



Finney to head Upper School

by Joel Getz

Along with Mr. Timothy Callard's departure to the Hotchkiss School on June 24, there has been a major administrative reorganization in Gilman's Upper School.

Mr. Redmond Finney will remain in his position as Headmaster and take over Mr. Callard's position as Head of the Upper School. Mr. M. Mercer Neale will hold the position of Academic Dean; he will be in charge of organizing all Upper School academic programming. Mr. Neale will continue as Director of Studies and will teach in the History Department. In addition, he will be co-chairman of the Upper School Executive Committee, "which will meet monthly for the purpose of discussing and making decisions regarding questions pertaining to curriculum, academic requirements, and overall program." Each semester, the committee will choose a Department Head to be the other co-chairman.

Taking Mr. Neale's place as Director of Admissions for the Upper and Middle Schools will be Mr. William M. Miller, who has been serving as



John Schmick contemplates future punishments.

Assistant Director of Admissions for the Middle School. Mr. Miller will continue his long career as a Middle School faculty member. Mr. Leith Herrman will now serve as the Assistant Middle School Admissions Officer.

Mr. John E. Schmick will be in charge of all Upper School discipline. Mr. Schmick will also be faculty advisor to the newly-devised Prefect System, and be in charge of the



Mercer Neale, Gilman's new Academic Dean, can now be found in Mr. Callard's former office.

Judiciary Committee. Along with Mr. Gamper, he will serve as faculty adviser to the Student Council. Mr. Gamper will also be in charge of extra-mural activities.

All of the administrators included have worked hard this summer to insure that the transition between the old and new systems is efficient and smooth. Gilman is confident that the system will more than adequately serve the student.

21 seniors named Prefects

by Michael Sarbanes

For years, a constant criticism of seniors by the administration and faculty has been that they neither exercise enough leadership nor set an example for underclassmen. In return, students criticize their critics for not granting them significant responsibilities and powers in the structure of the school. The students are called apathetic and they in turn claim that they are cut off from any effective action.

Both criticisms may well be silenced by the new prefect system. Twenty-one Seniors: the six elected class officers, and fifteen others will be the first prefects of Gilman's history.

Though new to Gilman, the prefect system is by no means a recent development in the world of high schools. Among others, Eton (where Mr. Woodward sojourned for a year) and St. Edwards (the English end of the Hardie Exchange) have used the system for hundreds of years. As the Gilman outline for a prefect system states, the tradition in these and other prestigious schools has been to choose "students with great personal strengths...through a careful selection process" and to give these students "responsibilities which represent significant services to the school community."

Prefects will take over many everyday duties previously assigned to teachers. They will supervise study halls, monitor conduct in the library, oversee the cafeteria and Common Room, assist the Work Force Committee, and set an example at student gatherings.

Since the school life of every student will be affected in some way by the system, the selection process is of concern to everyone. This year's pre-

fects were chosen in a three-tier process. First, each member of the senior class was asked to submit between 10 and 20 nominations. Then, the faculty was asked to do likewise. These votes were tabulated, and nominees were ranked in terms of the number of votes received. All class officers are prefects *ex officio*, and all those nominated in the class elections are automatically assumed to be willing to serve as a prefect. The final and most important part of the process is a meeting held after the senior class elections, including the newly elected senior officers and the newly elected sophomore and junior presidents. Also present are the 6th form faculty chairman (Mr. Tickner), the 5th form faculty chairman (Mr. Woodward), the Deans of Students (Mr. Gamper, Mr. Schmick) and the Head of the Upper School. In this meeting, 10 to 20 seniors are chosen to be prefects. At a later date, one prefect will be chosen as coordinator for the entire group. Prefects who are "negligent in their duties or otherwise fail to take seriously their special responsibilities be asked to resign from their position as Prefect."

While the most tangible effect of the new system will be found in the official duties of the prefects, it is hoped that prefects will not limit their leadership merely to their assigned duties. As the general job description states, it is hoped that prefects will "exercise active and positive leadership when [their] judgement tells [them] that an occasion demands it."

The system is by no means designed to prevent other students from exercising leadership. However, it does set up a formal group other than the student council from whom leadership is expected.

Gilman invades Spain



The Palacia Real was seen this year by Gilman students visiting Spain.

by Michael Daneker

This past summer twenty-three Gilman and Bryn Mawr students spent five weeks in Spain as part of an exchange program called "Vacation and Study in Spain." The students, who were accompanied by Mr. José Duncan and Mrs. Ann Wentling Mazaheri, began their trip with a three and a half week stay in Madrid at the Colegio de Santo Tomas de Aquino. At the colegio, many of the Americans shared rooms with Spanish students attending the summer school in session at the time. In addition there were many opportunities to mingle with and meet the Spanish students. Largely due to the frequent use of Spanish in the daily routine, many students became fluent in speaking the language.

A typical day in Madrid for the American students began with two classes in the morning, one in Spanish grammar and the other in

Spanish civilization and art. When classes ended at 11:30, the students were free to explore the many points of interest in Madrid, such as Moncloa or Puerta del Sol, to shop or just to stay at the colegio and talk with Spanish students.

The Gilman students were not confined to Madrid, however. On weekends, the students made excursions to the sites around Madrid such as the cities of Toledo and Segovia, or a bull-fighting farm. The trip was highlighted by a final ten day tour of Southern Spain (called Andalucia). The group visited such famous cities as Cordoba, Sevilla and Granada. The students also visited Jerez, a town renowned for its sherry, and Torremolenos, a resort city on the shore of the Mediterranean Sea. Overall, this summer's Vacation and Study in Spain was a broadening cultural experience for everyone involved.

7 new faculty start year

by Rob Daniels

In addition to welcoming over 400 students, the Upper School is greeting five new faculty members: Msrs. Robert Thomas, Doug Lewis, John Clark, Kenneth Jacobs, and John Schmick.

Mr. Clark has been hired as a replacement for Mr. Grice, who left last June. He will teach two Algebra courses, one to freshmen, another to juniors. He attended high school in Rockville, and graduated from Dartmouth in 1980. Outside the classroom, Mr. Clark will coach for the JV football team and field events for the track team.

Mr. Schmick, although new to the Upper School is hardly unaccustomed to Gilman, for he attended Gilman as a student for eight years. Returning to Gilman in 1975, he taught in the Lower School through 1981. His other duties in the past have included Lower School Circus Chairman, and assistant Varsity Lacrosse coach. This year will be very different, however, as Mr. Schmick will assume Mr. Gamper's former post as head of Upper School discipline. He has also been added to the English department and will carry a full course load.

The new member of the French department, Mr. Thomas, graduated from Gilman in 1976, and from Princeton in 1980. While at Gilman, he was president of his senior class, and a fine athlete. He spent last year combining his two main academic interests, studying political science in Paris. According to Mr. Carr, the head of the French department, Mr. Thomas is "very well prepared for the job," and provides "a good blend of athletics and academics." Mr.



New faculty members from left to right are: Bob Thomas, Ken Miller, John Clark, and Sandy Bishop. In absentia: David Hooper, Doug Lewis, and Ken Jacobs.

Thomas will coach the sports in which he excelled during his years as a student: Lacrosse, Wrestling, and Football.

Ever since Mr. Ed Brown left Gilman in June of 1980, the Math department has been one man short. Mr. Doug Lewis will take Mr. Brown's place starting today. He is a 1981 graduate of Princeton and was the Valedictorian of his high school class. This is his first year of teaching.

Mr. Ken Jacobs will join the Science department as a Biology teacher. He graduated from Denison, where he earned a B.A. in Biology four years ago and has been teaching since then.

In the Middle and Lower Schools, faculty will also have some new faces. Mr. Ken Miller will teach in the Lower School. He is a graduate of Boys' Latin. Sandy Bishop is another new teacher in the Lower School. A 1978 graduate of W & L, he received his B.A. degree in Journalism, while also studying Math and History. Outside the classroom, he will be the Junior Varsity Soccer Coach.

Finally, Mr. David Harper will split his duties between the Middle and Upper Schools, teaching Social Studies.

We all wish every new faculty member the best of luck this year, and are confident that they will be fine additions to the school.

EDITORIALS

Prefect system deserves support

Too often, in the past, teachers, administrators and students have been at odds with one another. The cooperative and harmonious relationship which ought to exist has been distorted and lop-sided.

Students have felt left out of any real role in the shaping of their school community, and the faculty have felt, at times, harassed and ignored by resentful pupils. The prefect system will provide a framework to correct this distortion.

It will give students a larger, more accessible and more familiar group to which they can bring their ideas, complaints, and problems. It will give the faculty and organized, official body to which they can look for discipline and leadership among the students.

If enforced and enacted properly, the system will work to the benefit of everyone involved with the school. The *News* urges the prefects not to hesitate in the performance of their duties, and the students to lend their full support to the system.

A newspaper's other side

The purpose of this, and indeed, any newspaper is to gather information and distribute it to a particular group of people. Therefore, an excellent news gathering and writing system is essential to a well-run newspaper. There is, however, another section of a newspaper's operation which, though not so easily seen, is just as important: the business staff. It is the business staff's responsibility to sell enough advertisements to insure the financial stability of the paper. Even though the *Gilman News* receives more than adequate financial support from the school, it is still the business staff's duty to relieve the school of some of the financial burden by selling ads. This year the *Gilman News* business staff has acquired enough ads to cover nearly two thirds of the operating cost of the paper. We would like to thank each of the advertisers for the support they have shown to *Gilman* in general and the *News* in particular. Their support has made this the most successful advertising campaign in *Gilman News* history.

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Editors-in-Chief

Joel Getz

Michael Sarbanes

Managing Editor

Ian Michael Miller

Features Editor

Alex Gavis

Sports Editor

Jeb Saunders

Typing Editor

Aron Silverstone

Photography Editor

Ned Brody

Circulation Manager

Howard Goldman

Faculty Advisor

Charles H. Pletcher

Reporters

Gideon Brower

Michael Daneker

Rob Daniels

Matthew Joseph

Bing Maisog

Ben Miller

Jon Thaler

7 students see Europe with Mr. Christ

This summer a group of seven fortunate students, led by Mr. Jeffery Christ, embarked on a tour of seven European countries. Although there was a series of organizational meetings with Mr. Christ before the group left for Europe, most of the pre-trip excitement was experienced as the group left on June 25. A series of mishaps at BWI, including a violent storm and an air-traffic controller's "slowdown," delayed the group's flight to New York City. As a result, they missed the connecting flight from New York to Greece. Although the group made it to Greece by way of London, the luggage did not, and would not arrive until three days later. Undaunted by these early setbacks, the group pressed on bravely through Greece.

Once in Greece, the group toured many of the famous ancient structures, including the buildings atop

the Acropolis in Athens. At Olympia, the mayor presented each member of the group with a medallion commemorating the visit.

The group described the next country visited, Italy, as impressive and terrific, noting Venice's charm and the grandeur of the Vatican.

They visited Florence and saw Michelangelo's masterpiece, "David."

The next stop on the European tour was Switzerland. Although the group was generally impressed by the clean streets, the sharp knives and the delicious chocolate, some members complained of a "touristy" atmosphere which made the country seem somewhat phony. More enjoyable were the cities of Innsbruck, Austria and Cologne, Germany. The group also visited the birthplace of Mozart in Salzburg. These cities had a more historic flavor. The other

German city visited, Munich, the city of beer, the group found even more palatable.

One of the better cities on the tour was Paris. The mixture of the old heritage and the new, on top of the outstanding food, offered much too much to see in the few days allowed. The group saw many sights, including the Arc de Triomphe, the Mona Lisa and the Winged Victory at the Louvre, and Notre Dame (some group members attended mass there as well).

Going to England was a relief because of the absence of a language barrier. Like many of the other cities, there was much of historical interest to see. The group visited Buckingham Palace, seeing the Changing of the Guard, and went to Windsor Castle (where the Queen happened to be staying). While in England, they lived either at the home of Mr. Jeremy Nichols, a recent *Gilman* exchange teacher from Eton, or at a nearby Eton dorm.

The group saw two theatrical/musical productions in England: the musical "Cats," which everyone seemed to enjoy, and Shakespeare's "A Midsummer's Night's Dream," at Stratford-on-Avon.

After leaving England, Mr. Christ went on to France and Spain while the students made their way home. The members of the group got to know each other better, and learned to appreciate foreign places and customs, but they also learned to appreciate another place called "home."



The Parthenon, in Greece, was one of the many ancient wonders seen during Mr. Christ's tour of Europe.

Thompsons bike in Canada

by Gideon Brower

A summer trip of two thousand miles is not unusual. Millions of Americans travel this far or further in search of a vacation paradise every year. But very few people attempt such a journey by bicycle.

Mr. Edward E. Thompson and his wife are two of the hardy few who regard thousand-mile bike treks as typical summer vacations. They have taken such trips every summer for five years, cycling through several western states, Newfoundland, New England, and Britain. This summer they returned to eastern Canada, touring New Brunswick, Newfoundland, Prince Edward Island, and the Magdalen Islands. The two bicyclists carried clothing and camp gear (they camped out two-thirds of the time) in bags attached to the front and rear of the bicycles.

Mr. Thompson believes that bicycle touring is by far the best way to really experience an area when travelling. "A car moves too quickly to see anything," he said, "while a hiker moves too slowly to get anywhere. On a bicycle, one can move through the countryside, but easily stop to meet people or to look at something more closely. People do not feel threatened by cyclists, and were eager to ask our destination and distance travelled. This often started us talking, and we had many conversations with Canadians of different ages and lifestyles."

While many of the inhabitants of the Canadian Maritime Provinces make their living either from fishing or farming. An interesting industry is the harvesting of Irish moss, a type of seaweed, from which iodine is produced. Coast dwellers gather the moss from the beaches after storms, dry it, and sell it to a local factory.



The Thompsons about to begin another fifty-mile trek.

"Many of the fishermen live day to day and hand to mouth," Mr. Thompson said. "They are not starving, but their future is always in doubt." This is due to the unstable economy of the region. The economy is excellent, however, for American tourists, the dollar being worth 20% more in Canada than in the United States.

"The people we met were interesting and friendly, and the countryside was beautiful, with miles of rolling farmland and picturesque harbors." Mr. Thompson described some of the villages that he and his wife rode through as "straight out of the 19th century."

Bicycling in Canada did have another side, however. The Thompsons had to be prepared for almost anything, including rain, cold, high winds, or hilly terrain. Experience had taught the couple many lessons, but no experience could prevent the bad luck which presented Mr. Thompson with four flat tires and a broken wheel spoke, all during what residents termed, "the worst summer storm in years." It was all worth it, however, for, as Mr. Thompson will verify, "there is nothing like a cozy

room and a hot meal after a day of riding in the rain." In bad weather, good equipment is essential to safe cycling. Their bicycles had to be dependable, for there were no convenient bike repair shops for major damage.

The Thompsons rode an average of 50 miles a day when they were headed for a certain place. If they were sightseeing in a chosen area, they usually rode 20 or 30 miles. They carried a portable camp stove, and bought fresh meat and fruit most every evening.

After four weeks in Canada, the Thompsons took a train to Sherbrooke, Quebec, near the Vermont border. Then they rode through Vermont, which Mr. Thompson described as "some of the best cycling country in the world." After seven weeks and 2,000 miles travelled on bike, they ended their journey in Northampton, Massachusetts. Here they met their daughter, and did some sightseeing (by bicycle, of course). A few days later, they drove home. The Thompsons' thirst for biking has not yet been quenched, though; they are already planning a sixth bicycle trip for next summer.

Middle & Lower Schools: Update

by Ben Miller

The 1981-82 school year will see many innovations and changes in the format and faculty of the Middle and Lower Schools. While the Middle School, oddly enough, has no new additions to the faculty, Middle Schoolers will experience several new ideas this year. A five-day event called "Mini-Week" has been scheduled for January 18th to 22nd. Subjects such as sign language, CPR, and photography will be taught. Parents of the Middle School students are encouraged to help with the courses.

The report card form has changed. The six marking period report has been substituted for the old quarterly report. This provides a larger range of data to more accurately represent a student's academic work.

In the Lower School, there have been numerous personnel changes. Mrs. Bowen, the Lower School secretary, has retired. She has served Gilman faithfully and with much devotion for twenty-eight years. She will be succeeded by Mrs. Judith Rothenberg.

The physical education duties have been turned over to Mr. John Riina for the Lower School. Mrs. Beth Drummond Casey replaces Mr. Riina as Math Coordinator and continues to teach Middle School Music.

Mr. John Schmick has become Assistant Dean in the Upper School after seven years in the Lower School. Mr. David Brown also has left after three years of teaching fifth grade.

Mr. Winn Friddell, former teacher of the fourth grade, became a fifth grade teacher along with Mr. Kenneth C. Miller III. Mr. Miller has taught three years at Boys' Latin after graduating from Washington and Lee University.

Mr. Alexander H. Bishop IV took over the fourth grade position. He is also a graduate of W & L. Mr. Bishop is the son of a former Lower School head.

The athletic and physical education plans have been changed for the first through third grades. There are short classes in the morning and longer ones in the afternoon. The remodeled pavement area in front of the fourth and fifth grade home-rooms was built for use in the new schedule of physical education. The new format shortens the time walking to and from the class's location and provides more time for the actual activities.

