

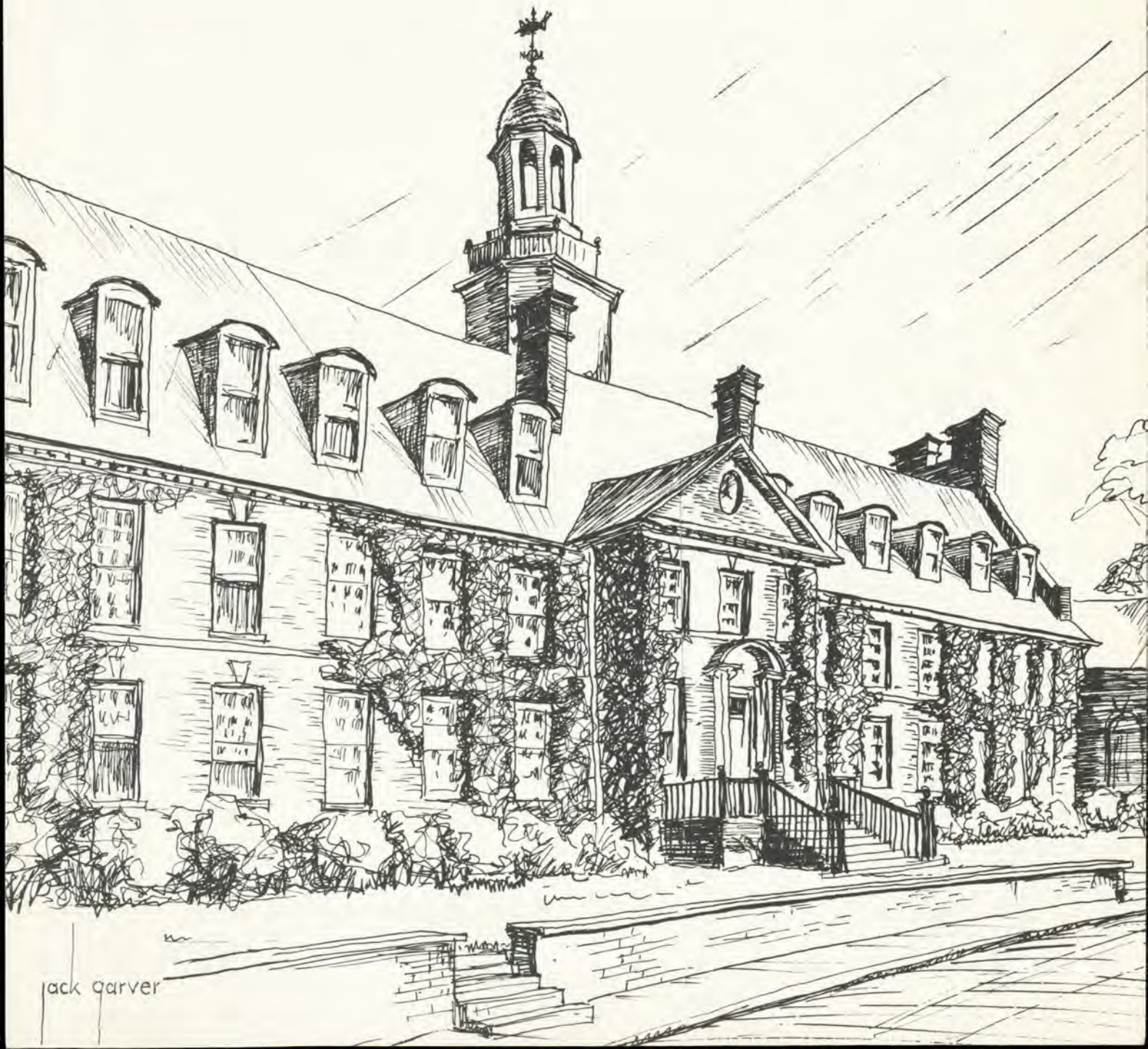
THE  
**Gilman**  
BULLETIN ● SPRING 1975



J. Richard Thomas '43  
The Six Million Dollar Man



*"An appreciation of Yesterday and a dedication*



jack garver



to Today ensures that Tomorrow will not go unchallenged."



# THE Gilman

## BULLETIN

### SPRING 1975

#### **VOL. 6—NO. 1**

*The Gilman Bulletin* is published two times each year by Gilman School, Baltimore, Md. 21210.

*The Bulletin* is sent free of charge to all alumni, parents, friends and educational institutions. Every alumnus is asked to keep *The Bulletin* informed of any change of address, and of any items concerning himself or other alumni.

Communications may be addressed to the Alumni Office, or to the Editor.

#### Editorial Staff:

John W. Armiger, Jr. '62  
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#### **COVER . . .**

J. Richard Thomas '43 provided the drive and dedication which, together with the unselfish commitments of many other volunteers, led Gilman to a successful conclusion of "The Challenge of Leadership" Capital Campaign. He is truly "The Six Million Dollar Man"





## FINAL CAMPAIGN REPORT

# THE CHALLENGE IS ANSWERED

\$6,000,000! How could Gilman possibly raise \$6,000,000 when its most ambitious campaign prior to the Challenge of Leadership Development Program had raised a mere \$600,000? After all, Gilman was built in 1909 for only \$260,000. "We'll be lucky to raise 'one million, two' " was the conventional wisdom of those who, in 1970, failed to realize that a dream becomes reality when dedicated people are motivated by that dream.

The blueprint for the Challenge of Leadership Campaign was drawn by the Trustee-Faculty Long Range Planning Committee. The Committee was formed in June of 1968 by Board President, Dr. I. Ridgeway Trimble '18, to develop a plan to meet the School's foreseeable needs in endowment, renovation, and new construction. Committee members were A. J. Downs, Charles Gamper, William Campbell '52, William Porter, and Reginald Tickner representing the faculty, and Dawson Farber '35, Courtenay Jenkins '44, John King '36, Robert Merrick '50, William Mueller '35, and William McCarthy '49, Chairman, representing the Board of Trustees; Ex officio members were Redmond Finney '47, Headmaster, and Charles Emmons '23, and John Armiger '62 of the Development Office.

The report of the Committee recommended that the Board undertake a



campaign to raise money for permanent endowment for faculty salaries and scholarships and for much needed capital improvements. Additionally, the members of the Committee felt that the Board should allocate at least one dollar to endowment for each dollar spent on "bricks and mortar."

Among the pressing capital improvements needed by the School was a new library complex, a separate middle school for grades six through eight, new dining facilities, a language center, expanded industrial arts facilities, a lecture hall, extensive renovation to both the main building and the lower school, and an art and music center.

The following report is a tribute to those members of the Gilman family whose contributions of time and money more than answered the "Challenge of Leadership."

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Dear Friends of Gilman,

It is not possible for me, on behalf of the School, to adequately thank you for your contribution to The Challenge of Leadership Campaign. I hope that each of you has an inner sense of satisfaction because, due to your efforts, the Gilman that we love and cherish is, in all respects, a stronger school and thus better able to meet the heavy demands put upon it. Without you this would not have been possible.

To those of you who were workers as well as donors, let me add another word of thanks and praise for a job well done. Without each of you, and more particularly, without the aid of Headmaster Reddy Finney and Owen Daly, President of the Board of Trustees, our initial goal of \$6,000,000 could never have been achieved.

Thank you all again.

Sincerely,

J. Richard Thomas '43  
General Chairman



## PLEDGES

UNRESTRICTED: ..... \$3,087,449.24

RESTRICTED:

Primary School: ..... 211,202.25

Scholarships: ..... 619,007.87

Building Fund:

Library ..... 432,600.39

Middle School ..... 617,682.33

Student-Faculty Dining Area ..... 100,000.00

General Improvements ..... 200,235.71

Endowment:

Scholarships ..... 136,229.11

Faculty Salaries ..... 223,263.34

Library ..... 193,237.63

Miscellaneous ..... 156,963.13

General:

Awards ..... 3,750.00

Equipment ..... 9,996.00

Miscellaneous: ..... 34,662.00

GRAND TOTAL ..... \$6,026,279.00





# CHALLENGE OF LEADERSHIP CAMPAIGN ORGANIZATION

*A capital campaign is only superficially concerned with raising money; it is more essentially an effort the success of which depends upon dedication, sacrifice and people helping people.*

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Director of Development (1969-1972)

Robert E. Carter,  
Director of Development (1972-1974)

G. Dennis O'Brien,  
Director of Development

*... and people helping people.*

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Bond, Mr. and Mrs. Cornelius C., Jr.

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Baetjer, Mr. Howard, Jr. '70  
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Baker, Mr. and Mrs. Daniel '48  
Baker, Mr. and Mrs. Joseph D., Jr.  
Baker, Mr. and Mrs. Daniel, Jr.  
Baker, Dr. and Mrs. R. Robinson  
Baker, Mr. Robert W.  
Baker, Mr. Russell T., Jr. '60  
Baker, Mr. T. Ridgely '30  
Baldwin, Mr. H. Furlong '50  
Baldwin, Dr. and Mrs. John W.  
Baldwin, Mr. and Mrs. Ludlow H. '22  
Baldwin, Mr. Rignal W.  
Bamberger, Mr. E. Clinton, Jr.  
Bank, Mr. and Mrs. Howard M.  
Banker, Mr. and Mrs. Peter '53  
Banks, Mrs. Barbara

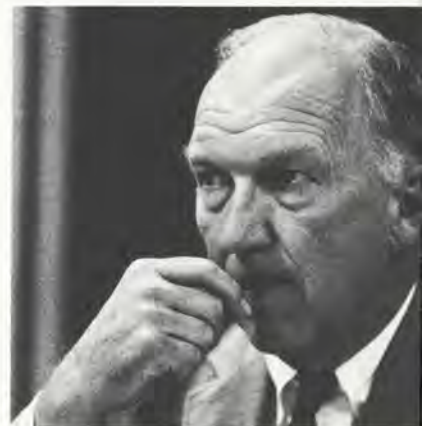




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Campbell, Mr. and Mrs. Bruce S., Sr.  
Campbell, Dr. and Mrs. Edward W., Jr.  
Campbell, Mr. Harry G., Jr. '36  
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Campbell, Mr. and Mrs. S. James, Sr. '39  
Campbell, Mr. and Mrs. Wallace H.  
Campbell, Mr. and Mrs. William B. '52  
Canon, Mr. and Mrs. Michael M. '58  
Caplan, Mr. and Mrs. Caswell J.  
Caplan, Mr. and Mrs. Hilary D.  
Caplan, Mr. Thomas Mark '64  
Cappiello, Mr. and Mrs. Frank A., Jr.  
Carey, Mr. Francis J., Jr. '43  
Carey, Mr. G. Cheston, Jr., '47  
Carey, Dr. and Mrs. Mervyn Lee  
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Carozza, Mr. and Mrs. A. Thomas, II  
Carpenter, Mr. and Mrs. John H.  
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Carroll, Mr. and Mrs. Donald W.  
Carroll, Mr. and Mrs. Donald W., Jr. '58  
Carroll, Mrs. Douglas G., Sr.  
Carroll, Dr. Douglas G., Jr. '33  
Carroll, Mr. and Mrs. John F.  
Carroll, Mr. and Mrs. Joseph P.  
Carter, Mr. Woodbury '41  
Carton, Dr. and Mrs. William P. '39  
Cary, W. Miles, Jr. '24 Estate of  
Cassels-Smith, Mr. George H. '51  
Cator, Mr. Franklin P. '29  
Cavanaugh, Mr. and Mrs. James T., III  
Chandler, Mr. and Mrs. A. D., Jr.  
Chase, Mr. W. Council '62  
Cherry, Dr. Jerrie '47  
Chiselm, Dr. J. Julian, Jr. '40  
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Christmas, Mr. and Mrs. William G.  
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Classen, Dr. John N. '34  
Claster, Mr. and Mrs. Bertram H.  
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Cochran, Major Alexander S., Jr. '57  
Cochran, Mrs. John A.  
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Cochran, Mrs. William F., Jr.  
Cochrane, Mr. William H. '31  
Coe, Mr. Ward B., Jr. '32  
Cohen, Dr. and Mrs. Jerry M.

