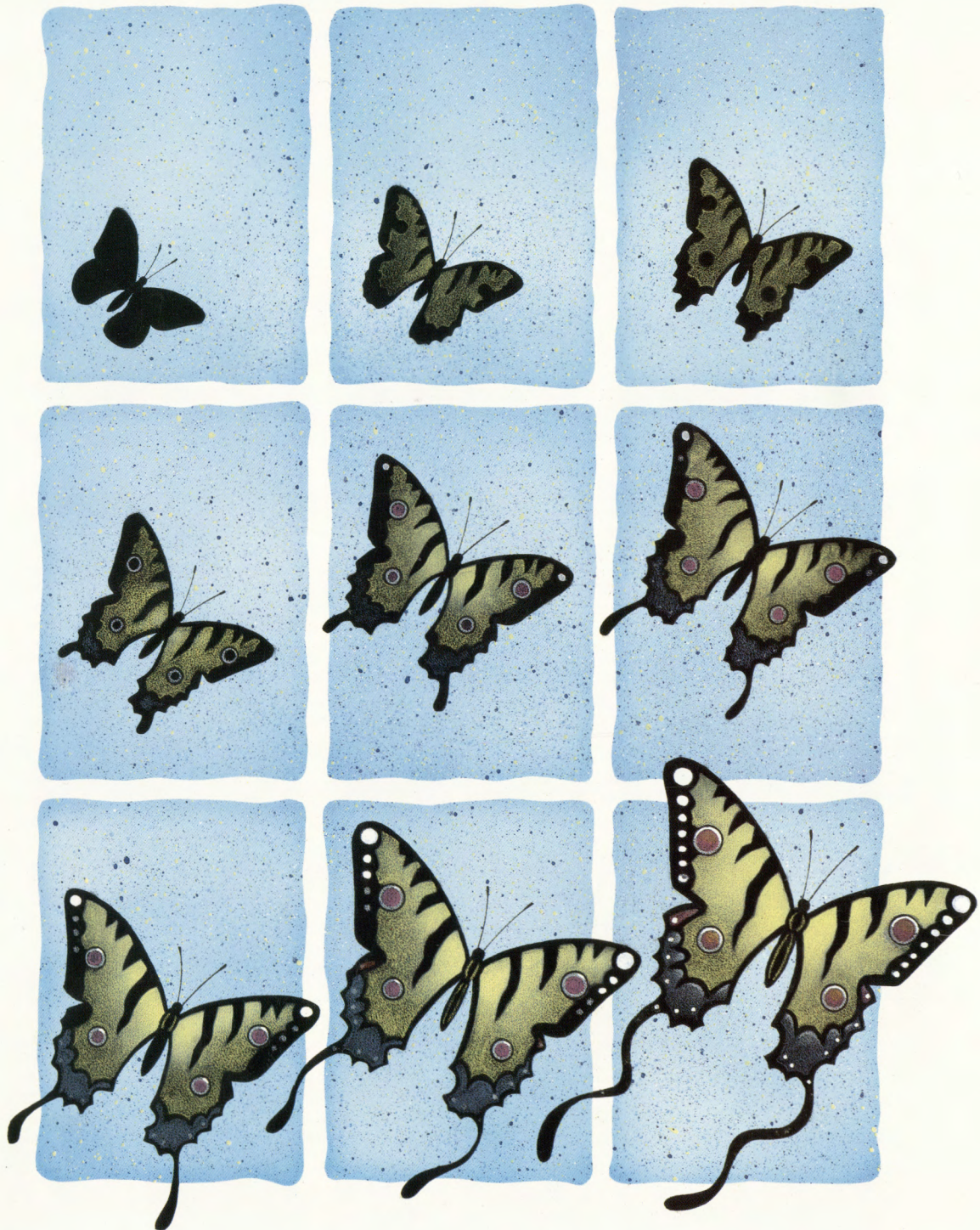


Summer 1991

Volume 20

GILMAN

B U L L E T I N

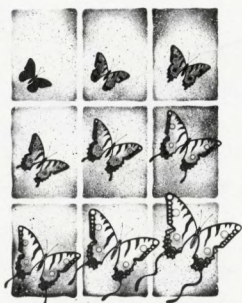


THE EVOLUTION OF COORDINATION

GILMAN

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ON THE COVER
*Butterflies represent the
evolution of coordina-
tion from 1973 to the
present.*

*Illustration by
Cameron Gerlach.*

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Headmaster Finney Announces Retirement

Alumni, parents, and friends of Gilman School were notified by letter in April that Headmaster Redmond C. S. Finney, '47 had decided to retire at the end of the 1991-92 academic year. Mr. Finney has served as Gilman's Headmaster since 1968, when Ludlow H. Baldwin, '22 retired after five years in the position. When Mr. Finney retires, he will have served the School longer than any preceding Headmaster.

During his headmastership, Mr. Finney has directed major growth and changes at the School, including broadening the curriculum, expanding and diversifying the student body, increasing the endowment, and improving and expanding the School's facilities.

Gilman now enrolls 950 boys from throughout the metropolitan area in grades pre-first through 12, up from approximately 650 students when Mr. Finney began his tenure as Headmaster. Curriculum changes have included the addition of the pre-first program in 1990, coordination with Bryn Mawr School and Roland Park Country School, implementation of computer education, increased emphasis on development of reading and study skills, and inclusion of courses that explore non-Western traditions. Financially, the School's endowment has increased from \$1 million in 1968, to more than \$22 million today. Two major buildings have been constructed during his tenure, and several buildings have undergone major renovations. In February 1990, the School completed a \$5 million renovation of the athletic facility, which is now named in honor of the Headmaster.

In his remarks at the 1991 Headmaster's Luncheon, Mr. Finney commented upon the thoughts that prompted his decision, and he outlined some of the challenges that he thought a new Head would face.

He said that the decision to retire is always subjective, although he based it on his conviction that the School deserves his full energy and commitment, and he wants to depart before his enthusiasm for the job wanes. Additionally, with the School's centennial approaching, a change in leadership gives the School an opportunity to examine its current state and its goals, he said. By stepping aside now, Mr. Finney said, the new Head will be able to establish ownership of the the School's direction as the centennial approaches.

He also cited a desire to spend more time with his family in retirement. He emphasized that he does not want to leave Gilman completely, and that, if the new Head is willing, he will teach a class or assist the School in some other ways.

He added that he hopes the transition will be "orderly and businesslike" and that it will be business as usual at the School during the coming year.

Gilman Plans Centennial History

A committee has been formed to plan the publication of a book to mark Gilman School's centennial, which will occur in 1997. The committee will recommend to the Board of Trustees the format of the book, an author or authors, and the date of publication. The committee



Headmaster Redmond C. S. Finney

is chaired by William L. Paternotte, '63, a member of the School's Board of Trustees. Writers who are interested in working on the School's history should contact the Development Office for more information.

Search Committee Appointed for Gilman's Next Head

A search committee to recommend a successor to Redmond C. S. Finney, '47 has been appointed by the School's Board of Trustees. The committee is chaired by George E. Thomsen, '48, past president of the Board of Trustees and a member of the Board since 1970.

The committee will review candidates for the position and make a recommendation to the Board for its approval. The committee is expected to complete this process by the end of 1991. Everyone is invited to send recommendations and suggestions to the committee in care of Mr. Thomsen. Members of the committee are: Raymond L. Bank, '71; Andrew M. Brooks, '74; Dawson L. Farber, Jr., '35; Nancy R. Marbury; Stephen T. Scott, '64; Stuart O. Simms, '68; W. M. Cary Woodward, '53.

All of the members of the committee are trustees, except Mr. Woodward, who is a member of the Upper School faculty.

Bulletin to Take New Shape in the Fall

The *Gilman Bulletin* will have a new look in the fall. Instead of the magazine-style format, the *Bulletin* will be published three times a year as a tabloid-style publication.

The change is partly in response to reactions from a readership survey taken last spring, in which readers indicated a desire for a more frequent publication. The new format will enable the School to publish three issues for approximately the same cost as one issue of the magazine format. Articles also will be shorter, and there will be fewer pages in each issue.

The publishing schedule for the new *Bulletin* will be mid-September, late January, and mid-June. Class Notes will appear in the January issue. By publishing more often, the School hopes to provide up-to-date information about activities at the School.

Lower School Librarian Chooses Top Children's Books

Imagine choosing the best children's picture book of the year from more than 300 selections. Lower School librarian Martha R. Ruff had that challenge as a member of the 1991 Caldecott award committee.

The Caldecott award, presented by the American Library Association, is among the most prestigious children's book awards in the country. It recognizes outstanding illustrated children's books by American artists. A panel of 15 librarians from across the country review all the books published during the year and meet to discuss and vote upon their favorites.

Ms. Ruff, who has been Gilman's Lower School librarian since 1985, said the opportunity to serve on the committee was invaluable to her as a librarian. "It is a once in a lifetime experience," she said, adding that the process of reviewing and discussing so many books in the course of a year was an opportunity for professional growth.

Gilman Lower School students and parents had an opportunity to vote for their favorites as well. Lower School parents held a discussion in November to learn



Mayor Kurt L. Schmoke reads the Caldecott winner to Lower Schoolers.

about the Caldecott award and to review selected books that were being considered. Lower School students read many of the books throughout the fall, and they voted for their favorite in December. The boys elected *Hurricane* by David Macauley as their choice for the Caldecott. The story centers on two boys who use their imagination to turn a tree felled by a storm into a variety of objects.

In January, the Caldecott committee selected *Black and White*, by David Weisner, as the 1991 winner.

This book, described by the author as four stories in one, playfully features a lost herd of Holstein cows. To celebrate the winning book, Baltimore Mayor Kurt L. Schmoke, who has made reading a major theme of his administration, came to the Lower School on January 17 to read *Black and White* to a group of students.

Two Seniors Earn Achievement Scholarships

Two Gilman School students received \$2,000 college scholarships in the National Achievement for Outstanding Negro Students program. Students are selected for the scholarship program based upon their scores on the PSAT/NMSQT examination, which is taken by more than one million high school students each year. Gilman's scholarship winners are Howard E. Davis and Damon A. Young, both members of the class of 1991. Howard will enter Yale University in the fall. Damon will attend Princeton University.

The Gilman students selected are two out of 350 black high school students nationwide selected to receive a National Achievement Scholarship. Approximately 90,000 black high school students took this test, and of this group, 1,500 students were selected as semifinalists. The 350 scholarship winners were selected from this group.

Noteworthy Teachers Receive Recognition

Several Gilman School faculty members received recognition at June closing exercises for their contributions to the School. The awards are made possible by several endowed funds established to promote teaching excellence.

The Edward K. Dunn Faculty Fund, named in memory of the first alumnus to serve as the president of the Board of Trustees, is given to outstanding teachers who are new to the profession or the School. The 1991 recipients of the award are Marian S. Keith, Lower School language arts; Verna Mayo, Lower School language arts; Martin J. Meloy II, Middle School science; and Julie Checkoway, Upper School English.

The Dawson L. Farber, Jr. Award is given to the faculty member most helpful to his or her colleagues.

The award is given in honor of Mr. Farber, '35, a life-time trustee, by John W. Armiger, Jr., '62. The 1991 recipient is Peggy K. Wolf, Lower School language arts teacher and director of Lower School admissions.

The Class of 1947 Fund for Meritorious Teaching was created by the class of 1947 to recognize outstanding teaching. S. Butler Grimes, III '59 is the 1991 recipient of this award.

The Edward T. Russell Chair, named in memory of one of Gilman's longest-serving and best remembered teachers, was awarded to Thomas A. Carr, who teaches Upper School French, serves as Upper School director of scheduling, and who directed the Middle States accreditation process.

Hess Elected Board President

At its June 1990 meeting, the Gilman School Board of Trustees elected new officers. George B. Hess, Jr., '55 was elected to a four-year term as President of the Board, succeeding George E. Thomsen, '48 and becoming the 13th president of the School's Board of Trustees.

Mr. Hess has been a member of Gilman's Board of Trustees since 1968. During his tenure on the Board, he has held a variety of leadership positions, including serving as its treasurer and as vice president, a position that he held from 1985 to 1990.

As president of the Board of Trustees, Mr. Hess will guide the School in its mission of developing boys to their fullest academic and personal potential.

During his tenure as president, Mr. Hess said he looks forward to working with the School's administration and faculty to maintain its leadership position in independent school education. Implementation of the recommendations in the recently issued Middle States Association report is one area in which he will be involved. "Gilman received a very favorable report from the Middle States analysis, but there also were some instructive suggestions. We need to have the appropriate in-house people study the suggestions and then act on them."

Mr. Hess added that during the coming years, Gilman must continue to raise the salaries of its faculty if economic conditions allow increases in tuitions. "After all," he said, "the faculty is the crown jewel

of the School, and they must be paid wages and fringe benefits at least equivalent to what they could

make if they followed some other professional career paths."

He also said the School must continue to emphasize the quality of the experience that Gilman boys have, not only from the faculty but because of the environment for learning, the nature of the curriculum, and the School's support mechanisms. "As the School nears its centennial in 1997," he said, "there is much work to be done."

Other board officers elected at the June meeting include Walter G. Lohr, Jr., '62, James S. Riepe, and Stephen T. Scott, '64 each to two-year terms as vice presidents of the Board. James D. Hardesty, '64 was elected treasurer of the Board, and T. Edgie Russell III was elected secretary.

The Board of Trustees also elected two alumni as life trustees. George E. Thomsen, president of the Board from 1985 to 1990 and a Gilman trustee since 1970 and William Polk Carey, '48, a Gilman trustee from 1980 to 1988, and grandson of the School's principal founder, Anne Gailbraith Carey, were elected as lifetime Trustees. They join former Board presidents Richard W. Emory, '31, Owen Daly II, '43, William J. McCarthy, '49, J. Richard Thomas, Sr., '43 and other distinguished trustees Dawson L. Farber, Jr., '35, John Redwood, Jr., '17, and Dr. Theodore E. Woodward, as holders of this special honor.