The Lower School has been actively participating in Baltimore's new National Aquarium and has adopted a striped bass (rock fish). A contest held for the name of the fish yielded a prodigious number of entries. "Fred" was the winning name, although Finney-gill-man put in a strong showing.

Prefects for '81-'82

Alevizatos, Chris
Berkowitz, Mike
Brown, Ken
Dorsey, Van
Erlbeck, Kurt *ex officio*
Goldsborough, Les
Grande, Steve
Krongard, Tim *ex officio*
Levin, T.R.
Naylor, Tim

Obrecht, Wells
Price, Charlie
Reahl, Dave *ex officio*
Sanders, John
Sarbanes, Mike *ex officio*
Saunders, Jeb *ex officio*
Seidman, Larry
Simpson, Wallace
Waxter, Tom
Wilgis, Randy *ex officio*

Seniors uphold ban on cards

by Ian Michael Miller

As part of an ongoing effort to include upperclassmen in the policy-making process of the Upper School, Mr. Finney held several informal meetings at his home this summer, at which seniors were invited to express their opinions on a number of school problems. The first meeting, on June 25, was rather sparsely attended due to poor weather. However, the small group of seven seniors, which was there was able to draw up a detailed list of topics to use as an outline in the second meeting.

Well over 30 seniors were at the next meeting on June 29. Using the outline as a guide, the group discussed each topic in a surprisingly frank and candid manner. In many of the topics, the group reached swift, unanimous opinions. Chapel conduct last year was considered in need of improvement, as was the respect given to private property. Students agreed that school spirit was rather low. Many suggested that more support be given to non-athletic events, and it was generally agreed that a team should be allowed to interrupt its practice to give support to another team's play. Most seniors approved of the new prefect system, and hoped it would succeed.

The topic which generated the most heated discussion concerned off-campus conduct. Most every senior agreed that students were entitled to privacy in their off-campus affairs, but many could still understand that any gathering of Gilman students, whether associated with the school or not, reflected on the school itself. Much of the dissention in the group centered around the right of the school to issue directives guiding off-campus behavior and to punish students when these directives were not followed. Most students heatedly opposed any interference on the part of the school. However, many students recognized that the school did have the right to expell any student who engaged in any illegal or undesirable activities deemed unacceptable in the Gilman community.

Another topic which created slight dissention was gambling. Though everyone agreed that gambling, in addition to being illegal in Maryland, created the undesirable effect of excessive financial loss to many of

those involved, some could not understand the prohibition of card playing as well. Most outspoken in favor of card-playing were members of the bridge club who argued that the overwhelming majority of card games played during free periods involved no exchange of money, but simply honest competition and good clean fun. However, no one could suggest a fool-proof way of telling legal and illegal card games apart.

Though relatively few consensus were reached, it was generally agreed that the meetings were a success. Mr. Finney, who kept detailed notes of every point raised, gained a clearer understanding of the opinions held by a good cross-section of the senior class. Students received a bird's-eye view of the decision-making process at Gilman and a greater appreciation of the large number of points of view that need to be satisfied by a solution to any problem. Such meetings are a valuable addition to Gilman and should prove valuable to the formation of lasting and equitable policies.

The Year in Preview

by Matthew Joseph

Honor Day occurs the first day of school with the purpose of teaching students the meaning of integrity inside and outside of school. Last year, after listening to guest speakers, the students broke up into discussion groups to examine case studies.

Homecoming is a fall event consisting of several important athletic contests. This year homecoming takes place on Saturday, October 17th with football vs. Calvert Hall, soccer vs. McDonogh, and Cross Country vs. John Carroll.

The Circus is a fair based on a different theme each year. Each class runs several game or food booths and sells tickets prior to the circus. The money raised is used to improve a particular area of need around the school campus. Previous projects have been: the pool, the Lower School entrance, and the renovation of the auditorium. This year's circus will be on October 30th.

The Mountcastle Lectureship is named after a Gilman alumnus who died as a sophomore at Harvard University. Each year Gilman invites a speaker who is involved in one of

Non-Preps In Revolt: a book review

The I Hate PREPPIES Handbook

by Ralph Schoenstein
Simon & Schuster
121 pages; \$3.95

Book Review
by Aron Silverstone

Last year's publication of the *Official Preppy Handbook* made it even more fashionable to be a preppy. In the wake of that book, many pre-related novelties have been created, such as posters, t-shirts, buttons, bumperstickers, tote bags, and stationery. Recently, however, prep-dom has received a challenge in the form of a book entitled *The I-Hate-Preppies Handbook*, subtitled, "A Guide for the Rest of Us" and "Hey Rock! A Book for Us Guys!"

This satire of the *Official Preppy Handbook* claims neither to be serious nor accurate. Though it copies the format of its counterpart, its purpose is obvious from the beginning. First of all, instead of the plaid motif on the covers and between chapters, there is a pattern of turtles (which might look like alligators from a distance). On the front cover is the following set of phrases: "If you think that 'Mummy' is nothing but an old Egyptian..., If you have an allergic reaction to the sight of pink and green..., If the only alligator you can relate to is on 'Wild Kingdom'... Then here's the book for you!" With this start there should be no doubt concerning the gravity of the book.

There are four major groupings of Anti-Preps dealt with in this book:

Jocks, Greasers, Freaks, and Nerds. Included in the book is a history and description of each group, with examples, and a diagram of cross breedings, e.g., a Freak and a Jock yield "pot heads in condition and halfbacks on speed."

As in the *Official Preppy Handbook*, the *I-Hate-Preppies Handbook* has quizzes. For instance, one might have to pick the Anti-Prep pet (the one which would be most likely to relieve himself on Muffy) out of four animals pictured, or identify the meal which would be eaten by a particular Anti-Prep group.

Since this book is modeled after the *Official Preppy Handbook*, many of the topic areas are similar if not the same. There is everything from eating to etiquette, parties to pets, colleges to clothes, and humor to holy lands. A lexicon of certain Anti-Prep terms is included, although the meanings of some of the terms can change depending on which group the person is speaking from. If a Greaser were to ask "How they hanging?", the meaning, which depends on the precise inflection, usually is "Are they enjoying their comatose behavior in the school parking lot?"

The I-Hate-Preppies Handbook is an amusing and humorous book. This book can be enjoyed by Preppies as they laugh at the other foreign cultures which co-exist in the United States. The book does not take long to read, and if you finish it on an especially cold winter day, it makes excellent material for starting a fire.

George Mountcastle's two main areas of interest: writing or philosophy. Last year Rev. J. Joseph Gallagher was the guest speaker, and this year Dr. Robert Coles, a writer concerned with adolescence, will give the lecture on December 11th.

Family Day is an event featuring several athletic contests. There is also a Blue and Gray Track Meet and some art exhibits in the day's schedule which occurs on a Saturday in late April or early May.

The Cotton Lectureship takes the form of a panel of local businessmen whose purpose is to develop the students' interest in and understanding of the world of business. The lec-

tureship is held each spring.

Human Relation Day is devoted to the examination and analysis of relevant problems in society. Last year, several chapels and two half-days of school were used to examine black-white prejudice. Students broke up into discussion groups for the remainder of each half-day after listening to presentations by Judge Murphy and Rev. Vernon Dobson on one half-day, and a panel of Gilman students on the other.

The Alcohol and Drug Education Program tries to teach students about drugs and the dangers of their abuse. Last year's program was a voluntary series of workshops.

by Alex Gavis

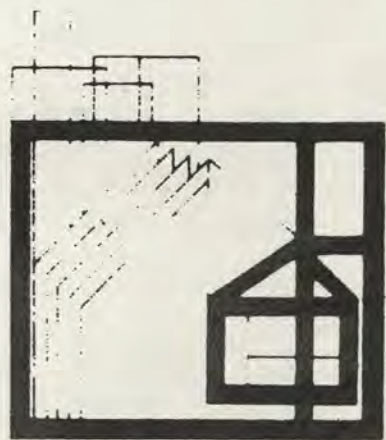
Can you tell who these scrambled teachers are?

Mr. RUBEN
Mr. CLERPETH
Mr. PEGARM
Mr. MOPSTOHN
Mr. CERTINK
Mr. STRICH
Mr. LUEMEED
Mr. NEETSORP
and finally,
Mr. ROWBITS

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Soccer: Kumar to coach Varsity

SOCCER

Varsity Soccer

9/15	Boys' Latin (scrim)	H 3:30
9/18	John Carroll	A 3:45
9/23	Friends	H 3:45
9/25	Towson Catholic	A 3:45
9/29	Patterson	A 3:45
10/2	Northwestern	H 3:45
10/7	Loyola	A 3:45
10/9	Northern	H 3:45
10/14	Gibbons	H 3:45
10/17	McDonogh	H 11:00
10/21	City (non-league)	A 3:45
10/23	St. Paul's	H 3:45
10/28	Bye	
10/30	Severn	H 3:45
11/4	Spalding	A 3:45
11/6	Curley	A 3:45

Junior Varsity Soccer

9/15	Kenwood (scrim)	A 3:30
9/18	John Carroll	H 3:45
9/23	Friends	A 3:45
9/25	Towson Catholic	H 3:45
9/29	Patterson	H 3:45
10/5	Northwestern	A 3:45
10/7	Loyola	H 3:45
10/9	Northern	A 3:45
10/14	Gibbons	A 3:45
10/16	McDonogh	A 3:45
10/23	St. Paul's	A 3:45
10/30	Severn	A 3:45
11/4	Spalding	H 3:45
11/6	Curley	H 3:45

(Fresh-Soph Soccer to be arranged.)



Dave Reahl prepares for tomorrow's game against Boys' Latin. The Palacia Real was seen this year by Gilman students visiting Spain.

The Gilman varsity soccer team "kicks off" its 1981 season on September 15 against Boys' Latin. Hoping to improve on last year's record of 12-4, the varsity squad has been practicing since August 24th under the supervision of Harry Goldberg and first-year head coach Shanthi Kumar. For the past three years Mr. Kumar has coached the junior varsity soccer team, guiding it to M.S.A. championships in 1979 and 1980. Coach Kumar has said that the varsity has sufficient talent to win the M.S.A. "A" Conference, but has also

stressed that the players must work together as a team to achieve this goal. The forward line, in particular, must score goals more consistently than it did last fall if the varsity is to have a successful season. The strength of the squad should be the halfback line, with returning starters Joey Seivold and Kurt Erlbeck. Fullbacks Billy Marshall and Steve Grandea will add to the defensive power of the team. If the enthusiasm of the fans can match that of the players, it promises to be an outstanding season.

Cross Country defends title

by John Thaler

Three members are returning to the Varsity Cross Country team, and many talented newcomers give the team quite a good shot at capturing its second consecutive championship. Dedicated masochists have been running strong throughout the summer, and the team seems to be well-prepared for its first encounter at Brooklyn Park in early October. The departures of running wonders Steve Levin and Robbie Harrell will be greatly missed, but the team still has the benefit of three veterans (Greg Quintilian, Ross Taylor, and Jon Thaler) and some outstanding runners up from the J.V. (Neil McAslan, Mike Phillips, and John Ortiz). Quintilian, the J.V. champion in both cross country and track in the '79-'80 seasons, is shooting for similar performances on this year's varsity team, but Ross Taylor will be neck and neck with him. The pack positions will be

CROSS-COUNTRY 1981

9/18	Brooklyn Park Invitational	A 3:45
9/26	Hopkins Spiked Shoe	A 3:45
10/6	McDonogh	A 3:45
10/8	Poly	H 3:45
10/10	Hereford Invitational	A 3:45
10/13	Loyola	A 3:45
10/17	John Carroll Homecoming	H 1:30
10/20	St. Joe	A 3:45
10/23	Carver	A 3:45
10/30	Mervo	H 3:45
11/4	Boys' Latin	A 3:45
11/6	Curley	H 3:45
9/29	Novice Race	H 3:45
11/13	MSA Individual (Varsity & JV)	H 3:45

decided in the early season, with Phillips, McAslan, Ortiz, and Thaler fighting for the top positions. The team seems to have talent, determination and experience. A proper mix of these three could make for another great season.

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Bristow replaces Spencer

by Michael A. Sarbanes

When pre-season football began on the 24th of August, there were several major changes from last year to which Gilman football players had to adjust.

First and foremost, Kevin Spencer has left Gilman, after a one-year term as head coach, to be assistant coach in Football and Lacrosse at Ithaca College in upstate New York. The major reason for this move, Coach Spencer said, was to be near his wife's family.

Taking Mr. Spencer's place as head coach is Mr. Bristow, who is also Athletic Director, head basketball coach, and English teacher.

Other coaches include Msrs. Schloeder, Meloy, and Matthai on the varsity, and Msrs. Smith, Riina, Clark, Culbertson, and Thomas on the J.V. and Frosh-Soph levels.

With the changes in head coaches, Gilman will return to the Delaware-wing-T offense, which it ran with such success in the past.

The league schedule this year consists of only 9 games, without a championship game. Simply, the team with the best record at the end of the season will be the league champion. With nearly 20 returning varsity players, this year's team anticipated a very good season.

FOOTBALL 1981

Varsity Football

8/27	Scrimmage	
	Bel Air, Elkton	A TBA
9/4	Scrimmage-Dulaney	H TBA
9/11	Severn	H 3:45
9/18	Northwestern	A 3:30
9/26	Poly	H 2:00
10/2	Curley	H 3:30
10/17	Calvert Hall Homecoming	H 1:00
10/24	St. Joe	A TBA
10/30	Loyola	H 3:15
11/6	Gibbons	A 7:00
11/14	McDonogh	A 12:30

J.V. Football

9/10	Bel Air	H 3:30
9/17	Northwestern	H 3:30
9/24	Poly	A 3:30
10/1	Curley	A 3:30
10/15	Calvert Hall	A 3:30
10/22	St. Joe	H 3:15
10/29	Loyola	A 3:15
11/5	Gibbons	H 3:00
11/12	McDonogh	H 2:30

Freshman/Sophomore Football

9/23	St. Paul's	H 3:45
9/30	Friends	A 3:30
10/7	St. Joe	H 3:30
10/14	Calvert Hall	A 3:30
10/21	Gibbons	H 3:15
10/28	Curley	H 3:00
11/4	Loyola	A 3:00
11/14	McDonogh	A TBA

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A.J. Downs: A faculty profile

by Alex Gavis

Many students know him as the dynamic English teacher who always wears snappy bowties. Other students know him as the man with the "radio announcer" voice and who wears the only grasshopper belt buckle in existence, and is proud to do so. But most know him as Mr. A.J. Downs, longtime College Counselor and head of the Gilman English Department.

What many Gilman students do not know is that Mr. Downs was born in Japan in 1924 and lived there until he was seventeen, when he returned with his family to the U.S. Voraciously reading books from his father's library, Mr. Downs soon acquired a passion for reading and now enjoys teaching Gilman students how to "get hooked" on reading.

Mr. Downs attended Oberlin College and enlisted in the U.S. Marine Corps, interrupting his college education. He helped as an interpreter of Japanese during the Second World War and later returned to finish his education at Oberlin.

While attending Johns Hopkins University as a graduate student, he discovered Gilman School and soon became a faculty member. Initially thinking of his teaching position at Gilman as transitory and feeling he would eventually move on, Mr. Downs developed a great attachment to this institution.

Since coming to Gilman in 1950, Mr. Downs has held many positions on the Gilman faculty. He has been a Football and Lacrosse coach, and was at one time Dramatics Director, a position now held by Mr. Bulkeley. In 1963 Mr. Downs was appointed College Counselor and held this position until 1979.

Throughout his thirty-one years with Gilman, Mr. Downs has travelled extensively. The recipient of a Fulbright Teaching Exchange, Mr. Downs spent a year at the Tonbridge School in Kent, England. In 1970, Mr. Downs embarked on an unusual year-long sabbatical, during which he visited twenty-three college cam-



English Department Head A.J. Downs is the first of The News' series of featured faculty members.

puses and lived, roomed, and talked with students. *A Long Way From Home*, a book written by Mr. Downs from the extensive data collected during these visits, provides valuable insights into college life and student attitudes at that time. Recent trips abroad have included a visit to Japan in 1978 and a ten-day trip to Cairo, Egypt last year.

"I am able to think of my students as friends; it is the single most satisfying fact of my life in teaching."

During the years 1971 to 1976 Mr. Downs' voice could be heard all across Baltimore, for he had a commentary program on WBAL (AM and later FM) radio station. While still working for Gilman, he was able to bring his school life to radio with a commentary dealing with the three Headmasters he had worked under.

Just what is it about Gilman School that has held Mr. Downs so close to the Gilman community for

31 years? Mr. Downs simply enjoys teaching highly motivated and able students. He loves teaching and at the same time learning from students. As he states in the introduction to his book, *A Long Way From Home*, "I am able to think of my students as friends; it is the single most satisfying fact of my life in teaching," Mr. Downs feels that Gilman students want to learn and are eager to learn.

A greater diversity in the student body, Mr. Downs feels, has greatly strengthened Gilman's character. Coming from an unusual background himself, he believes that a diversified student body helps to add a dimension to Gilman that was not present in past years.

On a final note: when faced with the same questions that he poses during his advisor/advisee meetings: "What is your favorite color?" "Where would you like to be now?" and "Do you dream in black and white or in color?" Mr. Downs answered confidently, "Blue, Deer Isle, Maine [where he has constructed a house], and in black and white." Hardly a black and white person, Mr. Downs's colorful character is a great asset to the Gilman community.