Cole, Mr. Charles W., Jr. '55  
Cole, Mr. and Mrs. Francis G.  
Cole, Mrs. Alice  
Cole, Dr. Fred N., Jr.  
Coleman, Mr. Emerson L.  
Colston, Dr. John A. C., Jr. '44  
Compton, Dr. Beverley C. '23  
Compton, Mr. Beverley C., Jr. '55  
Connelly, Mr. J. F.  
Connor, Mr. and Mrs. Eugene B.  
Connor, Dr. and Mrs. Thomas B.  
Constable, Mr. James W. '60  
Constable, Mr. William P.  
Cook, Mr. A. Samuel '39  
Cooke, Dr. and Mrs. Robert E.  
Cooper, Mr. and Mrs. J. Crossan, Jr. '19  
Cooper, Mr. and Mrs. John C., III '51  
Cooper, Mr. and Mrs. Kenneth E.  
Cooper, Mr. and Mrs. Robert H., Jr. '49  
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Cordi, Mr. Stephen Michael '61  
Cotton, Mr. and Mrs. H. Douglas  
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Cover, Mr. Richard L. '47  
Cover, Mr. Thomas, III '24  
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Cranley, Dr. Robert E., Jr.  
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Cromwell, Mr. Charles H., III '50  
Cromwell, Mrs. M. Jenkins  
Cromwell, Mr. and Mrs. M. Jenkins, Jr.  
Cromwell, Mr. and Mrs. P. McEvoy '48  
Cromwell, Mr. and Mrs. Richard H., Jr. '46  
Cromwell, Mr. W. Franklin '14  
Cross, Dr. Ernest S., Jr. '33  
Cummings, Mr. Carl F. '61  
Curtis, Dr. and Mrs. Raymond M.  
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Davis, Mr. and Mrs. H. Chace, Jr.  
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Bordley, Dr. and Mrs. John E. '21  
Borgaonkar, Dr. and Mrs. D. S.  
Born, Mr. Richard Wilson '61  
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Boyce, Mrs. Fred G., Jr.  
Boyce, Mr. Gillet Grayson '59  
Boyd, Mr. Edgar M. W.  
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Byron, The Hon. and Mrs. Goodloe E.

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Dorsey, Mr. and Mrs. William R., III '52  
Doub, Mr. and Mrs. George C., Jr. '58  
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Dunning, Dr. and Mrs. Charles A.

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Foster, Dr. and Mrs. Giraud V.  
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Fryberger, Mr. George McG.  
Fulton, Mr. Williams P. '45  
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Fusting, Mr. and Mrs. James F.  
Futcher, Miss Gwendolen M.  
Futcher, Dr. Palmer H. '28

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Gans, Mr. Hilary W. '13  
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Garrett, Mr. Johnson '31  
Garrett, Mr. Robert '55  
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Gatchell, Mr. Richard E. '52  
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Gettinger, Mr. and Mrs. Walter  
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Gibbs, Mr. W. H. Holden '51  
Gibbs, Mr. W. T. Dixon '23  
Gibbs, Mr. W. T. Dixon, Jr. '59  
Gildea, Dr. Ray Y., Jr. '42  
Gillet, Mr. Charles B. K., Jr. '41  
Gillet, Mr. Sherlock Swann '55  
Gilman Lady Joggers  
Ginsburg, Mr. Robert S.  
Glover, Mr. and Mrs. J. Gary  
Godine, Mr. Douglas M. '53  
Goldgeier, Dr. and Mrs. Sheldon  
Goldman, Mr. and Mrs. Howard E.  
Gomer, Mr. and Mrs. Charles A.  
Goodman, Mr. and Mrs. Norman B.  
Goodman, Mr. Paul  
Goodwin, Mr. F. Lawrence '03  
Gosnell, Mr. Frank, Jr. '33  
Grassi, Mr. and Mrs. Ettore H.  
Gray, Mr. and Mrs. Frank T.  
Gray, Mr. and Mrs. James T.  
Gray, Mr. and Mrs. Walter F.  
Green, Mr. and Mrs. James G.  
Green, Mr. and Mrs. Richard H.  
Greene, Dr. and Mrs. David G. S.  
Grieves, Mrs. Anne B.  
Griffin, Mr. James Q., '51  
Griswold, Mr. Alexander B. '24  
Griswold, Mr. and Mrs. Benjamin H., III '29  
Griswold, Mr. Jack '60  
Grose, Dr. William Edwin  
Grossman, Mr. and Mrs. Manuel  
Grotz, Mr. and Mrs. W. Arthur  
Gutman, Mr. and Mrs. Henry L.

**H**  
Haas, Mr. and Mrs. John M.  
Haines, Dr. and Mrs. John S.  
Haines, Mr. Thomas W. W. '59  
Hale, Mr. and Mrs. Walter M.  
Haley, Mr. and Mrs. Clivie C., Jr.  
Halpert, Dr. Lawrence F.  
Hamman, Dr. Louis, Jr. '35  
Hammond, Mr. Arthur L.  
Hankin, Mr. and Mrs. Edgar  
Hansen, Dr. and Mrs. Frederik C., Jr.  
Hardesty, Mr. James Dunn '64  
Hardie, Mrs. Harry  
Hardie, Mr. Thomas G., II '39  
Hardy, Dr. and Mrs. George E.  
Hardy, Mr. George E., III '59  
Hardy, Mr. William G. S. '61  
Hargrove, The Hon. and Mrs. John R., Sr.  
Harper, Mrs. Charles H.  
Harper, Mr. and Mrs. Charles H., Jr. '47  
Harris, Mrs. B. Neal, Sr.  
Harris, Mr. B. Neal, Jr. '37  
Harris, Judge and Mrs. Charles D.  
Harrison, Mr. James D., Jr. '44  
Harrison, Mr. Robert B., III '58  
Harrison, Mr. Thomas B. '20  
Hart, Mr. Archibald M. '22  
Harvey, Dr. and Mrs. A. McGehee  
Harvey, Mr. Alexander, II '41  
Harvey, Mr. and Mrs. Curran W., Jr., '47  
Harvey, Mrs. F. Barton  
Harvey, Mr. and Mrs. F. Barton, Jr. '39  
Harwood, Mr. and Mrs. Richard R., Jr.  
Hathaway, Mr. Harold Grant, Jr. '46  
Haynie, Mrs. C. Delmar  
Hazlehurst, Mr. and Mrs. William H.  
Head, Mr. Howard  
Hearn, Mr. and Mrs. B. Franklin, III  
Hebb, Mr. Donald B., Jr. '60  
Hebb, Dr. and Mrs. John H.  
Hecht, Mr. Louis G.  
Hechter, Mrs. James W.  
Hensel, Rear Admiral Karl G., '20  
Herndon, Mr. and Mrs. Charles A., Jr.  
Herndon, Mr. John A. '45  
Hess, Mr. George B., Sr.  
Hess, Mr. and Mrs. George B., Jr. '55  
Heubeck, Mrs. Hayward  
Heyssel, Dr. and Mrs. Robert M.  
Hicks, Mr. and Mrs. Samuel A.  
Hicks, Mr. and Mrs. William Paul  
Hilgenberg, Mr. Carl R. '25  
Hilgenberg, Mr. John C. '59  
Hill, Mr. J. William, Jr. '21  
Hill, Rev. J. William, III '57  
Hill, Mr. and Mrs. M. King, Jr.  
Hilliard, Mr. and Mrs. C. Huntley  
Hills, Mr. R. Warren '57  
Himeles, Mr. and Mrs. Martin S.  
Hoatson, Mr. and Mrs. William E.  
Hoblitzell, Mr. Alan P., Jr. '49  
Hoblitzell, Mr. and Mrs. Peter A. B., Jr.  
Hoehn-Saric, Dr. and Mrs. Rudolf  
Hoen, Mr. Frank J., Jr. '45  
Hoff, Mr. Charles W., III '52  
Holley, Mr. and Mrs. Richard  
Holley, Mr. and Mrs. Timothy  
Hollyday, Mrs. Guy T. O.  
Holmes, Miss May  
Holter, Mr. and Mrs. Frederick V.  
Hooper, Dr. Joseph H., Jr. '46  
Hooper, Mr. and Mrs. William Upshur, Jr.  
Hopkins, Mr. Charles A. Porter '48  
Hopkins, Mr. and Mrs. D. Luke  
Hopkins, Mr. David L., Jr. '46  
Hopkins, Mr. Henry H. '61  
Hopkins, Mr. and Mrs. Robert M.  
Hopkins, Mr. Robert M., Jr. '57  
Hopkins, Mr. and Mrs. Samuel  
Hornick, Dr. and Mrs. Richard B.  
Hornstein, Dr. and Mrs. L. Bruce



Owen Daly, II '43



Fisher-Bruce Wing



Horst, Mr. and Mrs. John H., Jr. '57  
Howard, Dr. and Mrs. John E.  
Howard, The Hon. and Mrs. Joseph C., Sr.  
Howard, Mr. W. James '49  
Howell, Dr. Roger, Jr. '54  
Hubbard, Mr. and Mrs. George D.  
Hubbard, Mr. Robert J. '27  
Hughes, Mrs. Thomas R.  
Huidekoper, Mr. Prescott F., Jr. '38  
Hunt, Mr. and Mrs. William D.  
Hutchins, Mr. and Mrs. Amos F., Jr. '46  
Hutzler, Mr. and Mrs. Charles G., III

## K

Kahn, Mr. and Mrs. Marvin J.  
Kain, Mrs. George Hay, Jr.  
Kairys, Mr. and Mrs. Lewis H.  
Kane, Mr. and Mrs. Michael R.  
Karas, Mr. and Mrs. Steve, Jr.  
Kass, Mr. and Mrs. Philip H.  
Katzenellenbogen, Mrs. Adolph  
Kaufman, Mr. and Mrs. Irvin S., Jr.  
Kaufman, Mr. and Mrs. Lawrence  
Kazazian, Dr. and Mrs. Haig H., Jr.



Foster Industrial Arts Center

Iglehart, Mrs. Iredell W.  
Iglehart, Mr. Iredell W., Jr., '45  
Iliff, Dr. and Mrs. Charles E.  
Ingalls, Mr. and Mrs. David S., Jr.  
Isaacs, Dr. and Mrs. James P.  
Ishizaka, Dr. and Mrs. Kimishige  
Issel, Mr. Peter '59

Jackson, Mr. Cary W., Jr. '62  
Jackson, Mr. Everett E., IV '44  
Jackson, Mrs. John Day  
Jackson, Mr. Richard R., Jr. '55  
Jacobs, Mr. Bradford McE. '38  
James, Dr. and Mrs. Walter E.  
Janney, Mr. Jervis Spencer '26  
Janney, Mr. and Mrs. Stuart S., Jr. '25  
Janney, Mr. Stuart S., III '66  
Jarrett, Mr. Edwin B., Jr. '49  
Jencks, Mr. Francis H. '20  
Jenkins, Mr. and Mrs. Charles Frick '45  
Jenkins, Mr. John J., Jr.  
Jenkins, Mr. M. Ernest, Jr. '37  
Jenkins, Mr. and Mrs. T. Courtenay, Jr. '44  
Jervey, Mr. J. T.  
Jett, Mr. and Mrs. R. Samuel, Jr.  
The Johns Hopkins Town School, Inc.  
Johns, Dr. and Mrs. Richard J.  
Johnson, Mr. and Mrs. A. Reid  
Johnson, Dr. and Mrs. J. T. H. '40  
Johnson, Dr. Robert W., III '37  
Johnson, Mr. Theodore W., Jr. '23  
Johnson, Mr. and Mrs. William C.  
Jones, Mr. Benjamin Wyeth '57  
Jones, Dr. and Mrs. Everett D.  
Jones, Mr. Harris, Jr. '54  
Jones, Mr. Jeffrey Child '64  
Jones, Mr. and Mrs. William T. R.  
Joyes, Mr. and Mrs. B. Bayne '23

Keidel, Mr. Albert, Jr. '29  
Kelly, Dr. Vernon C.  
Kelly, Mr. and Mrs. W. Boulton, Jr. '46  
Kendros, Dr. and Mrs. Socrates  
Kennedy, Mr. Francis E. '42  
Kerr, Mr. William M. '62  
Keyes, Mrs. Ray G.  
Keyser, Mr. H. Irvine '14  
Kiefer, Mr. and Mrs. John G.  
Killebrew, Mr. Paul  
Kimpel, Mr. Edward A., Jr.  
Klawans, Mr. and Mrs. Warren  
Knipp, Mr. Stephen S. '51  
Knowles, Dr. Frederick E., III '60  
Kohlerman, Dr. and Mrs. Nicholas J.  
Kohlmeier, Dr. and Mrs. Werner A.  
Kolodner, Dr. Louis J.  
Koppelman, Mr. J. Van C. '36  
Kopper, Mr. John, Jr. '71  
Kopper, Dr. and Mrs. John M.