Mr. Hess

Hungry Students Get Apples

Gilman students received Apple computers, printers, and software last year for collecting more than \$600,000 in cash register receipts from Giant Food.

Each division collected the receipts from parents, family, and friends and then selected the computer equipment based on the dollar total of the receipts. The program allowed the School to obtain computers, printers, monitors, and software at no cost.

This was the second year of the program. During 1989-90, students earned three computers and other components.

Helen Stevens Room Dedicated

Alumni, faculty, students, and friends recognized Helen K. Stevens on Family Day 1990 when the Lower School multi-purpose room was dedicated as the Helen K. Stevens Room.

The Stevens Room is a major portion of the 1986 addition to the Lower School building, and it is used for assemblies, rainy day athletics, and special programs. Funds for its construction were provided by the late Walter G. Lohr, Sr. and Walter G. Lohr, Jr., '62.

Miss Stevens was a member of Gilman's Lower School faculty from 1935 to 1984. As a first grade homeroom teacher, she taught countless Gilman students, including Headmaster Redmond C. S. Finney, '47. She also directed the Lower School language arts program, and strongly influenced the development of that curriculum. Miss Stevens also served for a number of years as the Lower School's director of admissions.



Miss Stevens

Athletic Center Earns Architectural Honors

Architectural experts agree, the Redmond C. S. Finney Athletic Center is an outstanding facility.

In October, the project's architects, Cochran, Stephenson & Donkervoet, were awarded an honorable mention from the Baltimore chapter of the American Institute of Architects for their plans for the Athletic Center renovation and construction project.

New Faculty for 1990-91

Shawn M. Fischer teaches aquatics and coaches swimming and water polo. He holds a bachelor's degree in fine arts from Hamline University and a master of fine arts from the Maryland Institute College of Art. Mr. Fischer is a founder of Gilman School's Ancient Mariners swimming program.

Nicole D. Kramer teaches English in the Middle School. She is a 1990 graduate of Indiana University and worked as a program director at Echo Hill Camp from 1987-90.

Suzanne Lepson joined the Lower School faculty during last year. She is a graduate of Loyola College and teaches language arts and math.

Diana Matthews teaches in the pre-first program. She is a graduate of the University of Richmond. She previously taught at St. James Academy and McDonogh School.

Bryan D. Powell teaches language arts and social studies in the Lower School. He is a 1990 graduate of Franklin and Marshall College.

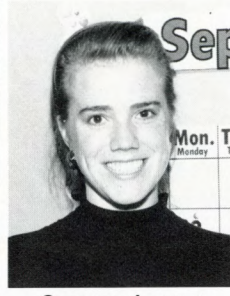
Patricia A. Previdi teaches Middle School Spanish. She has a bachelor's degree in Spanish from



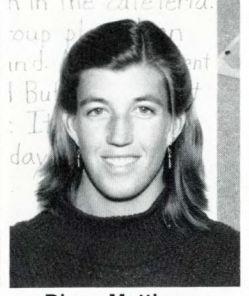
Shawn Fischer



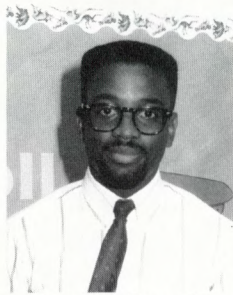
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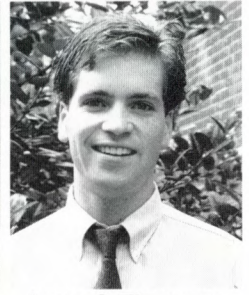
Bryan D. Powell



Patricia A. Previdi



Margaret C. Sandberg



Lorne S. Thomsen

Dickinson College and a master's degree in Spanish and education from the University of Connecticut. Previously, Ms. Previdi taught at Calvert Hall High School, Pikesville Middle School, Mt. St. Joseph, where she chaired the Spanish department, and St. Mary's Seminary College in Catonsville.

Margaret C. Sandberg is a first grade homeroom teacher. She is a graduate of Wake Forest Univer-

sity. She previously taught second grade in Baltimore City Schools and third grade in Prince William County Schools. She also taught in a Department of Defense Dependent School in Frankfurt, Germany.

Lorne S. Thomsen is the 1990-91 Michael H. Cooper Fellow. He earned his bachelor's degree from Princeton University and has worked as a head counselor at Camp Deerwood.

Annual Giving 1990-91 Reaches Record Level

Annual Giving 1990-91 surpassed its \$675,000 goal and reached a record total of \$737,814 by the end of the campaign on June 30. Money raised by Annual Giving is used in the current year to support faculty salaries, educational programs, and campus facilities. More than 3,100 members of the Gilman School family have participated in this effort.

This record accomplishment, a 12 percent increase over last year's total, is especially gratifying in light of recent economic uncertainties, said Kenneth A. Bourne, Jr., '60, who chaired the Annual Giving effort. "The level of participation and the average gift size reflect the strong commitment to Gilman. This is an effort people believe in and

are willing to support."

Mr. Bourne is executive vice president of Mercantile Bankshares and led a volunteer team of more than 150 alumni, parents, and friends. Mr. Bourne was assisted in his efforts by William A. Fisher III, '68 who led the alumni division and will chair Annual Giving 1991-92. The parents division was led by Mr. and Mrs. Charles V. Lord, '60, P' 93, '95. Last year's campaign chairman, J. Richard Thomas, Jr., '72, led the special gifts division, which involves every member of the School's Board of Trustees in this critical program.

One of the highlights of the 1990-91 campaign was the Annual Giving Phonathon, which was held over a four-night period in Octo-

ber. More than 350 alumni and parents volunteered as callers and raised more than \$300,000 in pledges. The phonathon was held on the 21st floor of the World Trade Center. Callers enjoyed a buffet dinner catered by Mark S. Foster, '75 and a view of the harbor before the kick-off of calling. Prizes were awarded each night to callers winning one of three contests.

Annual Giving now represents a significant portion of the School's operating budget income, and the support of every member of the Gilman community is needed in order to ensure the continued excellence of a Gilman education.



Illustration by Cameron Gerlach

A Look Inside

Middle States Study Examines Upper School

By David M. Drake

Any student who has anxiously awaited the arrival of a report card can appreciate the anticipation with which the Middle States Association of Colleges and Secondary Schools report was received by Gilman School in January. The report, which followed an exhaustive self-study of the Upper School and an on-site visit by a team of 17 secondary school teachers and administrators, gives Gilman's Upper School high marks in many areas. Every aspect of the educational experience in the Upper School, from the condition of the facilities to the curriculum, was examined as part of the self-study and then re-exam-

ined by the accrediting team.

In a large sense, the Middle States report gauges whether the School accomplishes the aims that it sets for itself. Middle States committees do not have numerical standards against which they measure schools — schools literally are not graded. More accurately, Middle States committees measure whether a school's program fulfills its own mission to the community it desires to serve. The committee does not tell a school what its mission should be, only how well it is achieving it.

Gilman's review is positive about the Upper School's program. Coordination between Bryn Mawr School and Roland Park Country School, the only three school coordinate program nationally, was singled out for praise. The visiting committee report also points out that the administration, the faculty, and the students all contribute to an environment in which education thrives. Gilman's statement of philosophy, the report noted, "is clear and the objectives are specific. Furthermore, one of the hallmarks of Gilman School is the extent to which the philosophy and objectives are understood, appreciated, and adhered to by the School community."

Exploring the School's philosophy and mission was one of the first steps that the steering committee, led by Thomas A. Carr, Upper School French teacher and director of scheduling, undertook when it began its work two years ago. This committee, comprised of faculty and administrators, examined the School's philosophy to be sure that the School was working within its aims, and also that it was relevant to the current needs of the student body. The committee, and later the entire Upper School faculty, eventually affirmed the philosophy, with the addition of a statement reflecting the increased emphasis on coordination with Bryn Mawr and Roland Park Country Schools (see article on page 10).

Faculty committees then looked at every academic discipline, the athletic program, the school facilities, the library, the staff and ad-

ministration, and the student activities. Committees compared their areas against a standard list of program characteristics used for school evaluations to assess the strengths

and skill required for the job.

Another valuable but sometimes overlooked use for an evaluation is to give schools the opportunity to sound out ideas and programs before an outside group of observers. Through the self-study process, faculty recommend new programs, equipment, and techniques to be employed in the

teaching process. The evaluating team reviews these recommendations, and if they become part of the final report, serve as guideposts for future directions. The value of the Middle States committee is their objectivity. "You need an outside committee to take all your self-criticisms and tell you which ones are the most valid," Dr. Neale said.

The evaluating team also looks beyond the self-study report to assess a school. Committee members come from a variety of school experiences, and each brings a different viewpoint to the evaluation process. The committee chair must consider these different viewpoints and the philosophy of the school being reviewed and consolidate these issues into the final report.

Presentation of the final report does not end the accreditation review process. The steering committee will now reconvene to review the recommendations in the final report, to set priorities, and to develop a plan for implementation. Several key issues raised in the report have already been studied and recommendations for their implementation have been presented to the Board of Trustees. Dr. Neale pointed out that the School is not obliged to implement all the recommendations, although the School must respond to Middle States and describe which recommendations it will be adopting, the plan for their implementation, and why some of the recommendations are being rejected.

But this work, compared with the vast self-study and visiting committee review process, can be undertaken according to the School's needs and timetable. Dr. Neale and other Upper School administrators and faculty can now breathe a sigh of relief until the year 2000, when the process will be repeated.

"One of the hallmarks of Gilman School is the extent to which the philosophy and objectives are understood, appreciated, and adhered to by the School community."

and weaknesses of each department. These assessments and recommendations form the basis of the self-study report, a document that contains more than 500 pages.

This report was the launching point for the Middle States review committee. The 17-member committee reviewed the report and visited the School for three days in November to draw its own conclusions about the Upper School and the self-study. The committee members were primarily from independent or religiously-affiliated schools. Each committee member was chosen to chair a small subcommittee that reviewed the area of his or her expertise. At the conclusion of their three-day visit, the committee presented a preliminary summary of its finding to the Upper School administration. The report issued in January is the culmination of the visiting committee's effort, although the process of self-evaluation and development at Gilman will continue.

While there was little question that Gilman's accreditation would be reaffirmed, the importance of the process should not be misunderstood. Schools, colleges, and universities undergo regional accreditation every 10 years, and according to Mercer Neale, head of Gilman's Upper School, accreditation by these regional bodies is nearly universal.

What, then, is the purpose of such an exhaustive review? One product of such accreditation is to provide a common benchmark for schools and colleges. "It validates a school's diplomas by having outside observers confirm that we offer the educational program that we purport to," Dr. Neale said. He compared the accreditation to a medical review board, which certifies that a doctor has the education

What the Middle States Report Says About Gilman's Upper School

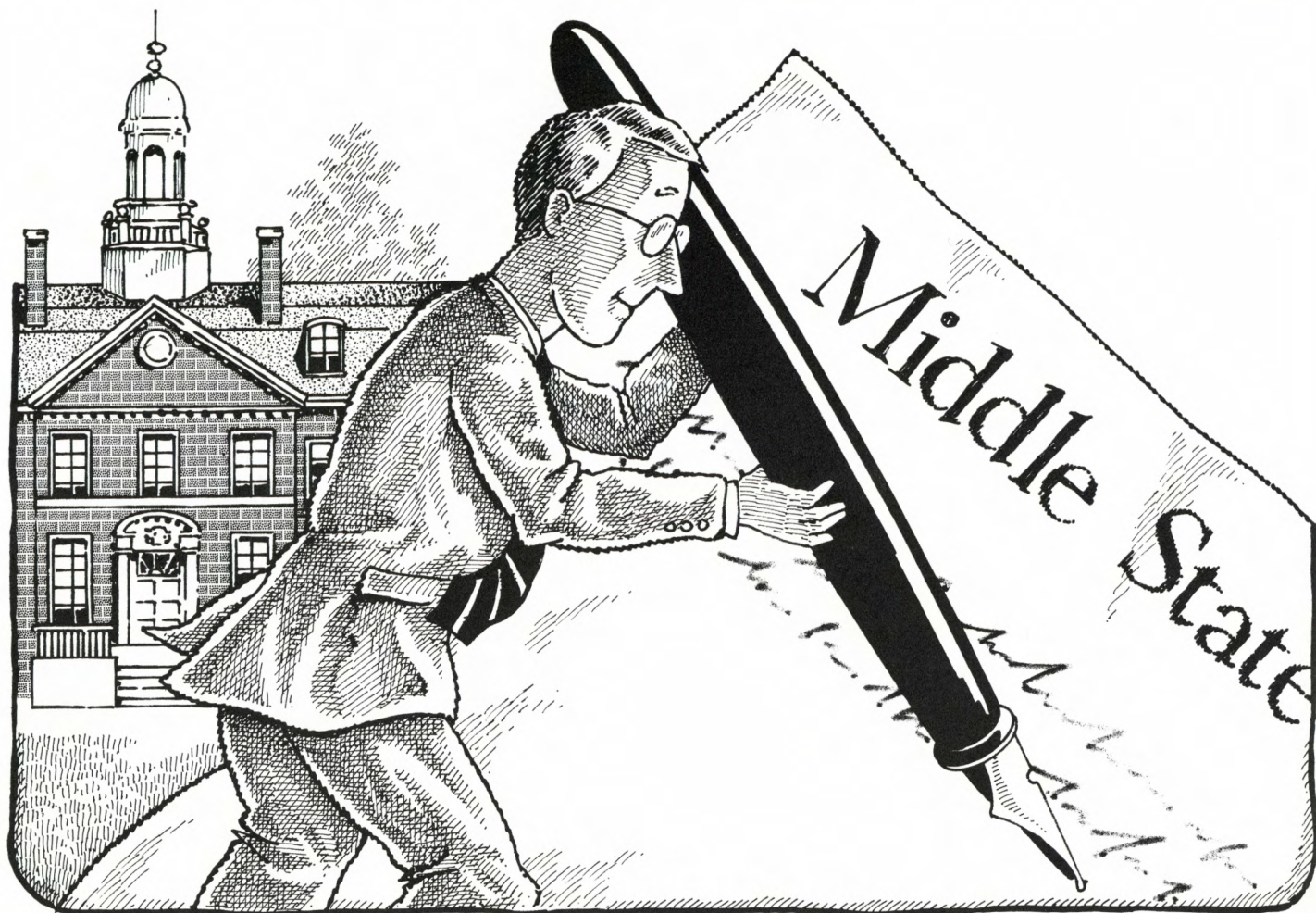


Illustration by Cameron Gerlach

The final Middle States report runs 32 pages and contains recommendations of varying scope. The *Bulletin's* editor reviewed the report with Dr. Neale and identified some of the significant recommendations. Because a thorough review of the report has not been completed, the following summary does not reflect any established priorities.