Alcohol / Drug program begins

by Les Goldsborough

"Gilman students need to know and be prepared to respond intelligently to information which explains the damaging effects of drug abuse."

Gilman's Alcohol/Drug Awareness Program began in the Upper School this year with Dr. Kenneth Schonberg's chapel presentation on September 17. The program, which is the result of recommendations by the Health Committee of the Board of Trustees, chaired by Dr. Earl Galleher, goes into full swing in the week of October 19, when Boston's Freedom from Chemical Dependency Foundation visits Gilman.

Last February, the Health Committee began its study of the alcohol and drug situation at Gilman. Its investigation involved the examination of the current policies of the school and the Parent's Association, and a look at the athletic department's training rules. In the late spring, after analyzing all of the background information, the committee held very candid private discussions with three or four members from each upper school form.

Having endorsed the concerns of a committee of private school parents, who thought that the private school sector should do something about the alcohol/drug problem, the Health Committee presented a final report to the June '81 Board of Trustees meeting. In its report, the committee stressed that there should be an increased effort at Gilman to have educational programs, in which students, parents, and faculty could honestly discuss alcohol and drug use to find problems and discuss possible solutions.

The Health Committee set no specific rules banning alcohol/drug use by Gilman students, and it had nothing to do with the set of social guidelines published last year by the Gilman Parent Association. Although the committee certainly does not condone alcohol/drug use among Middle and Upper School students, it recognized that such use is prevalent, and it simply wants to make sure that students know the

facts about alcohol and drugs.

The Committee was particularly impressed by the Lower School's fifth grade alcohol/drug awareness program which has been operating for the past four years. Developed by the head of the Lower School, Richard H. Snyder, the program, as stated in an alcohol/drug pamphlet each fifth grader receives, is designed "to provide a basis for the boys to make a valid decision concerning drug (and alcohol) use."

In the late spring each fifth grader takes home the aforementioned pamphlet for discussion with his parents. The pamphlet contains information about the many facets of the drug world with specific concentration on the details concerning the use of Amphetamines, Barbiturates, psychedelic drugs (L.S.D. and other hallucinogens), marijuana, and alcohol. The boys are shown films which cover the effects of alcohol and drug use, and they are given the opportunity to have their questions answered by an informal panel.

There is, of course, no alcohol/drug problem in the Lower School. The program is simply designed to expose the youngsters to the realities of drugs and alcohol and to enable them to make wise decisions in the future, based upon facts, when they are confronted with drugs.

Like the fifth grade program, the Middle and Upper School plan, developed by the Freedom from Chemical Dependency Foundation, which is composed entirely of reformed addicts and alcoholics, is intended to make students more aware of alcohol/drugs and their effects upon the body.

One of the representatives of the Foundation, Mrs. Morely, a reformed alcoholic, will be at Gilman from Monday, October 19, to Thursday, October 22. Because the program fits in nicely with the eighth grade's "Talk III" class, Mrs. Morely will meet four times with each of the six eighth grade classes. She will also give a Middle School faculty workshop as well as Middle and Upper School assembly presentations. Mrs. Morely will complement her Upper School presentation by being

continued on page 4

Astronomy Club revived

by Michael Liebson and Tinu Patel

The newly formed Gilman Astronomy Club is the third such club since the 1950's. Past astronomy clubs have appeared and vanished, and details of their activities are hard to come by. The first club was lead by George Rawlins, '55, presently a physicist in San Diego, from 1953 to 1955. A man from the Maryland Academy of Sciences directed the club, which made observations from the terrace using the telescopes of several members. Annual trips were made to the Franklin Institute in Philadelphia, which houses a fine planetarium.

After an absence of ten years the

club was revived in 1965 under the leadership of Tim Barker, '65, the son of the former English department head, Roy Barker. Tim Barker is presently a professor of astronomy at Wheaton College in Massachusetts. With a donated lens-grinding machine, the club constructed a telescope with help from Mr. Porter. That telescope later turned up when Mr. Christ set up his office in the old lost and found room. The telescope sat in a corner of the office, thought to be either a cannon or a mousetrap, until Tony Lazar, '81, identified it.

Last year, Tony Lazar and John Albert, '83, formed a telescope-making club with about five members. The telescope mirror is still

in the grinding stage at Albert's house.

The newly created Astronomy Club, aimed at fostering interest in astronomy, is oriented towards observations with various telescopes of members and of the school. Under the direction of Dr. Edwin Lewis (a member of the club of the 1950's), the club intends to restore the school's Zeiss telescope, of which no one knows the origins. Meetings will be held biweekly, sky conditions permitting. Visits to nearby observatories are being planned. It is the hope of the club that students will seriously consider the club as a choice for their extracurricular activities.

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EDITORIALS

Drug Use not inevitable

Drug abuse is a problem. Just about everyone agrees on that. The crucial question is what to do about it. Recently we heard Dr. Schonberg, a psychologist who specialized in teenagers' problems, discuss this issue. The thrust of his presentation was that the immediate concern of parents and students should be safety. He gave some figures which should give us pause; in one year, 25 thousand kids died in traffic accidents, most of which were drug related. The solution that he offered was that friends should not let friends drive drunk. He exhorted us to show the courage to prevent one of our peers from driving when incapacitated. Indeed this may well be the short-range solution, but it does not get at the heart of the drug problem. It is like trying to solve a termite infestation with a little bug spray; it may lessen the terrible evidence of the problem, but it does not stop the destruction. And indeed, to carry the analogy even further, our society is a little like a termite-infested house; the structure will be in trouble if it does not get treated right away. We are the building materials for the society; the next generation. But what can be the state of our generation, when such a high percentage of us must hide behind drugs. What can be the future of our nation when reality-avoidance has become a multi-billion dollar business? Solutions to this long-range problem are a good deal more difficult to find. Perhaps educating parents and teenagers about the effects of drugs and alcohol would help. Perhaps parents will set an example.

The one thing that is sure to worsen the situation is to say, in effect, "drug abuse is inevitable, and we just have to do the best that we can to treat his symptoms." Dr. Schonberg did some of this; perhaps he was trying to prevent us from ignoring him. He did not personally condone drug abuse, far from it, but he did say that he recognized that we were going to get drunk, and given that, we should be smart about it. He was partly right; if someone is drunk, he should not be allowed to drive home. But to say that there is no way to stop us from getting plastered is irresponsible and dangerous. If you will recall, Dr. Schoenberg used figures on drug abuse which showed the number of students in each age category who had *tried* drugs. The crucial thing to recognize about these figures is that only a small proportion of the percentage who tried drugs actually used them on every weekend; many of them may have tried drugs only once. It is true that the absolute numbers of drug users has increased, and this constitutes a significant problem. But to assume that the problem is inevitable can be very harmful because it gives a kind of respectability to drug abuse. Out of the approximately 70% who have tried drugs perhaps 2/3 of them are infrequent users. But when drug abuse is a respectable thing, the *status quo*, a lot of infrequent users will kick over into the category of frequent users, where the problem is much more likely to get out of hand. Especially for the younger members of the audience, Dr. Schonberg's argument may pose some overwhelming pressures. On one hand, some of their peers are claiming that it is cool to get wasted, and on the other, where the opposite argument is expected, they hear that drug abuse is inevitable.

So, there is a problem. Short-range solutions are clear; do not let your friends drive if they are drunk. Long-range solutions are not quite so evident; education and example are some general possible solutions. It is crucial that we not take the attitude that drug abuse is inevitable, and certainly not that it is acceptable. This issue is one that will not fade, it will probably worsen. Gilman has its share of the problem, and it is important that the school has recognized it, and is attempting to deal with it.

THE NEWS

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Managing Editor
Ian Michael Miller
Features Editor
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Sports Editor
Jeb Saunders
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Alex in Wonderland

by Alex Gavis

A letter home during the first week away might have read, "Dear Mom and Dad, the flight over went well. Now I'm finally here but am busy trying to get adjusted to my new surroundings. Will write again soon."

I was in the land of Oxford, England. Leaving just two days after the end of school, I arrived at Gatwick airport at 6:55 in the morning. Although anxious to meet my counterpart in the Hardie Anglo American Exchange Program, Adam Brookes, I was beginning to feel weary and exhausted from jet lag.

Taken back to the Brookes' house to sleep off the jet lag, I awoke the next day to face a bright sunny day in

England. St. Edward's School, where I would be staying, is a small private [called a public school in England] school about a mile outside of the city of Oxford. Since it is a boarding school, all of its members live in dormitories that are divided into sections called houses. I was made a member of Apsley House. St. Edward's campus is divided into two regions each on either side of a main road called Banbury Road. Apsley, one of the oldest houses, where Adam Brookes also lived, is centrally located above the dining facility.

The main quad, where Apsley House is located, also contains the Warden's (Headmaster's) residence, two other school houses, and a "work

bloc" (set of classroom buildings). Across the street are cricket greens, a golf course, tennis courts, a gymnasium, and three more dormitory houses.

After getting settled into my new residence, I organized my class schedule with the Apsley House master. Each house has a live-in instructor who is responsible for discipline and house policy towards curfews, study periods, and student welfare. In addition, in each house, the senior students who are called prefects are responsible for the discipline of the boys in the lower forms or grades.

I was to take courses in a wide range of fields: history, English, math, and art. The schedule which we arrange was unusual for an English student. English students choose a field of study in which to specialize much earlier in their school career than do American students. A student interested in math will predominantly take courses relating to the field of mathematics. The entire English high school period is directed toward teaching students sufficient material to take a series of examinations called "A" levels, comprehensive written tests taken in the student's field of study. At the time of my arrival at the school, the senior class was taking "A" levels. Luckily the 11th grade or the "lower sixth" which I entered had no examinations until the next term.

I entered St. Edward's during the last four weeks of the summer term. Since the curriculum was very comprehensive, all of the courses I took were on par with Gilman's. A very pleasant aspect of the school curriculum was the short day system. Three days a week were designated as short days when classes were over by 12:00 in the afternoon so the students could work on a community service project. These projects, which included helping members of the community with gardening or maintenance, brought St. Edward's closer to its surrounding community.

Being part of Apsley House proved to be quite enjoyable since all of its members were helpful and happy to have me join them. I was even able to run with the Apsley House track team on the famous Iffley Road track during the very competitive inter house games. Playing in the Apsley House Orchestra was a novel experience, for I was given a very large kettle drum to bang on at pre-planned intervals during the William Tell Overture.

When I was not busy at St. Edward's, I was able to explore the city of Oxford. On one side, the main part of the city is owned by the prestigious Oxford University, and on the other it is an industrial city with a large British Leyland automobile factory.

The University, dominating the center of the city, is known for its beautiful courts, greens, and curious spires. In fact, Oxford is often called the spired city. Oxford University, rich in history, was founded about 1167 and, along with Cambridge University, has always been the premier institution of learning in England. Its many colleges with quadrangles are not only beautiful to behold but rich with traditions of the past.

The University is divided into many colleges. Each has its own character, traditions, beauty, and history of illustrious men who have been students or teachers there. Aldous Huxley, for example, was an undergraduate of Balliol College. Christ Church College, one of the grandest colleges of the University,

continued on page 3



A view of The University, Oxford.

Dear Editor

For as long as I can remember, the dress code at Gilman has been a topic of discussion and an object of controversy. Until now, it almost seemed as if the school itself recognized the absurdity of this anachronistic regulation. The idea that a Gilman student could be responsible enough to succeed in the Gilman environment, but not responsible to pick his own clothing is ridiculous. How is one to achieve this growth in character, honor, and integrity, which the school so strongly stresses, if we are not allowed even to make the most basic of decisions. Growth is a direct result of experience, and one does not acquire experience without making decisions and observing the consequences. In governing everything from the length of our hair to the style of our shoes, the school is constantly removing the opportunity to mature by virtue of our own actions, and replacing it with absolute conformity.

I once attended one of Mr.

Finney's classes, in which he stressed the importance of creative non-conformity. It seems, however, that this virtue quickly loses its merit when the issue in question is acceptable to the administration. We should never drink or smoke just because someone tells us to, or because everyone else does, but abiding by rules (the validity of which being highly questionable) just because we are told to, without any self-consideration, is perfectly alright.

Aside from the apparent hypocrisy of the administration, there exists another point to be made. With students being suspended for drinking, demerits being given for smoking, and personal property being stolen or destroyed, it would seem as if the school has more important things to concern itself with than the texture of a student's jacket. But then again, what could be more important than maintaining the Gilman image; no matter how misrepresentative it may actually be.

B.H.

The opinions expressed in letters to the editor are those of the author and not necessarily those of The News or of Gilman School. The News welcomes all letters to the editor. You may choose to have your name withheld if your letter is printed, but The News requires that all letters be signed.

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MAY 1	MARCH 26	APRIL 9
JUNE 5	APRIL 30	MAY 14

October 30: A Landmark Circus

by Rob Daniels

This year has brought a few changes from the 1980 Circus. Mr. Peterson, Circus committee head, announced that the dinner held last year is to be replaced by serving hot food at booths, which has been the practice in previous years. Form competition was reinstated with the winning class in each of the Middle and Upper Schools getting an extra day of Christmas Vacation, based on United Fund donations pre-Circus ticket sales, and Circus booth proceeds.

October 9 marked the beginning of the pre-Circus ticket sales with each form collecting hundreds of dollars

worth of tickets.

Circus planning began on October 14 when Circus committee members from each form got the go-ahead to call area businesses, in an attempt to solicit prizes for booths. This has caused a hectic rush to the desk of Leslie Lesondak, who clears students to call businesses.

Although the Circus means fun for most, a great deal of work remains to be done. This will be realized on the weekend of October 24-25, when decorations of booths will take place. This is the most important part of Circus preparations. The opening arrives on October 30, starting at 2:19 p.m. and ending at 8:00 p.m.

The main thrust of the Circus lies

in involvement of students in activities related to the theme, and the raising of proceeds to bring worthwhile school projects into fruition. This year's theme is "Baltimore Landmarks," and the ultimate goal of the Circus is the establishment of Gilman as a Baltimore landmark by erecting a plaque at the school's main entrance. Furthermore, the school needs to eradicate its debt on the swimming pool, which cost approximately \$100,000.

Finally, October 30 being a regular school day, students must attend their seventh period classes. The administration hopes that this year's Circus will be both a profitable and enjoyable one for the entire school.



A view of Magdalen in Oxford.

Alex in Wonderland

continued from page 2

housed such men as John Locke and mathematics professor Charles Dodgson best known as Lewis Carroll, author of *Alice in Wonderland*.

Both St. Edward's and Oxford University sponsor cultural events. The world premier of a play entitled "Requiem" was held at St. Edward's. I was compelled to see the play "Lysistrata" put on by New College of Oxford University, after reading it in Gilman's comedy English course.

During my four weeks at St. Edward's I was able to take many day trips to nearby cities including Stratford and London. One of the most interesting parts of my trip was a visit to Parliament. After being given a tour of Westminster Palace, Adam and I attended a session of Parliament. The English House of Commons, unlike our Congress, has daily arguments and jeering verbal brawls at frequent times. Along with visiting the royal sights of London, Adam and I visited Carnaby Street which is the trend center of England. There, punks, skinheads, and oddly dressed "blokes" congregate on the street to talk and exchange ideas or blows.

My four weeks at St. Edward's were followed by a three week stay with the Brookes family. The Brookes, living just outside of the ci-

ty of Oxford, included me on their summer vacation to northern England and up to Scotland. We travelled to the beautiful city of Durham, on towards the North Sea, and stayed on an island called Holy Island.

All about Oxford, St. Edward's School, and for the most part of England, are lush green pastures. When riding down the English motorways, one cannot help but notice the abundance of fields with sheep or cattle grazing. Even near the end of St. Edward's Rugby fields could be seen farmer's fields and livestock. The beauty of the English countryside lies in its variety of green hues that give off a lush radiance.

By the end of my stay, I felt not as an outside tourist, but as a person who had seen England on a personal level. I had spent four weeks "rubbing shoulders" with a wonderful group of English mates at St. Edward's and another three weeks travelling in the countryside meeting people from all walks of life. I was able to discover the attitudes and concerns of a nation of people.

In all respects, my trip to England was an enjoyable and rewarding experience. I wish to thank Mr. Thomas Hardie and Gilman School for making it possible.

Flashback

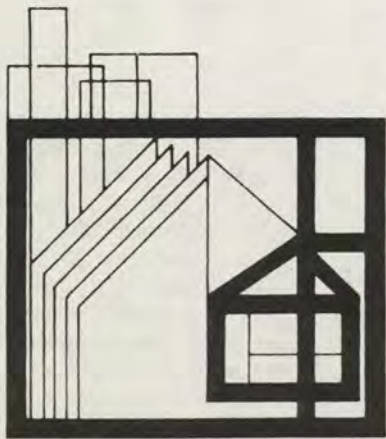
"Shakespeare Listens To Modern Jive"

Reprinted from *The Blue and the Gray*, fall, 1946
by Redmond C. S. Finney

Is this the clanging of great swords I hear,
Or is't the earth producing up her dead?
They call it music; lo, my ears, my ears!
Silence! thou devastating blasts of noise,
What mode of man can make such dreadful chant?
Not even Hell could stand such sound for long,
Or wretched Hecate with her sisters three.
But they who hear it seem to be entranced,
As if some heav'nly force had dulled their sense,
Or they by magic means are hypnotized.
Or mayhaps 'tis my mind that plays me tricks,
And I am drawing near the gates of Hell!
Whatever it may be, I bid you, Cease!
Before I be completely driven mad.