## L

Lacher, Dr. and Mrs. George M.  
Lafferty, Mr. Frederick W. '49  
Lamb, Mr. and Mrs. Christopher  
Lambert, Mr. Barron P.  
Lanahan, Mr. and Mrs. Wallace, Jr. '35  
Lancaster, Mr. Henry C., Jr. '41  
Landauer, Mr. and Mrs. E. Lee  
Landon, Mrs. Martha M. *Estate of*  
Lane, Mrs. Jean  
Lathbury, Mr. Brentnall K. '33  
Laws, Mr. Howard F. '54  
Leand, Dr. and Mrs. Paul M.  
Lebovitz, Mr. and Mrs. Philip H.  
Legg, Mr. William M. '63  
Lehninger, Mr. James W. '63  
Lemoine, Mr. Oscar M., Jr. '45  
Levedahl, Dr. and Mrs. William L.  
Levering, Mr. C. Tilghman  
Levering, Mr. Fred A., III '34  
Levy, Dr. and Mrs. Harry



Dawson L. Farber, Jr. '35

Lewis, Mr. and Mrs. Craig  
Lewis, Mr. Edwin A. S. '57  
Lewis, Mr. Fielding '62  
Lewis, Mr. and Mrs. H. H. Walker  
Lietman, Dr. and Mrs. Paul S.  
Lim, Dr. and Mrs. Henry S.  
Lipscomb, Herbert C. *Estate of*  
Liska, Dr. and Mrs. George  
Liu, Dr. and Mrs. Sze-Jui  
Livesey, Dr. and Mrs. Benjamin  
Loeb, Mr. John G. '63  
Lohr, Mr. Walter G.  
Lohr, Mr. Walter G., Jr. '62  
Lohrey, Mr. and Mrs. Philip H.  
London, Dr. and Mrs. Richard L.  
Long, Mr. and Mrs. Daniel R., III '62  
Lord, Mr. and Mrs. Charles G.  
Lord, Dr. Jere W., Jr. '28  
Lord, Mr. Walter '35  
Loring, The Rev. Richard T. '47  
Lovelace, Mr. Richard S. '36  
Lowndes, Mr. R. F. Stockton '29  
Lucas, Mr. Edgar M. '28  
Luetkemeyer, Mr. and Mrs. John A.  
Lumpkin, Dr. Samuel M. M. '50  
Lundvall, Mr. and Mrs. Arthur E., Jr.  
Lynch, Mr. and Mrs. Patrick G.  
Lynch, Dr. and Mrs. Thomas  
Lynn, Dr. and Mrs. William D. '36

## M

MacGill, Mr. and Mrs. Richard G., Jr. '50  
Machen, Mr. and Mrs. Arthur W., Jr. '38  
MacKenzie, Mr. and Mrs. Clark F. '59  
MacKenzie, Mrs. Roland R.  
Macksey, Mr. and Mrs. Richard A.  
Maclean, Mr. Angus L., Jr. '49  
Maffezzoli, Dr. Richard  
Magruder, Mr. Warren '46  
Mainoff, Dr. and Mrs. Ferdinand  
Manekin, Mr. and Mrs. Bernard  
Marbury, Mr. and Mrs. William L.  
Marcus, Mr. and Mrs. Julian  
Marek, Dr. Charles B., Jr. '62  
Marr, Dr. William G. '34  
Marshall, Mrs. H. Benthall  
Marshall, Mrs. M. Cromwell  
Marston, Mr. Bruce M. '63  
Martien, Mr. James Carey '55  
Martin, Mr. Alexander B. '64  
Martinez, Dr. and Mrs. Jose  
Marty, Mr. and Mrs. Kenneth B.  
Marty, Mr. and Mrs. Kenneth M. '58  
Marye, Mr. William Bose '05

Mathews, Mr. and Mrs. Louis Pierre '47  
Matthai, Mr. L. Bruce '39  
Matthai, Mr. and Mrs. William H. '44  
Matthews, Mr. H. Freeman '17  
Maulsby, Mr. Allen F. '40  
McCarthy, Mr. S. R. '64  
McCauley, Mr. Richard G. '58  
McCleary, Mr. Standish, Jr.  
McCormick, Mr. and Mrs. Hugh P.  
McCormick, Mrs. Mary D.  
McCulloch, Mrs. Duncan  
McDaniel, Mr. and Mrs. John S., Jr.  
McDavid, Mr. Thomas P. '59  
McDonald, Mr. and Mrs. James R.  
McDonald, Mr. and Mrs. John E.  
McKenzie, Mr. and Mrs. John, IV  
McLanahan, Mrs. Samuel  
McLaughlin, Dr. and Mrs. Joseph S.  
McLean, Mr. and Mrs. R. Taylor  
McLean, Mr. Robert, III '46  
McLean, Mr. and Mrs. Stewart '44  
McPherson, Mr. Donald P., III '59  
McPherson, Dr. and Mrs. Samuel Dace, Jr.  
McShane, Mr. John L.  
Meacham, Mrs. L. B.  
Meade, Fannie L. *Estate of*  
Menzie, Mr. and Mrs. Allan R.  
Menzie, Mr. K. Graeme '47  
Merle, Mr. Andrew W., Jr. '27  
Merrick, Mr. Robert G., Sr.  
Merrick, Mr. Robert G., Jr. '50  
Merrick, Mr. and Mrs. William S.  
Merrick, Mr. William S., Jr. '51  
Merryman, Mr. and Mrs. John B.  
Merz, Mrs. Lois W.  
Meyer, Mrs. Louise G.  
Michaels, Mr. and Mrs. Albert H.  
Michaels, Mr. Albert H., Jr. '57  
Michaels, Mr. George S. '58  
Michels, Mr. and Mrs. David B.



Redmond C. S. Finney '47

Middendorf, Mr. W. Kennedy B. '45  
Migeon, Dr. and Mrs. Claude J.  
Mikush, Mr. and Mrs. Donald C., Sr.  
Miller, Dr. and Mrs. David I.  
Miller, Mr. Decatur H. '50  
Miller, Dr. Donald B. '34  
Miller, Mr. and Mrs. E. Kirkbride, Jr.  
Miller, Dr. and Mrs. Harry A.  
Miller, Dr. Mitchell H. '29  
Miller, Mr. Mitchell H., Jr. '63  
Miller, Mr. and Mrs. William A., Jr.  
Mills, Rev. and Mrs. Lawrence  
Millsbaugh, Mr. and Mrs. Martin L., Jr. '43



Millsbaugh, Mr. and Mrs. Samuel Kirk '48  
Minkowski, Mr. and Mrs. Jan M.  
Mitchell, Mr. Charles W., III '39  
Mitchell, Col. J. Douglas '38  
Mix, Mr. G. Warren  
Miyamoto, Mr. and Mrs. Lanny H.  
Mock, Mr. and Mrs. Clark L.  
Mock, Mr. David G. F. '43  
Mohr, Dr. David P. '52  
Monroe, Dr. and Mrs. Russell R.  
Moore, Mr. and Mrs. Garland Payne, Jr.  
Moore, Mr. and Mrs. Robert B.  
Moore, Mr. W. H., IV '51  
Morgan, Mr. Charles F. '61  
Morgan, Mr. Clarence M.  
Morgan, Mr. John Marshall '46  
Morison, Mr. and Mrs. Robert B.  
Morrel, Mr. Bernard Baldwin '58  
Morrel, Mr. and Mrs. W. Griffin, Jr. '51  
Morris, Mr. John W. '34  
Morton, Mr. and Mrs. Allen W.  
Morton, Mr. and Mrs. Edward C. '33  
Morton, Mr. and Mrs. James A.  
Moss, Mr. Robert W. '61  
Mower, Mr. Edward B., Jr. '45  
Mudge, Mr. and Mrs. Maxwell K.  
Mueller, Dr. and Mrs. William R. '35  
Multz, Mr. and Mrs. Lewis  
Mulligan, Mr. and Mrs. Richard F.  
Murnaghan, Mr. and Mrs. Francis D., Jr.  
Murray, Mr. Edward '39  
Murray, Mr. Edward Emerson '38  
Murray, Mr. Samuel S. '10  
Myerberg, Mr. and Mrs. Alvin J.

Obrecht, Mr. and Mrs. Charles F. '52  
Obrecht, Mr. G. Frederick  
Obrecht, Mr. P. Frederick '47  
O'Brien, Mr. and Mrs. G. Dennis '57  
O'Brien, Mr. and Mrs. Richard  
Obstler, Mr. and Mrs. Edward  
O'Donnell, Mr. Thomas J.  
O'Donovan, Mr. and Mrs. Hugh J. '36  
O'Donovan, Dr. and Mrs. John Crossan '57  
Offutt, Mr. Charles E. '59  
Ogilvie, Mr. and Mrs. Robert S.  
Olivier, Mr. Stuart  
O'Rourke, Dr. Thomas R., Jr. '52  
Orrick, Mr. and Mrs. John R.  
Ortiz, Dr. and Mrs. Jose Y.  
Oursler, Dr. and Mrs. David A.  
Oursler, Mr. and Mrs. George C. '53  
Owens, Mr. Charles C. '60  
Owens, Mr. and Mrs. John B.  
Owens, Mr. Mitchell G. '64

## P

Packard, Mr. William Gardner '21  
Pacy, Mr. and Mrs. C. William  
Panitz, Mr. and Mrs. Stanley I.  
Park, Dr. and Mrs. John C.  
Parker, Mr. Peter  
Parker, Dr. and Mrs. Robert '37  
Parker, Dr. and Mrs. William S.  
Parr, Mr. Thomas D. Riggs '51  
Passano, Mr. E. Magruder, Jr. '61  
Passano, Mr. William M., Jr. '48  
Pastor, Mr. Massey R.

Paternotte, Mr. William Leslie '63  
Patterson, Mr. Donald Hamilton '36  
Patterson, Mr. Donald H., Jr. '63  
Patterson, Dr. John L., Jr. '31  
Patterson, Mr. W. MacLean '33  
Paul, Mr. and Mrs. Frank R.  
Paul, John Gilman D'Arcy '04 *Estate of*  
Pearce, Mr. David R.  
Peard, Mr. Frank F. '48  
Peard, Mr. Robert R. '32  
Pearre, Mr. and Mrs. Aubrey  
Pearre, Mr. and Mrs. Sifford '52  
Peck, Mr. J. Stevenson  
Peek, Mr. Donald M. '36  
Penniman, Mr. Nicholas G., III '27  
Pennock, Mr. Samuel S., III '43  
Peregoff, Mr. and Mrs. Ira  
Perin, Mr. Lawrence '24  
Perin, Mr. Oliver '57  
Perkins, Mr. Thomas P., Jr. '26  
Perkins, Mr. Thomas P., III '53  
Perlin, Dr. and Mrs. Seymour  
Perry, Dr. and Mrs. Marvin B., Jr.  
Peterson, Mr. Walker F., Jr. '37  
Pfeifer, Mr. and Mrs. John W.  
Phelan, Mr. and Mrs. Harry H., Jr.  
Phillips, Mr. Charles L.  
Phillips, Dr. and Mrs. O. M.  
Phillips, The Rev. and Mrs. Wendell  
Pierce, Lt. Leslie H., Jr. '61  
Pierson, Mr. John W., Jr. '41  
Pine, Mr. Frank W. '59  
Pine, Mr. James C. '21  
Pine, Mr. and Mrs. Jonathan W. '32  
Pine, Mr. Robert Graham '64  
Pinkard, Mr. and Mrs. Walter D. '37  
Plant, Mr. Albin McDonough '55  
Platt, Mr. James B., Jr. '29  
Porter, Mr. Alexander G. '21  
Porter, Mr. Robert F.  
Porter, Mr. William H.  
Potter, Mr. and Mrs. James L.  
Poultny, Dr. James W. '25  
Powell, Mr. John B., Jr. '55  
Powell, Dr. Thomas H. '50  
Preston, Mr. Herbert R., Jr. '26  
Prezioso, Dr. and Mrs. Fausto M.  
Price, Mr. W. James, IV '43  
Prince, Mr. and Mrs. James D.  
Pritchett, Dr. and Mrs. Morgan H.  
Proutt, Mrs. Barbara P.  
Pulling, Mr. T. J. Edward '16  
Purnell, Mr. J. Hurst, Jr. '37

## QR

Quartner, Mr. and Mrs. Mervin L.  
Radcliffe, Mr. George M. '39  
Rairigh, Mr. W. Wayne '49  
Raleigh, Mr. Alfred '44  
Ramsay, Mr. John B., Jr. '18  
Ramseur, Mr. Thomas M., Jr. '41  
Randall, Dr. and Mrs. Harry G.  
Randol, Dr. C. Lee '34  
Rapalski, Capt. Jan P. '61  
Redwood, Mr. James D. '67  
Redwood, Mr. John, Jr. '17  
Redwood, Mr. John, III '64  
Reed, Mrs. Barbara Garrett  
Reeder, Mr. Oliver H. '35  
Rees, Mr. and Mrs. Charles H. G.  
Reese, Mr. C. Ford, Jr. '59  
Reese, Mr. P. Meredith  
Reese, Mr. and Mrs. William B.  
Reese, Mr. William Sherman '73  
Reeves, Mr. Charles B., Jr. '41  
Reid, Mr. Richard A. '49  
Reilly, Mr. and Mrs. Thomas T.  
Reisfeld, Mr. and Mrs. Albert  
Renneburg, Mr. John N. '29  
Rice, Mr. and Mrs. John H., Jr.