Modify teaching techniques and classroom arrangement.

The committee recommended that some Upper School classrooms be reconfigured to permit broader use of new teaching tools, such as computers connected to large monitors, overhead projectors, and videotape machines.

Many Gilman faculty currently

use these tools, but the classrooms in Carey Hall, built in 1910, obviously were not designed to accommodate such equipment from the standpoint of space and wiring. While work is underway to upgrade Carey Hall's electrical system, reconfiguring classrooms is a difficult and costly proposition, Dr. Neale said.

Expand the science building.

The last several years have seen a dramatic increase in interest in the sciences, placing pressure on the current facility. The report recommended expansion of the building to accommodate more sections of science.

Upgrade emergency lighting and exit equipment.

The committee observed that im-

provements were needed in the Upper School's emergency lighting, exit signs, and doorways to permit smooth traffic flow. Work to upgrade this equipment has recently been completed.

Adopt a physical education program for students not on an interscholastic team.

Currently, students not on an interscholastic team are enrolled in an intramural activity for their athletic commitment. The committee recommended that a physical education program, using a standard fitness measure such as the President's Council on Fitness, be instituted. Dr. Neale agreed that greater structure could be imposed on the intramural program, and the trustees' athletics committee is developing a more structured physical education program. Dr. Neale did not foresee the School scheduling physical education during the school day (8:20 a.m. - 2:30 p.m.) or hiring a staff of physical education instructors. "That goes against the concept of teacher-coach," he said, "and that is bedrock."

Hire a full-time counselor to assist faculty advisers.

Under Gilman's present system, which is typical of independent schools, faculty members advise a selected group of students, assisting them with academic and personal concerns. The School also employs a consulting psychologist to guide faculty in assisting students. The report recommended that a full-time counselor be hired to give greater guidance to faculty members in their roles as advisers.

Consideration is already being given to this recommendation, and resumes are being collected for this position. Some concerns are the increased cost of adding an additional professional and managing the counselor's time effectively.

Adopt a health education program.

There is no accommodation in the present Upper School curriculum to educate students about such important issues as health, sexuality, and substance abuse. Students already face a full day of classes and athletics, and incorporating an additional course into the curriculum is challenging, Dr. Neale said.

However, next year the School is beginning, on a trial basis, an eight-week course in health issues.

Change the name of the Chapel program to Assembly unless its content is religious.

For a number of years, Gilman's chapel period has been a forum for sixth form speeches, guest speakers, announcements, and, periodically, programs that focus on religious themes. The committee recommended that by using the name chapel only for those programs that are religious, it would increase the meaningfulness of those programs. Coincidentally, Gilman students, in a forum with administrators, made the same recommendation before the Middle States report was published. The administration has adopted this change for the fall.

Revitalize the faculty sabbatical program.

Gilman's Board of Trustees approved a faculty sabbatical program several years ago, however, it has not been funded to permit faculty to take a paid leave. The committee recommended that funding be sought for this program.

Improve communication between the departments in all three divisions.

Academic departments occasionally hold meetings that includes faculty from all three divisions, but Dr. Neale agreed that there is need for greater communication. Teachers are sometimes unaware of texts and other materials used by faculty in the other divisions. Trustee committees are addressing this concern as is a faculty committee to ensure the sequential development of such vital skills as reading and writing. The next Middle States evaluation will include all three divisions in the assessment at the same time.

Gilman School Philosophy

An important part of the Middle States review process was a study of the School's philosophy to determine whether it reflects both the needs and realities of education at Gilman. The School's philosophy has evolved continuously since the School's founding in 1897. The current statement of philosophy, as amended following the self-study is:

Gilman School, a day school for boys from the greater Baltimore area, coordinated at the high school level with two neighboring girls' schools, is dedicated to helping students prepare for college and for a life of involvement and service. It is committed to academic excellence and, in its admission of students and recruitment of faculty and staff, seeks to assemble a talented and diverse community.

The School encourages a commitment to the excitement and wonder of learning. Its liberal arts curriculum is designed to help students acquire the skills and knowledge necessary for creative, critical, and independent thought and expression. It also strives to develop in its students an understanding and appreciation of the arts and our cultural heritage.

Gilman complements its academic program by providing a wide range of extracurricular opportunities. Students participate in community service and are encouraged to develop their personal interests and talents. A program of athletics for all students promotes physical well-being, good sportsmanship, and teamwork.

Gilman affirms the spiritual and ethical values of the Judeo-Christian tradition, while respecting other beliefs. It stresses character, self-discipline, integrity, and the building of personal confidence as well as compassion and respect for the dignity and rights of each individual. Accordingly, great emphasis is placed upon a strong and comprehensive honor system.

Through a wide variety of intellectual, cultural, athletic, and social opportunities, Gilman endeavors to teach each student to think clearly, to develop a strong standard of ethics, and to become a contributing member of society.

THE EVOLUTION OF COORDINATION

By David M. Drake

In 1973, when the class of 1991 was in diapers, a program of coordinate education was born at Gilman School. Like the members of the most recent graduating class, coordination has grown up, and it is now a full-fledged part of every Upper Schooler's experience at Gilman. Like any child, coordination has grown in spurts over its 18 years of existence, and it has not been without its difficult phases.

The idea of Gilman coordinating classes with neighboring Bryn Mawr School and Roland Park Country School is one of those great ideas that, today, seems perfectly sensible. The proximity of the schools and the similarity of their missions make for a perfect environment for this tri-school arrangement, believed to be unique in the country. The coordination program, which began in a limited way in 1973, has evolved into a vital part of Gilman's Upper School experience.

A walk through the Common Room today quickly demonstrates the changed environment since coordination. Bryn Mawr and Roland Park Country School girls are seated on the couches and chairs around the room, discussing homework, politics, or social events with each other and with Gilman boys. The atmosphere is relaxed and informal — there is no sense that the girls are outsiders here.

Coordination has gone remarkably well on the Gilman campus considering the complexity of meshing three schools' systems into a workable program. As coordination has expanded in its 18 years of existence, it has provided the schools with opportunities to meet the changing needs of their students. While efficiency was once the watchword for the coordination program, later years saw increased concern over the attitudes that men and women have toward each other, and the coordination program became one vehicle that the schools use for addressing these

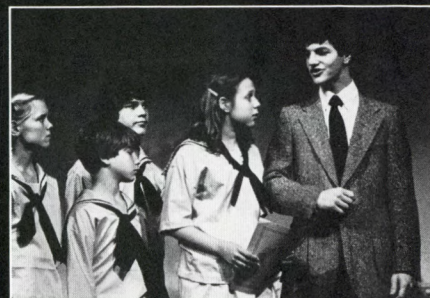


Illustration by Cameron Gerlach





Illustrations by Cameron Gerlach

issues. Along with changes in attitudes came a national trend against single sex education. Coordination has helped each of the schools offer a middle ground for parents and students and may partly explain why the three schools have thrived in spite of this trend.

Among the three schools, some 400 students take classes on another campus. Each school has its own policies for which students can take classes off-campus, and the tri-school arrangement is governed by a five-year agreement signed by the schools in 1988. The agreement, a product of a committee of teachers and administrators from the three schools, resolved the scheduling and grading differences between the three schools.

Most Gilman students can take their first coordinated classes in their freshman year by enrolling in either German at Bryn Mawr or Russian at Roland Park, neither of which are offered at Gilman. Sophomores, in addition to the foreign language electives, can take European history at Bryn Mawr. Junior history or English may be taken at Bryn Mawr, and in 1992, at Roland Park, in addition to the foreign languages. Unlike the foreign language courses, the junior history and English classes offered are the same on each campus. Students can elect to go off campus for these courses simply for the coeducational experience. For seniors, the field is even more wide open. Gil-

man seniors are free to take any electives at either of the girls' schools.

The arrangement creates some management problems for the program. As a control, Gilman juniors are limited to two off-campus courses. Seniors may take two off-campus classes during the first semester and three courses off-campus their second semester. Upper School Head Mercer Neale said that this cap helps the School retain its character, and it also enables Gilman faculty to evaluate better the School's students, especially important when faculty are called upon to provide college recommendations. There is also the concern about maintaining equal academic standards on the three campuses. Human nature as it is, some students will conspire to find the teachers that they believe are easier. To keep the courses that are common to the three campuses on the same plane, faculty meet and exchange syllabi and discuss course content and approaches. While no system can ensure uniformity, Dr. Neale said his statistics support the contention that there is no greater difference between classes taken at Gilman and the neighboring schools than what already exists among Gilman faculty.

The level of coordination in any particular classroom can vary widely. No cap or ratio is set on the number of boys or girls who can enroll in a particular class, thus

some classes may be fairly equally balanced, or they may be tilted mostly male or mostly female.

When student requests exceed the class capacity, a lottery system is used to determine which students will be admitted to the class. While Dr. Neale believes that this system is the most equitable, it can result in students being shut out of classes on their "home" campus while permitting "visiting" students to enroll.

Coordination has gone beyond the classroom, into extracurricular and social activities as well. At least once a year, the three schools join for a special program, generally on a human relations theme. The drama and the music program also have benefitted from coordination. Unlike Gilman's early days, when underclassmen performed women's roles in plays, Bryn Mawr and Roland Park girls fill those roles, and Gilman boys take part in their plays. The result is a drama production almost every eight weeks at one of the three schools. Girls also have joined Gilman's band and participate in other extracurricular activities.

The expansion of the coordination program has coincided with a dramatic shift in single sex education. All-male schools such as Gilman have become a rare species in this country. In the early 1960s, all-male institutions comprised 37 percent of the nation's independent schools, second to coeducational



The coordination program was looked at as a means of using Gilman and Bryn Mawr's resources more efficiently. The thought was that coordination could be valuable in reducing duplicate courses between the two schools.

schools by only 1 percent. Today, the percentage of all-male independent schools is less than 10 percent, and coed schools now comprise nearly 80 percent of the nation's independent schools.

According to the National Association of Independent Schools (NAIS), the decline in single-sex institutions is attributable to their failure to attract students. Many all-girl and all-boy schools have merged, others have increased their enrollments to accommodate a coeducational student body, and others have simply shut their doors.

Ironically, despite the popularity of coeducation among parents when selecting a school for their children, some research indicates that single-sex schools may do a better job of preparing students. In a 1986 study conducted in Catholic schools by University of Michigan professor Dr. Valerie Lee, students in single-sex schools had higher academic aspirations, took heavier course loads, and selected more rigorous courses than their counterparts in coeducational schools. While the differences were far more pronounced for girls than for boys, students at single-sex schools seemed to be more serious about school. Dr. Lee is completing a similar study of independent schools, and expects to release the results of that research later this summer.

For whatever reasons, Baltimore

independent schools have largely been by-passed by the trend toward coeducation. Of the area independent schools, only Calvert School and McDonogh School have made the transition to coeducation. As single-sex schools became less popular nationally, Gilman's enrollments during these three decades remained healthy, not only in the number of students, but also in the quality of students. Coordination may have played a part in keeping the School's enrollment strong, believes William A. Greene, Jr., Gilman's Middle and Upper School admissions director. He said the coordination program is attractive to many families who visit the School, particularly those who have reservations about single-sex education. It enables students to have the best of both worlds.

To many faculty and parents, one of the strongest arguments for coordination is not the efficiencies gained by offering unique courses on each campus, but is the idea that students from each of the schools will benefit from a coeducational experience before they enter college, which will in all likelihood be coed. The changes in male and female roles, which parallels the decline of single-sex schools, means that Gilman students of today will be faced with a different world than awaited their grandfathers.

This acclimation process is not always painless. In a series of dis-

cussions with students from the three schools, former Gilman teacher A. J. Downs discovered universal support among students for coordination. While students like coordination, they did raise some concerns, mainly about perceived differences in treatment accorded to students based on gender. (See accompanying article.)

The interest in the coordination program as a vehicle to heighten students' understanding of others was a secondary concern in 1973 when the coordination program began. According to a spring 1974 *Bulletin* article by William B. Campbell, '52, then assistant to the Headmaster for academic affairs, the coordination program was looked at as a means of using Gilman and Bryn Mawr's resources more efficiently. The thought was that coordination could be valuable in reducing duplicate courses between the two schools. Roland Park Country School, then still located at 40th Street and Keswick Road, was not part of the original coordination plan.

