."

Therefore, the original decision was reversed by the trustees "believing that it (was) clearly in the best interests of the students and the school." The reaction to the change was generally favorable, although some students were opposed to the new dress regulations.



GROUCHO MANEKIN caught in familiar pose.

Letter To The Editor

Our Inner Riots and the Effect on Our Headmaster

Mr. Finney is the headmaster of the first country day school and has been so for about three or four years. Mr. Finney has done more for the school and faced more inner problems than any other headmaster.

I know that if I wrote my name at the end of this I would be faced with many lost friends and sneers, but it is necessary to write this article.

Mr. Finney faces everything from long-haired students to future planning. Vandalism puts tears in the dream of advancement. This troubles him greatly, because he may not be able to make possible the things we want. S.T.P. committees and other groups take up his time also.

On April 7th Mr. Finney was picked and torn apart by students who spoke as they thought. One student in the upper forms (I won't tell of his name) interrupted the meeting after he gave an angry little speech about the students' lack of power in our school. When Mr. Finney asked the boy to wait his turn, mumbling started. It seemed as if Mr. Finney had shot the student.

Mr. Finney is our headmaster. What is a headmaster? Webster says "The principal master of a school or seminary." Now, look at your school today.

We have student councils, S.T.P. committees, and other groups. But, we still cry "We have no power whatsoever!" and "Mr. Finney is a fascist ruler!" Frankly, we feel that it should all be "take it away" from Mr. Finney.

Despite these problems Mr. Finney gives each person a smile of warmth and shows us a good sense of humor.

I know that all these things should not really be blamed on Middle Schoolers, but when our class goes to the Upper School, I hope you keep this article in mind and feel that Mr. Finney deserves congratulations instead of insult.

—A Middle Schooler

Revue Smash Hit



THE HEADMASTER and Mrs. Finney as portrayed by outraged Ned Grassi and buxom Ray Bank.

by Jim Johns

On Friday, April 30, the members of the Class of 1971 took revenge on those aspects of school life which have plagued them for the past six years. This year's Revue covered everything from the *Mikado* to the judiciary committee; no one was safe.

Despite an apparent lack of prior organization, the Sixth Form, led by Revue chairmen Tom Lynn and Charlie Duff, did a great deal of work during the week before the Revue. Each night, rehearsals were held. During one such rehearsal, Charlie Duff fell off the stage, cutting his chin, and breaking his arm. As a result of this accident, the entire Revue was dedicated to Charlie. Despite his injury, Charlie was able to take part in the Revue, doing an admirable job.

Revue '71, which was presented in the form of a rehearsal, was performed before a nearly-full house. Although there was some fear in the minds of the organizers because of the small number of tickets sold in advance, all such fears were allayed when the size of the audience was seen.

Committee On Grades Forms Suggestions

by David Cross

The grading procedures at Gilman have come under a great deal of criticism in recent years. Some people have suggested doing away with numerical grades completely in favor of a pass-fail system. Unfortunately, the school must provide some way for colleges to be able to tell how well a student has done in high school. These indications of scholastic achievement are necessary to ensure acceptance of Gilman students to college.

At the moment, there are several ways that the average of the grades is achieved. Gilman uses what is known as a "weighted" average, which means that an adjustment is made to the strict numerical average to determine class rank. These adjustments are concerned with the number of courses a student takes, how many days a week the course meets, and whether or not it is an honors course.

Heavy loads are taken into account. A student taking extra courses receives a boost to his average of ten percent of the difference between his grades and 100.

Students' averages are adjusted to the number of days a course meets. Students in honors sections are supposed to have a median

The Revue opened with Chris Minkowski telling a Polish joke—in Polish. Unfortunately, the laughter of the audience was so intense that Chris was forced to finish his joke at a later time. Each of these times, however, Chris was cut off before he had reached the punchline. Finally, in the third act, which was entitled, *A Series of Anamorphic Contradiction*, Chris managed to finish the joke. It is rumored that some members of the school still have not stopped laughing.

A large part of this year's Revue was musical; in fact, after the opening chapter of Chris Minkowski's joke, Mark Wallace officially began the Revue by playing the Jimi Hendrix rendition of *The Star-Spangled Banner*—without a guitar. This was immediately followed by Mr. Gamper's singing "Rubber Duckie" in his own inimitable style. There were also many other musical portions, of which the most widely acclaimed was the *Mikado*—Gilman Style. In this production, which starred Michael Blum, Tom Casey, Charlie Duff, Chip Maneikin, and Bill Rich, many of the

lyrics were adapted to the Gilman environment. One instance of this was a verse which began, "Little Bob Fitzpatrick with his radical veneer," and then went on to comment about a member of the Latin department. Later in this production of the *Mikado*, a mathematical version of *Jesus Christ Superstar* was presented.

Some of the other musical segments included a performance by the 327th Army Band, and several songs by that famous musical group, "George, Middy, and Chris." The evening was topped-off by "Frankie and the Fondles," singing several of their golden greats, including *Barbara Ann* and *Hully Gully*. The reports that "Frankie" was really Elvis Presley are untrue.

Another important part of Revue '71 was the presentation, in which two films made their world premieres. The first, a war documentary about the American landing on Dewey Jima, starred Humphrey Gephart and Elvis French. The second was a campaign film showing the inside story of Marvin M.'s campaign for Governor. Since the Revue, the former has been playing in neighborhood theatres, including the study hall at Roland Park Country School.

Naturally, there were also mockeries of many facets of school life. Such skits included "The Toothpaste Hurdle," which depicted the solution of a problem of great importance to the school, and several chapel scenes. This scene included the best of this year's Sixth Form speeches—Steve Haley's speech on Sharks, Ned Grassi's speech on the "plentiful, but scarce," animals of Africa, and Mike Hilliard's speech entitled, "I Seem To Have Lost A Page." Scenes such as these showed the senior's willingness to poke fun at themselves as well as others.

Thanks to the leadership of Charlie Duff and Tom Lynn, and to the cooperation of the entire senior class, this Revue was one of the finest in recent years.



A SHEEPISH GRIN lights Brusilow's soon-to-be shaven face in advertising break.

is also aware of the conflict between a concern with being fair and college pressure on the school to submit class rankings. Mr. Porter, chairman of the committee, tabs class rank as a "necessary evil," and it does not look as if the grading procedures will be altered significantly in the near future.



FRANKIE and the Fondles beat out savage rhythm in annual senior Revue.

Educational Planning Com. Advises School

by Ted Trimble

Although the Educational Planning Committee has not been getting much publicity, a great deal of hard work has been done by that study group since its inception. The Committee has met once a week, starting in January of this year, and it will definitely continue to meet through the school year of 1972.

The Committee has proposed "that the administration consider providing added incentives to faculty members for the planning of new courses through, a) grants for summer work, b) partial year sabbaticals, and c) one or two trimesters spent with a reduced course load." It was felt that, however enthusiastic a teacher might and should be, under the existing structure it was virtually impossible, due to problems of time and money, for faculty to work on designs for innovative curriculum offerings.

It is also proposed "that in a time when there are enormous and justified pressures for the teaching of new materials, and in a time in which, under present curricular regulations, it is almost impossible to add new courses, we urge each department to make an appraisal of its requirements with the intention of reducing them if at all possible." In order that students might be enabled to spend more time in elective courses it was found necessary that the requirements be reduced. To this end the above proposal was formulated.

A resolution was also made that "the school investigate encouraging parents and other volunteers to serve as paraprofessionals in such jobs as clerical and secretarial work, the grading of papers, general assistance in the library, and the permanent staffing of the language lab; and that the school use the resources offered by parents, retired faculty, and friends, in teaching." As costs rise, it was thought imperative that the school put to use the wide range of the Gilman community in the fields of teaching and also serving as paraprofessionals. There was some debate over the sound and meaning of the word 'paraprofessional.' This argument has not yet been ended. It is unfortunate that H. L. Menden is not alive as it would have been interesting to hear him speak on the jargon of academia.