Robert G. Merrick, Jr. '50

Rice, Mr. and Mrs. Romney W.  
Rich, Mr. and Mrs. Adrian W.  
Rich, Mr. Robert L. '48  
Richardson, Dr. Edward H., Jr. '30  
Richardson, Mr. and Mrs. William R. '42  
Rienhoff, Mr. and Mrs. Francis C. '55  
Riggs, Mr. and Mrs. Francis G. '57  
Riggs, Mr. Lawrason of J. '28  
Riggs, Mr. Lawrason, Jr. '53  
Riggs, Mr. and Mrs. Richard C. '26  
Rittler, Miss Henrietta M.  
Rogers, Mr. John C. '36  
Rose, Mrs. I. Woodall, Jr.  
Rose, Mr. J. Cooper '56  
The Rosenberg Family  
Rosenberg, Mr. and Mrs. Ben  
Rosenberg, Mr. and Mrs. Benedict L.  
Rosenberg, Mr. Henry A., Jr.  
Ross, Dr. and Mrs. Richard S.  
Rothschild, Mr. and Mrs. Stanford Z., Jr.  
Rouse, Mr. and Mrs. James W.  
Rouse, Mrs. Willard G.  
Roveti, Dr. and Mrs. George C.  
Rudolph, Mr. and Mrs. G. Charles  
Rulon-Miller, Mr. John '30  
Rumberger, Mr. and Mrs. Joseph R., Jr.  
Rumford, Mr. and Mrs. Lewis, II  
Russell, Mr. and Mrs. Edward T.  
Russell, Edward T. *Estate of*  
Russell, Mr. and Mrs. Robert B., II '51  
Russell, Dr. T. Edgie, Jr.  
Rust, Mr. Armistead D. '30  
Ryland, Mr. and Mrs. William H. '53

## S

Sacktor, Dr. and Mrs. Bertram  
Salisbury, Mr. Charles H., Jr. '59  
Salisbury, Mr. Thomas A. '61  
Sandler, Mr. and Mrs. Gilbert  
Sanger, Mr. Frank deW. '30  
Sanger, Mr. Hamilton H. '27  
Sawhill, Mr. and Mrs. John C. '54  
Scarlett, Mr. William D. G. '26  
Scarlett, Mr. and Mrs. William G., Jr. '23  
Schapiro, Mr. and Mrs. John D.  
Scherlis, Dr. and Mrs. Leonard  
Schill, Mr. Lyle P., Jr. '62  
Schley, Mr. and Mrs. Chaloner B. '52  
Schmeisser, Dr. Gerhard '44  
Schmick, Mr. William F., III '59  
Schmidlapp, Dr. Carl J., II '31  
Schmidt, Mr. and Mrs. Eric '59  
Schreiber, Mr. and Mrs. Ronald L.  
Schuster, Dr. and Mrs. Arthur



John M. T. Finney, Middle School Building

## N

Nachlas, Dr. and Mrs. N. Edward  
Nager, Dr. and Mrs. George T.  
Nash, Mr. Richard, Jr. '47  
Nathan, Mr. and Mrs. Henry G.  
Naylor, Mr. Lawrence P., III  
Nelson, Dr. and Mrs. Alfred T.  
Nelson, Mr. Joseph Thomas, III '50  
Nelson, Mr. S. Page, Jr. '14  
Nesbitt, Mr. Donald F., Jr.  
Nesbitt, Mr. John Allison, III '63  
Newhall, Mr. Charles W., Jr.  
Nice, Mr. Deeley K., Jr. '58  
Norris, Mr. and Mrs. Allan T.  
Novak, Dr. Edmund R. '34

## O

Ober, Mr. Delancey R. '35  
Ober, Mrs. J. Hambleton  
Ober, Mr. Richard F. '33  
Ober, Mr. Richard Francis, Jr. '61



George B. Hess, Jr. '55



Schwaab, Mr. Harry Donald '29  
 Schweizer, Mr. Thomas  
 Schweizer, Mr. Thomas, Jr. '62  
 Scott, Miss Dorothy M.  
 Scott, Mr. and Mrs. James H. '15  
 Scott, Dr. John M. '30  
 Scott, Mr. Stephen Tottle '64  
 Scott, Dr. William W., Jr. '62  
 Scriba, Mr. and Mrs. E. William  
 Scutcher, Mr. and Mrs. Gordon B.  
 Seiler, Mr. and Mrs. Charles H.  
 Seiler, Mr. and Mrs. Lewis P.  
 Seiler, Mr. Lewis P., Jr. '60  
 Selden, Mr. William K. '30  
 Semans, Mr. and Mrs. Truman T. '45  
 Senft, Mr. and Mrs. Daniel L., Jr.  
 Shaeffer, Mr. Charles W.  
 Shaffer, Mr. and Mrs. Roy S.  
 Shaffer, Mr. William Barton '62  
 Shapiro, Mr. and Mrs. Morton  
 Sharp, Mr. and Mrs. Dudley C. '23  
 Shaw, Mr. John K., Jr. '24  
 Sheldon, Mr. John W. '62  
 Sherman, Mr. and Mrs. Fred S.  
 Sherman, Dr. J. H.  
 Sherwood, Mr. and Mrs. Donald H.  
 Sherwood, Mrs. John R.  
 Sherwood, Mr. John R., III '54  
 Shober, Mr. Edward W. '19  
 Shoemaker, Mrs. Nancy Jane  
 Shriver, Mr. Samuel H., Jr. '49  
 Sides, Mr. Robert Whittemore  
 Siems, Mr. and Mrs. Leonard F.  
 Sigler, Mr. John Neilson '61  
 Sigler, Mr. Richard Megary '64  
 Sigman, Mr. and Mrs. Benjamin L.  
 Silberman, Mr. and Mrs. Morton L.  
 Silver, The Hon. Edgar P.  
 Silverstein, Mr. John Mayer '64  
 Simmons, Mr. Julian '37  
 Simonds, Mr. Albert R. '31  
 Simonds, Mr. Louis D., Jr. '22  
 Simpson, Dr. and Mrs. David G.  
 Sims, The Rev. and Mrs. Bennett J.  
 Slack, Mr. W. Cameron '46  
 Slagle, Mr. A. Russell '18  
 Sloan, Mr. James S. '16  
 Small, Mr. George Latimer '39  
 Smith, Mr. and Mrs. C. Edgar, Jr. '33  
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# VALUES - GILMAN'S GREATEST STRENGTH

At the heart of the Gilman tradition has been a concern for values and a commitment to creating an environment which will encourage the growth of strong character, honorable conduct, responsible citizenship, and respect for others. No doubt there have been variations in approach and emphasis over the seventy-eight years of Gilman's existence, but both memory and historical research reveal a genuine and continuing commitment on the part of administrations, faculty, and students to what we can appropriately term "value education."

Gilman's prospectus, prepared in January, 1897, made specific reference to the establishment of a type of education which would promote "health and character" and stated that the new school was to have a "distinctly religious influence," yet remain non-sectarian. Gilman's first Headmaster, Frederick Winsor, in a report to the Board of Trustees in the first year of the School's existence, said that secondary education is "more important . . . as a shaper of characters and a maker of citizens than collegiate education can be, for it comes nearer the heart of the individual and works on him, when he is in a plastic stage."



It is interesting to remind ourselves that the central and unique idea which led to Gilman's founding revolved around the "country day school" concept, which has enabled students to enjoy not only the richness of a full day's involvement in studies, sports, and healthful exercise, but exposure to their parents each night and on weekends. This concept is in contrast to the experience of those who attend the national boarding schools, which have experienced varying degrees of popularity over the years. It is important and timely to note that the visionary Mrs. Francis King Carey, Gilman's founder, laid special emphasis on home influence.

Following Mr. Winsor, Gilman headmasters repeatedly stressed the importance of "value education," giving this purpose equal status with the demanding academic program. Mr. Pine, Headmaster from 1912 until his untimely death in 1919, is especially remembered for his vigorous steps to prepare each boy to enter college and his equally rigorous systems for promoting good discipline and uncompromising adherence to responsible behavior. Captain Miles, who succeeded Mr. Pine and served as Headmaster until 1926, made the statement that "the school fails unless in an age marked by so much vulgarity, laxity, and drifting, it can maintain standards of distinction, fixity, and purpose." Mr. Morrow, Headmaster from 1926 until 1943, not only appreciated "the necessity for high standards of (academic) work," but felt that life "was no casual thing to be entered upon with careless unconcern."

My own personal experience recalls with respect and grateful appreciation the headmasterships of Mr. Callard and Mr. Baldwin, who carried on so faithfully the Gilman traditions nurtured by their predecessors and who added their own

unique styles and contributions toward the growth and enhancement of the moral fiber of the School. How can one ever forget the indelible impressions which devoted and exemplary personalities make upon one's consciousness! Perhaps I tend to be sentimental, but I cannot walk the halls or grounds of Gilman without frequently recalling to mind personalities and incidents which have provided examples of goodness, sensitivity, and integrity in action. Indeed, is it not obvious to all of us that ideals and noble principles of living, those things to which we collectively refer as "values," are best learned through the example of revered and respected figures whose lives touch ours? Herein would seem to lie Gilman's greatest strength in the past, and, we pray, in the future.

There has been much thought and discussion given to questions of values today, and people often ask where the School stands and what its role is. Some observers will say that there have been unprecedented changes and that the "youth cult" of the late sixties, along with major forces at work in our society, has overthrown the basic value system, and that human conduct is now based on a self-indulgent, do-your-own-thing philosophy. Others believe that the value system has undergone needed changes and that young people are more open and honest in the way they conduct their lives and the manner in which they question traditionally accepted standards. Still others fall along the broad continuum between the opinions represented by the above two extremes.

In the final analysis, one can speak only his own opinion. My personal feeling is that the traditionally accepted value system has been disrupted considerably. It seems to me that our society has become unhinged in various ways, with the consequence that there exists a crisis in values. Although it can be stimulating and even refreshing to engage a group of



**by Redmond C. S. Finney**





young people in a frank and open debate on the merits of various standards of ethical conduct or the questions relating to individual rights and privileges, it seems that there is today a much greater, and far less stable, range of opinion. In this respect the questioning spirit that has been so much in vogue over the last several years has produced an inevitable result. Those young people who are blessed with available and interested parents whose demands upon them are consistent can usually handle the conflicting options which seem to be so much a part of contemporary life. There are many others, however, who too often allow themselves to be influenced by peer pressure or the false ideal of instant gratification.

Although we at Gilman represent a fairly select group, living in a semi-protected community, we are really a microcosm of the larger society. The administration and faculty are more concerned than ever about values, and we probably spend more time now than in previous years emphasizing the importance of responsible conduct, respect for others, and strong character. Also, we are constantly trying to find more effective ways to communicate with our students, to hear their opinions, and to share mutual con-

cerns. Whereas we continue to feel it is important, as students progress through the School, to give them responsibility and to allow them increasing opportunities to learn to use their time and freedom wisely, we have discovered that more careful guidance and supervision are necessary. There seems to be less compunction (and sometimes less remorse) about doing something which the community generally believes to be wrong. This is not to say that the relative number of good citizens in our school community has diminished, for we are indeed blessed with the presence of a great many boys of whom we can all justly be proud. On the other hand, we do seem to have more individuals who succumb to the temptations to "borrow" another student's book without permission, to sign out for one destination knowing that they intend to go elsewhere, and to be content with less than a full effort. Sadly enough, there are even cases in which parents collaborate with students in false excuses for absences from school. Although it is not true to say that major infractions of school rules and the Honor Code are any more frequent than in past years, there do seem to be more of the types of infractions mentioned above.