In the first year of coordination, 14 Gilman students traveled to Bryn Mawr and 22 Bryn Mawr students took courses at Gilman. In the following years, the number of students exchanged by both schools ranged from the 80s to the low 100s. In 1988-89, with the formal addition of Roland Park to the coordination program and the increase in courses available, the

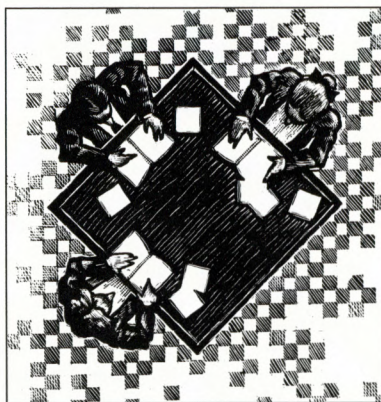
number of students involved in coordination from all three schools increased to the present 400 level.

Within the next two years, the schools will have to complete a new agreement to keep the coordination program in place. Dr. Neale said that some time in the future, he could foresee juniors and seniors being permitted open enrollment at any of the schools. Among the barriers to be resolved before that could occur are lengthening the school day to allow more time between classes and agreement of the sequence of some departments. At present, for example, science courses are offered at different times and in different sequences by each of the schools, preventing their inclusion in the program. Dr. Neale said that while greater freedom in selecting courses may be part of future coordination plans, some limits on the program will remain. Aside from the practical concerns of shuttling students between schools, there is an interest in maintaining each school's unique character. Dr. Neale emphasized that coordination is not a form of "creeping coeducation" for the three schools.

Still, he sees many positive benefits from the coordination effort. In addition to being able to offer an expanded curriculum, the program has positively changed the atmosphere of the School. Women, he said, are no longer seen as outsiders on the campus, and Gilman boys are accepting their female classmates as equals.

"I can't imagine what the Upper School would be if it were all-male," he said. "It isn't an accurate reflection of the world and if we sent students to college without this exposure, what would that omission have taught them?"

STUDENT VIEWS ON COORDINATION



In preparation for a one-day faculty workshop on gender issues in the classroom in January, A. J. and Betty Downs met with students from Bryn Mawr, Roland Park, and Gilman and

asked them to write letters to teachers and students about the coordination program. The selected excerpts were read to the faculty during the workshop.

From Girls to Male Teachers

"I wonder if you realize how uncomfortable I felt coming to your class every day. Your comments about football and how 'girls wouldn't understand' always offended me. Your praise of how much better the girls did than the boys drove us further apart. I hated how you referred to us as 'the Bryn Mawr girls' — because we are individuals, not a pack that does everything exactly the same."

"I wonder if you realize how you divide the class by asking, 'Girls, what do you think of this?' or 'Guys, would you stand for this?' It is sometimes fun to argue, but when you constantly pit man against woman, it becomes too personal, and people get defensive and offended."

"I wonder if you realize how nice it was for me to sit in a class where I was in the 'gender minority' and not to feel pressured

to give 'a woman's point of view,' not made to feel stupid if I gave a wrong answer."

Boys to male teachers

"I wonder if you realize that while in class, you favor the girls. I have

noticed that the girls are never derided, while the boys are. The boys are ridiculed about their answers while the girls are encouraged. You can be yourself with the girls in class. They are human, after all."

"Your class is an example of an excellent coordinated class. The balance is about equal, and that makes a difference. You are equal in your discipline for both boys and girls."

"It was a credit to you the way you handled both the girls and the guys in your class. You seemed to show no favoritism toward either sex and you treated us all as equals. We all had the same opportunities to learn, and when we didn't do so well, you allowed all of us a chance to make up the failed work. Thank you."

Girls to Female Teachers

"You helped me to be comfortable in a coordinated environment. Through group projects and active discussions, I was at ease with my situation and enjoyed it. . . . By maintaining order and establishing a strong au-

thoritative stance, you were able to lead the class to be more compassionate towards one another's feelings."

"I wonder if you realize how much the boys dominate in our class. They boss you around and usually get their way. I assume you are somewhat aware that they do wheedle their way around, not taking tests or quizzes on assigned days. You allow them to get away with it even with their flimsy excuses. It hurts to know that even if I work really hard on a project, I will usually receive the same grade or even lower than a boy who throws his project together during class."

"I wonder if you realize that not all girls at [our school] have the same 'feminist' ideas of a woman's role in the world. It hurts me to feel so isolated in my opinions: that it is OK for women to think that a family life is as important as a high-pressure job. Not everyone wants the single yuppie life."

"You have no idea how much I enjoy my class with you. Your emphasis on group discussion and rules about not letting the girls sit with each other have made me really appreciated being a girl in a class of mostly boys."

Boys to Female Teachers

"I wonder if you realize that you favor the girls over the boys? Is this by mistake or is it on purpose? Why do you get angrier at only the boys when the girls do the same thing?"

"You hurt me when you point me out and embarrass me in front of a class which has a majority of girls. I dislike being used as an example of either incredible stu-

pidity or incredible academic superiority as compared to female classmates."

Some letters from Girls to Boys

"Dear Gilman Senior:
Surely you could not be as

"The snide little remarks, the mocking, and the 'I'm a guy, I'm better and smarter' mentality is totally uncalled for. We need to learn to respect females and treat them as individuals."

chauvinistic, aggressive, and self-righteous as you try to convey with your friends in the classroom. When I speak with you individually, socially, you tend to be much more compassionate, kind, respectful. Why do you want to put up such a front in class? Do you feel powerful by showing off in front of your friends?"

"Gilman Senior:

I wonder if you realize how much you have taught me. Although we usually don't agree, I am glad you have exposed me to your perspective. You have taught me a lot, and I am glad we have become friends. Even though you try your hardest to prove that you are really not sensitive, I appreciate that you are willing to listen to me and allow me to be myself."

. . . . And Boys to Girls

"You have no idea how frustrating it is to see all of you monopolize the conversations. There are only a few boys in the class, and it seems as if you are all competing for a participation award. Stop trying to get the last word and let the class make some progress!"

A Boy to another Boy

"As time goes by maybe we all will come to grips with the reality

that girls are just as smart as guys. We need to realize that they work as hard or harder to get the grades they do and deserve no ostracizing from us. The snide little remarks, the mocking, and the 'I'm a guy, I'm better and

smarter' mentality is totally uncalled for. We need to learn to respect females and treat them as individuals. Prove that chivalry is not dead."

Letters from Teachers to Students

(written after

hearing the above)

"I wonder if the students realize that they have the power in a classroom situation to ease the tensions between boys and girls. Students who want to have a more relaxed class can work through the barriers created by seating patterns and which group is speaking up most often."

"I wonder if students realize how hard it is to be a teacher. It was powerful for me to hear your comments, so moving. I was surprised by the anger from the boys, their feeling that they are treated differently, and then the anger on the part of the girls as well. When I'm standing in front of a classroom, or in a circle with all of you, I am very conscious of trying to be fair, trying to encourage the thinking and voices of all. I do my best to hear you, to point you in good directions, to acknowledge your good ideas. All of you. Sometimes teaching is a daunting task. One can't be everything to everyone all the time. After today, though, I will look again at my own performance in the classroom, I will think about each and every one of you, and reflect on whether I can do my job better."

Golf Outing

For the second consecutive year, the Suburban Club was the setting for the 13th alumni golf outing in October.

Eighty golfers met for lunch, 18 holes of golf, and a cocktail reception. Despite a light rain that began during the middle of the afternoon of golf, all of the participants enjoyed the day of competition and camaraderie.

As he has done for the past few years, Charles C. Fenwick, Jr., '66, president and general manager of Valley Motors, Inc., generously provided a car for the hole-in-one contest. This year, golfers vied for a Porsche Cabriolet. Unfortunately, the rain



Low net winner Brown (left) with chairman Stanard T. Klinefelter.

and bad luck kept any golfer from driving home with the top down in a sporty new Porsche.

At the reception following the day's play, J. Tyler Blue, '79 and Edward

W. Brown, Jr., '57 were announced as the low net winners. Low gross winners were Evan J. Krometis, '67 and Thomas R. S. Zouck, '70. Other golfers who received recognition were Alexander S. Kaufman, '85 for longest drive, L. Bruce Matthai, Jr., '75 for closest to the hole, Gilman varsity golf coach Harvey Peterson and Walter Royal III, '73 both tied for closest to the line.

Alumni Banquet

The Sheraton Towson Conference Hotel was the site of the Alumni Banquet in December, the Alumni Association's oldest tradition.



Mr. Baker

This year's featured Banquet speaker was William C. Baker, '72. Mr. Baker is president and chief executive officer of the Chesapeake Bay Foundation, a not-for-profit conservation organization dedicated to preserving, protecting, and restoring the Chesapeake Bay. Mr. Baker emphasized the importance of the Bay's health to the

region, the progress that has been made in its clean-up, and the obstacles to further progress that remain. He challenged the audience to consider the small steps that they could take that, collectively, could make major improvements in the quality of the environment. His remarks seemed to be very well received by his audience of Gilman alumni and faculty.

The Class of 1922 Annual Giving Achievement Award was presented during the evening to David L. deMuth, '80 for the class of 1980's increased participation in Annual Giving for 1989-90 on the occasion of their tenth reunion. Mr. deMuth served as class chairman.

Homecoming



Homecoming 1990 marked the 75th meeting of Gilman and McDonogh in football. Despite dismal November weather that day, hundreds of loyal Greyhound fans turned out in full force to watch Gilman defeat McDonogh 20-8. Before the varsity game, alumni from both schools braved torrential downpours and high winds to play a friendly game of flag football under the leadership of former Gilman head coach Redmond C. S. Finney. Gilman was victorious in this game as

well. A reception was held before the varsity game in the lobby of the Redmond C. S. Finney Athletic Center for past football team captains from both schools and their families. More than 100 former captains — 75 from Gilman — returned to be honored at a special ceremony during half-time celebrating the tradition of sportsmanship that has marked this contest over the years. Each of the former team captains, as well as this year's varsity team members, received commemorative caps marking the occasion.

Alumni-Parent Bull Roast

More than 1,300 alumni, parents, faculty, and friends joined the stampede to the Gilman Bull Roast on Friday, March 1, 1991. Once again, the event featured the popular bull roast fare, games of chance, and a silent auction with more than 130 great items. This year also featured music by two bands that livened up the evening. Approximately \$25,000 was raised by the event and was donated to the School for the Alumni and Parent Associations.



Family and Reunion Day

A day of School-wide activities, planned to appeal to every age and interest, was held on May 11. The day began with the odd-years versus even-years alumni lacrosse game, which was won by the odd year team. The annual Family Day two-miler had more than 150 participants. First place went to David M. Rody, '85.

A team of well-seasoned veterans (alumni) went down to defeat Gilman's varsity team in the traditional baseball match-up. Alumni and parents interested in the arts could enjoy a Lower School play, an art show, and the glee club and band concert.



Reunions 1990

Top left, class of 1940's 50th year reunion (front row, from left) Frazer Dougherty, Ken Gilpin, John Clemmitt. Second row, from left: John Chittenden, Gerard Willse, Julian Chisolm.

Top right, class of 1945's 45th year reunion (front row, from left) Bubby Wharton, Perrin Long, Pinky Hoen. (Second row) Harold Xanders.

Class of 1955's 40th year reunion (front row, from left) Betsy Hess, Valerie Eldridge, Dick Eldridge, Becky Johnson, Pit Johnson, Armand Girard. (Second row, from left) George Hess, Kathy Wilkerson, Albert Wilkerson, Sue Grotz, Art Grotz, Dottie Girard. (Third row, from left) Diane Harvey, Josh Harvey, Marion Compton, Bev Compton, Ray Beurket, Dennis Rawlings.

Reunions Unite with Homecoming '91

Homecoming 1991 on October 12 will inaugurate a new class reunion program. For a number of years, classes have held reunions every five years in conjunction with Family Day. Beginning in 1991 with the classes of 1941, '46, '51, '56, '61, '66, '71, '76, '81, and '86, reunion activities will be scheduled over Homecoming weekend.

A day of activities, including varsity soccer, water polo, and football games, is being planned. Information about the day's activities will be mailed in late summer. If your class is scheduled to have a reunion in 1991, and you are interested in helping to plan an event for your class, contact the Gilman Alumni Office at (301) 323-7178.

Class of 1960's 30th year reunion
(front row, from left) Don Hebb,
Sybil Hebb, Allie Tyler, Ted
Bedford. (Second row, from left)
Alex DeHollan, Elizabeth Winn,
Gretchen Knowles, Ted Knowles.
(Third row, from left) Aurel
DeHollan, Jim Winn, Ken Bourne.



Class of 1965's 25th year reunion.
(First row, from left) David
Winstead, Bill Baker, Peter
Taliaferro, Richard Tilghman.
(Second row, from left) Hamilton
Whitman, Gordon Allen,
Alexander Yearley, George Ward,
McIlvaine Lewis, Charles Kerr,
John Helfrich, Jim Potter,
Delancey Ober. (Third row, from
left) Jud Smith, Neal Harris, Al
Gundry, Stan Klinefelter, Rip
Zink, King Carter, Morton Foster,
Harry Hull, Jay Wilson, Ridgeway
Trimble, Peter Swinehart, Rob
Harwood, Tom Zink, Nelson
Goldberg, George Brown, Jay
Giardina, Steve McDaniel, Steven
Thomas.