The Committee recommended that Mr. Down's proposal for an 'Experimental Division' be considered. This would be an open-ended section of perhaps at the beginning twenty boys from the eleventh

grade, who, with full support of their parents, agree to be part of such a program to attempt a different type of learning. As the school itself was founded as an experiment, such an addition, at little to no extra cost, would not be at all radical. Moreover, any ideas that are found to be successful can be adapted to the rest of the school, and in fact the Experimental Division itself can be expanded or moved. "This proposal comes from months of conjecture on the mechanisms of institutional change, primarily this central question: How does a school, or any institution, accept what is new and good without losing what is old and also good?"

In addition, the Committee proposed that "since the school's size precludes a family-like faculty unit, a yearly retreat be instituted for small groups of faculty, with each retreat group being selected for diversity." With the death of the daily afternoon tea that the Headmaster's wife used to hold for the faculty, it was believed that it was no longer possible to have a strong, working relationship within the faculty without making a special provision as the retreat.

Other recommendations include: That 1) the Educational Planning Committee will meet next fall until a final report is made, and that a standing committee be set up of faculty and students of diverse opinions on education at Gilman.

2) efforts be made to involve faculty and students with the action of the committee (including reports to be released at the discretion of the Educational Planning Committee).

That while the Committee is keenly aware of the many serious practical difficulties, it nevertheless wishes to go on the record as unanimously in favor of co-education.

That a Department of the Social Sciences be established.

It would be ridiculous to list the other concerns of the Committee, for full deliberation has not yet been made. Under the dynamic leadership of Mr. Downs, however, the Committee formed of Mrs. Davison and Messrs. Andrews, Bartkowski, Carr, Carey, Gorman, Kopper, Merrill, Thompson, and Trimble, is aware of the importance of education and the continuous self-appraisal that any institution like Gilman must go through.

**CROSS KEYS
PHARMACY**
"Drugs"



FRENCH DEPARTMENT HEAD Robert Fitzpatrick declared his candidacy for second district city councilman in a garbage-strewn lot on May 11, 1971. Mr. Fitzpatrick is currently president of the Second District New Democratic Club and a member of the State Central Committee of the Democratic Party.

Glee Club's Year Success

T-Men Press Record

by Steve Hargrove

In January, Mr. Merrill started preparing the Glee Club for this year's spring concerts with Roland Park Country School and St. Timothy's. It must be said that the concerts were very good, if not exceptional. Credit must be given to the members of the Glee Club, who, under Mr. Merrill's capable guidance, have worked very hard, often spending as much as an hour on one song. Their labors were rewarded on Saturday, May 8th, the night of the Roland Park concert.

This year the concert was somewhat of a songfest, the program lasting almost two hours. The Gilman Glee Club started things off by singing *Wie Will Ich Mich Freuen* (My Spirit Be Joyful), a piece by J. S. Bach. Mr. Merrill was quite pleased with this song, saying, "It was the best I've ever heard the Glee Club do the Bach." They then proceeded to sing *Father William and Stopping By Woods on a Snow Evening*, the words to the former being taken from *Through the Looking Glass* by Lewis Carroll, and the latter's words coming from a poem of the same name by Robert Frost. The Glee Club finished with *A Capital Ship*, an old sea chanty. Following this, the Roland Park singers went through their program, turning in a superb performance. *Granada*, a Spanish song, and selections from *Camelot* highlighted their portion of the show.

The Semiquavers, Roland Park's equivalent of the Traveling Men, were next on the agenda, and they two songs with the Traveling Men, both of which were well received by the audience; the best response of the entire evening to the singing was reserved for the Traveling Men, however. The four songs they sang all had humorous solo sections, and by the middle of each piece the audience was applauding as well as laughing. At the end of every song there was a tremendous wave of applause.

After this, Mr. Merrill's newly formed group, the Madrigal Sing-



ers, sang three songs that were greeted by applause from the audience. The concert ended on a high note as the combined glee clubs sang *El Sol* (The Sun), a Mexican ballad.

On Saturday, May 15, the annual St. Timothy's concert was held at St. Tim's, the result being a truly successful evening. Highlighted by performances from the Traveling Men and St. Timothy's two groups, "Six-in-the-Morning" and "Seven-Eighths," the concert also featured both glee clubs *in toto*. Following an excellent presentation by the St. Timothy's bell choir, the combined voices of Gilman and St. Tim's performed *El Sol*.

T-Men Press Record

This year, for the first time in a few years, the Gilman Traveling Men, in conjunction with the Roland Park Semiquavers, recorded an album. Great interest was generated within the school as over one hundred people bought records. The record is very good, illustrating the quality and depth of the Traveling Men.

There are many good songs on the album, but there are a few outstanding ones. One of these is

"Sirloin Letter" Performed By I, II

by Jock Whittlesey

On the evening of May 14, the first and second form actors combined under the direction of Chip Manekin to present *The Sirloin Letter*, by Bill Rich. The play is a comic farce on *The Purloined Letter*, and is about murder in English high society and the investigation which follows. The play, though short, went without a hitch, to the amazement of Chip Manekin, the relief of the actors, and the delight of the audience. The play received a large audience, estimated at over two hundred.

The title role was played by Henry Rinder, who, as Seymour Loin, investigator, is knighted as Sir Loin. The main role was very well portrayed by Dirk Fitzpatrick, as Lord Gerrymander. His wife, Lady Gerrymander, naturally, the victim, was played by Joyce Kuhns. Brian Goodman and Julia Randall were Lord and Lady Milksop. John Tompkins played Count de Vingess and Conrad Berk was the Earl de Pearl. The two investigators were Jim Strovall, as Sir Patrick Prolix, and Billy Matthai, as Sir Frederick Friend. The role of Lady Egg was portrayed by Trit Farley. James, the sleepy trumpeteer, was played by McKay Wolff, Pip Smith got a great deal of praise for his minor role as the king's messenger.

The stage and technical work was done by Beau James, Jock Whittlesey, and Jay Fraser.

The cast owes a great deal of thanks to Chip Manekin for invaluable assistance, and also to Bill Rich, who provided the excellent play for this year's production.

Leaders Chosen For Next Year

SIXTH FORM OFFICERS

Taylor—President
Thomas—1st Vice President
Abel, W.—2nd Vice President
Thomsen—Secretary
Moore—Treasurer

JUDICIARY COMMITTEE

Thomas—Chairman
Scherlis, J.
George

NEWS

Scherlis, J.—Editor-in-Chief
Talalay—Co-Managing Editor
Trimble—Co-Managing Editor
Sherman—Features Editor
Kaufman—Sports Editor
Downing—Business Mgr.
Cohen—Advertising Mgr.
Nachlas—Photo Editor

VANTAGE

Trimble—Chairman
Cross, D.
Hendrix, P. ('74)
Masetl.
Rosenberg
Scherlis, J.
Taylor

CYNOSURE

Rosenberg—Editor-in-Chief
Thomsen—Associate Editor
Washburne—Associate Editor
Monroe—Managing Editor
Kass—Editorial Board
Kohlerman—Editorial Board
Fetting—Business Mgr.
Chainey—Circulation Mgr.
Bias—Photo Editor
Maseth—Art Editor
Nathanson—Art Editor
DRAMATIC ASSOCIATION
Cross, D.—President
Trimble—Vice President
Hargrove, S.—Secretary

BLACK STUDENT ORGANIZATION

Coleman—Co-President
Hargrove, J.—Co-President
Moore—Advisor

ART CLUB

Maseth—Co-President
Nathanson—Co-President

COUNCIL OF INDEPENDENT SCHOOLS

Hill (Gilman representative)

CINEMA CLUB

LaPorte—President
Hargrove, J.—Secretary

RECESS LUNCH COMMITTEE

Bowie—Co-Chairman
Foster—Co-Chairman

"A" STUDY COORDINATOR

Michels

BRIDGE-CHESS CLUB

Cohen—President
Braiterman—Vice President

PHOTOGRAPHY CLUB

Kvalsvik—President
Silver—Vice President
Hubbard—Secretary
COMPUTER CLUB

Managing Committee

Hargrove, S., James, Porter, Scarlett

AUDITORIUM & A.V. COMS.