Perhaps too much has been made of Watergate and other examples of "corruption in high places"; however, this kind of exposure clearly has had its negative impact upon the attitudes of young peo-

ple. One continues to wonder why the media do not try harder to balance the plethora of the negative with examples of the positive, in spite of the apparent human appetite for the corrupt and vulgar side of life. Certainly plenty of examples of responsible and honorable conduct can be found, and it is important for young people to be exposed to such behavioral models. Instead, newspapers, magazines, films, and television abound with the lewd, the crude, the corrupt, and the violent. Television, in particular, brings right into our living rooms the latest evidences of man's inhumanity to his fellow man.

It takes strong families to handle the exposure which we all experience in our volatile technological and materialistic society. It takes strong parents to set standards for their children and at the same time to be willing and able to talk things over and to help sort out right from wrong. Parents are the strongest influences and the most important teachers of values, yet often they are not sufficiently available to their children. Although a school such as Gilman has always believed that it has a responsibility for the character and conduct of its students, and will continue to feel so, the School is virtually powerless without parental involvement and support. If parents are not available and involved, their children will find other value structures, and there is no guarantee that these standards will be





Another pitfall in our technological and mechanistic society is convenience. We seldom want for anything without soon getting it, and usually we do not have to work very hard in the process. And to compound the problem further, our sensual and materialistic appetites are continually whetted by the media and our country's industrial genius. If we do not like something, we can quickly reject it for something else. If we are not being personally entertained, we are tempted to "turn off." "If you do not like the program, simply switch the channel!" It is not difficult to understand why there exist problems of selfishness, greed, and self-centeredness among the young.

One of the misconceptions of the so-called "Revolution of the Sixties" was the widespread belief that personal growth and progress can be achieved without sustained effort and some pain. Many educators were quick to adopt the most excessive forms of "self-paced learning," "individualization," "designing your own curriculum," and "non-gradedness." The influences at work in education in the late sixties seem to have paralleled the evolution of the TV-minibike generation with its emphasis upon the self and personal

gratification. These influences run directly counter to what experience and history tell us are necessary for the development of good values and strong character: hard work, consistency, and sacrifice. Working to perfect necessary skills and doing tasks thoroughly and to the best of one's ability are of fundamental importance. As Sir Francis Drake said in his wonderful prayer: "It is not the beginning, but the continuing of the same until it be thoroughly finished, which yieldeth the true glory." In a real sense our Gilman students who learn this lesson not only come to realize a personal satisfaction and fulfillment that is greater than sensual gratification but also acquire qualities which society quickly welcomes and sorely needs.

We who serve on the Gilman faculty believe strongly in the role that the School should play in the nurture of values. It is our objective to have each boy achieve the fullest use of his capabilities and to help him recognize the importance of respect for others and the need to contribute his share of honorable and useful service to the community. We see no way to achieve these goals without a commitment to sustained effort on the part of students. Furthermore, we conceive of our role as an active one, involving supervision, leadership, and example. We believe very strongly that we are engaged in "value education" as well as academic learning, and we look upon the total Gilman experience of studies, religious programs, athletics, music, creative arts, and extra-curricular activities as the opportunity for productive challenge and positive growth on the part of each boy. Because we live in a world of complexity and conflict, we realize that our task as teachers is more difficult but more important than ever. But we also realize that we must have faith that we can make a significant impact and that our young people can be inspired to strive to become their "best selves." Indeed, we of all ages need to be involved in experiences with others whereby we renew our spirits and strive continually to capture a more perfect vision of what our Creator intended each one of us to do.



those of the School. On the other hand, if parents make false excuses for their children, if they condone expediency instead of standing for principle, or if they make demands upon their children which they do not live up to, one can almost be assured that the standards of their children will suffer accordingly. It is uniquely difficult to be a parent in these times, but it is hard to believe that there is any more important responsibility.



# COLLEGE ADMISSIONS — PEOPLE NOT STATISTICS



The 1966 *Bulletin* included a brief piece by a near-neophyte counselor about "the college situation." It is near enough, in 1975, to the traditional ten-year retrospective span that a comparison might be of value. A few aspects of the situation remain, like the counselor, the same; others are markedly different.

Of those factors which are unchanged, one above all needs emphasis: we are still small enough that our college candidates are people, not statistics. When all is said and done, that is really what schools like Gilman are about. We are, we like to think, good people — skilled teachers, knowledgeable coaches, sympathetic counselors — but our basic effectiveness lies, as it has always done, in that crucial area of scope and scale. We are individual people to our students, as they are to us — not ciphers, not authority figures. All the teaching machines and the video-tapes in the world cannot change that one basic essential for human growth — individual human contact. True, the seams have stretched a bit since 1966; we graduated, that year, 74 boys. This year, it will be 86, and the junior class includes 92 souls, but the human contact remains; else why would Cary Woodward, Dick Lay and I sleep somewhat fitfully as April 15 approaches, and with it the day we find out how fortune's wheel has turned for the seniors? If the boys were ciphers, we would sleep like babes, for our overall statistics are always excellent — the envy, indeed, of other schools — but we know, as sure as the sun will rise that day, that some of "our" boys will be sore wounded by the mail from Princeton and Williamstown and Cambridge, and we suffer with them as humans. And we hope that the knowledge that they are among friends may be as useful in their growth as getting that first choice might have been.

Also virtually unchanged is the simple statistic that drives counselors to distraction, or drink, or therapy — depending on the counselor. The statistic is an easy one

to grasp: *eighty percent* of America's most gifted high school seniors desire to attend *one percent* of the colleges; the ratio of five to ten highly qualified applicants for every place in Princeton's, or Harvard's, or Yale's, freshman class — has held steady as a rock. True, the wave of the baby boom has washed over the colleges and now crashes onto the seawalls of the law schools, the medical schools, and the job market; true, on an overall basis, the vast majority of American college presidents welcome, every September, smaller classes than they would wish; yet the pressure on the twenty or so colleges variously described as "highly prestigious" or "most selective" remains almost exactly what it was ten years ago; and these twenty are the ones that ninety percent of our seniors start with when they begin thinking about college. Thirty percent of a Gilman class, give or take a couple of points, will make it into the twenty in any given year. And that is why, for counselors, seniors, and their parents, April 15 means, not income tax day, but the day "the letters," some thick, some thin, are mailed in New England post offices.

So much for similarities. The differences between 1966 and today are probably more significant. The most startling, perhaps, is the frequency with which that previously inconceivable question comes up: "Why go?" In a time filled with alarms and confusions, an unobtrusive and seldom-mentioned fact does not get the billing it deserves: some of our students have older siblings with degrees from those same prestigious colleges — and without jobs. Now, to be sure, no liberal arts college ever advertised itself as a gateway to job security; indeed, I can remember when such colleges would look down their noses at those crass engineering schools which boasted of the average starting salaries of their graduates. Nevertheless, it was always assumed that a college degree constituted a kind of ticket for an interesting job and a comfortable life style.

by A.J. Downs



It no longer does, and that fact has many implications. One is that, for those who are traditionally goal-oriented, the pressure to achieve the highest possible grade-point average — and at least a shot at the dubious privilege of being a "realistic candidate" for Hopkins Medical or Harvard Law — that pressure is such as to lead, all too often, to a kind of cannibalism (stealing one another's Organic Chem. notes, for instance, or breathing on a competitor's lab culture). It leads, too, to a sad kind of ulteriority. Nothing that these people study has any particular intrinsic value for them; high school or a college course becomes almost solely a stepping stone, a means to an end, and a kind of close-to-the-vest cautiousness begins to dominate our classrooms. Never mind giving us assignments that test our creativity, that lead us to take risks, our kids tell us these days; make us work as hard as you wish — acres of facts and volumes of reading — but give us tests that guarantee a 95 if we want it enough.

Not all of our students, however, fit into that category of planning for medical or law school at age seventeen, and the "Why go?" question is asked by the others, the decent kids who are not quite ready yet to commit themselves to the law or medical school meat-grinder (a harsh term; it is justified; if Princeton chooses its freshmen from among five times as many as it can take, Hopkins Medical reaches into a hat with a hundred names in it for every place in the class). And if the de-

gree in English or sociology leads, in some cases that our kids know about, to driving cabs or slinging hash, it is hard for them to get terribly excited about the idea of going to college. Too many of them go more out of inertia than anything else; it is not any easier, after all, for a high-school graduate to get a job, and college is at worst a breathing space.

All this sounds rather gloomy; so do many other aspects of modern living. We are going to have to adjust to a number of harsh changes in the next few years — colder houses, gas at a dollar a gallon, carcinogenic drinking water, and the like — and it would be surprising if the process of education were magically exempted from the trauma that the rest of society is going through.

My own clouded crystal ball suggests a number of altered perceptions. I think that all of us, schools and colleges alike, had better re-examine what we do in the precious portion that you grant us of your children's time. I think, for instance, that we had best admit that "college preparatory" is an out-dated, almost irrelevant, description of a school. I think we should begin to include in our curricula some courses which approach some new questions: What kinds of things will I want to be doing ten years from now? Will there be new ways of earning a living then? What is it like out there right now, over beyond the TV tower? What is English for? Or math, or history? We have, it seems to me, lost our points of *connection* with the

world. We are segregating our children, insulating them from enough contact with the world so that they cannot make reasonable decisions about what they want to do and be.

My own job description, I think, should begin shifting to something like Vocational Counselor, or Adulthood Planning Officer. Once a child has a fairly clear idea of his ultimate destination, choosing a college that will get him on the right track will all but take care of itself.

I am reaching, I think, for some such conclusion as this: by making college itself the basic goal of our students, we are ourselves contributing to that lack of balance that we deplore when a given senior concludes that the decision of the Harvard or Yale or Amherst admissions committee constitutes an event in his life of approximately the same importance as birth, marriage, or death. Instead of helping our students to see college as an environment in which to keep on growing — we allow them to seek college as an end in itself — or at least to defer important questions about what they propose to be and do *until* their early twenties.

I am not suggesting, incidentally, that these present dislocations should be blamed on anyone in particular — teachers, counselors, parents. We have, all of us, become too comfortable with a series of probably outdated answers to basic questions and any society grows by comprehending that the basic questions need new answers from time to time.

Here are two basic questions, and their conventionally accepted answers: What is a high school for? To prepare children for college. What is a college for? To prepare young people for "life." And here is a tentative answer for the middle 1970's for a similar basic question: What are *all* schools (First grade through Twentieth) for? To help growing people to make meaningful *connections* with the world.





Mr. Baldwin, a member of Gilman's Class of 1922, was a member of the faculty for many years and served the School as Administrative Assistant, as Dean, and finally as Headmaster from 1963-1968. Presently, he is Lecturer in Archaeology and Ancient Civilizations for the Community College of Baltimore. Mr. Baldwin's teaching has not been confined to the campus but has extended, through the Continuing Education Department, to hundreds of adults in the College's Centers at Branch Libraries and at Cross Keys.



## CUM LAUDE ADDRESS

# REACHING FOR THE SPIRIT OF COOPERATION

I am honored to stand here on this stage with the newly elected members of Cum Laude, for I have a strong urge to be identified with those who stand for the best that is Gilman — excellence in learning and excellence in teaching.

I congratulate the members of the Cum Laude Society, especially the new members, and I envy them. I envy them because, although I share membership in Cum Laude, I did not make it on my own. I had to wait until, as part of the power structure, the establishment put me there. Thus, I got in, not by the front door, but by the office door. For this misrepresentation, I have had a bad conscience. This feeling of guilt has been alleviated somewhat by recalling Browning's line: "Man's reach should exceed his grasp." Thus, can the Devil cite scripture to his own advantage.

As a matter of fact, this otherwise very fine "reach" and "grasp" maxim does have a side that is to be avoided. Its sinister side is illustrated by an incident when I retired several years ago. When younger, my heroes included the Knights of the Round Table. It is not clear whether I wanted "My Strength to be as the Strength of Ten" or wanted my "Heart" to be "Pure." Anyway, my secret was never revealed to anyone — so I was very surprised when the trustees suggested as a retirement present, a block of Steuben glass with Excalibur rising from it as from the lake. Happy to have my true self discerned, I went home to

announce the good news. At home clearer thinking prevailed and we vetoed the project. I don't think we objected so much to the living room being turned into a sort of Holy Grail Sanctuary, as to the idea of a counterfeit King Arthur or Sir Gallahad clanging around the house. The moral is that although "man's reach should exceed his grasp," the act of "reaching" should be sincere and effortful, and not an act of hypocrisy.