Class of 1970's 20th year reunion
(front row, from left) Lucy Zouck,
Stewart Wise, Cora Wise, Allen
Moore, Genie Moore, Toddy
Haciski, Rafael Haciski, Kathleen
Case, Raymond Case, Gail
Quartner, Andrew Quartner.
(Second row, from left) Lynn
Wintriss, Hunter Nesbitt, Doc
Richardson, Tom Zouck, Bruce
Eisenberg, Bob Brown, Sindee
Ernst, Bruce Beehler, Carol
Beehler, Kevin Glover, Becky
Glover. (Third row, from left)
Harry Shaw, John Renneburg,
Amelia Mueller, Bill Mueller, Page
West, Linda West, Frank Sanger,
Ross Dunsheath. (Fourth row,
from left) Frank Meeder, Joyce
Faw, Richard Gumpert, Bob
Siems, Bob Tickner, Elizabeth
Hecht, Julian Hecht, Skip Hebb,
Bob Catlin.





Class of 1975's 15th year reunion (front row, from left) Marla Alhadeff, Andy Kaufman, Jon Pine, Selwyn Ray, John Carpenter. (Second row, from left) Lynn Lacher, Stuart Lacher, Gerry Brewster, Kevin Kamenetz, Joseph Hooper. (Third row, from left) Nick Nicholson, Bill Harwood, Nancy Harwood, Sandy McDonald, Vonna McDonald, Bruce Matthai, Cecily Matthai. (Fourth row, from left) Ben Egerton, Debbie Egerton, Joanne Wingard, Joe Wingard.



Class of 1980's 10th year reunion (kneeling, from left) Victoria West, Mark Licht, John Zentz, Julia Stewart. (First row, from left) Stephon Jackson, Bruce Ann Gillett, Shockey Gillett, Tamara Lohrey, Boog Lohrey, Stacy Danko, Paul Danko. (Second row, from left) Deborah Claussen, Diane Levin, Peggy Daly, Suzanne Weintraub, Daniel Weintraub, Brad Eisenberg, Sarah King, Paul Hazelhurst, Christopher Russo. (Third row, from left) Steve Snyder, Roger Levin, Thomas Brodie, Timothy Codd, Ned Sacktor, Alan Macksey, Brian Lyles, Maura Cochran, Grant Cochran. (Fourth row, from left) Paul Dibos, Dave Mason, Christine Massey, Paul Bierman, Bill Atkins, Mark Hillman, Charlie Kuttner.



Class of 1985's 5th year reunion (front row, from left) Steve Comfort, Sandy Carroll, Bill Logue, Sang Hun Cho, David Cook. (Second row, from left) Bill Stanton, Dave Rody, Rushika Fernandopulle, Tom Washburn, Ray Harris. (Third row, from left) Rick Weinstein, Tom Horst, David Sigman, J. B. Harlan, Dave Levy. (Fourth row, from left) Marc Lasky, Jay Davison, Steve Ciccarone, Walker Jones, Nicholas Schloeder, Ben Keenan.

Varsity Baseball Team Repeats Championship Effort

For the second year in a row, Gilman's varsity baseball team captured the MSA B conference championship by defeating Southern High School in the dramatic third game of a three-game series.

Gilman won the deciding game 2 to 1 after a controversial call ended Southern's hopes for tying the game in the seventh and final inning. The umpire ruled that Southern's players, who crowded the third baseline as the tying run scored, interfered with Gilman pitcher Keith Kormanik's, '91 throw to catcher Lou Dimitri.

In 1990, Gilman defeated Southern 4 to 3 in extra innings of the third game to best Southern High School in the series.

The 1991 victory is the Greyhound's fourth baseball title in the history of the School. Gilman's previous titles were earned in 1990, 1976, and 1904.

Gilman's pitching, led by Keith Kormanik, played a large part in the back-to-back championships.



Tim Elliott, '93 takes a swing during the St. Paul's game. Gilman won, 13 to 0.

He pitched the winning first and third games in the 1990 series and the winning final game in the 1991 series. Keith was named prep ath-

lete of the week by the Baltimore *Sun* and was one of three William Cabell Bruce athletic prize winners at commencement.

Gilman Hockey Returns to the Rink

An ice hockey program was started at Gilman about the same time that lacrosse was introduced. Over the years, student interest in hockey faded away until recently, when the sport was rejuvenated. In 1991, ice hockey returned as a varsity sport at Gilman.

The team played eight league games in its inaugural year at the varsity level, facing Boys' Latin, Calvert Hall, Loyola, Mt. St. Joseph's, and several teams from Columbia and the Washington, D. C. area. The team finished with a 4-3-1 record.

Unlike the hockey team of the 1930s, the present team does not practice on an outdoor rink on Gilman's lower fields. The team divides its practice and playing time between a rink in Mt. Washington and a rink on east Northern Parkway.

Reed Cordish Makes MSA Tennis Titles a Family Tradition

Reed Cordish, '92 completed an undefeated season in singles tennis by winning the MSA AA conference title in a match against McDonogh School. It was the second straight MSA title for Reed. He is the youngest of three brothers who attended Gilman and each of them have

won MSA tennis titles.

Jon, '85 and Blake, '89, both were standout players during their time at Gilman. In 1989, Reed and Blake captured the MSA doubles title, in addition to Blake's singles title that year.

Golf Teams Takes MSA Tournament Again

Gilman's golfers repeated their championship play by defeating Calvert Hall's team for the second consecutive year. The 1990 championship was the first MSA A conference title in the team's history.

Gilman's five-member 1991 team, led by Justin Klein, '92, defeated Calvert Hall 10 to 8 to conclude an undefeated conference season. Justin set an MSA individual record in the tournament by posting a conference-low 218, 14 strokes lower than his nearest competitor. Justin's play made the difference for Gilman in the close match. Justin was named a Baltimore *Sun* prep athlete of the week for his outstanding play.

Coach Harvey Peterson will have most of his team returning next year to attempt a third conference win.

Storms Shorten First Merrick Invitational

The Robert G. Merrick, Jr. Lacrosse Invitational, featuring eight top local and out-of-town teams, got off to a soggy start in its first year. Heavy rain and lightning ended play after the first of the tournament's scheduled four rounds.

The invitational, which honors the memory of long-time Gilman trustee and lacrosse devotee, Robert G. Merrick, Jr., is a pre-season warm-up that brings the best in lacrosse to Gilman. This year, local teams included Boys' Latin, Gilman, Mt. St. Joseph, and Severn. Out-of-town teams included St. Albans, Episcopal High School, Hill School, and St. Mark's. As the invi-

tational was planned, each of the local teams would play each of the out-of-town teams in a round-robin style.

The invitational format was selected to emphasize team play and sportsmanship, rather than competition, according to Gilman varsity lacrosse coach John R. Tucker, Jr. Each year, one local and one out-of-town team will be awarded invitational trophies based on their sportsmanship and team play. Because weather forced the cancellation of three of the tournament's rounds this year, each of the teams' were awarded honors and will have their schools' names inscribed on the permanent trophy.

Gilman Alumni Lacrosse Leadership

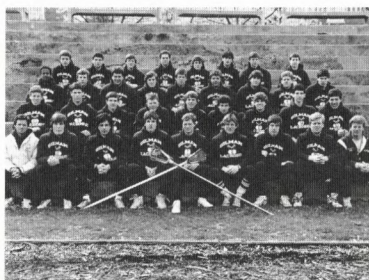
Eight 1987 Gilman graduates were captains or co-captains of their college lacrosse teams this spring. Most of the players were members of the 1987 varsity lacrosse team, which placed third in the MSA A conference with a 7-6 record. Joseph R. Martin, Gilman's Upper School athletic director, coached the 1987 team, and he recalls it as, "a bunch of guys who put the team first, who weren't interested in individual honors, but in going out there and doing their best for Gilman."

Mr. Martin believes that the School's emphasis on sportsmanship and leadership creates an atmosphere that fostered the qualities that made these players captains. He emphasized that college team captains represent more than good players, but often are respected on campus as good citizens.

The players and the teams that they captain are:

Bill Barroll	Denison University
Will Gould	Haverford College
Simon Hamilton	Haverford College
Scott Kurlander	Tufts University
Brooks Matthews	University of North Carolina
Brent Powell	Williams College
Brian Voelker	Johns Hopkins University
Clark Wight	Washington & Lee University

Two members of the class of 1988, Alex Henderickson and George Dritsas, hold tri-captain positions at Franklin and Marshall College.



The 1987 team

Spring 1990 Scores

Varsity Baseball

Gilman (scr.)	15	Aberdeen	7
Gilman	2	Spalding	0
Gilman	7	Loyola	6
Glenelg	9	Gilman	8
Gilman	5	Patterson	2
Gilman	10	Lake Clifton	1
Gilman	7	Edmondson	2
Gilman	19	Boys' Latin	3
Gilman	6	Mervo	1
McDonogh	8	Gilman	7
Gilman	9	Walbrook	3
City	7	Gilman	4
Hopkins JV	11	Gilman	4
Gilman	7	Lutheran	4
Gilman	10	Southern	5
McDonogh	4	Gilman	3
Hopkins JV	12	Gilman	0
Gilman	5	Lake Clifton	0
Gilman	24	Northern	1
Gilman	7	Boys' Latin	4
Edmondson	10	Gilman	6
Gilman	12	Mervo	0
Alumni	11	Gilman	8
Gilman	4	Patterson	2
Gilman	8	Walbrook	0
Gilman	11	Southern	1
Southern	4	Gilman	1
Gilman	4	Southern	3

Final Record: 19 - 9

B Conference Champions

Junior Varsity Baseball

Gilman	9	Spalding	7
Loyola	11	Gilman	6
Glenelg	8	Gilman	1
Gilman	6	Patterson	0
Gilman	11	Lake Clifton	5
Mt. St. Joseph	10	Gilman	9
Edmondson	7	Gilman	6
Mervo	5	Gilman	3
McDonogh	9	Gilman	8
Gilman	7	City	0
Gilman	20	Lutheran	0
Gilman	13	Southern	3
McDonogh	14	Gilman	12
Gilman	13	Lake Clifton	0
Mt. St. Joseph	9	Gilman	8
Gilman	4	Edmondson	3
Gilman	18	Carver	4
Gilman	1	Mervo	0
Gilman	12	Patterson	1
Gilman	16	City	7
Edmondson	9	Gilman	8
Gilman	21	Edmondson	7
Edmondson	14	Gilman	4

Final Record: 13 - 10

Varsity Golf

Dulaney	14	Gilman	7
Gilman	13	John Carroll	5
Calvert Hall	10	Gilman	8
Gilman	11	McDonogh	7
Gilman	10	Mt. St. Joseph	8
Gilman	17	Arch. Curley	1
Loyola	12.5	Gilman	5.5
Gilman	9.5	St. Mary's	8.5
Gilman	13	Severn	5
Gilman	18	St. Mary's	0
Gilman	14	John Carroll	4
Gilman	9	Calvert Hall	9
Gilman	9.5	Loyola	8.5
Gilman	13.5	Calvert Hall	4.5

Final Record: 10 - 3 - 1

A Conference Champions

Varsity Lacrosse

Gilman (scr.)	16	Annapolis	5
Gilman	7	Sachem	6
Gilman	12	Levittown	2
Dulaney (scr.)	10	Gilman	7
Gilman	13	John Carroll	5
Gilman	19	St. George's	2
McDonogh	5	Gilman	3
St. Mary's	12	Gilman	4
Gilman	7	Mt. St. Joseph	5
St. Paul's	10	Gilman	8
Gilman	7	Boys' Latin	4
Gilman	8	Loyola	7
St. Mary's	9	Gilman	3
Severn	11	Gilman	6
Calvert Hall	10	Gilman	9
Gilman	11	Mt. St. Joseph	4
Loyola	9	Gilman	8
Gilman (scr.)	19	Curley	3
Final Record: 10 - 8			

Junior Varsity Lacrosse

Gilman	5	John Carroll	2
Gilman	12	McDonogh	2
St. Mary's	7	Gilman	1
Gilman	7	Mt. St. Joseph	2
St. Paul's	8	Gilman	1
Gilman	7	Boys' Latin	6
Loyola	9	Gilman	2
St. Mary's	5	Gilman	1
Gilman	7	Severn	0
Calvert Hall	5	Gilman	1
Gilman	11	Mt. St. Joseph	1
Loyola	10	Gilman	2
Final Record: 6 - 6			
2nd place B Conference			

Fresh/Soph Lacrosse

Gilman	6	Arch. Curley	5
Loyola	2	Gilman	0
Gilman	8	Friends	1
Gilman	5	Severn	0
Gilman	12	St. Mary's	1
Gilman	5	Mt. St. Joseph	4
Gilman	10	Boys' Latin	1
Gilman	5	St. Paul's	4
Gilman	11	Friends	3
Loyola	6	Gilman	2
Gilman	7	St. Mary's	1
Gilman	4	Calvert Hall	3
Gilman	5	Mt. St. Joseph	1
Gilman	8	Boys' Latin	1
Gilman	10	St. Paul's	7
Gilman	8	Calvert Hall	3
Final Record: 14 - 2			

Varsity Tennis

Gilman	5	Calvert Hall	0
Gilman	5	Mt. St. Joseph	0
Gilman	5	St. Paul's	0
Gilman	5	Loyola	0
McDonogh	5	Gilman	0
Gilman	5	Calvert Hall	0
Gilman	4	Mt. St. Joseph	1
Gilman	5	Loyola	0
Gilman	5	St. Paul's	0
McDonogh	5	Gilman	0
Final Record 8 - 2			

Junior Varsity Tennis

Gilman	4	Beth T'filoh	3
Gilman	8	Mt. St. Joseph	4
McDonogh	5	Gilman	2
Gilman	6	St. Paul's	1
McDonogh	6	Gilman	1
Gilman	7	Mt. St. Joseph	0
Final Record: 4 - 2			

Varsity Track

Gilman	101	Lutheran	25
Gilman Relays: 3rd place			
Curley	78	Gilman	68
Gilman	96	McDonogh	45
Ed Hurt Inv: 72 pts./3rd place			
Gilman	97	Mt. St. Joseph	49
Poly	84	Gilman	62
Gilman	108	Mervo	21
Gilman	122	Loyola	23
Gilman	98	Calvert Hall	35
Final Record: 6 - 2			
3rd - B Conference			
3rd - MSA Championships			