Bias—Co-Chairman
Schultheis—Co-Chairman

CAPTAINS

Gephart, King
(Co.Cpts. Var. Soccer)

MANAGERS

Hardie—Football
Morison—Football
Hendrix—Wrestling
Hooper—Wrestling
Curtis, B.—Tennis
Morison—Lacrosse
Kohlerman—Lacrosse

TUTORIAL PROJECT

Tennis—Chairman

HOSPITAL PROJECT

Schultheis—City Chairman

OPERATION GREENGRASS

Menzies—Chairman

POLITICAL CLUB

Thomsen—President
Kaufmann—Vice President
Talalay—Secretary
Reese—Treasurer

HOFFMAN CLUB

Smith—President
Downing—Vice President
Gillelan—Sec./Treas.

CHRISTIAN ASSOCIATION

Karas—President
Byron—Vice President

AREOPAGUS

Cross, D.—President
Scherlis, J.—Vice President
Chainey—Secretary

PNYX

Johns—President
Orrick—Vice President
Trimble—Secretary

UNITED APPEAL

Sigler—Chairman
Hill—Treasurer

GLEE CLUB

Bowie—President
Porter—Vice President
Hargrove, J.—Librarian

TRAVELING MEN

Porter—Leader
Bowie—Assistant Leader

ADVISORY COMMITTEE

Gephart—Co-Chairman
Supplee—Co-Chairman

COLLEGE RECEPTION COM.

Sinclair, J.—Chairman

PARKING COMMITTEE

LaPorte—Chairman

STADIUM COMMITTEE

Yardley—Chairman

THE TUDOR FLOWER SHOP

Celebrating Our 50th Year in '72

5111 ROLAND AVENUE

323-3250

Trimester Analysis

innovated trimester system.

Despite several problems, the general consensus of the students and the faculty is that the trimester system is a great improvement over the former Semester System. Trimester examinations are more comprehensive and less quantitative than semester exams. The student does not have to review as much material for trimester exams as he did for semester examinations. Also, a boy who may have had an academic problem in his first trimester has two more trimesters to alleviate his problem.

The Bible courses for the Fifth and Sixth Forms have been restructured as a result of the trimester system. In the Junior and Senior years at Gilman, there is a total of five trimesters in which each student must take three different Bible courses. These courses

range from "Black Heritage" and "Secular Theology" to "Marriage Seminar." The student himself determines the particular Bible courses he wishes to take and the trimesters in which he will take them.

In Sixth Form Honors English, boys may elect the specific English Courses that they wish to take for two of their three trimesters.

The main advantage of the Trimester System is its versatility. By having the academic year split into three sections there are many opportunities for curriculum changes and schedule revisions.

Although the Trimester System requires some moderate changes, the optimistic response to it has been remarkable. With the success of the Trimester System this year, both students and teachers would like to see it in use next year.

WASTE IS THE CONCERN OF ALL

Recycle all:

Newspapers
Bottles
Cans

Use Returnable
Bottles

MORGAN & MILLARD PHARMACY

4800 ROLAND AVENUE

Phone 889-2222



CHIP MANEKIN and Bess Armstrong engage in farewell histrionics.

Gilman, Bryn Mawr Present 3 Playlets

by Jack Orrick

Add to the laurels of the Gilman and Bryn Mawr Dramatic Associations yet another wreath. In a year of unusual theatrical offerings the three one-act plays presented on Saturday, May 1, and Friday, May 8, preserved the aura of distinctive excellence that characterized the earlier productions of *The Mikado* and *The Late George Apley*. The Baltimore audience, accustomed to high quality, was not disappointed by the acting.

The presentation of the three plays marked the farewell performance of six experienced actors and actresses. Young Christofer (sic) Minkowski, who made his debut in the title role of *Apley* and cemented his triumphs with the masterful portrayal of a Polish gentleman in the Sixth Form Revue, took his bows with mingled pride and sadness. His co-star, Merry Lycett, the sweet, winsome heroine of *The Mikado*, left with her admirers memory of a low, soft voice whose tones stirred the packed crowds at the musical and of a face whose charms will not be soon forgotten. That perennial maid, Dibby Albert, whose talents were so well demonstrated by her performance as Catherine in *The Great George Apley*, departed from the Orchards stage with feelings of accomplishment, a new sense of awareness, and fond reminiscences of her Bryn Mawr life. While theatre connoisseurs remember with clarity Gretchen Friesinger's magnificent, show stopping performance in *The Petrified Forest*, they will also remember Gretchen's wonderful articulation, her timing, and her dynamism. The two great leads of Gilman and Bryn Mawr dramatic productions, Chip Manekin and Bess Armstrong, were also among the

distinguished company that made their final bows on Friday and Saturday nights. The gap left by Chip's departure will not soon be filled, as he had acted the part of the disillusioned idealist, Alan Squire, in *The Petrified Forest*, the comic lead in *The Mikado*, and had been the director of the First-and-Second-Form Play, in addition to having played the role of Mr. Frank, in Bryn Mawr's production of *The Diary of Anne Frank*. The credentials of his leading lady, Miss Armstrong, were equally splendid. Gabrielle Maple in *The Petrified Forest*, Bess played the lead role in Bryn Mawr's first musical, *The Boyfriend*, and was director of choreography for *The Mikado*, as well as being the star of *Anne Frank*.

The evening began with a brief curtain-opener written by the late editor of the *News*, Joseph Sandler. It was said that many people attended the plays not only because of Sandler's world premiere, but also to determine the truth of the ugly rumor of Joe's sudden demise. The short scene, entitled *A Way With Answers*, involves the psychological conflict that suddenly arises between a young couple in a New York park. The girl, played by Merry Lycett, urges her boyfriend to think thoughts of spring and love. The young man, portrayed by Chris Minkowski, feels himself oppressed by the size of the city, by the eight million people jammed in together. He looks at a huge office building and imagines what fun it would be to smash all the windows. Finally the boy walks away from the girl, driven by his whirling thoughts. The excellence of Mr. Sandler's first work gives one great hopes for his future creations.

The second, *Ludlow Fair*, written by Lanford Wilson, featured Gretchen Friesinger and Dibby Albert. Gretchen played the part of a girl left by her lover, whom she discovers to have been a small-time thief. The mental trauma caused by the departure of this boyfriend, the most recent in a series of men, caused the girl to doubt her sanity. Although the play was basically serious, a great deal of humor was evident. The play, character-oriented, was extremely well acted by the two girls, good thespians that they be.

After a short intermission, the third and longest play, *It's Called The Sugar Plum*, by Israel Horowitz. Chip Manekin and Bess Armstrong turned in tremendous performances in what was definitely the highlight of the evening. The story, set in Boston, was about a college student who had just killed a man in a freak automobile ac-

Sabbatical Awarded

by Rick Sigler

The sabbatical for the year 1971-1972 has been awarded to Mr. George M. Chandlee, Jr. Mr. Chandlee has been the head of Gilman's math department since 1967. In addition to his many years of teaching at Gilman, Mr. Chandlee has coached twenty-four Gilman lacrosse teams to an outstanding .800 winning percentage.

Each year, Gilman's sabbatical program offers one faculty member the unique opportunity of leaving Gilman's classrooms for one full school term. The established structure of the sabbatical program is that sabbaticals are to be awarded on a three-year cycle. The first two faculty members in the cycle, are to be selected on a seniority basis. The selected faculty member, if he wishes to take advantage of the opportunity, must then submit a program to the Board of Trustees. The teacher's itinerary must then be approved by the Board. The following year, the sabbatical is awarded on a competitive basis. Any teacher who has been a member of the faculty for a minimum of five years may submit a program to the Board of Trustees. A sabbatical is then awarded to that faculty who has submitted the best program.

Mr. Chandlee proposes to spend his sabbatical reading, and considering and examining, varied math curriculums and specified courses in grades one through twelve. From his studies of other school's math curricula, Mr. Chandlee will undoubtedly bring back a great many new ideas for Gilman's own math department. Travelling outside the country will also be a part of Mr. Chandlee's itinerary.