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Merrill Vacations in England

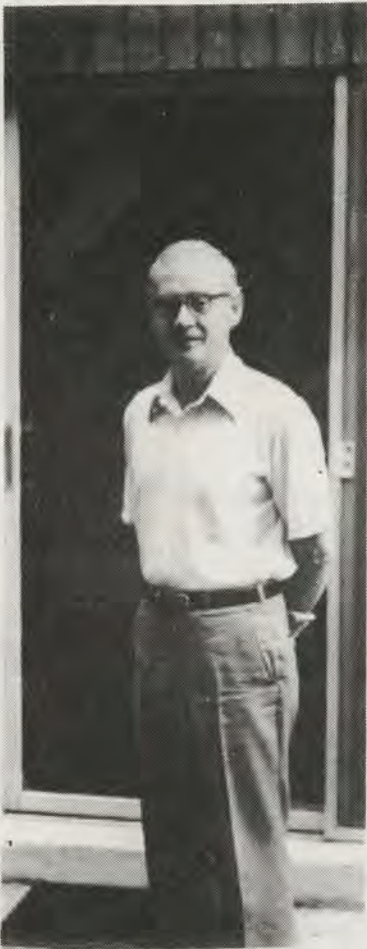
by Howard Sobkov

Mr. John Merrill, who for eight years has worked Sundays in the Memorial Episcopal Church Choir, retired this past spring. The congregation, showing its appreciation for his long service, compensated him for a two and one half week trip to England.

Though originally planning to fly directly to London, Mr. Merrill was forced by the air traffic controllers strike to fly first to Frankfurt, Germany. After taking a train from Frankfurt to London, Mr. Merrill began his tour.

Already on his third trip to London, Mr. Merrill decided to concentrate on may of the city's museums. While visiting the Tate Museum and the National Gallery of Art, he viewed many of the Romantic paintings which will be used in his second trimester course on the Romantic Arts. He also took advantage of London's commercial theater, where he saw a revival of *My Fair Lady*, and a widely acclaimed British play, *Two Wartermaine Turns*.

Unfortunately, during Mr. Merrill's trip the air strike intensified, and he was forced to leave London after only eight days. He is however looking forward to revisiting London at the end of this school year.



Music Department Head John Merrill recently retired from his second job.

Tutorial Project Continues at Pratt

by Timmy Krongard

At Gilman, many students are involved in extracurricular activities such as the wide range of clubs. However, only few have decided to render great services for the community. One such service is the Tutorial Project, which, under the fine guidance of Mr. Bendann, has blossomed during its short existence. On the other end, the club is spearheaded by Ms. Delores Maminski, one of the Enoch Pratt Govans Branch librarians. Nearly every Saturday of the school year, some Gilman students tutor from one to three youngsters for one to two hours. The tutees range in age from six to thirteen years old and need help in math, reading, or both. The tutors meet at the library to work with their students. Those being tutored simply desire a little more in areas that their teachers and parents didn't explain clearly. Most importantly, the youngsters choose to attend and thus they are eager to learn. In the relaxed atmosphere present at the tutoring sessions, both the student and the tutor develop an unparalleled relationship which branches out in more areas than simply academics. Tutoring these students yields a fantastic feeling of satisfaction and a great feeling about oneself. The tutee not only learns, but he has someone new to talk about nearly any problem. To both parties, this program yields self-respect, fun, and a good attitude about learning. The Tutorial Project is without a doubt a worthwhile endeavor.

Alcohol / Drug Program

continued from page 1

available for one period each day in order to candidly talk with Upper Schoolers. To culminate the program, there will be a meeting of all Gilman parents to discuss alcohol/drug awareness.

Paul Killebrew, head of the Middle School, admits that there is alcohol/drug use in all schools, Gilman included. The problem at Gilman is, of course, no greater than that of any other Middle School, but it does need to be addressed. Mr. Killebrew found it especially shocking that over 53% of all students who have just completed the eighth grade have had experience with alcohol.

Although the Freedom from Chemical Dependency Foundation has never presented a program to Gilman students, it did have a workshop for the Gilman faculty in 1979. The Foundation also visited Bryn Mawr students last year. Because many girls felt that the program of one of the most beneficial things the school has ever done for them, the Foundation will return to Bryn Mawr later this year to present a program to ninth graders.

The Alcohol/Drug Awareness Program began for the Upper Schoolers this year with Dr. Schonberg's presentation. In his talk, which included statistical graphs concerning alcohol/drug use among young people, he said

NMSQT

by Gideon Brower

Ten Gilman seniors have been named as Semi-finalists, and twenty-four others have received Letters of Commendation from the National Merit Scholarship Corporation. The awards are based on the students' scores in the Preliminary Scholastic Aptitude Test which they took last October.

Semifinalist status is attained by having scores in the top one-half of one percent of the state's high school senior class. This year's total of Semifinalists and Commended Students is near forty percent of the senior class, one of the largest numbers in recent years. The ten Semi-finalists are: Christopher K. Cebra, John Theodore Harrison, Michael V.R. Jeffrey, Michael Liebson, Jose M. Maisog, Ian M. Miller, Michael A. Sarbanes, Hyun Joe Shin, Rhett L. Waldman, and Robert M. Yarlott. In addition, Charlton G. Wilder has been named as a Semi-finalist in the 1982 National Achievement Scholarship Program for Outstanding Negro Students.

More than ninety percent of Semi-finalists reach Finalist status. Finalists compete for five thousand scholarships ranging from one thousand to eight thousand dollars.

The News congratulates all of the honored students, and wishes the ten Semi-finalists luck in their scholarship quest.

Elected Leaders

- Class Officers**
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President - Saunders, J.
1st V.P. - Erlbeck, K.
2nd V.P. - Reahl, D.
Secretary - Krongard, T.
Treasurer - Sarbanes, M.

V Form
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V.P. - Everett, W.
Sec./Treas. - Danecker, M.

IV Form
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V.P. - Kann, R.
Sec./Treas. - Chasney, C.

Military History Club
Pres. - Callard, F.
V.P. - Jones, A.
Sec./Treas. - Walsh, C.

Ski Club
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Vantage-Literary Club
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Asst. Editors - Getz, J.
Schreiber, M.
Art Editors - Maisog, J.
Hess, P.

Organization for Jewish Awareness
Spigler, A.

Model U.N.
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Treas. - Silverstone, A.
Sec. - Getz, J.

Photography Club
Pres. - Waldman, R.
V.P. - Ritter, R.
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Bartlett, D.

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Pres. - Hall, C.
V.P. - Jacobs, R.
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ASCBC
Bryant, A.

Athletic Association
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V.P. - Reahl, D.

Circus
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Hess, D.

Black Awareness Club
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V.P. - Robinson, T.
Sec/Treas. - Riley, D.

Human Relations Comm.
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V.P. - Patel, A.
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Chess Club
President - Goldman, H.
V.P. - Bloom, B.

Collectors Club
Triumvirate - Wilson, P.
Mathews, B.
Zukerberg, B.
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3rd Secretary - Robinson, T.

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(Pnyx)
President - Goldsborough, L.
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Secretary - Gavis, A.

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that he would like to see teenagers put alcohol/drug use aside until they are more mature to know exactly what they are doing. He believes that the major concern is the manner by which they respond to the effects of drugs and alcohol. According to Dr. Schonberg there is a need for more educative programs and candid discussions between parents and kids. Dr. Schonberg also pointed out that many of the 26,000 accident fatalities involving young people between ages 15 to 24 are either the result of teens driving while drunk or of young people in cars driven by intoxicated persons. The problem is that many teens, fearing severe punishment by their parents, risk driving while drunk. Dr. Schonberg feels that families should discuss alternatives for such occasions.

Mr. Finney found Dr. Schonberg's presentation very "...honest and forthright." However, because the Headmaster believes that "Gilman students need to know and are prepared to respond intelligently to information which explains the damaging effects of drug abuse...he feels that Dr. Schonberg has ...bent over backwards to be tactful and to offer too soft a line."

No one can tell what the final results of the alcohol/drug program at Gilman will be. Some critics feel that schools should not have such programs because they expose kids to alcohol and drugs at a more intense level than that which they would experience under normal conditions. On the other hand, many critics believe that schools are doing too little to counter the problem of alcohol/drug use. Whatever anyone thinks, however, it is hoped that students, parents, and faculty will take advantage of this opportunity to openly discuss issues which affect the lives of all.

MUNDER'S
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Shock Value: A book review

SHOCK VALUE, by John Waters. New York: Dell Publishing Co., 1981. 243 pages.

Review by Aron Silverstone

If one were to see one of John Waters' films, one would say that he wrote the book on bad taste. Well, he has! John Waters, the illustrious Baltimore filmmaker, who has made such cult favorites as *Pink Flamingoes*, *Multiple Maniacs*, *Deperate Living*, and most recently, *Polyester*, has written his memoirs in a book that contains not only his life history, but describes the making of each of his major films, and gives an account of how he found each member of his cast. This book is written in a clear, simple, and interest-holding style.

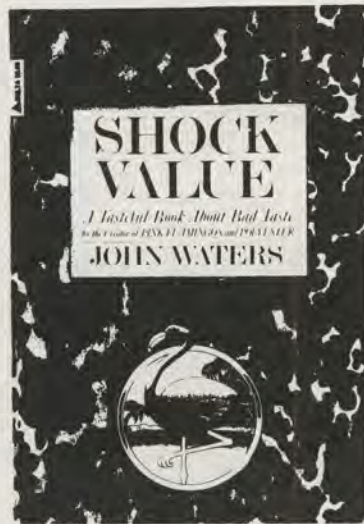
The chapters that detail the making of his movies are of particular interest, for not only does John Waters recount how he made such masterpieces of bad taste on such low budgets (two thousand to five thousand dollars except for *Desperate Living* made on a whopping \$65,000), but he relates the making of some of his most famous scenes, e.g. Divine's infamous dog-defecation eating scene. There are also those scenes cut in order to reduce the film to ninety minutes, e.g. the Divine family singing "We Are the Filthiest People Alive" in pig latin in *Pink Flamingoes*, a movie about two families, each trying to be the most disgusting one in the world. There are many other interesting tidbits about each of the films.

In the chapter titled, "Why I Love Violence", John Waters relates his childhood, and there is no wonder why he does what he does today. In his early childhood years, he would beg for toy cars and then smash them with a hammer in imagined accidents. He then towed his cars to his play junkyard full of wrecked cars. John Waters enjoyed going to the junkyard. His favorite cars were those that had overturned in an accident. Looking at the broken windshields and imagining the people who went through them thrilled him. However, his happiest childhood memory was one of these cars that had bloodstains on the seats.

John Waters had wanted to be a teen-ager for the reasons most children do not, to get pimples and braces (which he did not have to get). At junior high school, he found one of the excitements of his life, girl juvenile delinquents, whom he looked up to and admired. It was at the end of junior high school that John Waters decided what his life ambition would be—to make the trashiest motion pictures in cinema history.

Further chapters describe his life in high school, then as college drop-out to long-haired, drug taking, hippy filmmaker to adulthood.

John Waters' cast is one of the oddest collection of actors and actresses. You will not find Elizabeth Taylor, Robert Redford, or Brooke Shields. You will find Divine, the "Most Beautiful Woman in the World"—a three hundred pound transvestite; David Lochary, the great male star of John Waters early films who died on an angel dust overdose; and Mink Stole, who played all the female villains. Divine is perhaps



the most well-known member of the cast. He/she almost always plays females in John Waters' films, and he devotes one chapter to him/her. Divine does not get dressed in drag as often now, especially because shaving his/her body got to be a bloody hassle. Divine is a devoted and good actor/actress and he/she has performed with theater groups around the country. Other members of the cast include Pat Moran, who runs the Charles Theater; Edith Massey, the egg lady who owns a thrift shop in Fells Point, and Susan Lowe, a painter, stripper, and mother.

John Waters' book is one of the most interesting books to come out of Baltimore. He recounts everything from his childhood to his hobbies (especially attending famous trials, e.g. Manson family trial, the Patty Hearst trial, and Watergate trial), from how to create artificial regurgitation to how "ugly expert" Van Smith creates pimples and sores. *Shock Value* has everything you wanted to know about John Waters but were too nauseated to ask. *Shock Value* by John Waters. Illustrated. 243 pages. New York: Delta Publishing Co. \$9.95.

Update: Middle / Lower Schools

by Ben Miller

The beginning of the year is always a confusing time, but after a while things settle down. The Middle and Lower Schools have made many changes, and activities are now fully underway.

In the Middle School, a new activity program with Bryn Mawr has been instituted. Instead of an athletic period every Monday, every Middle Schooler goes to the activity which he signed up for. The activities range from the yearbook to the computer club. One choice is the Service Project. This includes everything from Lower School supervision to helping out at the Keswick Home. The Service Project aids the community in many different ways.

Mr. David Hooper is a new teacher to the Upper and Middle Schools. He teaches World History and Talk II in the Middle School and Medieval History in the Upper School. Also, Mr. Hooper will be coaching the Varsity Wrestling team.

New uniforms highlight the Middle School's athletic program. The new shirts have "Gilman Middle School" printed on them and are a great improvement to the uniforms of previous years. Also in the

Athletic Department, the 6th graders now have a different athletic period than the seventh and eighth grades.

Middle School Head of Discipline Ned Clapp has added two new terminologies to the disciplinary department. The N.O.W. slip (notice of overdue work) takes the place of Academic Detentions, and S.H.O.W. is the Study Hall for Overdue Work.

Overall Mini-Week will be the biggest event in the Middle School. Activities and field trips will be run by parents and teachers. This project will be done in cooperation with Roland Park Country School.

In the Lower School a new big brother system is going on. A fifth grader takes a first grader "under his wing" and lets him know there is somebody else in the big new world of school.

The paving of a new field in front of the fourth and fifth grade home-rooms cuts the transportation to and from the period of physical education, a course taught by Mr. Jim Busick.

In both the Middle and Lower Schools various changes are being made and things will keep changing in the effort to make Gilman a better place for all.

Movie Reviews

So Fine Not So Fine

Body Heat

by Andrew Sinwell

Believe what you hear about *Body Heat*. It sizzles. Unlike much of the current movie fare, this film has in intricate and captivating plot. The torrid love scenes grab your attention and keep your eyes glued to the screen.

The movie centers around a laid-back lawyer (played by William Hurt) and his relationship with one hot-looking seductress. The girl, a neglected millionaire's wife, is played by Kathleen Turner, a vibrant beauty who is fairly new to Hollywood. The acting, on the whole, is rather good; one gladly overlooks the occasional awkward line or sloppy dramatics.

I do not want to spoil the movie for anyone, so I will not describe the plot. Suffice it to say, however, that the last half-hour will amaze and shock you with the startling turn of events.

by Michael Jeffrey

So Fine is definitely not so fine. It is essentially a lousy two-hour-long sitcom. It revolves around the adventures of a normal English professor who gets drafted into his father's failing dress business by a large creditor (Mr. Eddy), a seven-foot-tall ogre better known as Jaws. He then successfully falls in love with Mr. Eddy's wife, dreams up a hot new idea in fashion jeans for women (see through back pockets), and has his life and health menaced by Mr. Eddy. The climax, which takes place in the middle of a production of *Othello*, is pitiful in its attempt to be funny. This movie is rarely humorous, and if you want to be amused, I recommend staying home and watching the Muppets.

BENDANN ART GALLERIES

Established 1859

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Stones hit Philadelphia

by Rick Friedman

It was 5:30 a.m. Saturday, September 26 and our car pulled into the parking lot at JFK stadium. Several bottles crushed noisily beneath our tires, and as the car glided into its parking space, I noticed that in the car to our right, people seemed to be injecting something into their arms. Nonchalantly, I locked the car doors, and waited. It was 6:05 a.m. and the sun was rising above the ugliness of downtown Philadelphia. Cautiously we got out of the car and made our way to the gate. After an hour the gates opened, and we strode into JFK stadium to see the Rolling Stone. It was now 7:45, and the sun had risen part way into the sky.

I relaxed on our blanket (we had field seats) enduring the four hours before the concert. I could not wait to get "Stoned," Rolling Stoned that is. However, before Mick and Keith could assault Philadelphia, George Thorogood and the Destroyers and Journey would play to the highly diverse crowd, 120,000 people strong. This was the largest mass of humanity I have ever seen. Preps conversed with Punks who mixed with bikers and freaks and gays and event the occasional "Dead Head" who had a bit too much and thought he was in Lehigh waiting for the Grateful Dead to play. To say the least, it was an experience; to say the most, it was overwhelming. I saw two or three people carted off on stretchers—all before the concert.

The sun was beating down upon us as George Thorogood introduced himself to Philadelphia. His band started its rock/blues routine which was much better than I had expected. Thorogood was very lively and added much to the show with his physical exuberance. I would not buy their

album, however, I am still a Punker at heart. Thorogood did his last number and left the stage in mid-afternoon. During the hour-long wait for Journey, more people were carted off in stretchers and droves of people cruised about the stadium in an effort to relieve themselves. Elsewhere, this could have caused a riot, but here the police and Red Cross volunteers were able to keep order. This was the first concert I have ever seen in which medics were employed. In fact it was the first concert I had ever seen in which medics were even needed. The next group to perform, Journey, gave me one of the worst rock and roll experiences I have ever had.