Junior Varsity Track

Gilman	99	Lutheran	34
Gilman	107	Arch. Curley	34
Gilman	90	McDonogh	30
Ed Hurt Inv: 1st place			
Gilman	93	Mt. St. Joseph	53
Gilman	81	Poly	65
Gilman	97	Mervo	10
Gilman	112	Loyola	34
Gilman	114	Calvert Hall	31
Final Record: 8 - 0			

1990 Fall Scores**Varsity Cross Country**

Novice Meet - 1st place			
Gilman	16	McDonogh	47
Calvert Hall	26	Gilman	29
Anne Arundel Invitational - 5th place			
Gilman	17	St. Paul's	46
Loyola	17	Gilman	44
Curley	18	Gilman	43
Mt. St. Joseph	24	Gilman	31
Gilman	18	Poly	45
MSA's - 3rd place			
Final Record: 3 - 4			

Junior Varsity Cross Country

Calvert Hall	23	Gilman	32
McDonogh	21	Gilman	35
Gilman	25	St. Paul's	30
Loyola	16	Gilman	47
Gilman	27	Curley	30
Gilman	25	Mt. St. Joseph	31
MSA's - 4th place			
Final Record: 3 - 3			

Varsity Football

DeMatha	31	Gilman	12
Gilman	26	Loyola	14
Gilman	8	City	6
Poly	22	Gilman	14
Gilman	27	Calvert Hall	0
Gilman	19	Gibbons	6
Gilman	35	Mt. St. Joseph	12
Gilman	39	Forest Park	0
Gilman	20	McDonogh	8
Final Record: 7 - 2			
MSA A Conference co-championship			

Junior Varsity Football

DeMatha	20	Gilman	13
Loyola	12	Gilman	7
Gilman	22	City	0
Gilman	9	Poly	0
Gonzaga	14	Gilman	7
Gilman	13	Calvert Hall	6
Gilman	7	Gibbons	6
Gilman	21	Mt. St. Joseph	0
Gilman	21	Forest Park	0
Gilman	20	McDonogh	0
Final Record: 7 - 3			
Co-Championship			

Fresh/Soph Football

St. John's	28	Gilman	8
Gilman	14	Mt. St. Joseph	6
Gilman	6	Calvert Hall	0
Gilman	20	St. Paul's	14
Gilman	47	Loyola	6
Gilman	8	Mt. St. Joseph	6
Gilman	37	Loyola	6
Final Record: 6 - 1			
Championship			

Varsity Soccer

Gilman	11	Pompeii	1
Boys' Latin	2	Gilman	1
McDonogh	1	Gilman	0
Gilman	2	Gibbons	0
Loyola	2	Gilman	0
Gilman	1	Spalding	1
Severn	1	Gilman	0
St. Paul's	2	Gilman	1
St. Mary's	1	Gilman	0
Gibbons	2	Gilman	1
Loyola	4	Gilman	0
Calvert Hall	4	Gilman	1
Spalding	2	Gilman	1
St. Paul's	5	Gilman	0
Final Record: 2 - 11 - 1			

Junior Varsity Soccer

Gilman	4	Boys' Latin	2
Gilman	3	McDonogh	0
Gilman	1	Loyola	1
Gilman	3	Spalding	1
Gilman	3	Severn	0
Gilman	3	St. Paul's	0
Calvert Hall	6	Gilman	1
Gilman	3	St. Mary's	1
Loyola	2	Gilman	1
Gilman	0	Spalding	0
Gilman	1	St. Paul's	1
Gilman	2	Calvert Hall	2
Gilman	2	St. Mary's	1
Curley	1	Gilman	0
Final Record: 7 - 3 - 4			

Fresh/Soph Soccer

Gilman	2	Loyola	2
Gilman	3	St. Paul's	0
Gilman	2	Glenelg	0
Gilman	5	Friends	0
Mt. St. Joseph	2	Gilman	0
Loyola	3	Gilman	1
Gilman	3	McDonogh	0
Gilman	4	St. Paul's	1
Gilman	4	McDonogh	0
Mt. St. Joseph	4	Gilman	0
Gilman	5	Friends	0
Loyola	1	Gilman	0
Final Record: 7 - 4 - 1			

Varsity Water Polo

Gilman	18	Calvert Hall	2
Gilman	15	McDonogh	5
Hill School	15	Gilman	10
Gilman	13	Germantown	10
Gilman	20	Cathedral Prep	5
Terrier	17	Gilman	6
Greenwich "B"	6	Gilman	4
Wilson	13	Gilman	5
Gilman	18	McDonogh	9
Gilman	19	Lawrenceville	18
Gilman	28	Greenwich "A"	2
Gilman	11	Germantown	9
Gilman	10	Hill	9
Final Record: 9 - 4			

Junior Varsity Water Polo

Gilman	17	Calvert Hall	2
Gilman	17	McDonogh	5
Gilman	9	Hill	5
Gilman	13	McDonogh	
Gilman	17	Annapolis "B"	2
Annapolis W.	12	Gilman	9
Gilman	15	McDonogh	2
Final Record: 6 - 1			

Winter 1990 - 91 Scores**Varsity Basketball**

Gilman	78	Bishop Ireton	75
Gibbons	100	Gilman	59
Lake Clifton	97	Gilman	55
Gilman	74	Mt. Carmel	35
Gilman	69	St. Paul's	42
Gilman	64	St. Andrew's	57
Oakland Mills	88	Gilman	62
St. John's	102	Gilman	55
Walbrook	64	Gilman	56
Gilman	59	Park	55
Haverford	70	Gilman	49
Gilman	65	John Carroll	55
Gilman	72	City	71
Gilman	79	St. Mary's	65
Gilman	82	McDonogh	64
Gilman	54	Douglass	46
Gilman	61	Edmondson	56
Carver	64	Gilman	60
Douglass	74	Gilman	62
Gilman	83	John Carroll	76
Gilman	69	St. Mary's	52
City	61	Gilman	57
McDonogh	62	Gilman	61
Edmondson	89	Gilman	74
Carver	73	Gilman	72
Gilman	69	Severn	65
Gilman	66	Boys' Latin	44
Gilman	71	McDonogh	61
Final Record: 16 - 12			

Junior Varsity Basketball

All Stars	78	Gilman	24
Lake Clifton	86	Gilman	40
Gilman	47	Boys' Latin	36
Gilman	39	St. Paul's	38
Oakland Mills	68	Gilman	52
St. John's	74	Gilman	48
Walbrook	59	Gilman	49
John Carroll	47	Gilman	40
Gilman	51	City	46
Gilman	50	St. Mary's	24
Gilman	54	McDonogh	52
Gilman	62	Dougllass	55
Edmondson	67	Gilman	52
Carver	53	Gilman	26
Dougllass	63	Gilman	56
John Carroll	50	Gilman	40
Gilman	53	St. Mary's	43
City	78	Gilman	51
Gilman	41	McDonogh	38
Edmondson	98	Gilman	48
Carver	65	Gilman	39

Final Record: 8 - 13

Fresh/Soph Basketball

Gilman	43	Curley	23
Gibbons	48	Gilman	23
Gilman	26	St. Paul's	22
St. Francis	66	Gilman	19
Gilman	54	Curley	14
Loyola	36	Gilman	34
Loyola	46	Gilman	34
Calvert Hall	43	Gilman	42
Mt. St. Joseph	48	Gilman	44
McDonogh	39	Gilman	36
Gilman	50	St. Paul's	40
Gilman	40	John Carroll	37
Gibbons	74	Gilman	40
Gilman	47	McDonogh	43
Gilman	43	Calvert Hall	32
Mt. St. Joseph	47	Gilman	31
Gilman	55	John Carroll	54

Final Record: 8 - 9

Varsity Hockey

Gilman	4	Atholoton	4
Centennial	10	Gilman	8
Boys' Latin	7	Gilman	4
Howard	4	Gilman	2
Gilman	8	Mt. St. Joseph	1
Gilman	9	Hammond	4
Gilman	5	Calvert Hall	1
Gilman	5	Wilde Lake	0

Final Record: 4 - 3 - 1

Varsity Swimming

Gilman	104	Salesianum	72
Gilman	121	Woodb'ry For	65
Gilman	96	Mt. St. Joseph	82
Gilman	116	Severn	61
Calvert Hall	111	Gilman	69
Loyola	102	Gilman	84
Gilman	93	City	67
Calvert Hall	105	Gilman	75
Gilman	74	Poly	19
Loyola	92	Gilman	91
Gilman	73	McDonogh	20

MSA's: 3rd place - 307

Final Record: 7 - 4

Junior Varsity Swimming

Gilman	110	Salesianum	68
Gilman	95	Mt. St. Joseph	68
Gilman	115	Severn	69
Calvert Hall	111	Gilman	74
Gilman	102	Loyola	80
Calvert Hall	109	Gilman	74
Gilman	65	Poly	25
Gilman	113	Loyola	67
Gilman	71	McDonogh	15

Final Record: 7 - 2

Varsity Wrestling

Gilman	52	St. Paul's	5
Northeast Tourney:	2nd place		
Old Mill	38	Gilman	24
Gilman	34	Bullis Prep	24
Gilman	53	Boys' Latin	5
St. Stephen's Tourney:	4th place (tie)		
Gilman	50	Arundel	6
Gilman	62	Poly	3
Gilman	52	John Carroll	13
Gilman	38	Loyola	17
Gilman	36	Aberdeen	20
St. Mark's	57	Gilman	0
Gilman	35	Blair	32
Gilman	54	Calvert Hall	15
Gilman	40	McDonogh	21
Mt. St. Joseph	35	Gilman	17
Gilman	51	Curley	18

MSA Tournament: 2nd place

Nationals: 9th place

Final Record: 12 - 3

Junior Varsity Wrestling

Gilman	65	St. Paul's	6
Bel Air Tourney:	4th place		
Gilman	35	Old Mill	35
Gilman	39	Arundel	25
Poly	39	Gilman	24
Gilman	78	John Carroll	0
Gilman	74	Bel Air	0
Gilman	63	Loyola	6
Gilman	64	McDonogh	0
Gilman	64	Arch. Curley	6
Gilman	57	Aberdeen	9
Gilman	49	Mt. St. Joseph	18

Final Record: 10 - 1 - 1

Spring 1991 Scores

Varsity Baseball

Gilman	3	Glenelg	2
Gilman	8	Overlea	1
Gilman	5	Spalding	4
Curley	10	Gilman	9
Gilman	5	McDonogh	2
Gilman	14	Loyola	7
Gilman	19	Walbrook	0
Gilman	26	Carver	2
Gilman	14	St. Paul's	6
Gilman	16	Lutheran	4
Gilman	5	Patterson	0
Southern	6	Gilman	2
Mervo	1	Gilman	0
Gilman	14	City	4
Gilman	8	Edmondson	3
Gilman	10	Northern	0
Gilman	11	Lake Clifton	1
Gilman	8	Walbrook	2
Gilman	3	Alumni	2
Gilman	7	Carver	0
Gilman	13	St. Paul's	0
Gilman	14	Lutheran	5

Gilman	12	Patterson	11
Gilman	8	Mervo	0
Southern	9	Gilman	4
Gilman	2	Southern	1

Final Record: 22 - 4

B Conference Champions

Junior Varsity Baseball

Spalding	6	Gilman	3
Curley	15	Gilman	8
Gilman	9	McDonogh	6
Loyola	7	Gilman	1
Gilman	7	Patterson	7
Gilman	7	Lutheran	4
Gilman	18	Patterson	8
Mervo	7	Gilman	2
City	3	Gilman	1
Gilman	16	Edmondson	3
Gilman	33	Northern	0
Gilman	13	Lake Clifton	3
Gilman	16	Southern	3
Gilman	3	Lutheran	2
Gilman	10	St. Paul's (var.)	9
Gilman	12	Patterson	6
Gilman	9	Mervo	1
Gilman	7	Patterson	1
Patterson	16	Gilman	13
Gilman	11	Patterson	5

Final Record: 13 - 6 - 1

B Conference Champions

Varsity Golf

Dulaney	14.5	Gilman	3.5
British Swifts	23	Gilman	1
Gilman	11.5	McDonogh	6.5
Gilman	12	Severn	6
Gilman	14	John Carroll	4
Gilman	14	McDonogh	4
Gilman	14.5	St. Mary's	3.5
Gilman	14.5	Severn	3.5
Gilman	14.5	John Carroll	3.5
Gilman	10	Loyola	8
Gilman	10	Calvert Hall	8

Final Record: 9 - 2

A Conference Champions

Varsity Lacrosse

Gilman	6	Worthington	4
Gilman	13	Germantown	3
Gilman	8	McDonogh	4
St. Mary's	10	Gilman	4
Loyola	9	Gilman	4
Gilman	7	Mt. St. Joseph	4
Gilman	6	St. Paul's	5
Boys' Latin	9	Gilman	2
St. Mary's	9	Gilman	1
Loyola	7	Gilman	5
Severn	10	Gilman	8
Calvert Hall	5	Gilman	3
Gilman	2	Mt. St. Joseph	1

Final Record: 6 - 7

Junior Varsity Lacrosse

Gilman	9	Worthington	2
Gilman	15	McDonogh	2
Loyola	8	Gilman	4
St. Mary's	6	Gilman	5
Gilman	9	Mt. St. Joseph	2
St. Paul's	8	Gilman	4
Boys' Latin	6	Gilman	5
Gilman	7	St. Mary's	5
Loyola	5	Gilman	4
Gilman	12	Severn	3
Gilman	10	Calvert Hall	7
Gilman	12	Mt. St. Joseph	6