A DETERMINED R.C.B. stretches for point.

cident and the fiancée of the deceased. She comes to his apartment after the accident, and after a very bitter and emotional confrontation, they discover that they have a great deal in common. While having humorous parts, the main idea of the play seemed to be expressed in the search of the character played by Chip Manekin for "real people." His disillusionment with the intellectual world leads to the mutual discovery that he and the aspiring artist are in love with each other.

All three plays were very enjoyable and played before an enthusiastic audience. The performances rounded out a year that can only be described as extraordinary for the combined Dramatic Associations.



RUMORS of a buried fortune spark treasure hunt.

Construction Begins

(Continued from Page 1)

problems and needs of Middle Schoolers. The plan is to construct the Middle School between the main building and the gym.

The Long Range Planning Committee has additional plans for an art center in the area vacated by the Middle School. This construction, however, will not begin in the immediate future.

In early May, the actual digging began for the basement and foundation of the Library Resource Center. What looked like the begin-

nings of Gilman's mythical swimming pool soon developed into an extremely large excavation which was completed on May 25. Although the idea of a building existing where but a few months earlier had stood four large trees was a bit far-fetched to many students, the presence of an official-looking barbed wire-topped fence gave the proceedings an official air. This new media center will undoubtedly add a new dimension to the library system at Gilman, as will the new dining facility to the lunch system.

ROLAND PARK FLORIST

LAWNDALE AVE. and
WYNDHURST AVE.



SAGE Frank Strasburger will become chaplain of St. Paul's School, Brooklandville, next year.

Governance Com.

(Continued from Page 1)

would go to the Headmaster, who could act on the proposal himself or send it to the faculty. If passed by the faculty, the proposal would go to the Headmaster for action. Any proposal rejected by either the faculty or Headmaster would be returned to the Student Council with a list of objections or proposed modifications. The committee felt, however, that the actual powers and duties of the Student Council required much more consideration.

In response to members of both the faculty and the Judiciary Committee, the Governance Committee suggested many changes in the area of discipline. The report said: "Students feel demerits are harsh and meaningless as punishment; faculty members no longer trust the Judiciary Committee to make decisions concerning discipline. Therefore, a new disciplinary system is probably in order." The suggested system would have all disciplinary reports sent to the faculty member in charge of discipline. He could act on the report himself or refer it to the Judiciary Committee. Any student whose case had been handled solely by the faculty member could appeal the decision to the committee if he felt he had been treated unfairly. The committee in this case could only rule on guilt or innocence, not the severity of the punishment.

Another concern of the Governance Committee was to lighten the Headmaster's load. The committee decided against creating the position of Assistant Headmaster. Instead, it was suggested that some of the Headmaster's duties could be delegated to other members of the faculty, such as form chairmen, department heads, and college counselors. Mr. Finney said at a recent Student Council meeting that he was not sure that he wanted to give up all of the duties that the report suggested because he might be drawn away from the students.

The Educational Planning Committee regrets that it must lose Mr. Kopper, its Secretary, who will be going to the great beyond next fall. Mr. Kopper's wit, his skill in shorthand, his brilliant (sic) command of the English language, and his mastery of that mechanical monster, the typewriter, will be long regretted. Although other committees may have made more noise, the Educational Planning Committee has had the best minutes. Whether in verse or prayer-book form, deathless purple prose or acrid liturgy, Mr. Kopper's handiworks will remain with the Committee. He will not be forgotten.



BRYN MAWR actress Gretchen Friesinger makes Rorschach test in dictionary in production of "Ludlow Fair."



BIG LEAGUE COACHES Ned Thompson and Bobby Bank reflect enjoyment of their team.

Competition Accents Little League Sports

by Joe Hooper

Spring has come to Gilman, and nowhere has there been more evidence than in Middle School athletics. On the baseball fields Coach Lou Paturzo has organized his players into a band of hard-playing professionals bent on defeating their Saturday league rivals. As of this writing, Glenelg, Mt. Washington, and Lutheran have all fallen to the Gilman power while the Middle Schoolers have suffered only one defeat. The all-star cast of the team includes such players as Dave Morton, Bill Saltysiak, John Ward, T.A. Miller, Guy Phelan, Carl Offit, Don Mikush, and Selwyn Ray. The regular afternoon baseball program is handled by Mr. Vishio, who is the commissioner as well as the coach of the Yellow team. However, despite Mr. Vishio's efforts, the Maroons of Coach Edeline are in first place. All the participating players in the Middle School baseball program have done well and deserve credit for a fine spring season.

Lacrosse is another sport where

the Middle Schoolers excel although the team's league record would not indicate this due to the high caliber of the opposition. The team is presently 3-2, having defeated Cathedral, Wroexter, and McDonogh while losing to Boys' Latin and St. Paul's. Under the direction of Downey McCarty, the team has been led on the field by attackmen Jon Farber and Reilly McDonald, backed up by hard-hitters Mike McCarthy, Bob Carroll, Chris Hutchins, and goalie Tom Gray. The team has two games remaining, with Park and Severn, and it is hoped that the Middle Schoolers will triumph in both of these games. There is little news from the intra-mural program except that tough league competition has evolved between the three teams; this program provides not only fun for the players but also serves to train the boys in the lacrosse fundamentals.

Next comes Little League Tennis, coached by Mr. Bordley. Among the outstanding players here are John Tompkins, Dawson

Stump, Jim Stump, Jeff Cohen, and Joe Hooper, all of whom are future varsity prospects. Although the boys lost their only match, to a team from the Park School, these boys, as well as all of the Middle Schoolers in the tennis program, are improving immensely. Mr. Bordley has done a fine job with his pupils and deserves credit for a fine season.

Last but not least is the track program, which is being coached by the people's choice, Mr. Pika. Although these boys, who are learning the fundamentals of a rigorous sport, are generally unsung for their efforts, several, including Joe Howard and Dom Tocci, have performed well this season. Mr. Pika is to be thanked for bringing an ignored activity to the Middle School. Hopefully, future varsity track teams will bear the fruit of this year's efforts.

Family Day

(Continued from Page 1)

ranged from the class of '46 to the class of '71 (Billy Gamper scored at least once), there was included Mr. Finney, Mr. Allan, Mr. Magruder, and various trustees. Mr. Finney, according to Mr. Emmons, "performed in his usual stellar fashion." Rumor has it that he also clipped two people. The referee for the game was Al Weaver.

This brought the proceedings to a close. As Mr. Emmons said, "I think the weather was against us; however, I would guess that between 1,000 and 1,100 people showed up. That's pretty good." So was the 11th annual Family Day.

Special thanks should go to Mr. Pine, who did a fantastic job in planning the festivities for the Class of '21's anniversary weekend.

Merit Scholarships Awarded To Five

by John Reisfeld

Every year, seniors from schools across the country participate in scholastic competition for college scholarships sponsored by the National Merit Scholarship Corporation. The students are given a battery of tests covering their various areas of study and academic growth, and eliminations are made according to their scores on both a state and national basis.

This year, Gilman had fifteen seniors named as semi-finalists and fifteen others who received letters of commendation, placing those thirty students in the 98th and 99th percentiles of students in the country.

Of the thirty students, five were recipients of various scholarships. Harold Jones and Alvin Thompson both attained finalist standing in

Upward Bound Grads First Senior Class

This year marks the first in which Gilman's Operation Challenge program will actually graduate a senior class. Begun in the spring of 1966, Operation Challenge is a branch of the national Upward Bound program. It is the significance of this year that made the annual Family Day on May 22 an important event.

The day began at 11:30 in the Auditorium with some introductory remarks by Mr. William A. Greene, Jr., the present director of Upward Bound at Gilman. Mr. Greene introduced the teachers and aides for the program and then summarized the basic outline of both summer and academic year U.B. schedules. Following this, Mr. Finney, co-founder and former co-director of Operation Challenge, presented a talk in which he discussed the significance of Upward Bound at Gilman. His talk centered on three main things. First, he stressed that the long range goals and profits of a complete education are much more important than immediate things. Another essential characteristic he discussed was the courage

necessary for one to stand up as an individual. In closing, Mr. Finney mentioned faith, and used as an illustration the parable of the talents.

Gilman's College Placement Counselor, Mr. A. J. Downs spoke for a few minutes about financial aid and college placement. At present, thirty out of the thirty-five seniors graduating from Operation Challenge have been accepted by colleges.