The band was unexciting. Although the music was fair, the apparent lack of enthusiasm from all members of the band had a predictable result. Journey disappointed me and many others as well. We paid money for a show and expected an exciting performance. I cheered very loudly as Journey left; I was glad to see them go. The interim between Journey and the Stones was unbearable. People were getting restless. So as people will when they get impatient, they passed the time in some very illicit ways. Marijuana, LSD, and cocaine were rampant and the Red Cross had more of a job than it could handle, but all of this subsided when the first few chords of "Under My Thumb" were played.

The crowd rose to its feet and cheered in a riotous fashion. The only words that could describe Mick Jagger that day were "Amazing" and "Energetic." He dazzled the audience as he dove across the stage. His wild antics during "Start Me Up" had the crowd (and me) in an uproar. Keith Richards played an excellent guitar

throughout. The six-story stage design added tremendously to the total effect. "Honkey Tonk Woman," "Jumpin' Jack Flash," "Miss You," "Let's Spend the Night Together," and "You Can't Always Get What You Want" were only a few of the highlights of the concert. The highlight of the concert was when Jagger climbed atop a crane which carried him over the crowd and threw roses down to the people. The sheer energy of the Stones made the concert in no uncertain terms "great." When the smoke had cleared the Stones played a brief encore and then packed up and headed for Buffalo. For me this concert was my favorite ever. After 17 years the stones are still rocking. Getting "Rolling Stoned" is the best concert experience I have ever had. On to Madison Square Garden.

Hot Rocks by Rolling Stones: A review

by Jamey Hebb

The biggest news in the music world today, and perhaps one of the pieces of current national news, is the Rolling Stones 1981 U.S. Tour. This is reason enough to look back at what many critics consider to be the greatest rock and roll album ever recorded, *Hot Rocks*.

Hot Rocks is the two disc set that defined music for a generation of American youth. The album is a collection of the biggest hits of one of the most popular bands of all time. The songs were released from 1964 to 1971 and can be considered on the whole as nothing less than a rock and roll masterpiece.

The organization of *Hot Rocks*, which was produced by group leaders

Mick Jagger and Keith Richards, is by disc; the first two sides consist of the slower numbers such as "Time is on My Side," "Under My Thumb," and "Ruby Tuesday." As this disc progresses, the album's songs get more fast-paced, and at each side's end is a classic ("Satisfaction" and "Let's Spend the Night Together") which sets the more upbeat tone for the second album of the set.

Side three of the album opens with the song most widely recognized and associated with the Jagger/Richards combination, "Jumping Jack Flash." Song after song, this second disc stands alone as an example of the inimitable magic of the Rolling Stones. "Gimme Shelter," "Brown Sugar," "Honky Tonk Women," and "You Can't Always Get What You Want"

served as the music that the youth of the late 60's and 70's lived, relaxed, and grew up by.

The incredible longevity of this album proves its authenticity as a classic—even today, ten years after its original release, *Hot Rocks* remains a favorite of music aficionados of all ages. In building a rock and roll album collection, this critic can suggest no better cornerstone than the phenomenal greatest hit album of the Rolling Stones, *Hot Rocks*.

EDDIE'S

5113 Roland Avenue

"Where shopping is a Pleasure"

Upward Bound services community

by Matthew Joseph

Upward Bound is a national, federally-funded program with the aim of further educating high school students from the lower socio-economic backgrounds who are deficient in particular academic or psychological areas. In the Baltimore Metropolitan Area, Morgan State University, the Community College of Baltimore, and Gilman School all have such programs. Gilman services City College, Poly, Edmondson, Southwestern, Southern, and Patterson schools. Although funded for only eighty people, the Gilman Upward Bound Program has accepted eighty-five students for the last seven years.

The program's director and assistant director are Mr. Green and Miss Robinson respectively. Mrs. Sawyer is the office manager, and Mrs. Dorsey is the counselor. The source of instructors are volunteer teachers, from Gilman and the public schools, and Gilman School seniors.

Students usually apply at the end of the ninth grade for the following summer and, if admitted, continue every school year and summer up to and including the summer after twelfth grade. A person, to be admitted, must fill out an application which uses the income of the parents and the opinion of the public school concerning his or her academic ability as determining factors. Usually the school will recommend a student if he or she is bright but is not achieving his or her potential with respect to grades or standardized test scores. Students will also be endorsed if they have personal problems which could possibly be helped by the program. Once the application is approved, each student must be interviewed. Due to the length of the program and the responsibility involved, there is obviously a large commitment made by these students; however, almost everyone completes it.

The goals of the program are to have students maintain a good transcript, prepare for the Scholastic Apti-



William Green, Assistant Director of Admissions for the Upper School, also runs the Upward Bound Program.

tude Tests, and to matriculate to college. This is achieved by addressing the individual needs of a student in any areas of weakness. Miss Robinson further explains the purpose of the program by saying that it is used "to have high school students with the best possible track record and attend college."

The Gilman Upward Bound actually consists of two parts; the school year program and the summer program. During the school year, students attend after school and most Saturday mornings. The courses taught supplement those being given at their normal schools. The summer program has the same repertoire but they are actual courses. Some of the subjects are: English, science, math, and the romance languages. There is also a Development Skills Lab where there is potential improvement and preparation for the S.A.T.'s. In addition, introductory college courses are given during the summer after the twelfth grade.

The program also has many non-academic activities. Individual and group counseling sessions are re-

quired for academic and personal advisement. There are also cultural activities offered. This year the students will be participating in Project Apollo, also known as Outward Bound. They will attend several plays, and visit the aquarium. They will also partake in the Presidential Class Room: a week long program on the various aspects of the United States' Government.

The program produced an outstanding record of college attendance for those who have finished the program. So far, ninety-two percent of the students decided to continue to college and eighty percent have graduated. The credit for this success rate must be given to all the parties involved: the federal government, the staff of Upward Bound, the Gilman School administration, the teachers, and the student-tutors. However, most of the recognition must be given to the students themselves who have succeeded in transcending the disadvantages of their environment to further their education by participating in the Gilman Upward Bound Program.

Scandinavian Seminar

Scandinavian Seminar is now accepting applications for its 1982-83 academic year abroad in Denmark, Finland, Norway, or Sweden. This unique learning experience is designed for college students, graduates, and other adults who want to study in a Scandinavian country, becoming part of another culture and learning its language. A new one-semester program, only in Denmark, is also now available.

After orientation in Denmark and a 3-week intensive language course, generally followed by a family stay, students are placed individually at Scandinavian Folk Schools or other specialized institutions, where they live and study with Scandinavians of diverse backgrounds. The Folk Schools are small, residential educational communities intended mainly for young adults. Both historically and socially, these schools have played an important part in the development of the Scandinavian countries. Midway through the folk school year, all the Seminar students and staff meet in the mountains of Norway to discuss progress and make plans for the spring. A final session is held at the end of the year to evaluate the year's studies and experiences.

Because the Scandinavian countries are small, open, and accessible, the year provides an unusual opportunity for the student to explore his or her particular field of interest by doing an independent study project. On the basis of a detailed written evaluation of their work, most college students receive full or partial academic credit for their year.

The fee, covering tuition, room, board, and all course-connected travels in Scandinavia, is \$5,900. Interest-free loans are granted on the basis of need, as are a few partial scholarships.

For further information, please write to:

SCANDINAVIAN SEMINAR
100 East 85th Street
New York, N.Y. 10028

Travelling Men

by Craig Rocklin

"Down over the hill there is a little still where smoke goes curling through the sky. You can tell very well if you only stop to smell that there's liquor in air close by." If you think that this quote is about the Junior-Senior lounge, you are wrong. These lines are the first of many lines that this year's Travelling Men will sing.

Under the leadership of Aaron Bryant and Mr. Simmes Walsh, the 1981-82 T-Men will consist of John Hillman, Jeb Saunders, Mitch Ford, and newcomers Wallace Simpson, Brett Yeager, Keith McCants, Jon Baker, Andrew Jones, Paul Sowell, and Craig Rocklin.

The Travelling Men will make their yearly visits to schools such as Roland Park Country School, Garrison Forest, Maryvale Prep. and Madeira. The T-Men will also sing at nursing homes in the Baltimore area. They will also perform at area Country Clubs and most Gilman School activities.

This year's selection of music will be greatly varied. "We will sing Barber Shop, Beach Boys, Beatles, and a little Boogie-Woogie!" stated leader Aaron Bryant. He will even try to write an original piece for the T-Men to sing.

Out of the thirty-five people who tried out for the Travelling Men, eleven harmonizing voices have been picked to try to make this year's T-Men the best that it has been in a long time. Wallace Simpson summed it all up by saying, "Hey, we sound pretty good!"

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Brand-O kicks off second season

by Gideon Brower

This fall is a season for big crowds. Simon and Garfunkle started the trend with help from Organized Labor. The Rolling Stones kept it going. The Brand O Film Society has seen the trend, and plans to take advantage of this new "crowd mania."

The Society is presenting four French films (in French with English subtitles) during the month of Oc-

tober. The two remaining films are *Black and White in Color*, which will be shown on Sunday October 18 at 2 and 7 p.m., and *Hiroshima Mon Amour*, October 25 at 7 p.m. Both films will be shown in the Library Lecture Hall. Admission price to each film is one dollar.

If the October film series is a financial success, as well as an artistic one, Mr. Thornberry anticipates a new film series for the spring.

Varsity Soccer / Football to play Arch rivals before Homecoming crowd

by Rob Daniels

Part of the appeal of Gilman as an overall academic institution over the years has been the many traditions in which students, teachers, alumni, and friends of the school take part in each year. Some of the oldest traditions are the Circus, Family Day, and the McDonogh Day football game. It is these activities which receive the most attention.

However, one tradition that is sometimes overlooked is Homecoming, the brainchild of the Alumni Affairs Office. Mr. Thomas Peace, the director of Alumni Affairs, is expecting a large crowd due to the abundance of the day's athletic contests. In fact, Mr. Peace is giving most of the credit for whatever success may come from the day to the Athletic Department. "The fact that we have an arch-rival in soccer and another rival in football will mean a big drawing card," he said.

The soccer team opens the day with an 11 a.m. match against McDonogh, a team the Greyhounds beat last year for the first time in recent years. This year's Varsity Soccer team is a veritable juggernaut. They

have already trounced two apparently evenly-matched opponents by 5-1. Friends, a team that tied Gilman 1-1 in last year's Homecoming Day game, was the first victim. Then, Coach Kumar's team shocked Towson Catholic by the same score of 5-1. Undoubtedly, the Homecoming match will be one to be remembered.

The Varsity Football team will have its work cut out for it at 1 p.m., when it plays Calvert Hall. The Cardinals defeated Gilman in the 1977 homecoming game 10-9. For Coach Bristow's team to be a contender for the MSA "A" Conference crown this year, it will have to win this game. The team began its season well, defeating Severn and North-Western. But, then they fell to the awesome ground game of Poly and were defeated 28-13 before an enthusiastic home crowd. One week later they were defeated by Archbishop Curley 9-8. The team needs a win in a crucial game, and with good fan support, they could do it.

The third contest of the day features the MSA "A" Conference defending Cross-Country team of

Coach Jack Thompson against the visiting John Carroll Patriots. Although John Carroll is not to win the championship this year, Coach Thompson feels that they could pose a problem for his team, since they have defeated Gilman in previous seasons. "We can't overlook them," he said. "If we do, we're in bad trouble." Also, the team will enter the John Carroll race knowing that they will run twice in four days with only one day of practice for the crucial Mount St. Joe contest. "They'll have to be prepared to run two races almost on top of each other," Mr. Thompson said. Finally, he made the point that the Homecoming Day meet will mark the first time many of the runners on the Varsity will have run in front of a large crowd. He stated that this will be a big help to some of the underclassmen, who will obviously be feeling the pressure.

Clearly, this year's Homecoming will be a day of great importance to the school and its interscholastic teams. The teams, coaches, and administration are hopeful that fan support will be abundant and that everyone will have a good time.

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Varsity

by John Linehan

This year's J.V. Soccer team has gotten off to a disappointing 0-2-1 start. However, there have been many good points about the team.

The team's head coach, Mr. Sandy Bishop, is primarily a lower school teacher. Assisting him are Messrs. Peard and Martin.

The Squad is led by co-captains Jimmy Swindell and Tim Carroll, who have both provided excellent leadership. The first game of the year was a 1 to 1 tie with John Carroll. The Gilman team outplayed John Carroll despite having four shots just missing the goal and hitting the posts. Sean Culman scored the only goal for Gilman during the tough match.

The second game was a 3-1 loss to Friends School. Defensive breakdowns accounted for two Friends goals. Gilman, after a disappointing first half, dominated the second half but could not overcome a two goal half-time deficit.

Patterson, the J.V.'s third opponent, defeated the squad with a three goal victory (Patterson is in a league one step above Gilman) though the J.V. played its best game of the season so far.

The front line for the J.V. consists of Peter Grose, Sand Cho, Mike Dear, and Jake Hendrickson. Substituting on the line are Chuck Egerton and Frank Kneuttle. At fullback, the team has Pepe Albuquerque, Tim Carrol, and Van Smith. At goalie is Paul Leand.

The J.V., although off to a disappointing start, will be contender in the M.S.A. A conference. Increased offensive punch and more fan support will be the key if the J.V. is to defend the championship.

Varsity Soccer drives for MSA Crown



Gilman soccer players showing their intense concentration during a workout.



Goalie Dave Reahl using his head in practice.

JV

by Ron Creamer

This year's Varsity Soccer team boasts of one of the most talented lineups in Gilman history. All of this year's starters are returning varsity members, eight of whom started last year. Already in the young season, Gilman has proven itself a team to be reckoned with compiling a spotless 4-0 record, shutting out AA conference Patterson 2-0 along the way.

Although many players are not new to the Varsity squad, rookie coach Shanti Kumar is, having moved up from his J.V. coaching spot last year, assisted by defensive specialist Harry Goldberg. Coach Kumar stresses long passing and defensive strength. As for individual players, the defense is anchored (for the fourth year in a row) by Billy Marshall. Goalie Van Dorsey was instrumental in the Patterson game, turning back a penalty shot and recording twelve saves. The midfield is lead by Kurt Erlbeck and Joe Sievold, while the spectacular heading of Peter Williams and occasional hustle of Wilder are showcased on the line.

Skills stressed in

Fresh / Soph Soccer

The Fresh-Soph Soccer season will begin Wednesday with coaches Demeule and Fenzel at the helm. Although there are at least ten games played, the development of soccer skills and game strategy is of great importance. Players are taught how and when to pass, dribble, and shoot. The many new players can be combined to form a strong team. Next week the team will play its first games against two powerful recreational-league teams. If the players can work together with enough team spirit, the Fresh-Soph soccer team can look forward to a successful season.

Rugby: intramural alternative

by David Brecher

There is a new sport on the horizon this fall season at Gilman. Along with the normal football, soccer, and cross-country teams, there is the new and exciting Varsity Rugby. Mr. Hooper, the new coach, will be a great asset to the team. Rhett Waldman, team captain, says, "If we stay clear of injuries, we can remain

unbeaten." However, the team practices diligently every day from 4 to 5:30 p.m. with only the distant thought of playing an actual game. However, the serious rugby player participates for his deep love of the sport and not for the glory of beating McDonogh. Hopefully, the rugby team will have the chance to prove their talent against another school.



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JV

Defense boosts JV Football

FS

by Nick Schloeder

It was a jubilant J.V. football team that returned from Archbishop Curley on Thursday, October 1st after trouncing them 44 to 0. The game was dominated by Gilman's tough defense, which held Curley to 4 yards total rushing through the entire game. Frank Gibson and Marlon Smith were the leading tacklers. Co-captain David Lohrey had seven completions in 10 attempts for 159 yards. The other co-captain Jack Patterson rushed for 45 yards in 9 carries to lead all rushers.

Gilman opened their season on September 17th against Northwestern, and won easily 14 to 0. Freshman Rory Holley gained 50 yards on 7 carries. Defensively, Mike Lewis, at linebacker, ended a Northwestern drive with an impermeable tackle at the line of scrimmage. Late in the game, Tony Murrey snagged a Northwestern pass to end what might have turned into a scoring drive.

The following week, the J.V. faced a sturdy Poly Team. Gilman came out on top 14 to 0 with outstanding games from end Chase Monroe and quarterback David Lohrey.

The J.V. is currently 3-0 with a



consistent offense and an awesome defense. So far this season, the defense has yielded no points to the opponents. The J.V. has a very good chance of winning the M.S.A. Conference this year. Any fan support is greatly appreciated by the team.

Co-editor-in-chief Michael Sarbanes shows that he can do more with his hands than write. Varsity Football is now 2-2 with wins over Severn and Northwestern, and losses to Poly and Archbishop Curley. Tomorrow they play #1 ranked Calvert Hall.

by Laurence Thomsen

The Frosh/Soph football team began its season at home with a 0-0 tie against St. Paul's on September 23. Though the Gilman squad controlled the game, St. Paul's pulled two goal line stands in the first quarter to keep the game scoreless.

Led by quarterback Rob Elliott, the offense (with the aid of good field position) drove to the five but was unable to score. Again on the next Gilman possession the St. Paul's defense thwarted a strong drive with another goal line stand.