Final Record: 7 - 5

Fresh/Soph Lacrosse

Gilman	9	Curley (JV)	0
Loyola	8	Gilman	4
Gilman	8	Severn	4
Gilman	5	St. Mary's	1
Gilman	5	Mt. St. Joe	0
Gilman	5	St. Paul's	4
Gilman	5	Park (JV)	5
Gilman	6	Calvert Hall	5
Loyola	7	Gilman	2
Gilman	4	Boys' Latin	1
Gilman	7	Severn	5
Gilman	6	Mt. St. Joseph	5
Gilman	5	Boys' Latin	4
Gilman	6	St. Paul's	4
Gilman	7	Calvert Hall	1

Final Record: 12 - 2 - 1

Varsity Tennis

Gilman	5	Calvert Hall	0
Gilman	5	St. Paul's	0
Gilman	5	Mt. St. Joseph	0
Gilman	5	Loyola	0
Gilman	4	McDonogh	2
Gilman	5	Calvert Hall	0
Gilman	5	St. Paul's	0
Gilman	5	Mt. St. Joseph	0
Gilman	5	Loyola	0
Gilman	4	McDonogh	3

Final Record: 10 - 0

AA Conference Champions

Junior Varsity Tennis

Gilman	4	Calvert Hall	2
Gilman	7	Loyola	0
McDonogh	7	Gilman	0
Gilman	4	Calvert Hall	1
Gilman	7	St. Paul's	1
Gilman	6	St. Paul's	1
Gilman	5	Loyola	0

Final Record: 6 - 1

Varsity Track

Gilman Relays:	2nd place		
Gilman	78	McDonogh	64
Gilman	100	Calvert Hall	37
Gilman	73	Curley	73
Mt. St. Joseph	73	Gilman	69
Poly	101	Gilman	43
Gilman	89	Mervo	53
Loyola	77	Gilman	65
MSA's:	Gilman	82	

Final Record: 3 - 3 - 1

Junior Varsity Track

Gilman	73	McDonogh	64
Gilman	88	Calvert Hall	56
Gilman	119	Curley	37
Mt. St. Joseph	83	Gilman	63
Poly	81	Gilman	65
Gilman	80	Mervo	57
Gilman	90	Loyola	56

MSA's: Gilman 52

Final Record: 5 - 2

In Memoriam

Alumni

William D. Dickey, '15
 Francis H. Jencks, '20
 John B. Miles, '20
 Robert Sloan, '22
 Ernest E. Walton, '23
 Richard R. Jackson, '24
 J. Rieman McIntosh, '24
 John M. Walker, '24
 Webb Cromwell, '25
 Frank H. Johnson, '26
 Herbert R. Preston, '26
 James F. Turner, Jr., '26
 John D. Lewis, '27
 Charles J. Lipscomb, '27
 John R. Wheeler, '28
 G. Corner Fenhagen, Jr., '30
 Roger B. Hopkins, Jr., '30
 John Ridgely III, '31
 Wilmon W. Hartman, '32
 Donald B. Creecy, Jr., '33
 James W. Gunn, '35
 Henry B. Thomas III, '36
 Fendall M. Claggett, '37
 Julian Simmons, '37
 John W. T. Webb, '37
 Col. Robert Zeugner, '39
 George P. Raleigh, '41
 Edward R. Stettinius, '43
 Charles S. Garland, Jr., '45
 John J. Kunkowski, '45
 Robert G. Merrick, Jr., '50
 H. Fairfield Butt IV, '53
 Howard F. Laws, '54
 John S. Kyle, Jr., '57
 Clarence H. Schildhauer, Jr., '57
 John R. Spragins, '68
 Lawrason Riggs III, '82

Student

Alexander W. Semel, '92

Remembering Robert G. Merrick, Jr., '50

Editor's Note: Gilman School lost a valued leader in September with the passing of Robert G. Merrick, Jr., '50. During his 20 years as a member of the School's Board of Trustees, Mr. Merrick provided important leadership and guidance, especially in overseeing the School's endowment from 1968 to 1982 as it grew from less than \$1 million to more than \$7 million.

Mr. Merrick began his service on the Board in 1966, and he held numerous posts during his tenure. He chaired Annual Giving 1967-68, was a member of the Long Range Planning Committee in 1968, served as secretary of the Board from 1969 to 1973, was a member of the Financial Development Committee from 1971 to 1986, was a member of the Executive Committee from 1970 to 1985, and was co-chairman of the Major Gifts Division for the Building Character capital campaign. He went off the board in 1986, but he continued to maintain a strong interest in the School, especially in its recent effort to renovate and expand its athletic center. He was president of the Robert G. and



Mr. Merrick

Anne M. Merrick Foundation, which, along with the Jacob and Annita France Foundation, provided \$1 million toward the athletic center project — a sum which proved to be the cornerstone of the fund-raising efforts. One of Mr. Merrick's last visits to Gilman was for the dedication of the Redmond C. S. Finney Athletic Center on February 14, 1990.

Mr. Merrick not only devoted substantial time and resources to Gilman, he was involved in a variety of other civic activities, including serving on the boards at Bryn Mawr School, Union Memorial Hospital, Good Samaritan Hospital, Loyola College, and the Maryland Institute of Art.

Mr. Merrick is survived by his wife, Ann, a daughter, Jean Maddux, two sons, Robert G. Merrick III, '77, and Francis T. Merrick, '80, and his sister, Anne M. Pinkard. To recognize his lasting commitment to the School and his love of lacrosse, Gilman has named its spring lacrosse invitational the Robert G. Merrick, Jr. Lacrosse Invitational.

By H. Furlong Baldwin, '50

Bob Merrick made things happen. Generous with his time, generous with his energy, and generous with his resources were all characteristics of his. A special few others have these characteristics, but rarely do these people also have the vision to go with the other factors.

He was usually way out in front. He had an ability to grasp a concept, establish parameters, test it to see if it did what it was supposed to do (a test not always made by others!) and then he would assume the leadership for implementation.

He was blessed with extraordi-

nary efficiency — which partially accounts for his ability to cover a wide range of activities at any given time. He would telephone and say, "I need to talk with you — I only need 4 1/2 minutes." With my affirmative response, I would ask when he wanted to meet. Invariably, he would respond, "If you will see me now, I can be in your office in 5 1/2 minutes." And, he ran on schedule!

His interests were legend - Gilman, Yale, community, church, and sports — but always they revolved around the people responsible for these activities. A marvelous lis-

tener, he complemented that ability by being a quick study. His habits did not include a large pile of things that could wait until tomorrow!

His never ending interest was his children — and my children, and your children. Often you would ask him to join you in something and his answer would be, "I would like to, but I told the kids I would . . ." All day football and softball games in his yard with Bob as the only adult, both supervisor and participant, were common. He was a familiar sight with his antique fire engine that he drove to birthday parties and other gatherings to entertain the children. His idea of a Saturday afternoon cocktail party was Cokes for 15 kids after at least four hours of touch-football.

Young people were his real love. Their priorities were his priorities. Thus, not surprisingly, many of the institutions he so ably served as advocate involved the young.

On the personal side, he was a character in the nicest sense. Always amusing, he would lapse into great seriousness about a project — be it earthshaking or minute. Some of his least world-scale undertakings might even have been pursued to extremes.

He annually orchestrated the now-legendary New Year's Day diet. Its objective, the loss of weight, its motivation, a significant wager amongst its participants. Bob was not opposed to making a "small" wager from time to time just to put a little zest into things — sports, elections, whatever. A relatively recent, most welcomed Kentucky influence in his life even got him into the thoroughbred business! (Excuse me, senior Mr. Merrick, you never thought it would come to this.)

Bob's father was the most disciplined man many of us have ever known. Bob inherited much of this — the efficiency, the economic use of time, the do it now — but he also was warmly human, with all human frailties, and when these disciplines failed temporarily, he

amused!

We went on to be opponents in college and finally, back together at Mt. Washington. Bob was as good a one-on-one defenseman as you could ask for. He came into his own against Navy in the late 1950s. They were the dominant team in

those years, spearheaded by a super All-American attackman. Bob shut him out in back-to-back years. I can see the Middle, shaking his head and trying to explain to the Navy coach how this tall, thin, and slow defenseman was eating his lunch (I can accuse Bob of being slow, because I was as slow as he was — and it was true!)

Bob had

many successes in lacrosse. Championship teams, All-Star games, personal recognition at each step in his career. He had two frustrations: Never beating Princeton in four years, (Do not think Jack and I did not love that) and not being allowed to play extra-man defense at Mt. Washington.

Our defense coach there was Leo Mueller — a great defenseman in his own right. Leo was a man of firm beliefs — and reluctant to change. It was he who decided Bob was the one to play the hot-shot attackman on each of the strong opponents we faced. But Leo got it in his mind that Bob could not play extra-man defense. After Bob's first year, when he did not play extra-man, he looked forward to each new season with renewed hope. Each spring he would take his case to Leo, and each year Leo would say, "Merrick — we ain't in that bad shape yet!" We never did know if he could.



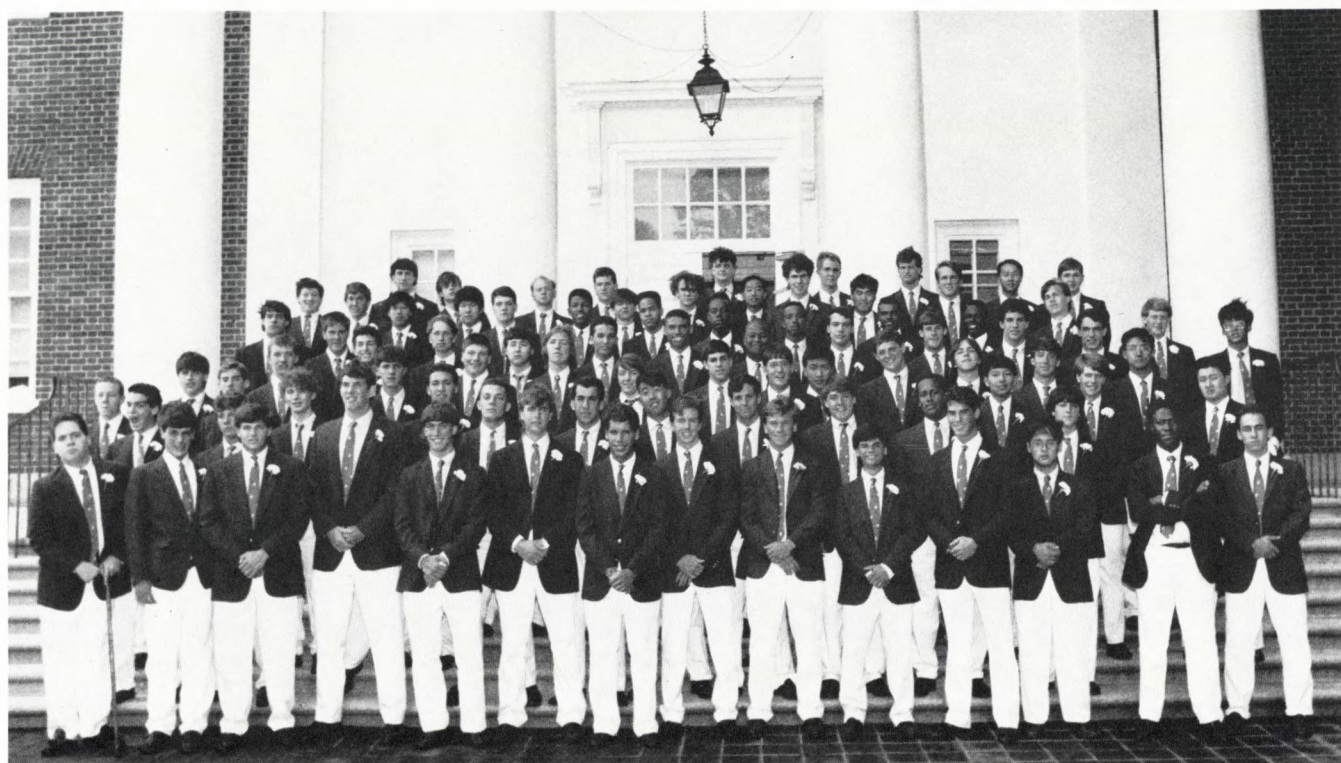
The Merrick family at the awards presentation for the first Robert G. Merrick, Jr. Lacrosse Invitational. From left: Thomas Maddux, Jeannie M. Maddux, Francis T. Merrick, '80, Ann Merrick, Tricia Merrick, Anne M. Pinkard, Robert G. Merrick III, '77.

"broke bad," but then, the genes would take charge once again and the disciplines returned.

I personally had the privilege of sharing many stages of Bob's life with him — school through Gilman, the Marine Corps, a career in Baltimore financial institutions, and children the same ages. But his great love, the thread that bound us most firmly together through all of this, was lacrosse.