Following the addresses, the parents and guardians of the students met with the directors, Mr. Greene and Mr. Martin J. Smith III, for a brief meeting. At 12:30, box lunches were served on the terrace.

It should be noted that the purpose of Upward Bound is to supplement the efforts of the schools and parents of the pupils, as well as to motivate the students themselves. As Mr. Greene stated, "This group makes up a challenging society who shows intellectual promise and are learning to accept responsibility as they seek and get greater independence. Gilman is fortunate to take part in such a program."



BARTKOWSKI STARES nonplussed at student's answer.



Bill Rich breaks tape in relay.

New Rival Press

This school year the Middle School established its own newspaper, *Hot off the Press*, which was published three times. Under the leadership of Mr. Andrews, senior John Kopper, and second former Joe Hooper, the paper emphasized issues unique to the Middle School. Originally intended to be letter-press as is the *Gilman News*, the paper was forced to be mimeographed due to a lack of funds. The issues discussed ranged from chapel to grades to extra-curricular activities; another feature was the artistry of John Wharton, the campus mystic. Hopefully, the paper will be continued next year; if offset printing is available, the paper will surely improve, and the Middle School will become even more of an independent entity.

Chacun A Son Gout: Attitude

by Scott Sherman

Attitude is a mental state. One who maintains a "good attitude" gains respect from others, gains insight into a situation more readily, and can accomplish his goals more easily. On the other hand, one who has a "poor attitude" is largely ignored. He misinterprets and misunderstands situations for lack of a willingness to try to understand and is generally unable to perform his work well.

Several years ago at Gilman, the movement for change was largely ignored, whereas today, there is greater student involvement in working for change and a greater openmindedness on the part of the faculty to accept change. Although there is still debate over issues such as dress and hair, both students and faculty have recognized more vital and more relevant issues to be discussed.

The grading system and its psychological effect upon the student have been carefully considered. In the past, Gilman has operated under a numerical grading system. Concerned faculty members and students have considered alternate methods to curb some of the pressures and grade consciousness.

A willingness to restructure many of the courses at Gilman has been prevalent over the past few years. An awareness that some of the courses might not be relevant or may not cover the proper material has motivated students and teachers to suggest new methods of teaching.

The new Governance Committee has been working to completely restructure the governmental system within the school and to establish new guidelines for governmental procedures.

The STP Committees, composed of all factions of the Gilman community, provide still another example of the willingness to examine and debate and then to consider change as beneficial.

This trend of openmindedness and a willingness to try to understand is a result of a "good attitude" not only on the part of the faculty but on the part of many concerned students. In most cases, students have shown responsibility and maturity in thoughtfully questioning the existing conditions at Gilman. Their attitude has not been one of desiring a complete and instantaneous restructuring of every segment of the school without any sound reasons, but has been one of desiring to sensibly investigate some rules and systems at Gilman which seem useless and invalid.

The faculty and the administration have also maintained a "good attitude." Their minds have not been geared to blot out all suggestions of change, nor have they refused to pass all proposed changes. Whether or not all the proposed changes are eventually accepted is secondary. Of foremost importance is the fact that their "good attitude," rather than a poor one, has been responsible for greater communication among themselves and members of the student

It is with deep regret that the *News* announces the death of Dr. W. Barry Wood, Jr., a former trustee of the school and father of several Gilman graduates. Dr. Wood, who had starred in intercollegiate football, tennis, baseball, and hockey, dedicated himself with equal fervor to the study of medicine. He became a full professor of medicine at the age of 32 in St. Louis and chief administrator of the Johns Hopkins medical institutions 13 years later. His death interrupted his studies in the field of microbiology where his investigative creativity was not hampered. His deeds will not be soon forgotten, least of all by those who knew and admired him at Gilman.

body. The same type of attitude among many students contributed to improved communication.

"Good attitudes" within the school have proved beneficial in one respect already examined in this article. But there are numerous other effects which will result. With communication comes greater understanding. Understanding will result in mutual respect and in a better relationship between all members of the Gilman community.

Morehead Scholars Announced

by Lex Schultheis

Two sixth Form class officers, First Vice-President Joe Sandler and Secretary Chris Minkowski, were offered full scholarships valued at \$11,900 each by the Board of Trustees of the John Motley Morehead Foundation, to attend the University of North Carolina at Chapel Hill. Nominated for the awards by the faculty and administration of Gilman, Joe and Chris were deemed well able to meet the qualifications of academic ability, leadership, and character.

These outstanding seniors have enviable records. Both are National Merit Scholarship Semifinalists. Joe, co-captain of the Track Team, was editor of the *Gilman News*. Chris played Varsity Soccer, was a member of the Debate Team, work on the *Cynosure* board, and was active in the Dramatic Association. Both are members of the *Cum Laude* Society.

Mr. Hugh G. Chatham, Chairman of the Board of the Morehead Foundation, was authorized to invite the 102 scholarship recipients, including Joe and Chris, to spend a weekend at Chapel Hill. They were given freedom to attend classes and to participate in campus activities of their own choice. Joe and Chris reported that the quality of the University of North Carolina was impressive, and that the honor extended to them was appreciated.

After serious consideration, however, Joe and Chris have decided to attend Harvard. Joe expects to study either law or journalism, but Chris has not yet narrowed his interests to any particular fields. Gilman wishes them continued success.

Encounter

(Continued from Page 2)

projects. Common Cause, the office of Congressman Garmatz, and the campaign of Mr. Robert Fitzpatrick for the City Council also attracted one senior apiece.

This year saw a very high percentage of seniors create their own projects, instead of taking one offered by an institution or person participating in the program. The result of this was an interesting series of vocations, from Bird watching to working with the Baltimore Orioles, and from tree growing to servicing Volkswagens.

The idea of an Encounter during the month of May was conceived with the idea of the seniors learning more about various professions, and the serious hope of them learning more about themselves, with the ultimate result of the two being better adjusted during the careers of Gilman graduates. So that the number of people benefiting from these experiences could be as wide as possible, the current junior class, the Encounter partners, and the parents of participating seniors will be invited to the Encounter evaluation meetings during the morning and evening of Tuesday, June 1.



ADMINISTRATIVE ASSISTANT GAMPER implores duck in Revue '71.

Gilmore Downs

4th Race:

RCB	2-3
JSS	3-4
ABCT	0-0
CLT	3-2
SHT	2-1
ELT	5-2
IAJ	10-1
SCB	2-1
JGW, JR.	100-1



March On D.C.

(Continued from Page 2)

One thing that struck me throughout the march was the number of middle-aged and older people participating. The march really seemed to be a united effort for peace, not just an isolated demonstration by the young. This well-organized descendant of the veteran's demonstration the previous week added to the good will that the veterans' efforts had created. This peaceful demonstration, not to be confused with the violence of the succeeding week, served to show everyone who cared to know that dedicated people could gather together and demonstrate their convictions peacefully. This is what I believe to be the major accomplishment of the events of April 24th.



SCHOOL PRESIDENT RICE rises above petty differences at Student Council meeting.



RICH THOMAS dodges around Chris Green pick for Varsity Lacrosse.

LOUIS OF WYNDHURST Beauty Salon

314 WYNDHURST AVENUE

433-6200

SUBSCRIBE TO THE GILMAN NEWS NEXT YEAR

Anyone interested in Gilman, its activities, development, and future should subscribe for next year. We need your support.

Subscription per year\$3.50

name (please print)

street

city

state

zip code

THE GILMAN NEWS—GILMAN SCHOOL
5407 ROLAND AVENUE
BALTIMORE, MD. 21210

J.V. Baseball Wins B Conference

by George Chainey

The J.V. Baseball team is presently in search of its second B Conference title in three years. Having won the Division II championship, the players of Coaches Nickel and Normandin are presently engaged in a playoff with Northwestern, the Division I winner. Led by ace righthander Bob Linkous, who pitched the team to the title almost without any aid on the mound, the team won the first game against Northwestern by a 4-2 score and is looking forward to grabbing the title in the second game.