My latter-day heroes are different, and in keeping with the times, one of them is a

### Elected to the Cum Laude Society April 10, 1975

#### MEMBERS OF THE JUNIOR CLASS:

Sanford Richard Buxbaum  
Sander M. Cohen  
Arthur Menadier Cromwell  
George Dwight II  
William John Gonzalez  
William Henry Matthai, Jr.  
Andrew Mark Shapiro  
Roszel Cathcart Thomsen II  
Frank Charles Vecella

#### MEMBERS OF THE SENIOR CLASS:

Calhoun Bond, Jr.  
Walter Franklin Cromwell II  
Thomas Richard Hornick  
Mark Douglas Levedahl  
David Louis Meyer  
Carl Nelson Offit  
John Christopher Tompkins  
Rodney Zeman Wong



sort of anti-hero. He is Nestor, that mighty Greek Chieftain who led a contingent of Agamemnon's armada against Troy. Nestor does have some positive hero accomplishments: he lived through three generations of men, and was healthy to the end; also he was such a wise counselor that all people, great and small, beat a pathway to his door seeking sage advice. But Homer says he was garrulous and calls him long-winded.

On this occasion, I have my anti-hero Nester very much in mind, and my message is brief. Indeed, rather than a message — it is simply a modest observation.

The phenomenal interest in such books and T.V. shows as Kenneth Clark's "Civilisation" and Jacob Bronowski's "Ascent of Man" is a phenomenon worth considering, analyzing, and perhaps worth encouraging. At the risk of being misunderstood or misquoted, I suggest that inherent in this phenomenon there is something akin to the revived interest in man that was part of the essence of the Renaissance, and something akin to the "Man is the Measure of All Things" idea which was essential to Periclean Athens, and, finally, something akin to the wistful words of the Psalmist: "What is Man . . . that Thou has made him a little lower than the angels?" The re-studies of man exemplified by Clark and Bronowski have already served to free us from some misconceptions. Thus, in man's slow development toward civilization, one of the criteria has been the birth of cities. Misunderstood, this has led to the deification of primitiveness, of the "Noble Savage."

With our urban brawls and urban sprawls of today, it has been easy to argue that primitive man, roaming the forests wild, a la Paul et Virginie, or as a nomad, is more to be admired than civilized man, if by "civilized," we mean in part this production of urban sprawl and brawl.

That line of reasoning has now been shown to miss the point. It is not the existence of temples, storehouses, reservoirs, administrative centers, and other civic structures which leads anthropologists and historians to record the birth of cities as a component of civilization. The essential ingredient being tested and used as a criterion, is the spirit which gave rise to these civic structures,

and thus, to urbanization. This "spirit," simply stated, is a willingness to work together for the common good, which is an important aspect of both civility and its verbal descendant — civilization. It is this spirit of cooperation and collaboration which Richard Leakey, while in Baltimore recently, called mankind's principal characteristic, and said that without it, man would be an "endangered species."

Furthermore, properly understood, urbanization as an essential ingredient of man's advance, zeroes in on the individual, for unless the individual achieves along the lines of "civility" — unless plural individuals work together for the common good — society at large does not progress, and mankind does not improve. Thus, instead of the "Tua Culpa" way out of the human condition, there is the "Mea Culpa" — which is where the responsibility for the progress of mankind properly belongs. As Pogo once said, "We have met the enemy, and it is us," or better, "It is me" in proper "Pogo-ese."

And so, with Clark, Bronowski, Leakey and others, receiving such attention, we are, perhaps witnessing a resurgence of the idea that "the proper study of mankind is man" — extended to mean: for the purpose of developing a better "mankind."

As optimists about the future of man — and the columnist Russell Baker once said, that unless we are optimists, we might as well go up to a third floor window and jump — as optimists, we might consider that this new emphasis on man and on mankind's potential, is not only good T.V. news, but may even be glad tidings of great joy for all of us.

At any rate, with deference and commendation to this fine student body and to this great School, and to our splendid Headmaster, and with renewed congratulations to those achieving Cum Laude today, I close as I began . . .

May our reach continue to exceed our grasp, and may that "reach" always be sincere, civil, thoughtful and energetic.



**by Ludlow H. Baldwin**



Watty Galleher '75



Sandy McDonald '75



Pip Smith '75



▼ Suber Huang '76



# VARSITY SOCCER

Record: 6-6-3

Coach: Richard Lay

## Scores

Gilman	4	Lake Clifton	0
Gilman	5	City	1
Gilman	3	Park	1
Gilman	1	Towson Catholic	1
Gilman	7	Southern	3
Gilman	1	Mervo	2
Gilman	1	St. Paul's	4
Gilman	1	Lake Clifton	1
Gilman	0	Park	1
Gilman	3	City	1
Gilman	2	Towson Catholic	5
Gilman	0	Southern	0
Gilman	1	Mervo	2
Gilman	3	St. Paul's	6
GILMAN	3	MCDONOGH	2

## Lettermen:

Baxter, Brush, G., Brush, L., Buxbaum, S., Campbell, G. T., Chiu, Christel, Dolezal, Eliasberg, Galleher, W., Garrett, Harvey, D., Huang, Kohlerman, Lynch, K., MacFarlane, McDonald, J. E., Merrick, Meyer, Miller, W., Proutt, C., Pletcher, Smith, C. G., Strohsacker, Tompkins, Volk

## Manager:

Pine

## Awards:

Lucien Brush '75:  
1st Team, All-"B" Conference  
Watty Galleher '75:  
1st Team, All-"B" Conference  
Bobby Merrick '77:  
Hon. Mention, All-"B" Conference  
Sandy McDonald '75:  
Hon. Mention, All-"B" Conference  
John Tompkins '75:  
Hon. Mention, All-"B" Conference

# FALL/WINTER





# ATHLETICS

## VARSITY CROSS COUNTRY

**Record: 4-8**

**Coach: William Phell**

### Scores

Gilman	37	— City	18
Gilman	15	— Poly	50
Gilman	15	— Carver	47
Gilman	21	— Mervo	39
Gilman	26	— Boys' Latin	29
Gilman	50	— Edmondson	15
Gilman	38	— Northern	18
Gilman	49	— St. Joe	15
Gilman	45	— John Carroll	15

### Lettermen:

Cameron, Cromwell, W., Haller, F.,  
Jervey, J. T., Rinder, Stoiko, Stump,  
Williams, R., Young

### Manager:

Bealmear, J.

◀ Henry Rinder '75

Fritz Haller '77 and Pete Jervey '77

Fritz Haller '77



Mike Stoiko '76; Dave Cameron '76; Robbie Williams '75; Fritz Haller '77





# VARSITY FOOTBALL

Record: 8-1-1

"B" Conference Co-Champions

Coaches: Alexander Sotir

Walter Kozumbo

Rick Gilbert

## Scores

Gilman	22	—	Catonsville	6
Gilman	20	—	St. Albans	0
Gilman	12	—	Loyola	14
Gilman	34	—	Dunbar	0
Gilman	25	—	John Carroll	16
Gilman	34	—	Mervo	18
Gilman	6	—	Forest Park	0
Gilman	28	—	Patterson	7
GILMAN	26	—	MCDONOGH	20
Gilman*	20	—	Walbrook	20

\*Championship game

## Lettermen:

Austin, Bowie, K., Brusilow, Campbell, D., Christian, Coleman, DeFrancesco, Doyle, Ehrlich, Foster, M., Gray, T., Hale, Haller, J.A., Heffler, Hornick, T., Huppman, Hutchins, Lambert, Lohrey, P., Lundvall, Mathews, P., Matthai, B., McCarthy, M., McDonald, R., Morton, Nicholson, Ray, Rosenberg, Ross, R., Simms, Sotir, T., Stovall, Thomas, R., Thomsen, R., Ward, J., Ward, M.

## Managers:

Northrup, McKenzie

## Statistician:

Goodman

## Awards:

Bob Ehrlich '75:

1st Team, All-"B" Conference

1st Team, All-MSA

1st Team, All-Metro

1st Team, All-Maryland

Honorable Mention, All-American-

Scholastic Coach Magazine

Mike Austin '76:

1st Team, All-"B" Conference

1st Team, All-MSA

3rd Team, All-Metro

"Player of the Year," News-American

Greg DeFrancesco '75:

1st Team, All-MSA

3rd Team, All-Metro

Chip Hale '75:

1st Team, All-"B" Conference

Peter Lohrey '75:

1st Team, All-"B" Conference

Honorable Mention, All-MSA

Honorable Mention, All-Metro

Bruce Matthai '75:

1st Team, All-"B" Conference

2nd Team, All-MSA

2nd Team, All-Metro

McCormick's Unsung Hero

Honorable Mention, All-MSA:

Lecky Haller '75

Chris Hutchins '75

Peter Mathews '75

Mike McCarthy '75



Pictures, top to bottom, left to right:

Mike McCarthy '75

Bob Ehrlich '75

Bruce Matthai '75

"29 Belly/Pitch": Quarterback, Bob Thomas '76 to Wingback, David Campbell '76.

Mike Austin '76 rushed for a Gilman record total of 1325 yards during the 1974 season.

# JR. VARSITY FOOTBALL

Record: 9-0-0

"B" Conference Champions

Coaches: Sherman Bristow

Martin Smith

Redmond Finney

## Scores

Gilman	14	—	City	0
Gilman	28	—	Loyola	0
Gilman	49	—	Dunbar	6
Gilman	29	—	John Carroll	0
Gilman	16	—	Mervo	0
Gilman	30	—	Forest Park	0
Gilman	27	—	Patterson	6
GILMAN	35	—	MCDONOGH	8
Gilman*	23	—	Arch. Curley	6

\*Championship game

## Lettermen:

Behner, Bond, J., Burgunder, Cooper, Cweiber, Davis, M., Dixon, DiRenzo, Englert, Finney, S., Gonzalez, W., Gray, S., Grieves, Harrison, Hillman, Holley, T., Holt, K., Kline, Law, Lord, Matthai, W., McDaniels, T., Morris, O'Shea, T., Oursler, Parrish, Pearre, Pritchett, Ruff, Schuster, Smith, K., Spragins, Thomas, H., Vecella, Whitehurst, Xanders

## Managers:

Connor, Slack



Terry Kline '77 led J.V. in rushing and to an undefeated record.



Pictures, top to bottom,  
left to right:

**McDonogh Beaten, February 7, 1975**  
(front row): Dixon Harvey '76; Fritz  
Haller '77; Timmy Reilly '78;  
Henry Rinder '75; Watty Galleher '75;  
Pip Smith '75; Walter Bowie '77. (back  
row): Teddy Sotir '76; Mark Foster '75;  
Mike Austin '76; Mike McCarthy '75;  
Stuart Lacher '75; Stewart Finney '77.

Watty Galleher '75

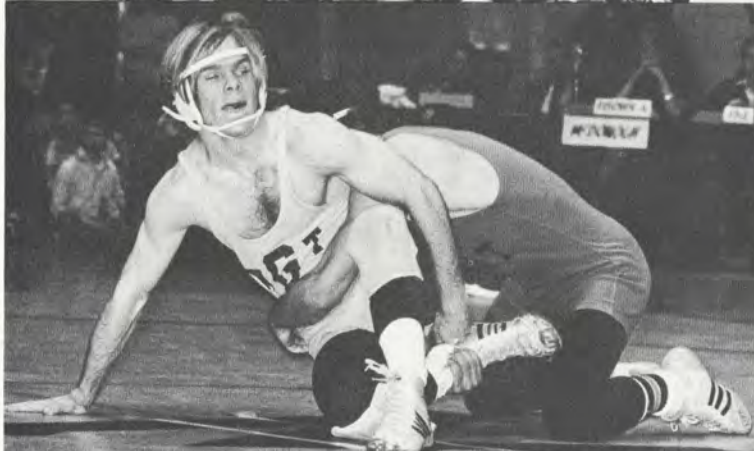
Henry Rinder '75

Mark Foster '75

Six Points!

Pip Smith '75

Mike McCarthy '75



Teddy Sotir '76, the clincher  
against McDonogh

## VARSITY WRESTLING

**Record: 10-1-1**

**Coaches: Paul Killebrew  
Alexander Sotir  
Redmond Finney**

### Scores

Gilman	35	—	Arundel	14
Gilman	20	—	City	31
Gilman	48	—	Douglass	6
Gilman	24	—	St. Paul's	18
Gilman	30	—	Northwestern	18
Gilman	27	—	Bel Air	14
Gilman	49	—	Edmondson	0
Gilman	24	—	Poly	22
Gilman	30	—	Loyola	14
Gilman	19	—	Mt. St. Joe	19
GILMAN	24	—	MCDONOGH	20
Gilman	42	—	Mervo	7

### Lettermen:

Austin, Bowie, W., Brewster, Egerton, H.,  
Finney, S., Foster, M., Galleher, W., Gray, S.,  
Haller, F., Harvey, W., Harvey, D., Lacher,  
Lundvall, McCarthy, M., McDonald, R.,  
Miller, W., Moore, Reilly, Rinder, Smith, C.,  
Sotir, T.