The Gilman team completely dominated the game both offensively and defensively, allowing St. Paul's inside it thirty yard line only once. Only because of a strong goal line defense by St. Paul's did the game remain scoreless. The Frosh/Soph plays Friends for its next game and then begins inter-league play.

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C.C. captains lead Poly Smash

by Haig Kazazian

Though, with the loss of Steve Levin and Robbie Harrell, the Varsity Cross-Country team is lacking that one-two punch of last year's season, against Poly, Gilman found a new one-two punch in Greg Quintilian and Ross Taylor, who led Gilman to a 22-33 thrashing of the Engineers. Poly had beaten the Greyhounds earlier this year, however, in the Spiked Shoe Tournament at Johns Hopkins University. Gilman placed 6th at this tournament while Poly took 5th.

Co-captains Quintilian and Taylor were not the only stars in the meet against Poly. Tom Hoen, who last year led the J.V. Cross-Country team by winning the Brooklyn Park Invitational and capturing several dual meets, finished 5th. This year at Brooklyn Park, Tom finished a respectable fortieth, and at the Spiked Shoe, which has a much harder course, he placed 56th. Larry Seidman joined the Cross-Country team this year and has already proven himself as one of Gilman's top runners. His accomplishments include fiftieth at Brooklyn Park and a strong 51st out of 170 of the state's best runners at the Spiked Shoe. Tim Robinson, who last year finished 13th in the J.V. M.S.A.'s at Herring

Run, ran right behind Quintilian at Brooklyn Park and finished 16th (one behind Quintilian's 15th and six spots behind Gilman's top finisher, Ross Taylor, who came in 10th). Unfortunately, a leg injury forced him to miss the Poly meet.

Two juniors, Johnny Ortiz and Neil McAslan, have aided the team tremendously. Johnny is an experienced track and cross-country member with a lot of natural ability. To his credit, he earned an exceptional 26th place at Brooklyn Park which was his first Varsity meet. Neil, on the other hand, started running track last year and had no prior cross-country experience. To no one's surprise, though, he made Varsity Cross-Country and was Gilman's fifth man against Poly. An untimely injury had prevented him from participating in the two meets before the Poly dual match. Both of these runners, hopefully, will continue their line of performances in both Cross-Country and Track.

Now that Gilman has easily defeated a usually tough Poly team, it can look forward to tough meets against Mount Saint Joe, Curley, and Mervo. Varsity and J.V. Cross-Country members appreciate the support they have received in their early meets and hope that it will continue.



JV sensations Haig Kazazian and Keefe Clemons lead the pack in an afternoon workout.

Freshman takes top place in JV CC/Poly meet

by Ronnie Kann

This year's J.V. Crosscountry team, coached by Mr. Jerry Thornberry, is an effective blend of seasoned runners and rookies. The older runners provide good leadership and keep the team's enthusiasm at a maximum. This season's squad is a very closely knit unit, in that everyone supports each other's efforts. Everyone's primary goal for this season is to improve his running

ability. However, in the back of everyone's mind, as it is every year, is the hope of a championship.

The team has gotten off to a good start in their championship quest. On Thursday, October 1, they convincingly defeated perennial power Poly. The score was 18-39 with Keefe Clemons (freshman), Jose Aguto (junior), Pete Heusler (freshman), and Haig Kazazian (junior) taking the top four places in that order.

Other top ten finishers were John Quintilian (freshman), eighth, and Fred Hopkins (junior), tenth. The remainder of the J.V. team includes freshmen Langdon Lawrence, and Anton Vishio; sophomores Charlie Bolton, Roddy Dean, Ronnie Kann, and Andy Staib; and juniors Glen Boldt, Dave Cosby, John DeClariss, Alan Fleischmann, Richard Jacobs, Aron Silverstone, Dave Vecella, Chris Walsh, and Chris Wilson.

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E. E. Thompson A Faculty Profile

by Ian Michael Miller

Edward E. Thompson did not have a birthday last year. He won't have one in the coming years either; at least not until 1984. Mr. Thompson, of course, was born on February 29, 1928. He always tries to celebrate his birthday on March 1, tries, that is, because he rarely makes it past the twenty-eighth.

Aside from his unusual birthdate, Mr. Thompson's early life was much the same as any young preppy. He graduated from Gilman in 1945 with letters in lacrosse and basketball, and a strong interest in math and science. In college at Yale University, Mr. Thompson sustained his interests in both academics and athletics. He enjoyed playing lacrosse in college since he found that the sport could be made a secondary part of his life. Mr. Thompson enjoyed traveling and playing around the country, but he wished to keep his studies in the most prominent position.

At Yale, Mr. Thompson found that he was not especially well prepared for his college level math and science courses. He stresses now that his ill preparation was due not to any failure on Gilman's part in particular, but rather to the methods of teaching Math and Science in that period.

Graduating from Yale in 1949 with a degree in Industrial Engineering, Mr. Thompson settled into a job at the C. Kopper Manufacturing plant. As an industrial engineer he found himself



This is the second in a series of NEWS faculty profiles.

responsible for designing the manufacture of a particular type of piston ring. After several years at Kopper's he came to believe that he had missed his calling as a writer, and started a night school program to fill in the gaps in his liberal arts education.

His stint as a liberal artist culminated when, after quitting his job at Kopper's he and his newly-wed wife traveled to Oxford University in England. At Oxford, Mr. Thompson spent half a year studying English Literature. In eight months in Europe, Mr. Thompson and his wife traveled extensively through many coun-

tries including France, Spain and Italy.

Upon his return to the United States, in 1953, Mr. Thompson was offered a job at Gilman, by then Headmaster Henry Callard. A position had just opened up in the science department for a chemistry teacher and Mr. Thompson was pleased to take it. He had always enjoyed working with youngsters; he had done some tutoring and teaching while at Kopper's. He liked the science set-up at Gilman, especially the combination of classroom and laboratory activities.

Continued on page 3

Historians Analyze History Department

by Andrew Sinwell

On September 15th and 16th, Gilman's history department was visited by an impressive committee consisting of several eminent authors, historians, and community members. During their visit, the members of the committee observed, discussed, and evaluated the faculty and curriculum of the History Department.

The committee was born of an agreement between the school and the members of the group that an evaluation of the History Department would be beneficial to all parties concerned. Walter Lord, the renowned author and Gilman graduate, was chosen to chair the committee. Page Smith, one of America's most illustrious historians and also a Gilman graduate, came all the way from California to be included in the group.

Ludlow Baldwin, past headmaster, and teacher at Gilman, Dr. Roger Howell, Jr., former president of Bowdoin College (and now a professor of history there), and Mr. Nicholas Fessenden, chairman of the Friends School history department all were invited to join the committee. Mr. James Michner, a Fairfax County school teacher (no relation to the author), Dr. Frederick Whelan III, an assistant professor at Columbia University's Center for the Study of Human Rights, Dr. Henry Drewry from the Office of Teacher Preparation and Placement at Princeton University, and Mr. David G. Nes, a former ambassador to the Middle East, were also asked to participate. Mr.

Bradford Jacobs, Editor of the Evening Sun (now on sabbatical) and Mr. John T. King III, assistant to the Chairman at Baltimore Gas and Electric, were two members of the Baltimore private community who were included in the committee. Of all the committee members, only Messrs. Drewry and Fessenden did not graduate from Gilman.

The main purpose of the committee was to get professionals, including people from the non-academic community, involved in reviewing the History Department's curriculum and teaching emphasis. The committee divided their study into two days. The first day was devoted to several long sessions where the committee met with members of the History Department. The committee was asked to decide whether they thought the courses were suitable and appropriate. They were asked to comment on the quantity of the courses and to evaluate the total teaching environment. Also the committee members were asked to decide whether skills such as note-taking and research were adequately stressed in addition to course content.

On the second day of their visit, the members of the committee split up, visiting classes and interviewing students. After their two days of observing, interviewing, and evaluating, the members of the group were asked to submit their written reports to Walter Lord. Mr. Lord will then compile these reports into a larger one and submit it to the school. The report is expected to arrive in the next several weeks.

A Landmark Circus

by Blair Berman

The annual Gilman Circus brought many of Baltimore's landmarks to life on October 30th. The purpose of this year's Circus was to raise funds so that the remainder of the debt on the swimming pool (completed in 1976) could be paid and a new official entrance constructed. The event, which was attended by a large number of Gilman pupils as well as residents of the general community, was billed as a large financial success. This was the result of a great deal of hard work on the part of students who sold tickets, decorated, and worked in the various booths on the day of the big event.

There was a variety of activities which were to be enjoyed by all. Whether it was getting a bite to eat at "Section 34 Hotdogs" at-

tempting to win a goldfish at the aquarium stand, or seeking revenge on a teacher at the dunking booth, a good time was to be had. The game booths ranged from an instant bingo to a variety of electronic and computer games to several raffles. As usual, there was a book sale where some of the best bargains at the Circus were to be found. In addition, one could support the Varsity Football team by watching the Greyhounds upset a previously fourth ranked Loyola team, 7-6.

The Upper, Middle, and Lower Schools had independent contests this year with the United Fund drive, the pre-Circus ticket sales, the booth decorations, and the booth profits as deciding factors. The three winning grades, each of which will receive an extra day of Winter vacation, will be announced in a month.

Students Found Peer Support Group

by Howard Sobkov

The newest extra-curricular program at Gilman is the Peer Support Group. It is designed to give students a way of airing their feelings about themselves, their peers, and teachers. The group is also set up so that students who are having some problems can talk to a group of peers who will be accepting. Members of the Peer Support Group will help troubled students by talking and trying to see them through their problems.

The group was started at Gilman by Nancy Morley in cooperation with Messrs. Leighton and Bulkeley as a result of the Drug and Alcohol Awareness Program. The Peer Support Group has met three times. The meetings take place from six to seven on Thursday evenings in the Junior-

Senior Lounge. Anyone who wishes to attend is welcome to come. The sessions are run in an informal manner during which the students talk about whatever they feel like discussing. So far, the topics have varied from drugs and alcohol to teacher-student relationships. Although the group tries to follow a major topic, it has been sidetracked by the many fascinating things that there are to discuss.

Messrs. Leighton and Bulkeley have attended all of the meetings but they serve more as group members than teachers. They are there because they have experience in dealing with problems students have with school and friends. All that is said during the meetings is kept confidential.

Mr. Leighton said that the Peer Support was a good idea for two reasons. First, there is an enor-

mous amount of untapped potential for helping people among the student body. Second, the group helps people realize that many of their peers have similar problems. Therefore, people can discuss various ways in which they can solve problems they have in common.

As of now, Gilman is the only school in the area which has this type of program. Members in the group have said that they would like Bryn Mawr and Roland Park to have programs such as this so the schools could have joint discussions.

Inside

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EDITORIALS

The Hungry Billion

Bishop Gumbleton, Vice-president of Bread for the World said in a speech last week at St. Mary's Seminary that if ten percent of the military budgets of the nations were to be spent on world hunger, the problem could be eliminated. Meanwhile, nearly a quarter of the world's people are living in absolute poverty; they have absolutely nothing. Most of these are young children and women.

We are lucky; the United States has one of the highest standards of living in the world. The United States does not now share even one-tenth of one percent of its wealth in contrast to three percent under the Marshall Plan. This country presently ranks fifteenth in percentage of gross national product used for foreign aid.

But, why should we care? Apart from the overpowering humanitarian religious reasons, the fact is that it is in our own self interest to try to alleviate the incredible imbalances and inequities which place one of every four human beings in starvation. The inevitable revolt of the "haves-nots" against the "haves" will certainly not benefit America, for we are the "haves". Telling poorer nations to pull themselves up by means of the free enterprise system, as President Reagan suggested in Cancun, is simply not viable advice. It is an economic and historical fact that the richer nations get richer while many of the poorer ones are held back by trade imbalances and high tariffs.

The fast for World Hunger on December 3 is a good opportunity for Gilman students to demonstrate their awareness of the problem and their empathy for those suffering. The standard American response to such problems is to contribute money; this, of course, is extremely helpful. So, why fast? By fasting we are making an active sacrifice on behalf of the starving which can only help us learn to care about the one billion people that none of us has ever met.

In Memoriam:

The entire student body was deeply saddened last week by the tragic death of Michael Cooper, class of 1985. A gifted student and an enthusiastic athlete, he will be greatly missed by all who knew him.

At services held for Michael, Mr. Finney said: "So we of the students and faculty will remember Michael. The beauty of his life and the abiding qualities of his character can now be incorporated and live on in our lives. In this manner we can help in our human way to ensure his immortality. Michael has reminded us of the beauty and preciousness of life. We will not forget."

He will be remembered by his many friends with affection and respect.



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Jerry Wolf was a handyman this summer for Save the Children.

Wolf's Summer Life in Somalia

by Michael Daneker

The Shebelle River region of Eastern Somalia is a dry, desolate area, practically a barren desert. Yet many poor, sick, and homeless refugees from the Somalia-Ethiopia border war continue to pour into the fourteen refugee camps in the Shebelle region. The camps are not very pretty. Housing facilities consist of no more than bundles of twigs and maybe some mud, plastered to form walls. In many areas, due to the first rainfall in ten years, the Shebelle River has overflowed and there is as much as four feet of water in the people's makeshift homes. Refugees are dying of malaria, typhoid, pneumonia, dysentery, almost every imaginable disease. Almost no medical treatment is available; the only doctor has no supplies. A stench of dead fish pervades the air, as flood waters recede. The refugees, many of whom are starving, crowd around centers from which they get their daily distribu-

tion of a cup of corn. It is still too early to see the drastic effects of malnutrition, yet many children weigh only fifty percent of what American children their age weigh. The setting is grim, to say the least. However, such was the scene upon which Mr. Wolf arrived in early June of last year. Says Mr. Wolf, "I decided to go to Somalia for several reasons. First, I needed time to think about what I was doing, about my life, and I wanted to go to an area where I could help other people. I didn't want to have a selfish focus." In Somalia one definitely finds an opportunity to help those in dire need, and get involved in human lives. Mr. Wolf joined the Save the Children Foundation, a group which specializes in community development, as an agricultural mechanic and construction specialist. After leaving on May 28, Mr. Wolf arrived in Somalia and found conditions frightening, to say the least, even for the American workers positioned there.

"When I arrived I found the Americans living in one of the few houses in town not washed away by the flood. There were 24 of us in the house, which itself only contained three bedrooms. People were sleeping on refrigerators, boxes, anywhere, just to get out of the flood water, which was one foot deep in the house." However, Mr. Wolf found the work to be extremely challenging. "I guess I was supposed to be a sort of mechanic-magician. There were no tools to speak of and very few supplies. My job was to repair Save the Children's jeeps and vehicles, help rebuild homes and other buildings knocked down by the flood, and make day to day items like tables, benches, beds, and chairs." In other words, Mr. Wolf was the handy-man of the operation, expected to do anything and everything. "One time," remembers Mr. Wolf, "I was even asked to fix diesel motors which had been sitting in the river for days, even though I knew nothing about diesels."

According to Mr. Wolf, the conditions in which the refugees lived also were slightly depressing. "You could see children that you knew could be dead in two or three days, and there was nothing that you could do. Some of the kids had just given up on life. It usually seemed that the parents would give up on these kids too. They seemed to accept the fact that only 2 out of 10 would live past the age of five." Yet Mr. Wolf claims that these conditions only made Save the Children volunteers work harder. "In addition to food monitoring, the foundation began to provide immunization programs, a day care center, and even some schools while I was there." Despite the problems, conditions improved a little bit. "By the time I left, the flood had receded, food was a little more plentiful and conditions were not quite so pressing. Yet the problems have not been solved."

Overall, when Mr. Wolf looks back, he understands much more about the desolate surroundings of the Somali desert. "First, I learned to rely on myself. If a jeep breaks down, you just have to fix it. You have to bail yourself out. Second, there seemed to be a message of hope. If those refugees were capable of coping with their shocking conditions and accepting the problems as a way of life, then we should be able to do the same. We have a gold mine over here. A lot of people don't realize that."

Dear Editor,

This morning, Gilman School underwent a new and special experience; one which no person present may ever forget. I speak of Mr. Bulkeley's speech in Chapel today - what I consider to be the most important happening thus far in the school year.

Every chance we get to give credit to a team we take. The soccer and football teams boast of excellence, and rightly deserve the attention they receive. However, it is time to look further, and give our support and appreciation to this school's richest resources - people like Mr. Bulkeley.

Gilman has tried for a long time to educate its students about the dangers of alcohol and drug abuse. Seminars, filmstrips and a dozen speakers have put in many hours to educate us about the perils of beer and marijuana. It is noteworthy that in twenty minutes Mr. Bulkeley was able to make all

of the other programs look like a waste of time. I can only hope that the administration feels the same way. Education is important on this subject, however, it must be effective if it is anything at all.

Recognizing a problem is the most important step in overcoming it; being able to talk about your own problems is showing that you care enough to try and prevent it. To stand in front of more than 500 people and talk about his alcoholism must have been very difficult for Mr. Bulkeley; however, in doing so he showed us all what true courage is about. The courage to open himself up and give of himself so that we may learn, and be aware, is the greatest gift that Mr. Bulkeley could ever give us.

Mr. Bulkeley is a man who has conquered a problem; more importantly, however, he stands as a living example of the principles we should all aspire to.