The J.V. finished the regular season with a 9-3 record. After splitting the first two games, the team won eight of the next nine games to clinch the division title before they dropped the finale to McDonough. The four divisional rivals were each played twice; the games with Carver, Forest Park, and McDonough were split while Douglass was defeated both times. In addition, the single games with each of the conference rivals from Division I were all won; John Carroll, Lutheran, Northwestern, and Dunbar all fell to Gilman's J.V. The play-

off opener against Northwestern was taken on a Monday with the other games scheduled for the rest of the last week in May.

In analyzing this year's J.V. Baseball, the most startling statistic is that Bob Linkous was the winning pitcher in every victory while losing only once; Bob's regular season record was 9-1! Those who pitched the few times Bob's arm failed him were George Chainey, Bob Bindeman, and Jamie Spragins; always behind the plate was steady catcher Will Gorman. At first base tall John Sinclair patrolled the area while the second baseman was Billy Fritz. Bill Kanwisher played at shortstop; his partner at third base was Alex Kolobielski. In the outfield Bill Hooper, Bill Yardley, and Gino Robinson started from left to right. Among the prominent reserves were Walter Royal, Ron Smoot, and Alex Townes.

J.V. Baseball is a neglected sport at Gilman, given little attention. Yet, the players, as well as coaches Nickel and Normandin, deserve credit for winning Gilman's fourth J.V. title of the present school year.



ACE RIGHTY Bob Linkous hurls for JV Baseball champs.

Lower School Enjoys Best Spring Athletics Ever

Lower School Lacrosse

The Lower School lacrosse field has been the scene of much exciting action this spring. Three teams, forty-eight boys in all, have competed in a league. These teams have been so evenly matched that after the first two rounds, each team had identical 2-2 records.

The third round opened with a scoreless tie followed by a tense one-goal loss by the Golds to the Light Blues, expertly coached by Mr. Grassi. This latter team started the season by losing their first two games and then came roaring back to win their next two. Led by high scorers Peter Brown and Fritz Haller, the Baby Blues have also gotten fine performances from Chris Murray, David Bealmear, Tom Proutt, and David McDonald.

The Golds, under the able coaching of Tom White, have shown the most offensive power, scoring 16 goals in their first four games. Chuck Wenzel has led the Gold attack with 11 goals. A strong defensive unit anchored by goalie Scott Bartkowski and John Gephardt has held its opponents to an average of two goals a game. The list of scorers on the Golds includes Stuart Rienhoff, Andy Merz, George Banks, Tom Green, and Garrett Pfeifer.

The Dark Blues, under Mr. Dresser, have a well-balanced team. Guarding the goal has been Biff

Christmas, with Craig Lewis and Richard Lundvall providing defensive strength. Midfielders Jim Bond, Will Dixon, and Earle Weaver have been seeing a lot of action while Kenny Menzies, Tony Hall, and Bill Blue have held down the starting attack spots.

As of this writing, league play has been suspended as an all-star team selected from the three teams prepares to face outside competition from Boys' Latin, Park, and St. James. After these contests the league will resume and a champion team will emerge.

Lower Softball

Fourth grade softball has been divided into a league composed of four teams coached by Mr. Clapp and upper schooler, Mark Fetting. The league has progressed satisfactorily thus far, each boy picking up batting, throwing, and catching skills.

At the present time, the Swamp-rats are leading the league by three games. They are led by Ketch Secor, Sean Darby, Jim Goldgeier, Tom Fehsenfeld, Jim Gary, Carter Buxbaum, Charlie Hutzler, Scott Nesbitt, Kevin Ray, and Jonathan Perlin. Tied for second place are the Wonders and the Maulers. The Wonders have such stars as Jim Wilkerson, David Parker, Mike Caplan, Biff Dorsey, Craig Russell, Lawrence Holter, and Mac Riley.



MAC FINNEY makes putout in close play against Park.

Big Leagues Enjoy Fine Spring Season

by Steve Parker

One might go to the Schedule Board and read "FROSH-SOPH BASEBALL TODAY 3:45 P.M."—and may inquire, "Since when has Gilman had a Frosh-Soph baseball team?" As of this year, an interscholastic team has been formed from the once big-league baseball team. The Frosh-Soph baseball team is in no league, but the boys play other schools with whom they can get a game.

However, justice is not done by calling this team Frosh-Soph, for it has played everybody except other Frosh-Soph teams. The team's first game was with a group from the Seminary across Roland Avenue. Far from being freshmen

and sophomores, the players on this team were old enough for the major leagues. Under former Seminarian Lou Paturzo's coaching, the Frosh-Soph put up a great fight losing by only one run, 7-6. A fantastic day on the mound was turned in by Jay Russell, allowing but a few of the runs to be earned.

Gilman's next dual was with a J.V. team from Park; older and more organized, the Bruins over-

Frosh-Soph Lacrosse Team Plays Two Games

by Peter Bowe

This year's Frosh-Soph Lacrosse team was originally intended to perform as an intramural Big League. The players, however, elected the option of playing their games on an inter-scholastic level; this vote is indicative of the spirit the team has shown all season.

The Frosh-Soph has been coached by Mr. Bank, Mr. E. Thompson, and Mr. Woodward this spring. Although the squad practiced set plays to use in games, most of the time was spent in making each player capable in the fundamentals of lacrosse. To this end, the coaches have definitely achieved success.

The first game for the Frosh-Soph was at St. Paul's. The team was given only one week to prepare for the game and worked hard in this limited time. A starting team was selected. The coaches were determined to use every player for two reasons, however. First, each boy was given valuable game experience, and frequent substitution kept the team running throughout the game. Two equal midfielders were made and alternated often during the games.

Starting at attack were Porter Siems, Greg Pinkard, and Mike Cromwell, with Doug Nelson used as an alternate. The starting midfield consisted of Clarence Young, Louis Gonzalez, and Tom White.

powered the Frosh-Soph by a score of 13-7; among the better performances turned in by the Frosh-Soph were those of Mac Finney and Joe McLaughlin.

The Frosh-Soph then played Gilman's J.V. and put up a tough fight, led by power hitters Albert Adams and Skipper Porter. The only other scheduled game, against Cockeysville, was cancelled.

Going around the infield, the starting first baseman for the Frosh-Soph is Mac Finney while Joe McLaughlin plays second base. At shortstop is Bruce Cammeron while Courtney Jenkins patrols the "hot corner." The outfield consists of Albert Adams, Skipper Porter, and Billy Nesbit. Covering the plate is either Steven Dembo or John Rice, who calls the signals for pitchers Jay Russell and Andy Felsner. Among the team's reserves are Jim Heisel, Brad Sinclair, John Bartkowski, and Doug Quartner. In summarizing the season, Coach Lou Paturzo points out the courage and stamina displayed by his team in opposing tougher and older opponents.

Big League Tennis is functioning equally as well. Although other schools have not been played, each boy is doing his best in order to fill the open spots on the Varsity next year. Mr. Grimes, organizer of the program, has been encouraged by the improvements in the play of most of the players, especially Keith Mott, Terry Wong, Doug Murray, and Mike Downs. All have done well despite the lack of playing space.

The other midfield unit had Scott Sherman, Bill Baker, and Hal Stockbridge; at defense were Marco Zarbin, Dave Albright, and Jeff Jones, all of whom aided goalie Scott Melby. The second defense consisted of Todd Sacktor, Bill Dintzis, and Peter Bowe while Herb Seward, Walter Baetjer, and Jim Vandenberg formed the second attack unit.

Gilman's inexperience was evident against St. Paul's as the Crusaders won 5-1; St. Paul's had already played several games and had a definite advantage in experience. Tom White scored Gilman's only goal, and Scott Melby made seven saves in the goal as the standouts in the opening game.

The next game for the Frosh-Soph was at home against Boys' Latin; behind only 2-0 at the half, Gilman faltered in the second half to lose 8-1. Again Scott Melby played a fine game in the goal while Scott Sherman scored Gilman's only goal. This was a tough loss for the Frosh-Soph, for the teams were much closer than the final score would indicate.

Although the final Frosh-Soph game, scheduled against Cockeysville was cancelled, the season still ended on a positive note. Although the won-lost record was not impressive, everyone gained much experience that will prove invaluable in the future.