### Managers:

Kaufman, Stockbridge, Miller, W.

### MSA Tournament — 4th Place

Pip Smith	4th	112 lb. class
Henry Rinder	2nd	119 lb. class
Watty Galleher	2nd	126 lb. class
Stewart Finney	4th	138 lb. class
Mike McCarthy	2nd	155 lb. class
Mark Foster	2nd	185 lb. class



Before the Match, Tim Reilly '78  
and Fritz Haller '77



The Writing on the Wall





# VARSITY BASKETBALL

**Record: 6-15**  
**Coaches: Sherman Bristow**  
**John Armiger**

## Scores

Gilman	69	— St. Paul's	55
Gilman	56	— Sidwell Friends	78
Gilman	70	— Episcopal	60
Gilman	57	— Park	56
Gilman	57	— Boys' Latin	73
Gilman	61	— Southwestern	91
Gilman	55	— Loyola	106
Gilman	57	— Southern	88
Gilman	50	— Douglass	87
GILMAN	66	— MCDONOGH	68
Gilman	77	— Patterson	74
Gilman	74	— Mervo	98
Gilman	67	— Forest Park	101
Gilman	59	— Southern	83
Gilman	56	— Southwestern	78
Gilman	42	— Douglass	54
GILMAN	60	— MCDONOGH	73
Gilman	66	— Patterson	38
Gilman	56	— Mervo	96
Gilman	64	— Forest Park	62
Gilman	51	— Episcopal	54

## Lettermen:

Benninghoff, B., Cox, Ehrlich, Heubeck, Hutchins, Lohrey, Matthai, B., Mikush, Offit, O'Shea, P., Phelan, Phipps, Saltysiak, Swerdloff

## Managers:

Carpenter, Kiefer

## Statistician:

Dibos, L.

## Awards:

Mike Phipps '75:  
 1st Team, MSA "B" Conference  
 3rd Team, All-MSA  
 3rd Team, All-Metro  
 Honorable Mention, All-Maryland  
 All-American, High School All-American Magazine



1975 Varsity Basketball Team (left to right): John Carpenter '75, Manager; Jon Swerdloff '76; Bob Ehrlich '75; Pete Lohrey '75; Don Mikush '76; Bruce Matthai '75; Guy Phelan '75; Pat O'Shea '75; Bill Saltysiak '75; Brian Benninghoff '75; Sylvester Cox '76; David Heubeck '76; Carl Offit '75; Randy Kiefer '76, Manager. (center): Co-captains Mike Phipps '75 and Chris Hutchins '75.



Mike Phipps, '75 drives inside for a basket against Southwestern.



Coach Sherman Bristow '67





When trying to sum up the successes and failures of an athletic program, it is very tempting to list wins and losses, and then, from those statistics, draw conclusions as to the relative progress of or decline of a total athletic program. I believe there are greater and more important scales upon which to weigh success and failure. The score at the end of the game is the most obvious, but, to me, not the most telling result of athletic competition.

#### ATHLETIC DIRECTOR'S REPORT

# MATURITY: THE GOAL OF COMPETITION

After that preamble, one might assume that I am preparing to break the news of devastating losses suffered by our athletic teams last fall and winter. All of our teams have had moments of glory and some have even won championships. The point I would like to make is that we strive to maintain a total athletic program at Gilman. Our successes are achieved in many different ways. They are achieved through mass participation by our students. They are achieved through the dual role of our faculty, as teachers and coaches. They are achieved through the mutual respect that exists between our interscholastic athletes, who gain most of the notoriety, and the intramural athletes, who play for the love of the game alone. Judging success by the record alone is the worst thing that we can do. Success is measured by the quality of the environment into which we place our boys; the kind of relationship that they have with fellow athletes and the coaches that work

so closely with them; and the attitudes that they acquire through competition.

From many vantage points, I would say that we are moving in the right direction. I feel that the greatest test of a young man is during moments of great stress and tension: How does he relate to his fellow teammates at those moments? How does he react to constructive criticism from a coach? How does he handle a close call by an official?

As spectators we have all seen young men (and some older men, as a matter of fact) fail miserably when confronted with the questions above. How have Gilman athletes responded to their moments of stress? Not badly — not perfectly, but not badly; and equally important we realize that *winning* must be placed in the proper perspective. Winning is fine, but it does not justify unethical actions, it does not excuse immature and careless conduct, it does not condone the embarrassment of your teammates, coach or school.

When an athlete participates in a sport he assumes more responsibility than just the playing of the game. He assumes a willingness to work with his teammates, to listen to the guidance of his coaches, to abide by the rules, and to represent his school with dignity and dedication.

When a boy realizes that athletics has given him the opportunity to formulate a life-long relationship with others, and has planted the seeds of responsibility that will in later years surface to guide him through other moments of stress, he will have taken a step up the ladder of maturity. It is one of our primary goals at Gilman to help our boys take this long, hard step.

by  
**Alexander  
Sotir**

I would like to summarize briefly what is happening in the areas of facilities and programs. A number of problems have dampened the enthusiasm for the construction of our swimming pool at this time. On the "bright side", the main gymnasium received a face lifting late last fall. New lights, insulated and painted partitions for our windows have been a tremendous improvement. The Class of 1949, at their 25th reunion, presented the School with money to construct two handsome trophy cases in the lobby of the gymnasium. Much needed and anxiously awaited building projects are reconstruction of our locker room area and further development of the Class of 1939 Athletic Common. We have not established the exact and final configuration of the lower fields, but I am hopeful that final plans soon will be forthcoming.

I have always tried to maintain a balance between retention of proven or traditional programs, and a willingness to change when change would further strengthen our total program. Look, listen, and then cautiously leap has been my philosophy.





We have added to our intramural offerings in many ways. Individuals have been given the opportunity to branch out into independent physical education activities, and we have added to our interscholastic program. Gilman was represented by a successful golf team last spring, and Frosh/Soph teams in both soccer and lacrosse have been added. Our wrestling team had a number of Friday night matches this winter that were enthusiastically supported by students, parents and alumni. At the urging of some parents, we are planning to play two Varsity Football games on Saturday afternoons next fall. In basketball we are moving to the "C" Conference next season, which should make for more interesting competition for our teams.

We are continuing to strengthen the program offered to the Middle Schoolers, endeavoring to coordinate their activities with the challenges that will face them in the Upper School. The goal of our program at this level is the acquisition of skills and techniques, in a healthy and happy environment.

Mr. Rick Gilbert joined the Primary School faculty this year and one of his main responsibilities has been the formulation and direction of a physical education program for the first, second and third grades. (See next article.) It has been a tremendous addition to our offerings. Our fourth and fifth grades no longer try to emulate the Upper School program. They are presently involved in more skills-oriented programs, with emphasis placed upon participation and personal success, rather than upon competition.

I am hopeful that I can continue to look, listen, and cautiously leap in the right direction to make our programs even stronger in the future.

## THE PRIMARY SCHOOL PHYSICAL EDUCATION PROGRAM

# WHIPPING THE MUNCHKINS INTO SHAPE



The Primary School physical education program for grades one through three was conceived to meet specific needs of every child. These needs include: a high level of physical fitness, improving motor control and sport skills, establishing an awareness of the position of the body in relation to the space it occupies, fostering creativity and encouraging social and emotional development.

First graders tend to be very active. After a long morning learning basic mathemat-

ics and language arts skills they are ready for action. Their physical activities are designed to allow them to improve running, skipping, hopping and climbing skills. We do drills and play games (Batman and Robin; Circle Dodge Ball) to improve all of these new skills. We use the C. Markland Kelly Room to climb ropes and ladders, perform simple stunts on the balance beam, practice forward and backward rolls on the mats, and learn the proper methods of lifting heavy objects. We do many ball related activities, including bouncing, rolling and catching various size balls. These activities develop better motor control and sport skills valuable in life.

Second graders become very interested in competition on a team level. We do many relay races to improve the skills that were introduced on the first grade level.



**by Rick Gilbert**



We play many more organized games that allow the boys to release their youthful energy. Soccer is introduced at this level and the various kicking skills are practiced. In the spring, we practice the various skills that are needed on a softball or baseball diamond: throwing, catching and batting. In addition, we do many exercises to help the boys become better coordinated. Proper posture, breathing and increased strength, flexibility and endurance are all goals of the second grade program.

Third graders enjoy playing games that stress the element of competition and reinforce the skills that are now "old hat" to them. Their competitive nature creates situations in which they can learn tolerance for the differences and the weaknesses of others; learn that isolation is not the cure for a person who cannot compete on the same level as the majority; and learn to be good winners and good losers.

The third grade program also includes more complex levels of tumbling and stunts using a spring board. The ropes, ladders, and the balance beam are used with increasing interest and challenge. Different techniques are applied to strengthen individual coordination and to stretch muscles that are, even at this age, experiencing decreasing flexibility. These activities include the inchworm and the ostrich, crab, and chicken walks. Soccer, kickball, and relays, using basketballs for dribbling and passing, soccer balls for kicking and catching, are enjoyed the most. Third graders play hard, love to compete, and are enthusiastic about perfecting skills they have used at earlier development stages.

As our world becomes more mechanized and less is demanded of us physically, it is important that children participate in activities that will develop and maintain a healthy, efficient body. The Primary School program has been designed to introduce our students to the skills and the motivation which will ensure physical fitness throughout life.



Peter Mathews is congratulated following final extra-point play by Seniors Bob Ehrlich (85) and John Nicholson.

## THE GAME

### 11/15/74

Harvard-Yale, Army-Navy, and City-Poly are only pretenders. "The Game" is not played in Cambridge, in New Haven, in Philadelphia, nor in Memorial Stadium. The site of "The Game" alternates between the farm country of Baltimore County and the more civilized environs of Roland Avenue. "The Game" '74 between Gilman and McDonogh was a victory for the Greyhounds; the Eagles (nee Cadets) were defeated 26-20.

Anthropologists would describe the McDonogh-Gilman football game as a

classic example of an *integrative* activity: a ritual which produces a feeling of togetherness, group identity and solidarity, in short, community unity. Participation by students, parents, and alumni in festivities associated with the McDonogh game creates and reinforces identification with the School. The Nite Owls. The Gilman Defense League. The Commandoes. Bumper stickers. The Hagerstown Almanac. These and many more have contributed to this traditional rivalry which is a source of strength for both schools.





**A**  
The Commandoes

**B**  
The "Beat McDonogh" Chapel was not the same without Mr. Russell and the Hagerstown Almanac but the ritual left no doubt that it would be a bad day for farmers to venture into the city.

**C**  
1974 Co-Captains, Seniors Bob Ehrlich and Greg DeFrancesco

**D**  
Bald is Beautiful: Senior lineman Pete Lohrey (**E**) prepared in a unique way for "The Game"

**F**  
Thursday night pep rally





**G**  
Senior Quarterback Peter Mathews

**H**  
Senior Mike McCarthy negotiates narrow opening

**I**  
Junior Mike Austin scores winning touchdown

**J**  
After a close, tough game, a time for mutual respect

**K**  
The Coach, the Co-Captains, the Headmaster, and the trophy.



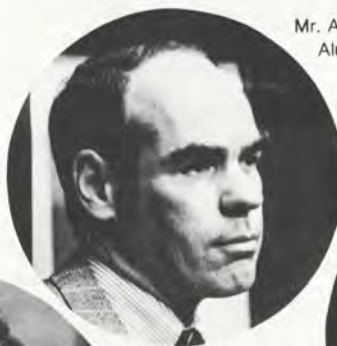


# THE DEMO- GRAPHER

Mr. John Claster '63,  
President of the Alumni  
Association.



Mr. Alva P. Weaver '49, Vice President,  
Alumni Association



Mr. Thomas Schweizer, Jr. '62,  
Treasurer, Alumni Association



Mr. Erroll Phillips, Business Manager.



Mr. Dennis O'Brien '57, Assistant to the Headmaster for  
Development.