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E. E. Thompson Water Polo: The Forgotten Sport

by Les Goldsborough

Continued from page 1

Along with William Porter, he designed the General Science Course for freshmen that is still used today. For many years he served as assistant head coach of the Varsity lacrosse team under George Chandlee. He even coached one game when Mr. Chandlee was absent and trounced his opponent 5-3, making his win/loss percentage the best in prep lacrosse (1.000). The intramural athletic program as we know it today is largely an invention of Mr. Thompson's. He developed intramural sports leagues for all three seasons in which students not of interscholastic caliber could play.

In 1963, after 10 years in the science department, Mr. Thompson switched over to teaching math. Excited by the new methods of teaching math developed after Sputnik was shot off in 1957, Mr. Thompson felt that he could change the Gilman program to better prepare students for college courses. He has developed, in the ensuing years, a program in honors math which switched the emphasis in teaching from applications to pure theory, feeling that an intuitive grasp of the concepts of math is ultimately more valuable than a technical skill in blindly applying math techniques to problems. Since 1963, Mr. Thompson has spent his time building a faculty and curriculum which teach math as a pure discipline.

Mr. Thompson's most recent project has been the development of the computer facilities at Gilman. Gilman acquired its first system in the late 1960's. A time-sharing terminal from a main frame computer allowed Gilman to offer its first course in Basic, a two week mini-course for juniors.

Hughey arrived on the scene in the mid 70's. Hughey's greatest advantage was a mechanical card reader which allowed it to be used by many more people.

In 1977, when faced with the decision to either upgrade Hughey or buy a new type of computer, Mr. Thompson chose to try the recently developed microcomputers. Since 1977, the microcomputers capability at Gilman has expanded from one apple to 8 computers in the Upper school, 3 in the Middle school and 1 in the Lower School today. Mr. Thompson received a grant in 1977 to run a teachers institute, the result of which has been a greater awareness among the Gilman faculty of the capabilities of the computers. He also teaches a course in the Upper School on basic programming.

As a thirty year member of the Gilman Community, Mr. Thompson is very definite in his views on Gilman. He has tremendous respect for the Gilman student body which he describes as the "best possible." He has often felt great pressure to provide a teaching staff suitable for such students. Gilman is a fine place to learn and teach, he says, for there exists "an atmosphere conducive to exercising an independent approach to teaching and yet have a strong responsibility to provide the students with what they need to know."

However, he does not think Gilman is perfect, not by a long shot. He feels that the school should not try to be all things to all people. Fondness for old architecture is not one of Mr. Thompson's weaknesses. He is not a fan of "our lovely old building", especially when he

must move a computer system from the computer room, over uneven floors, down steep stairs, through crowded halls to a tiny classroom.

Mr. Thompson has always felt that a teacher need not be a "buddy" to his students. In fact, in his book of teaching, a little antagonism can go a long way in making a student learn. But, a student does not have to know Mr. Thompson long to discover that his superficial gruffness and belligerence are just facades. Beneath is a deep caring for student's educational needs and a commitment to the intellectual development of all students.

There are few sports which require more physical stamina than water polo, the newest club sport at Gilman. Members of Gilman's water polo team, however, managed to meet such physical standards and have a very successful fall season. Coached by Aquatics Director Brooks Ensor, each team member not only improved his skills but learned to work as part of a team rather than as an individual. Unlike past Gilman water polo teams, which had one or two outstanding players that the whole team could count on for victory, this year's team was well-rounded with each member sharing in the overall success. The team included such senior swimming sensations as Ransone Price, David Hess, Gary Stonesifer, David Knipp, and Mark Peeler as well as many other up-

and-coming stars. It is particularly indebted, though, to those teammates who are not interscholastic swimmers, but who contributed substantially to water polo's success.

Even though the water polo squad did quite well, in competition it suffered from lack of recognition as a viable competitive sport at Gilman. However, whether regarded as interscholastic, varsity, or intramural, water polo is a vigorous, soccer-like sport which calls for excellent physical condition. Because each match consists of one or two games with seven minute quarters and two seven member teams playing the entire field (pool), polo players must have the strength to swim endlessly, handle the ball dextrously, and ward off opposing team members. To achieve such stamina and skill, the team worked out during the fall for about two hours each day, following a program of weight-lifting, swimming drills, and scrimmaging.

Overcoming the lack of recognition and the physical superiority of rival teams, Gilman's water polo squad defeated the Severna Park Swim Club and Columbia Aquatics Club and competed surprisingly well with Johns Hopkins University and the British Royal Navy. Although the Royal Navy, which was on tour in the United

States, gave the team a "bloody Whipped!" Gilman kept up with the opposition and even learned some new polo techniques, which Coach Ensor plans to use next year. During this final match there were few among the spectators who were not impressed by the level of accomplishment of Gilman's young water polo squad.

It is hoped that the Gilman Athletic Department will give the water polo team recognition by granting it interscholastic or varsity status. There is no reason that Gilman cannot have two fine aquatic sports. Speaking from the perspective of a team member not involved with winter swimming program, I am proud to have been part of a team with such dedication, optimism, and talent. While water polo would be viewed only as a pre-season preparation for swimmers, it should be seen as an innovative athletic experience open to anyone who has the time and spirit to participate in vigorous, competitive situations. Enhancing water polo's status would not only provide for more outside matches, but it would give Gilman another fine team in the athletic arena. While the polo squad is quite content with its success, it needs the support of students, faculty, and parents in its stride towards further recognition.

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Varsity Football

Far exceeding anyone's expectations is perhaps the best way to describe the 1981 Varsity football team. The Greyhounds surprised a lot of people by nearly beating #1 Calvert Hall, upsetting Loyola, and rising to #2 in local prep polls. Again and again, larger and faster opposition fell to the determination of the Gilman team.

The offense featured an exciting and well-balanced attack. The rushing of Gino Freeman, Doug Riley and Jay Dugan topped 1000 yards for the season at an average of 118 yards/game. However, the most feared part of this year's offense was its potent passing attack.

QB John Roe threw 90 completions (35 to end Michael Sarbanes, 27 to wingback Jimmy Cooke, and 17 to end Matt Atkinson), for an 11.4 yard per catch average. Near the goal-line, Gilman's air game was especially effective. Roe threw 12 touchdown passes and 2 extra-points for 76 points. He hit Sarbanes for 44 points, Atkinson for 12, Dugan for 12, and Cooke for a whopping 2. A solid offensive line was composed of John

Saners, Tim Krongard, Tim Naylor, Taylor Classen, and Mike Szymanski.

The defense was very successful with a bend-but-not-break philosophy. The defense was composed of veterans Chris Alevizatos, Unsung Billy Rush, Harry McCambridge, Jerome Hughes, Charlie Price, Brian Doud, and Calvin Lauf, and rookies Bill McComas, Keith McCants, Willy Devas, Pat O'Donovan, and Danny Miller. The young defensive line was led by Alevizatos, while the linebackers Hughes, McCambridge, Miller, and Rush, thwarted opposing backs time after time. Behind them, Charlie Price led a secondary which gave up only two touchdown passes all year.

The only damper to the latter half of the season was a heart-breaking loss to McDonough in overtime. While the Greyhounds never blew anyone out (the biggest margin of victory was 8 points), they did compile a winning record against some very tough competition. And, they achieved their goal, to earn the respect of their opposition in every game.



Dugan clears out a pocket for Roe vs. McDonogh.

Varsity Soccer Just Misses

Only a championship game played at McDonough School on Friday the Thirteenth could prevent the Gilman varsity soccer team from capturing the 1981 MSA A Conference title. The varsity squad's 1-0 loss to Loyola on that date in November sullied what was the most successful soccer season in the history of Gilman athletics. The Greyhounds finished with a 13-1-1 record, including a victory over eventual AA conference champion Patterson, and was ranked fourth in the state prior to its loss to Loyola.

Under the direction of Coaches Shanti Kumar and Harry Goldberg, and led by captains Billy Marshall, Kurt Erlbeck, and Joey Seivold, the team trounced its first three opponents, John Carroll, Friends, and Towson Catholic by scores of 3-1, 5-1, and 5-1 respectively. Evidenced by those lopsided scores was the potent scoring ability of linesmen Peter Williams, Rob Perkins, Chuck Wilder, and Dennis McCoy. The defense, consisting of goalies David Reahl and Van Dorsey, and fullbacks Billy Marshall, Randy Wilgis, and Nick Kouwenhoven was also strong. Though halfbacks Joey Seivold, Gary Seivold, and Kurt Erlbeck did not score many of the team's goals, they controlled the middle of the field in every contest and assisted

many of the goals tallied by the front line.

Following the defeat of Towson Catholic, the Greyhounds upset soccer powerhouse Patterson by a score of 2-0. Though not as skilled as the Patterson players, the Gilman squad was better disciplined and made the most of its scoring opportunities. Van Dorsey preserved the victory with a spectacular diving save of a Patterson penalty kick. Six victories followed the Patterson contest, including a 4-0 conquest of Loyola and a 2-1 defeat over McDonough on Homecoming Day. The team then overwhelmed City College, and, in what was the highlight of the season, destroyed St. Paul's by a score of 5-1. After beating Severn School and Martin Spalding, the varsity met #2 ranked Archbishop Curley and silenced skeptics by tying the friars 2-2. The Greyhounds needed two goals in the last two minutes to tie Curley, they dominated the game, and outshot their injury-prone hosts by a count of 34-13.

It will be difficult for the 1982 soccer team to improve upon the record of this year's squad since it will contain only two returning starters. If luck is with Coach Kumar, perhaps next year's varsity will be able to capture the title that the 1981 team and coach so rightly deserved.

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Varsity Cross-Country Falls Short

by Haig Kazazian

Gilman's varsity Cross-Country had to prove that last year's championship was no fluke. After beating Poly, McDonough, Loyola, and John Carroll, the meets ahead looked tough. The C.C. team had to race Mount St. Joe away and this was Gilman's first test as defending "A" Conference champions. Coach Thompson was confident, but knew it would be a battle to the end. They defeated Mt. St. Joe 23-31 but knew that there was still Mervo and Curley before that second championship. Both Mervo and Curley would have to visit Gilman in order to beat the defending champions. Mervo came first. Lead by Rick Meekins, the 1980 and 1981 MSA individual champion, Mervo still fell short, 25-39. Gilman was now 7-0 and one meet from their second championship. Greg Quintillian, Tom Hoen, who came back from an injury sustained last year, and Ross Taylor were Gilman's hopes to break up Curley's powerful foursome. Larry Seidman, Johnny Or-

tiz, Neil McAslan, Mike Phillips, and John Thaler had the task of being ahead of Curley's number five man. Unfortunately, Gilman's bid fell short and Curley became the 1981 "A" conference champions.

Although some might consider this a disappointing season, it, in truth, was not. This year the division I and II of the "A" conference were combined to form one nine team conference. This meant each meet was a "win only" situation. Gilman is quickly proving that it is a strong Cross-Country contender each year.

The season was not a disappointment at the individuals at Herring Run. Greg Quintillian, who had been strong all year, placing 1 or 2 in dual meets, finished 4th. Tom Hoen finished 8th, although he only had 1 year of Varsity experience. On the other hand, Ross Taylor, a three year man, placed tenth. Larry Seidman finished 18th, Neil McAslan 24th, Johnny Ortiz 27th, Jon Thaler 44th and Mike Phillips 49th. There were 179 runners in the race.

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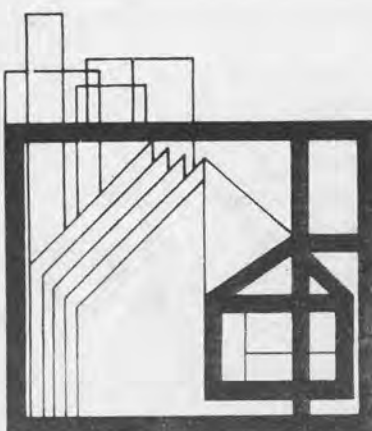
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Dining with Dorsey: The Gilman Cafeteria

by John Dorsey
former Sun Reviewer

THE GILMAN CAFETERIA, 5407 Roland Avenue. Open for lunch Mondays through Fridays, closed Saturdays and Sundays.

A few years ago I visited this cafeteria, certainly not unlike many others of its kind across our great land, and found it quite a change from the high-ceilinged elegance, strait-laced midday dining and horrible stews of my long-gone days at Gilman. The change from my last visit to this one is considerably less dramatic, though perhaps definite.

The big, bright, ugly cafeteria dining room on the ground floor of the main building looks basically unchanged, though it has been painted—a staring white—and there are huge art works here and there on the walls which at a glance do not seem at all gastronomic in subject matter. I suppose a couple of them might be compared to rectangular, weirdly concocted pizzas. Otherwise, the plain tables, the plastic eating equipment, and the raucous noise level are much the same. I understand, though, from Joel Getz, who was my host for the occasion, that the space is to be broken up some this summer in an effort to tone down the decibels. That could not but be an improvement.

Perhaps the most significant change, from the student's point of view, is the fact that there is now a different food service from the one that was serving lunches when I last partook. The students, I understand, objected to the former service and apparently view the present one as an improvement. For my part, though my memory isn't all it was last week, much less last year, I couldn't detect a lot of difference. But then I am not an expert on the finer points of cheese steak subs and egg salad sandwiches.

The small room where one gets one's food was familiar: a hot-food counter at the end, and along the adjacent wall places to get cold things, including sandwiches, fruit, yogurt, pies, soft drinks, and, I was told, usually milk and salads. That day there was no milk and there were no salads. Salad I could do without, as dinner is salad time for me, but for a cafeteria to be without milk to serve to growing teenagers is nothing if not odd. Never mind that today's Gilmanites can choose what they want to eat, a vast improvement over my day and that few of them may choose to have milk; it ought to be there for them anyway.

As to what we did have, I was steered by my companions (Mr. Getz, Ian Miller, Michael Sarbanes and Alex Gavis, and we were later joined by Joe Shin) to what, they said, were the most popular choices: Pizza, a cheeseburger and a cheese steak sub. Well, not really a sub (it was a big roll but not that big), just a cheese steak.

This item was wished upon me (though we of course passed everything around) probably because of the three it seemed to me clearly the worst: tasteless cheese and paper-thin something that was certainly flattered by the name steak, in a big, mooshy roll that exhibited all the worst qualities of the American commercial bakery—in a word, white nothing.

The cheeseburger was minimally better; at least the meat in it had some substance and flavor, though the roll was no improvement. Of the three standards, the pizza was clearly the winner: frozen and reheated though it may have been, it at least had a respectable flavor (at any rate in comparison to the others) and a slightly crunchy texture. You could tell you were eating something.

I had insisted on trying a cold sandwich as well, and the egg salad was no worse than a thousand others I've had. The fellows had soft drinks; I had a can of V-8 and felt holier than they.

As for the desserts, the pumpkin pie was surprisingly rich and tasty for something wrapped in plastic; but the lemon meringue went with that plastic wrapping very well: it was exceedingly sweet and—horror of horrors—flecked with coconut.

This seems to be what kids want, this same kind of food they buy in a countless number of fast food outlets. And if it's what they want, then I'm all for giving it to

them—as Mencken said, giving it to them good and hard. They aren't, of course, in their genuinely great learning establishment, learning anything about food. We weren't learning anything about food in my day, either, except that we didn't like—which, actually, in a reverse sort of way, is a part of the learning process. What bothered me more than that, though, to be serious for a moment, is that Gilman cafeteria lunches (presuming that most people eat cheeseburgers and pizza and cheese steaks) encourage eating habits which, if they become ingrained, will only lead to a lifetime of high-cholesterol, high-fat, high-salt eating. And that isn't good for anybody.

Alex Gavis didn't have anything from the cafeteria; he had brought a cup of yogurt and a piece of fruit. Sensible Alex. There may be some irony in the fact that at this cafeteria, in this school which prepares its students so well for life in other ways, there is also yogurt and fresh fruit available (you don't even have to bring it, as Alex did), but I didn't see anyone buying them. I remember to this day that once, at lunch many years ago, we Gilman kids were given a mini-lecture on the proper way to butter our bread. Maybe somebody out there ought to be giving a little advice on which foods are good for you in the long run and which aren't.

Just advice. No requirements. Just advice.



The maintenance building will cost Gilman \$300,000.

Maintenance Building Nears Completion

by Ian Miller

Though construction of the new maintenance building began this September, the building has been in the planning stages since the 1960's. Originally planned to go behind the athletic building, the new maintenance center was to connect to the back of the cage and make use of the gym's access roads and heating/electrical plants. The building site was changed to its present location behind the tennis courts when plans were made to play future varsity football games on the lower fields.

The new building will be a boon for both the maintenance staff and the student body. The maintenance staff will have much more space for shops and storage and will be away from the distractions of the main building. The building will provide greater security for maintenance equipment and allow the grounds keeping vehicles to be kept closer to the fields they service.

With the upper school basement cleared of the maintenance plant, which includes a wood shop, paint and plumbing supplies, and several storage rooms, a tremendous amount of space will be made available for student use. Though most of the plans for the basement are still tentative, several new academic locker rooms and club meeting places are predicted. A change in the decor of the basement is planned with arched partitions replacing the present walls giving the area a more open look. Perhaps the greatest benefit of the new building, though, is that it will clear the US of most of the heavy equipment and vehicles which present a slight but noticeable safety hazard to students and faculty. Changes to be made on a more long-range basis include a new bookstore in the basement and a restructuring of the cafeteria. The kitchen would be moved from its present location to the area between the US and MS cafeterias, to give the middle and lower schools better access to the kitchen facilities, and to ease delivery traffic.