WILLY RUFF SWINGS powerful bat for Varsity Baseball.

(Continued on Page 9)

J.V. Lacrosse Wins 5th Straight "A" Conf. Title

by Rob Gettinger

For yet another year the J.V. Lacrosse team won the A Conference championship, finishing the season with an overall record of 9-2. This year, however, the J.V. was forced to settle for a tie for the crown with Loyola as the Greyhounds suffered their first league loss in five years. Nonetheless, the team should be proud of its efforts as it kept the streak of J.V. championships alive.

The season began with a 12-1 rout of Poly as attackman Bill

Tennis scored five goals against his former teammates. Next, however, came the loss, 3-2, to Boys' Latin. The team then showed its determination by winning its eight remaining league games, including a 4-2 defeat of co-champion Loyola; the streak was only interrupted by a 6-4 loss to county J.V. champion Towson. The eight A Conference victories that followed the Boys' Latin defeat were highlighted by close wins over arch-rivals St. Paul's and McDonough, by the respective scores of 8-5 and 8-6, as

well as by the two goal defeat of Loyola. The other five games, over Calvert Hall, Friends, Edmondson, Severn, and John Carroll were all routs, as the combined score of these games was 43-12, in favor of Gilman.

Throughout the season, the J.V. had many individual stars in the various positions. At attack among the standouts were Bill Tennis, Jamie Murray, Ned Hooper, and Steve Green; the outstanding mid-fielders were Dave Tickner, John Bremerman, Bill Isaacs, Marty Sutton, Tom Callanan, Guy Warfield, and Chip Hill. The stout defense, anchored by Dave Cross, Dick Cromwell, Ad Duer, Jeb Byron, and Rob Gettinger, did a fine job of protecting goalie Todd Galvin and his backups, Tom Gamper and Steve Secor.

Last but not least in the praise is head coach Willie Scroggs, who was assisted ably by Mr. Jewitt. Mr. Scroggs had a tough shoe to fill when Mr. Menzies left the J.V. to coach the varsity, and it should be obvious that he did a fine job in leading the J.V. to yet another championship. The coaches as well as the players did a fine job this year, and all who participated in the season deserve congratulations.



DAVE TICKNER faces-off for victorious JV Lacrosse.

Tennis Comes Close To Title; LaPorte Repeats As Champion

by Richard Grossman

For the second consecutive year, the Varsity Tennis team failed by one match to win the A Conference title. Again, the team's hopes ended with a single loss to Calvert Hall. However, this year's team is praiseworthy because of the determination and character shown during the long struggle to defeat Calvert Hall. The loss proved to be a disappointment for Coach Daniels and the entire squad, but all the boys feel that this defeat will help inspire next year's team.

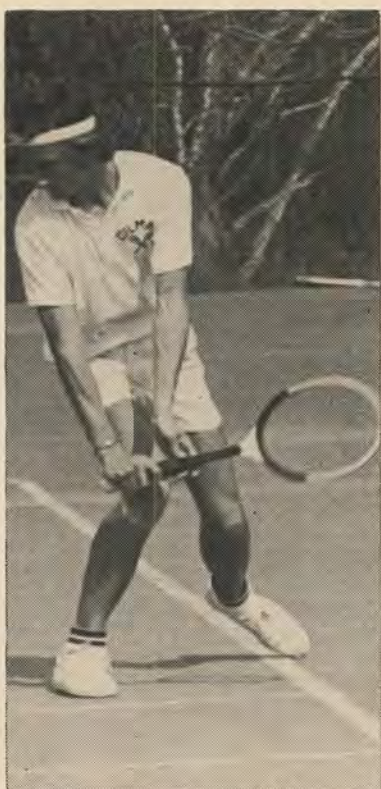
Until the championship match, the team had posted a fine 8-0 record in league competition. First came easy victories over Park and Loyola; next, two 4-3 triumphs over St. Joe and McDonough provided tough competition for the team. Three subsequent defeats of Friends, Severn, and Boys' Latin brought the team to the week of May 10th when the season ended with matches against Poly and Calvert Hall. The daily practices became tougher in preparation for these affairs which decided the A Conference.

First, on a Tuesday, came the Poly match, held at Gilman; although the Engineers were expected to provide a challenge, they fell by the score of 6-1. The next day it rained, and the team was unable to practice for the match at Calvert Hall. And on the day of the match it again rained, forcing the match to be played indoors at the Orchards club; this gave the Hall a definite advantage, for their players had experience indoors. The contest proved to be very exciting as Calvert Hall won by only one match, 4-3. Stefan LaPorte won the top singles match, but the next three, played by seniors Jon Ehrlich, Taylor McLean, and Frank Fiske, were all lost in two sets. John Magee gave the Greyhounds a chance by winning the last sin-

gles match in an exciting, three-set affair. However, Gilman could only split the two doubles matches and came out on the short end of the 4-3 score. Thus the long and hard-fought season ended in a tough defeat as Gilman ended the season 8-1 in second place.

In the MSA's Gilman fared well as its singles entrant, Stefan LaPorte successfully defended his championship, hopefully enroute to a three-year reign. In the doubles the team of Taylor McLean and Jon Ehrlich entered the semi-finals before losing.

Overall the team had no reason to be ashamed although they again failed to win the championship. They came as close as possible before bowing, and there are high hopes for next season.



JON EHRLICH displays form in practice.



MSA CHAMPION Stefan LaPorte.

New Athletic Director

(Continued from Page 12)

shows that there are no limits to human accomplishment.

"If anyone wants to say anything, call me up, talk to me, put something in my mailbox—signed or unsigned. I'm open for suggestion."

Mr. Sotir is thanked for giving some of his valuable time to this interview; it is hoped that anyone with something to say will heed his last statement. We look forward to Mr. Sotir as Gilman's new athletic director.

V. Lacrosse

(Continued from Page 12)

In retrospect, Mr. Menzies is satisfied with his first year at the helm. "I think the team has shown much improvement. The fifteen seniors, six of whom started, should go on to play good college ball. My only regret is that many of our pipe shots failed to go in." With yet another championship JV team coming to join the veterans, hopes are high for next year, when Gilman might once again win the A Conference title.



JOE SANDLER strains in John Carroll track meet.

Track Season Marked By Great Improvement

by George Bias

This year's Track team, although not superlative in record, is one of the best this school has seen in many years. Despite being plagued by injuries at the end of the season, the team performed quite well in the MSA Championships. Not only was a fourth place gained by Harold Jones in the long jump, with a school record of 22'1", but the 440 yard relay team finished in seventh place in Gilman record time, 45.1 seconds.

Indeed, this seemed to be a banner year for setting new school records in track. The 880 yard relay squad set a new mark as did sophomore Al Weems in both the low and high hurdles. Mark Whittlesey was the only distance runner to establish a new school record as he ran a 4:40 mile and a 2:03 half mile. Last but not least, Tuck Washburne set the record in a new school event, the pole vault, almost every time he competed.

All of Gilman's entries in the MSA's performed quite well, but special notice should be taken of

one, freshman Dave Rich, who ran in two relays due to injuries to other runners. Dave did an admirable job of sprinting against boys older than he, and he deserves congratulations for his fine job. Joe Sandler also merits praise for getting into the semi-finals of the 100 yard dash; this is the best place Gilman has had in years in the sprints. Also, not only did Harold Jones enter the finals in the broad jump, but fellow senior Mark Whittlesey placed seventh in the mile run. Several of these boys plan to enter the AAU Junior Olympics, to be held June 5th at Overlea High School, where they hope to perform even better.

Last to be mentioned here but first in importance to the track team are the coaches, Mr. Pheil and Mr. Greene. Mr. Pheil does yeoman work each year as the coach of both cross-country and track and receives little notice for his fine job. Mr. Greene does a stellar performance as assistant coach of the track team; both of these men deserve praise for their excellent, but unsung, work as coaches of a neglected sport at Gilman.

Congratulations

to the

Gilman Class

of

1971

—Etaoin
Shrdlu



FOURTH-PLACE WINNER in the MSA's, long jumper Harold Jones sets 22'1" school record.