**The Board Of Trustees** — Mr. William J. McCarthy was elected President of the Board of Trustees at the January 27th meeting. Mr. McCarthy, who served as Vice President for four years, has been a member of the Board since 1960. He is a partner in the law firm of Venable, Baetjer and Howard. Mr. McCarthy graduated from Gilman in 1949, Dartmouth in 1953 and Harvard Law School in 1956. He has two sons, Mike '75 and Steven '78 presently enrolled in the School.





Mr. Charles C. Emmons '23,  
Secretary, Alumni Association



Work Force Program Leaders: Seniors Tad Stellmann, Charlie Proutt, Peter Mathews, Frank Pascal and Mac Ross. The Work Force Program, involving all Upper School students in the maintenance of the entire School, was instituted last Fall in order to free the Maintenance Staff for much needed repairs and upkeep of buildings and grounds.



Mr. Reginald Tickner,  
Middle School Study  
Committee

Mr. McCarthy was Chairman of the Long Range Planning Committee which defined the needs of Gilman in the '70's. The Committee's report set the objectives of the successful "Challenge of Leadership" campaign in which Mr. McCarthy acted as Chairman of the Alumni Division. The Long Range Planning Committee, now known as the Priorities Committee, began work again this year under the leadership of Mr. McCarthy.

Other newly elected officers of the Board of Trustees are: Mr. Dawson L. Farber, Jr., Vice President; Mr. George E. Thomsen, Treasurer; and Mrs. Betsey Spragins, Secretary.

New trustees are: Mr. G. Cheston Carey, Jr., '47, Mr. Victor A. Dates, and Mr. Ralph N. Willis, '49.

Owen Daly II, '43, former President of the Board, has served in that capacity for six years and will remain on the Board. The selfless devotion and outstanding leadership provided by Mr. Daly will be forever remembered and cherished by the entire Gilman community.

**Alumni Association** — The Alumni Association's Annual Dinner Meeting was held on October 14, 1974 at the Tail of the Fox. This year the dinner had a special significance because it was dedicated to Mr. Edward T. Russell, who died on Memorial Day of 1974. Mr. Henry H. Callard, former Headmaster of Gilman, gave the address; a moving tribute to a very special man.

New officers elected at this annual meeting were:

President . . . . . John H. Claster '63  
Vice President . . . . Alva P. Weaver, III '49  
Treasurer . . . . . Thomas Schweizer, Jr. '62  
Secretary . . . . . Charles C. Emmons '23

In addition to the support the Association gives to the School's programs, the As-

sociation is sponsoring a series of early morning breakfasts for members of the greater Gilman Family. Small groups of alumni and parents are meeting informally in the Gilman Library twice a month during the school year, for the purpose of exchanging ideas, discussing current school programs and getting better acquainted. Faculty members have been acting as hosts, and response by both faculty and guests has been enthusiastic.

**O'Brien At The Helm** — G. Dennis O'Brien has been appointed Assistant to the Headmaster for Development Affairs with responsibility for fund-raising, public relations and alumni affairs.

Mr. O'Brien, 35, is a graduate of the University of Notre Dame and is a Gilman alumnus. Before joining Gilman he was a Vice-President of Shearson, Hammill and Company, a New York-based brokerage firm and co-manager of the Baltimore Office. During his ten year career in the investment business he served as Vice President and a member of the Board of Governors of the Bond Club of Baltimore. He was also a member of the Governor's Blue Sky Advisory Commission.

In addition to his Development Work, Mr. O'Brien coaches in the Middle School Athletic Program and has two sons presently attending Gilman; George, who is in



Mr. Ernest Dill, Middle School Faculty





the 6th grade and Patrick, who is in the 5th grade. Mrs. Barbara O'Brien is also well known to the School as a substitute teacher and for her work in the Primary School Library.

Miss May Holmes,  
a dedicated friend and natural resource  
of Gilman for fifty-three of her eighty-two years.



Mr. Ronald Culbertson, Middle School  
Study Committee



**New Business Manager** — Erroll Phillips was appointed Business Manager, March 1st, succeeding Mr. William B. Brewster '49. Mr. Phillips has had extensive experience in business management, organization, budgetary control, and operational planning. He was Executive Vice-President of The Becker Corporation for five years and prior to that was General Manager of the Clove Furniture Company. He has also served as an officer in the United States Army. He is a graduate of Loyola College with a B.S. degree in Accounting and has attended the University of Baltimore School of Law. At present he is pursuing further studies at Loyola College toward a graduate degree in Psychology.

**A Look At The Middle** — The Middle School Study Committee, which is made up of five Middle School faculty members and five trustees, is a committee whose purpose it is to study every facet of the Middle School operation: facilities, curriculum, open-space concept, faculty, counseling, philosophy and objectives, budget, and athletics.

This committee was set up as part of an ongoing policy of the School to examine each of its three divisions on a regular basis.

Trustees on the committee are Mr. Timothy Baker, Chairman; Mr. Dawson Farber, Mrs. Louise Simms, Mr. George Stewart, and Mr. G. Cheston Carey, Jr. Faculty members on the committee are Mr. William Miller, Mr. Edward Clapp, Mr. Leith Herrmann, Mr. Ronald Culbertson, and Mr. Reginald Tickner. Mr. Redmond Finney is an *ex-officio* member.

This committee, which began its meetings in January, will continue in operation until the middle of next year at which time a final report will be made to the faculty and trustees. Mr. Baker plans to make a preliminary report to the trustees in June.

The recommendations that come from this committee will, it is hoped, help keep the Middle School a strong and improving division of the School.

**Priorities Arranged** — The Priorities Committee of the Board of Trustees has completed its study of alternative solutions to the short and long term issues facing Gilman, and a report will be submitted to the trustees by Chairman Bill McCarthy in the near future.

The Priorities Committee is chaired by William J. McCarthy '49, recently elected President of the Board of Trustees and is composed of Dawson L. Farber, Jr. '35, Redmond C. S. Finney '47, George B. Hess, Jr. '55, G. Dennis O'Brien '57, Erroll Phillips, Betsey R. Spragins, George E. Thomsen '48, and Milton H. Van den Berg.

Another name for this group is the Long Range Planning Committee, because it is responsible, as was the Committee of 1968-1970, for analyzing the issues Gilman will face and making recommendations to the Board of Trustees. In the past, the Committee has issued reports on: faculty salaries, the Primary School, and the long term financial needs of the School.

**Scholarships** — Six Gilman seniors have qualified as finalists in the 1975 Merit Scholarship competition sponsored by the National Merit Scholarship Corporation. They are: Gregg T. Campbell, Joseph H. Hooper, Andrew D. Kaufman, William M. Miller, Giovanni P. Prezioso and Adam N. Wizenberg.

These young men will be included in a group of about 14,000 finalists, who will compete for about 1,000 one-time National Merit \$1,000 scholarships and 2,400 four-year Merit Scholarships to be awarded in 1975.

Students who achieved semi-finalist status are: Thomas A. Miller, who completed his high school work in 1974 after three years, will be eligible for finalist standing at the end of his first year of college in June 1975; and Dominick J. Tocci '75, who has also achieved distinction in the National Achievement Scholarship Program.





At top, Mr. William J. McCarthy '49, President of the Board of Trustees.

**A New Super** — Mr. W. Fain Whaley began his new duties January 15th as Maintenance Superintendent of Buildings and Grounds. Before joining Gilman, Mr. Whaley spent nineteen years with the Glidden-Durkee Company as Supervisor of Production and Maintenance at their Chloride Plant in Baltimore. Although born in Kentucky, he has made his home here for most of his life and at present is living in Linthicum. He is married and has three sons and a daughter. Gilman is fortunate to have a man of Mr. Whaley's experience and enthusiasm.



Mr. Dawson L. Farber '35, Middle School Study Committee





Brian's Song: Brian Goodman '75 sings "Toot, Toot, Tootsie" during finale of "The Roaring Twenties" presented by the Bryn Mawr and Gilman Dramatic Associations.



Alexander and Louise Armstrong



**The Country Store** — Under the management of Mrs. Darcy Gilbert the bookstore has expanded to become the Gilman Country Store. A grand opening, complete with ribbon cutting ceremony was held on May 1st at the Cottage, the store's new location. Open House festivities continued for three days ending on Family Day and guests were served refreshments and invited to tour the new facilities.

Darcy and husband Rick, who teaches in the Primary School and coaches Varsity Lacrosse, spent many hours painting and decorating the store. The new display room has built-in cabinets, shelves, cupboards and bulletin boards, courtesy of the Gilberts and John Hammond, Gilman's Head Carpenter. A bright paint job and hanging plants have made the store a pleasant place to visit.

The bookstore was first brought into being by the Parents Association through the efforts of Mrs. Carolyn Sunderland and Mrs. Eleanor Weaver, who helped renovate the cottage facilities and organized the distribution of books. Mrs. Gilbert will continue with the book distribution and will sell Gilman oriented

items such as windbreakers, wool jackets, T-shirts, ties, glassware, stationery supplies, and gift items of arts and crafts done by members of the Gilman Family. A deluxe gift wrapping service will be available. Anyone interested in having their work sold through the store should contact Mrs. Gilbert. The Gilman Country Store will be open Monday through Friday from 8:30 to 2:30 p.m. during the school year.

**Beef, Oysters And Bids** — The Third Annual Beef and Oyster Buffet and "Auctionphest '75" was held March 1st in the Gilman Gymnasium. Sponsored by the Parents Association and the Alumni Association, it succeeded in raising \$8,300 for the school. Mrs. Dinny Stuelpnagel was chairman of the Buffet, and Mr. Tyler M. Gatchell '59 was in charge of the auction. Items offered for bidding ranged from vacation homes in Jamaica and the Bahamas to the opportunity of being an Oriole Bat Boy for a day.

**The Student Company** — In the fall of '74, under the leadership of Dennis O'Brien, Gilman's new Development Director, a group of approximately twenty students began a new extra-curricular activity known as the Gilman Student Company. The purposes of the Company were to make money for the School and themselves and to learn about the problems involved in doing so. With direction from Mr. O'Brien, the students have engaged in such ventures as selling refreshments at sporting events and performing special services for Gilman's school functions. President of the Company is Jon Farber, Vice President is Roszel Thomsen and Jim Burgunder has taken over primary responsibilities for the concession stands.

William A. Fisher, Jr. '31





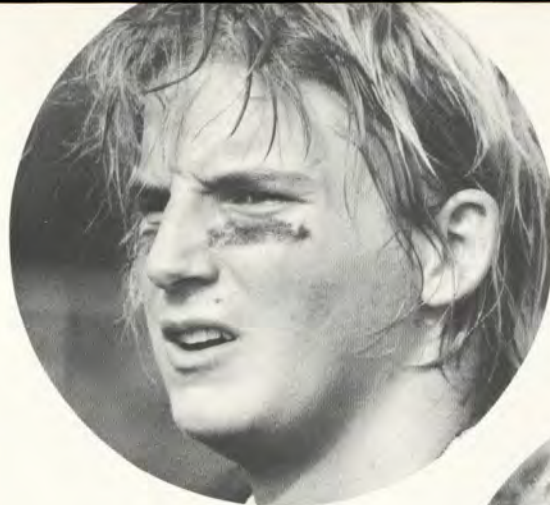
### **Drama, Comedy, Song And Dance —**

This has been a very successful year for dramatic activities at Gilman. This past fall, the ninth and tenth grades presented "The Birds," by Aristophanes. The production, as all plays at Gilman are, was performed in conjunction with Bryn Mawr. The play was directed by Mr. Robert D. Bulkeley; Mr. Charles Pletcher designed the set.

On a weekend in early March, one of the finest productions ever staged at Gilman played before three successive sellout crowds. "The Roaring Twenties" proved to be a delight to both the audience and actors. Mrs. Shelley M. MacKie, an English teacher at Bryn Mawr, directed the show, and Mr. Bulkeley served as technical director. The play was choreographed by Mr. James Snyder, of Towson State College; Mr. Robert Weissner, of Bryn Mawr, was the musical director. The cast included more than twenty-five people, and the ensemble productions featured many popular songs from the Twenties.

The Gilman-Bryn Mawr Dramatic Associations concluded the year with an evening of three one-act plays: "The Typists," starring Andrea Myles-Hunkin and Gary Smith, and "The Tiger," starring Debbie Gisriel and Henry Rinder, were directed by Mrs. Darcy Gilbert and Mr. Richard Lay, and "The More, the Merrier" directed by seniors Lisa Wisniewski and Brian Goodman, starring Adrienne Rosenthal, Jane Stoiko, Gary Smith, and Bill Harwood.

The success of the plays at Gilman this year, combined with the added interest in dramatic projects at the School, promises superb productions in the future.





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