In spring 1950, we were playing St. Paul's, on their old field on Rodgers Avenue, for the MSA divisional championship. The game was rated a toss-up at best or slanted with a slight edge to St. Paul's. Late in the fourth quarter, after we had been fortunate enough to hold down a highly touted attack, we had turned them back once again and cleared the ball. Bob looked over to Jack Bergland, '50 and me, his hand covered his mouth with an exaggerated yawn, and said, "I have never understood all the excitement about these St. Paul's games." The opposing attackmen were not

Class of 1990



Abbott, C. Colby College
Abrams, J. University of Pennsylvania
Andersen, C. Wittenberg University
Anson, T. Kenyon College
Bang, M. University of Miami
Barker, C. Bucknell University
Battle, C. Syracuse University
Berger, D. Cornell University
Bond, B. Washington University
Brennan, M. Tulane University
Brown, J. University of North Carolina
Busky, J. Yale University
Cha, H. University of Rochester
Chan, K. University of Miami
Chang, R. Harvard University
Chen, B. Brown University
Cho, E. Bowdoin College
Clark, C. Boston College
Cohen, A. University of Pennsylvania
Collins, J. Dickinson College
Dates, C. Georgetown University
Dausch, A. University of Virginia
David, E. University of North Carolina
Davis, E. Randolph-Macon College
del Sordo, E. Randolph-Macon College
Ewing, E. Denison University
Ezrine, T. Washington & Lee University
Fenselau, T. Trinity University
Frederick, R. University of Virginia

Friedman, G. Washington University
Garfinkel, B. Emory University
Gordon, C. University of Virginia
Griffith, G. Yale University
Guyton, N. Rice University
Guyton, W. Rice University
Holloway, D. University of Virginia
Hooker, D. College of Wooster
Horwitz, M. Drexel University
Hsiao, A. Brown University
Jeffries, E. Johns Hopkins University
Johnston, P. Bowdoin College
Jordon, R. Washington & Lee University
Judson, N. Columbia University
Kaufman, D. Washington & Lee University
Knowles, S. Davidson College
Langenthal, D. Choate Rosemary Hall
Lekas, P. Denison University
Lentz, M. Princeton University
Liebeskind, A. Williams College
Linaweaver, S. University of Virginia
Lohr, W. Occidental College
Malaisrie, S. Williams College
Manson, T. Randolph-Macon College
McBean, D. University of Pennsylvania
Meredith, J. Kenyon College
Moore, K. Ripon College
Nethercott, M. Johns Hopkins University
Niemeyer, P. Kenyon College

Offutt, P. Duke University
O'Neil, T. Georgetown University
Parks, M. University of Maryland
Pearson, F. Tulane University
Queen, A. Northwestern University
Reynolds, A. James Madison University
Rippin, R. Johns Hopkins University
Romagnoli, N. Johns Hopkins University
Rybock, J. University of Michigan
Saccone, S. Johns Hopkins University
Schapiro, J. St. Lawrence University
Schwartz, M. Lehigh University
Seiguer, S. Columbia University
Setlogelo, I. Princeton University
Shavers, J. Syracuse University
Shaw, J. University of Pennsylvania
Smith, A. U. S. Naval Academy
Smith, N. Southern Methodist University
Song, J. Colgate University
Sorensen, A. Bowdoin College
Starr, S. Johns Hopkins University
Sun, S. Princeton University
Synn, E. Trinity College
Tadder, T. College of William & Mary
Walkins, A. University of Maryland/B. C.
Yoon, J. University of Maryland
Zink, D. Washington & Lee University

Johns Hopkins University
 University of Virginia
 University of Pennsylvania
 Washington & Lee University
 Bowdoin College

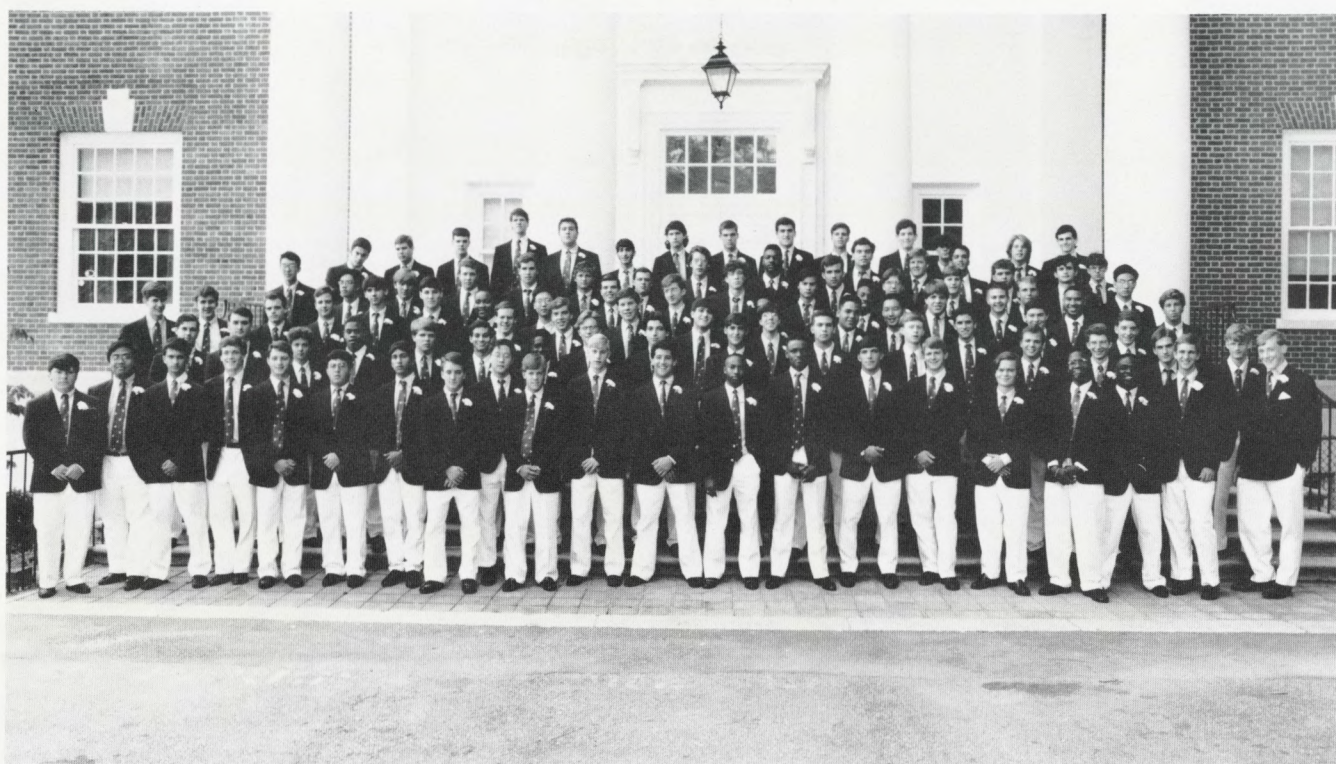
6 Kenyon College
 5 Princeton University
 4 Randolph-Macon College
 4 Brown University
 3 Columbia University

3 Denison University
 3 Georgetown University
 3 University of Maryland
 2 University of Miami
 2 University of North Carolina
 Rice University

2 Syracuse University
 2 Tulane University
 2 Washington University
 2 Williams College
 2 Yale University
 2 All other colleges (each)

2
2
2
2
2
1

Class of 1991



Ackerman, K.	Yale University	Harlan, L.	University of Massachusetts	Riggs, M.	Kenyon College
Agrawal, A.	Vanderbilt University	Heroy, D.	Colgate University	Rothmund, K.	Gettysburg College
Alessi, M.	Washington & Lee University	Horwitz, M.	Brown University	Schermerhorn, M.	Salisbury State College
Barberis, S.	Dickinson College	Hurt, S.	Lake Forest College	Schline, D.	University of North Carolina
Berger, J.	Dartmouth College	Ipakchi, R.	University of Virginia	Scott, T.	Washington & Lee University
Brand, D.	Dickinson College	Jenkins, J.	University of Virginia	Shaffer, R.	Wake Forest University
Brown, D.	Randolph-Macon College	Julius, A.	University of Michigan	Sharkey, J.	Georgetown University
Brueckner, R.	University of San Diego	Katz, L.	Fordham University	Shaw, A.	Williams College
Buppert, H.	Cornell University	Kim, G.	University of Miami	Sheldon, C.	Randolph-Macon College
Burns, G.	James Madison University	Kim, R.	Harvard University	Sieg, J.	Pomona College
Chen, S.	Harvard University	Kormanik, K.	Boston College	Smulyan, J.	Choate-Rosemary Hall
Clark, F.	University of Miami	Korn, M.	Georgetown University	Spahn, J.	Washington & Lee University
Cohen, A.	University of Pennsylvania	Kwon, S.	Virginia Polytechnic Inst.	Spencer, M.	University of Maryland
Corckran, A.	Tulane University	Lee, J.	Emory University	Stanley, A.	Randolph-Macon College
Cox, J.	Georgia Tech.	Lekin, T.	University of Vermont	Stokes, S.	University of Pennsylvania
Coyle, A.	University of Pennsylvania	Levin, G.	Hampden-Sydney College	Sunderland, A.	University of Miami
Daneker, P.	Princeton University	Lewis, W.	Wesleyan University	Tabbs, T.	James Madison University
Davis, H.	Yale University	Liebmann, F.	Franklin & Marshall College	Thomas, J.	Washington College
Davison, E.	Hobart College	Lohr, F.	Pomona College	Thompson, D.	Dartmouth College
Deise, E.	Swarthmore College	Macon, C.	Hobart College	Thut, A.	Dartmouth College
Demeule, S.	West Point	Manley, S.	University of Maryland	Trusty, E.	University of Virginia
Dimitri, L.	Bucknell University	Marty, J.	University of Virginia	Tyler, A.	Southern Methodist University
Duncan, A.	Montana State University	McIntyre, T.	Vanderbilt University	Tyler, J.	University of North Carolina
Edwards, J.	Stanford University	McMillin, C.	Hobart College	Varner, D.	St. Mary's College of Maryland
Evans, T.	University of Maryland	Miller, J.	Princeton University	Weinfeld, M.	Washington & Lee University
Ferrell, H.	Yale University	Neer, C.	Washington University	Wilke, B.	Duke University
Fishman, J.	Williams College	Oh, C.	University of Maryland	Wilkes, S.	James Madison University
Garrett, S.	Dartmouth College	Padousis, J.	Vanderbilt University	Wilkins, T.	Haverford College
Ghiladi, R.	Haverford College	Papa, R.	Southern Methodist University	Williams, T.	Denison University
Gilner, D.	University of North Carolina	Penn, M.	Western Maryland College	Woo, H.	University of Chicago
Girdhar, R.	University of Maryland	Peters, B.	Stanford University	Wright, A.	University of Vermont
Glynn, T.	Colorado College	Pfaff, J.	Denison University	Young, C.	Williams College
Gonzales, W.	University of Vermont	Randall, W.	Princeton University	Young, D.	Princeton University
Gotsch, J.	Boston University	Ransdell, J.	Franklin & Marshall College	Zivkovich, T.	University of the South
Haerian, H.	University of Chicago	Renner, W.	Massachusetts Inst. Tech.		

University of Maryland	5	University of Miami	3	Yale University	3	Haverford College	2
Dartmouth College	4	University of North Carolina	3	Denison University	2	Pomona College	2
Princeton University	4	University of Pennsylvania	3	University of Chicago	2	Southern Methodist University	2
University of Virginia	4	Randolph-Macon College	3	Dickinson College	2	Stanford University	2
Washington & Lee University	4	Vanderbilt University	3	Franklin & Marshall College	2	All other colleges (each)	1
Hobart College	3	University of Vermont	3	Georgetown University	2		
James Madison University	3	Williams College	3	Harvard University	2		

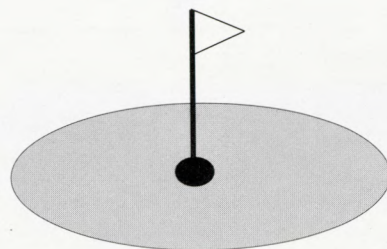
Plan to Attend a Fall Alumni Event!

Plan now to attend an alumni event this fall. A variety of activities are planned for every interest. Further details about each of these events will be mailed to

alumni in the fall. If you have questions, you may call the Gilman Alumni Office at (301) 323-7178 for additional information.

Golf Outing *Friday, October 11*

The annual Golf Outing is being held in conjunction with Homecoming weekend this year to give reunion year alumni the opportunity to play. Join other alumni for an afternoon of golf and fun. Prizes will be awarded to participants in a number of categories, and there may be an opportunity for a hole-in-one golfer to win a new car.



Homecoming *Saturday, October 12*

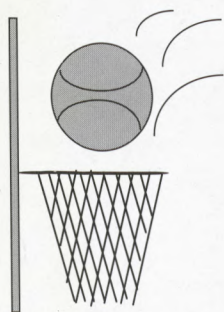
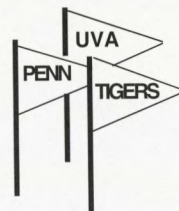
Homecoming is the highlight of the fall 1991 alumni calendar. Alumni whose class years end in 1 or 6 will have a reunion activity this weekend. A variety of activities are being planned for the day, including a varsity soccer game, an alumni flag football game, and a varsity football game. There will also be several seminars offered by Gilman faculty on a variety of topics. Later that afternoon, reunion alumni and their guests are invited to a reception hosted by Headmaster Redmond C. S. Finney. That evening, reunion classes will have individual events at various locations.

Alumni Banquet *Tuesday, November 19*

The Alumni Banquet each year features a speaker of special interest to alumni. This year's banquet is no exception — Headmaster Redmond C. S. Finney will speak at the annual gathering. In addition to his remarks, several alumni awards will be presented.

Young Alumni Holiday Luncheon *Monday, December 23*

College-age alumni home for winter break will have an opportunity to meet one another during the annual Young Alumni Holiday Luncheon on December 23. Alumni in the classes of 1988-91 are invited to this event, as well as the senior class and members of the faculty. This popular event also includes an alumni basketball game.



Greyhounds Basketball Tournament *December 27-28*

Watch Gilman varsity basketball in action and play other alumni as well during the second annual Greyhounds basketball tournament. Gilman's varsity will play other area independent schools in the holiday tournament. Alumni will have an opportunity to test their skills in their own tournament as well.

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Address correction requested

Upcoming Events

October 11
Alumni Golf Outing

October 12
Homecoming

November 19
Alumni Banquet