Sotir Succeeds Magruder

by Chris Taylor

Next fall, in losing the present athletic director, Mr. Warren Magruder, to private business, the Gilman School will gain another well-qualified man, Mr. Alex Sotir, who has been appointed to this important post.

Mr. Sotir comes to Gilman with impressive credentials. After graduating from Springfield College in Massachusetts, where he lettered in football, wrestling, and track, he joined the U.S. Navy for four years. He then served four year stints at two New England colleges, M.I.T. and Wesleyan University; at both, he coached the varsity wrestling teams and also assisted in lacrosse and football. In the fall of 1966, Mr. Sotir came to Baltimore and Johns Hopkins University, where he has coached the varsity football team for five years, bringing several Middle Atlantic Conference titles to Hopkins; among his players was our own Willie Scroggs. In addition, Mr. Sotir has coached the freshman lacrosse team since 1967, teaching many future Hopkins stars. Thus Gilman has gained a man with great experience in sports to replace Mr. Magruder.

In an interview Mr. Sotir expressed the following opinions concerning the approach he will take as the athletic director:

Question: How much emphasis will be placed on competition in your athletic program?

Answer: I believe in competition, but I believe there is a proper way to lead up to competition. The way to enjoy competition is to play against people equal to yourself. I'd like to see people start off by acquiring individual skills. There is a normal progression leading up to interscholastic competition. Competition can be unhealthy, but we are trying to create a good environment to compete in. We've got to try to prepare our boys for later competition.

Question: Will there be an opportunity to be excused from athletics for a full year by passing some sort of physical fitness test?

Answer: No, there will be no permanent excuses. We hope to have a very broad program next year, however.

Question: How do you feel about the MSA?

Answer: I believe in the MSA. Its been an interesting and healthy

approach to interscholastic competition. There are also some problems, though. There is a basic philosophy to the MSA, and we believe in it.

Among Mr. Sotir's other beliefs are the following:

"There are certain areas of life in which you have to develop a belief in those around you. Athletics is one of those areas.

"We've proven that the human body is the most fantastic piece of equipment in existence. Athletics

(Continued on Page 11)



THOMAS SCORES despite tough John Carroll defense.

Varsity Lacrosse Defeats Cadets In Final Game

by Doug Quartner

At first glance, Varsity Lacrosse's 8-3 record, coming after a championship year, looks quite dismal, but this is not the true picture. Of the three games lost, two were by a one goal margin, the first in sudden-death overtime; only in the

third game was Gilman outclassed. If Gilman had won both of the close games, another championship would have resulted.

Early in the season, Gilman overpowered non-league opponent Northern to open the year; after the league season began with a 13-5 rout of Poly, the team seemed to be on the way to another championship season. However, they then ran into a tough brick wall consisting of Boys' Latin and the eventual co-champs, Calvert Hall and St. Paul's. The Boys' Latin game was a classic as Gilman lost 5-4 after fourteen minutes and forty-six seconds of overtime. Against Calvert Hall, the game was just as close with the Greyhounds on the short side of a 6-5 score despite a spirited second-half rally. The final loss came to St. Paul's as the team was routed 13-4 after a 3-3 first period tie.

Despite these three losses, the team bounced back. Mr. Menzies said, "They have taken the losses well; they could have gone way down, but instead they made a good season out of it. They never quit; they came to play lacrosse and did it."

On the road back to a winning season, Gilman beat Friends 6-4 before edging a tough Loyola team 4-2, in a game that was the highlight of the season. Then Edmondson and John Carroll fell by scores of 7-5 and 8-2, respectively. To bring their league record to 6-3, the Varsity then defeated Severn 6-4; the season ended with a 7-3 victory over McDonogh, which placed Gilman in a third-place tie with Loy-

ola and Boys' Latin, who also had 7-3 records.

At the season's close, the team was led in scoring by attackman Chris Green who had seven goals and a league-leading twenty-one assists; behind Chris was Richard Thomas who registered nineteen goals and seven assists. Other scoring leaders were Peter George and Bob Pinkard, both of whom scored over ten goals as midfielders. The team received even more honor when Bob Pinkard and Beau Wright were both named to the all-MSA team with Chris Green, Pete George, and Ned Grassi all receiving honorable mention.

Coach Menzies and his staff of Messrs Allan, McCarty, Beck, and Potter, all local club lacrosse stars, were pleased not only with this year's starters but also the reserves. At attack the subs were Ray Bank, Geoff Menzies, Don Carroll, Ty Campbell, and Bill McLean, all of whom helped back up starters Richard Thomas, Chris Green, and Bruce Barker. Among the reserve middies were John Scherlis, Tom Obrecht, Greg Davis, Scott Clemson, Jim Fusting, Pete Stamas, and Bill Gamper, who all were behind first-team members Hugh McCormick, Bob Pinkard, Pete George, Scott Supplee, and Rich Council. At defense Pete Menzies, Bill Hazlehurst, and Jim Brundige all received ample playing time behind starters Ned Grassi, Beau Wright, and Frank Davis. At goalie, Angus Gephart backed up Scott Howe.

(Continued on Page 11)

V. Basketball Finishes With Winning Record



BOB COHEN pitches in varsity debut against Douglass.

by Robert Cohen

After a very promising start, the Gilman baseball team struck a mid-season slump, yet finished well, to end the season with a 7-6 record, good for third place in Division II of the B Conference. Largely due to a potent offense, Gilman rolled to a 5-0 record at the start of the year. Then the hitting stopped, and a five game losing streak resulted; it is interesting to note that during this slump, four of the games were lost by a total of six runs. Two of the last three games were won, enabling the Varsity to end the season with a winning record.

The 1971 season was opened with a 10-5 rout of Dunbar in which the battery of pitcher Mark Bond and catcher Bo Carey led the hitting. Next came a 15-5 defeat of Carver, a game ended after five innings; leading the attack were Mark Bond, who hit for the "cycle", including a grand slam, and Hank Fleming, who scored three times. Two more slugfests followed as McDonogh and Towson Catholic fell by scores of 19-6 and 10-6, respectively; in each game, outfielder Will Ruff hit a homerun. The winning streak was stretched to five games with a 7-2 triumph over Northwestern, in which shortstop Bill Brusilow and freshman sensa-

tion Steve Richards were the hitting stars.

However, the hitting suddenly stopped in a 7-0 loss to Forest Park as the team only registered five hits. Still in first place in their division the Greyhounds then traveled to Douglass for the first of two games in a week against the pre-season favorites. Despite a fine game by pitcher Mark Bond, the team lost 3-1 as Mr. Campbell's boys got only three hits. The slump hit its lowest point in the next game as the team lost 8-7 to a lowly team from Lutheran; in this game the opposition scored five times in the seventh and deciding inning to get the victory. Three days later the rematch with Douglass was played. Starting his first game for the varsity, Bob Cohen pitched a fine game yet lost by the same score as the first Douglass game, 3-1. At this point it was apparent that Gilman would not achieve its long-sought championship, yet the team did not give up.

The losing streak reached five games with a tough 2-1 loss to the eventual B Conference champion, John Carroll. However, the sight of the Carver team, whom Gilman had already soundly defeated, finally awoke the Gilman bats as a 10-1 victory resulted. Next came a 5-4 win over Forest Park, gaining revenge for the earlier loss and

clinching an above .500 season. The season ended with a loss against the division champ, McDonogh, giving Gilman a 7-6 record.

Concerning the season, which provided both hopes and disappointments, Coach Campbell commented, "Frankly, I'm disappointed. We certainly could have won. We had that great start... Our hitting failed us those five games we lost in a row. Then we blew that lead to a lowly team. Considering our start, I think we should have done better... But that great start we got makes it hard to take." It was a tough season, but the team did finish with a winning record. Over half of the starters, catcher Bo Carey, first baseman John Hargrove, second baseman Hank Fleming, and outfielders Pete Coleman and Steve Richards will return. The loss of ace lefty Mark Bond will prove tough. However hope springs eternal, and Gilman may yet win its long-sought baseball championship.



COACH CAMPBELL congratulates pitcher Mark Bond after hard-earned win.