The maintenance building, designed by architect James Grieves is being constructed by the Croaker/Potter Company under the supervision of parent William Winstead, of the Manekin Corporation, Trustee Henry Worthington of the house and grounds committee and Rosemarie Gambo, Business manager of Gilman school. The building which is expected to be completed by March 1, 1982, will cost an estimated \$300,000.

A Swiss In Our Midst



AFS'er Wolf Zuckert

by Edwin Villamater

Swiss AFS student, Wolf Zuckert, said in an interview that his Gilman education is less diverse in academic areas but more diverse in extracurricular areas than his Swiss education.

Wolf said that a high school student in Switzerland is required to take 13 subjects each year, while at Gilman a student is only required to take four and one half majors. Although his studies at Gilman are less diverse, he said that the work is just as difficult.

He compared Swiss high schools to the American universities because a Swiss high school student must choose a major area of study. According to Wolf, there are five areas of study to choose from. He explained that although a student may be majoring in one area, that student must also take courses unrelated to his major. For example, Wolf chose to major in Latin and the languages, which meant that he would be required to learn five languages along with eight other subjects that do not pertain to the languages.

Wolf said that extracurricular activities at his school in Switzerland are very limited in comparison with Gilman. He explained that there is only one club at his school, which is the Student Club. According to Wolf, the student club is an old tradition in Austria, Germany and Switzerland. He said the club sponsors formal socials where there is singing, dancing and drinking. Although these socials are fun, he said they are incomparable to the many activities at Gilman.

Of all the activities at Gilman, Wolf said he enjoys playing sports the most. He said there are no athletic teams at his school and that sports are not taken seriously. Wolf said that there is a physical education class, but it is merely for exercise.

According to Wolf, there are no weekends for students in Switzerland. He explained that Swiss students have Thursdays and Sundays off and that these days are spent relaxing. He said that he is not accustomed to staying up all night at a party.

Wolf said he was impressed by the openness of Gilman students and by the close relationships between student and teacher. He attributed this to the extracurricular diversity of Gilman and the participation of students and teachers in these activities.

Through experiences with the junior varsity football team, a Roland Park play, a Roland Park dance and a few American weekends, Wolf said he has found great diversity and pleasure at Gilman. He added that although his Swiss education and his Gilman education are very different, one is not necessarily more gratifying than the other.



EDITORIALS

It's a Small World

Much has been said in the past few weeks about our relationship with the rest of the world. Finally this relationship has confronted our student body. We find that we live in a sheltered environment and in a privileged country. We suffer from, as a recent speaker said, a "moat mentality".

Essentially, our general attitude towards the rest of the world is that they could conform to our own culture and interests. This attitude is prevalent on a national level and even on the small level of a Gilman classroom.

Some people manage to break out of this "mentality" or attitude; to reach out beyond their own personal concerns. Mr. Wolf managed to do this with experiences in Somalia this past summer.

Raffaele Zanolli, a former AFS student at Gilman, wrote from his homeland, Italy, to the **News** asking us to print his letter in our next issue. He tells us that it is our responsibility as Americans to set an example for the rest of the world to follow; not the example of massive arms buildup and insensitivity, but an example of concern and enlightened policy towards those countries or people who are not as fortunate as ourselves.

Raffaele raises a very interesting point; we as a people are not very concerned with setting an example. To use a very old cliché that basically explains our lack of concern: "what we have here is a failure to communicate (with the rest of the world)".

The various chapels in the past few weeks concerning "worldly" issues may have helped to change some of the attitudes of students about their role in the world around them. In the final analysis, though, the responsibility of becoming aware of the world around us rests upon each and every individual.

THE NEWS

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Reflections of a 12 Year Man

by Owen Perkins

It was a little over twelve years ago that I arrived at this school for the first time. My mother dropped me off in front of the Lower School, and, dressed in my alligator shirt, camper shorts, and docksiders, I set out to discover Gilman. I was in a class of about twenty-five other first-graders, and we all had Mrs. Bowlman and Mrs. Hilliard as teachers. They read *The Big House in the Little Woods* to us, and we wrote poems like "Frank has a bank," and "Mike rides a bike." I made a lot of friends that year, but most of them are gone now. There are only a few who had the grit and determination, not to mention the pleasure, to stick it out and raise themselves to the exalted ranks of Twelve-Year Men. Mike Berkowitz, Ken Brown, Van Dorsey, Ricky Friedman, David Hess, Glenn Lacher, John Morrell, Wells O'Brecht, Alberto Zapata, and myself. We're the ones. We've been here longer than Mr. Schmick and Mr. Leighton put together. We were here before Mr. Clapp had a mustache. When we first came to school, certain nostalgic members of the present faculty still had hair on their heads. We've been here a long time.

Back in the old days, we used to eat in the library all the time. Of course that was before Mrs. Davison saw to it that we did not. As a matter of fact, that was before the library was around. The big room where the library is now used to be the cafeteria. Everyday

the entire lower school would go up there and sit at their assigned tables. There was a sixth-grader at the head of each table to keep us under control while our food was being served to us. I suppose they were supposed to keep us from throwing butter up on the ceiling, but they never had any success

REFLECTIONS

When I look on all these years,
A dozen filled with sobs and
cheers,
I cannot help but think
How different my life would be,
So much that I would not be me,
Had I not made this link.
We've grown a lot since I arrived,
Each in our way we've shone and
thrived,
And now as the end grows near,
I grope and stumble to find the
way
To put into words what I want to
say.
Thank-you for the laughter and
the tears.

-Owen Perkins-

(that is, they never had any success stopping us; they had a lot of success getting the butter to stick up there).

Back in those days, the sixth graders were still lower schoolers - pardon me - primary schoolers. There was no such thing as the

middle school. We had grades one through six, and the upper school had grades seven through twelve. Everything was done in one easy transition. Sixth graders went directly from the head of the table to the bottom of the trash can, courtesy of the upper class. They went straight from Mr. Hilliard to Mr. Brune, who in the words of Mr. Hilliard was even "meaner than I am."

Speaking of Mr. Hilliard and Mr. Brune, the shop was a lot different then it is now. The first year we were there we had shop in some old barracks set up beside the cottage. When they started building the new cafeteria there, we moved to the back room of the gym, the room set aside for intramural basketball and rainy day baseball practice. But I don't think it bothered Mr. Hilliard much. As long as he had something to slam a piece of wood on he was alright. Anyway, the shop is a place to do work; the shop is not a playground.

We didn't have much of a playground back then. We had to get our frustrations out on the swingset, while today's lower schoolers can do it on the four-square court, part of innovative new technological playground. We didn't do much in the way of athletics either. The two big games were kickball and Greek Dodge. Our class, under the direction of Mr. Gabee went undefeated in Greek Dodge in all our challenge

continued on page 8

Dear Editors:

I'm an alumnus, class of '79, and I was an AFSer at Gilman a few years ago.

I just received from Mr. Carr last year's **News**. I read about the Human Relations Committee program on prejudices toward blacks, and it seems to have worked out quite well.

I must say this shows a great improvement in Gilman students sensitivity to this sort of problem. It reminds me in fact about what happened two years ago when I was a senior at Gilman, when we had the Holocaust program, about the Nazi's extermination of Jews. That program caused "mixed reactions" — I quote from the **News** of May 25, 1979 — "some students expressed personal doubts regarding the present-day relevance of an event such as the Holocaust."

There would be many other things to say about the '79 Holocaust program but I don't want to unnecessarily test your patience: the reason for which I'm writing this letter is to report another Holocaust, another "program", another Massacre of the Innocents which is perpetrated day after day, and of which all the Western industrialized countries are responsible, and in first place the United States of America.

I'm talking about the ignominy of the World Hunger, caused by the exploitation of the Third World by the developed countries, which has already killed many Asians, South Americans and Africans (just think about the Cambodians) and is now threatening 30 million human beings — just about the double of those killed by Hitler's death chambers.

The most horrible aspect of the

fact is that — apart from the Vatican and some small European left-wing groups (as the Italian Radical Party) — all the Western countries seem blind in front of this urgent problem.

I don't exactly know the situation in the United States of America, but all European so-called "democracies" are actually censoring by all means this hot issue, redoubling the infamy.

In fact, the EEC has budgeted 6 million U.S. dollars to help fighting this plague, and urged all the member-countries to discuss the topic and add further economic help.

But, in my country (i.e. Italy) as in most of others throughout Europe, there are "more important" problems to be solved by governments, and "more urgent topics" to be discussed by Parliaments; those problems are how to modernize our arsenals to contain Russian "impending superiority" in nuclear weapons.

A prestigious British magazine, the **Economist**, titled its August 16th editorial "Don't ban the bomb", our major newspapers and state broadcasting station didn't even mention the EEC resolution on World Hunger, but pointed out instead the proposal of our Defense Minister to raise the military expenses, in the 1982 budget to \$350 million.

I'm just astonished and blue-mooded; I understand we must balance the nuclear superiority of Russians, but I cannot understand that, while 30 million are dying from hunger, we decide to augment the defense expenses.

The USA and USSR have already enough bombs in their arsenal to kill more than once every inhabitant of the Earth; we don't need more weapons, but there are many

who need more food and comforts.

So I hope the Human Relations Committee will take notice of this letter of mine and consider my proposal of posing the issue of World Hunger to Gilman students this year.

In the **News** editorial of March 12, 1981, "How prepared are we?" Tony Lazar wrote: "Hopefully, we will absorb the knowledge and wisdom necessary to make the right decisions. Hopefully, we will use our privileged position in this world in a productive way. In any case whether we like it or not, the spotlight is on us."

Yes, dear fellow Gilmanites, the spotlight is on us! I'm just an insignificant citizen of a small and insignificant country. On the contrary, **you**, who are Americans, must reflect upon these facts, for the United States is a powerful country, where decisions if wrongly taken can cause death and sorrow to millions of men, while if rightly taken, can make this world much better.

Yours sincerely,
Raffaele Zanolli

Dear Editor,

I would like to thank the **News** staff for the very considerate profile of me which appeared recently.

However, I must disclaim credit for originating the present structure of the intramural program which I greatly admire. Mr. Vishio is responsible, for the most part, for its success and deserves both credit and recognition.

Sincerely,
E. E. Thompson

A Good 3 Months: Finney Reviews First Trimester

by Rob Daniels

When school started up again this past September, there were many questions about how smoothly the newly enacted changes regarding Seniors and the Administration would function. Now that these changes have been in effect for two months, Mr. Finney was asked about his feelings on these and other issues.

The change that is most evident to underclassmen is the development of the prefect system. The Headmaster is "extremely pleased both in concept and implementation" of this institution. It appears that Mr. Finney's pleasure has been well-founded. So far, no freshman has received a single demerit. However, Mr. Finney also stated that the system has not affected the entire student body because some juniors have not taken the program seriously.

One of the high points of the school calendar was the arrival of the History Advisory Committee. Most found it to be valuable to the History Department. Mr. Finney himself participated in the inter-

change of ideas with the distinguished group of men and found it to be "stimulating." Although the final report and findings of the committee have not yet been released, it is felt that the visiting of the History Advisory Committee was a great success.

Friday November 6 brought into the spotlight a problem concerning the poor conduct of students toward females at Gilman. Mr. Finney stated, "People just aren't being thoughtful," and called for more alertness on the part of all, especially when going to classes and other appointments to alleviate the situation.

Before the McDonogh game this year, Gilman's biggest fan emphasized that relations between the two schools were on the mend and that nothing has happened of a serious nature since 1978-79. Also, he expressed the point that both schools have been involved in non-sportsmanlike behavior, not just Gilman. Mr. Finney also stated that he felt that the entire issue of Gilman-McDonogh relations has been overplayed.

Regarding this year's Administrative changes, the Headmaster is once again "pleased" with the results to date. "I have enjoyed working with Mr. Neale immensely, and I am delighted with Mr. Schmick," he said.

Concluding, Mr. Finney expressed the hope that tolerance of one another and respect for opinions and people who are different would be seen in the future. This, he says, would help make this year even more successful than it already has been.

LOWER SCHOOL: Echo Hill

by Scott Hamberger

Gilman's fifth graders spent five days at Echo Hill Outdoor School.

from October 4 through 8. "We go to Echo Hill to develop solidarity and cooperation," said Richard H. Snyder, Head of the Lower School. "Further, we would hope that it would contribute to the areas of human relations throughout the year."

Echo Hill, located near Chestertown on the Eastern Shore, is not a camp but an outdoor school. It educates boys in survival, nature lore, boating, and concentrates especially on appreciation and under-

standing of nature and the world around them.

The 52 boys were divided among seven tents set on raised platforms. The three daily meals were eaten at a dining hall. The classes were taken at different locations on the 100-acre grounds, which include a waterfront on the Chesapeake Bay.

Most fifth graders thought the swamp walk was the most adventurous class. During this class, the boys slogged it out through a small swamp. They saw snakes, frogs, flies, and plant life.

When asked if the fifth grade would continue with and follow up on what it learned, M's. Frisch, Lower School science teacher, said, "We will discuss our different experiences, but no class will be directly related."

7:45 Club

by Nicky Lehman

On Tuesday October 27, at 7:45 a.m., the Gilman Lower School 7:45 Club met at the football field for a special event. Mr. Siwinski, an Upper School biology teacher, showed his redtailed hawk, Harpo, to the club. He explained to the 7:45 Club how Harpo hunted and that she could fly up to 40 miles per hour!

The 7:45 Club consists of fourth and fifth graders under the leadership of Mrs. Brune, and they are now studying about the book *My Side of the Mountain*. The 7:45 Club would like to thank Mr. Siwinski (and Harpo) very much.

Library Features Paperbacks

by Ben Miller

The Edward Fenimore Memorial Library has now completed a new collection of paperback books. Located just outside Mrs. Davison's office, the books purchased are of a great variety, including a few books on the "Best Seller" list, adventure stories, science fiction, Agatha Christie mysteries, and some non-fiction books.

The new collection also contains back-up copies of many hardbacks. The new paperbacks, smaller and easier to carry around, might be preferable to

hardback books.

Since paperbacks are considerably cheaper than hardback books, the library can save money by building a large paperback collection. It can also experiment with new titles without making a large investment in order to fill the needs of the students better.

Paperback books are a recent innovation in publishing history. They were first introduced in 1939 by Simon and Schuster under the name of Pocket Books. Paperback books were instantly successful and have been enormously popular since then.

Going Abroad With Gilman

by Joel A. Getz

The Gilman Abroad travel program will sponsor four faculty-led trips for upper school students in 1982 as well as a variety of personal excursions.

Clifford Taggart, chairman of the Gilman Modern Language department, announced in chapel on November 10 that there would be an expansion of the travel opportunities available to Gilman students.

He said that besides having more trips than ever before, a scholarship program will be instituted so that any Gilman student can go, regardless of one's financial status. Money for the scholarships will be raised solely by fundraisers run by the language department. No money will be given outright by the school.

Mr. Taggart feels that Gilman students will greatly benefit from both the study-oriented and vacation-oriented trips. He said, "The trips are a great way to broaden your horizons and to utilize the language skills that you've been working on for so long."

The Spanish department will be running two trips in 1982: one to the Dominican Republic and the other to Spain. In 1979, the Spanish teachers decided that a summer study program in Spain would be valuable to interested students. Thus, in the summer of 1979, Mr. Taggart led the first group in a five week study/vacation in Spain. Several students were able to skip a Spanish level the next year because of what they learned that summer.

The following year, the department decided to complement the summer program with a homestay and study in the Dominican Republic during the spring vacation for those who could not go during the summer. Both trips were run in 1980 and 1981, and both will be continued in 1982.

The first three trips to Spain were spent with Spanish roommates in the dorms of a Madrid high school while both of the trips to the Domin-

ican Republic were spent in private homes. In order to increase the exposure to both language and culture, the 1982 trip to Spain will also be a homestay with classes. A price-break will be received because Gilman students are going to host 15 Spanish teenagers in the fall of 1982. These Spaniards will act as teaching aids in the Spanish classes and will become totally immersed in Gilman's academics and athletics. Two students from the Dominican Republic will also be staying with Gilman families in the Spring of 1982.

The 1982 summer Spanish homestay will be led by faculty members Joseph Duncan and Anne Mazaheri. The only requirement to go on the trip is that the student must be taking Spanish. The students will meet each day in a central location where class will be held. The class will be taught by Mr. Duncan and Mrs. Mazaheri and will be a combination civilization/grammar course.

At the end of four weeks of study in Madrid, there will be a six day vacation in southern Spain.

Mr. Duncan said: "The excursion to Spain is a good mixture of fun and learning. I think that everyone will have an enjoyable time, but I must advise you not to go if you are not willing to do some work."

The French department will be sponsoring a spring vacation trip to Quebec and Montreal from March 12 to 21, 1982. The trip will be led by faculty members Robert DeMeule and Robert Thomas. The travelers will rail to Montreal and then bus to Quebec City. They will spend three nights in Quebec City touring the city and the surrounding area. Then the travelers will return to Montreal for five nights. There is the option of spending three of the days in Montreal skiing at Mt. Tremblant.

Mr. DeMeule explained that the department chose Canada instead of France because air costs to France were becoming prohibitive. He said that the Quebec-Montreal trip would

cost about \$500 which is less than half the cost of a comparable vacation in France.

Thomas Carr, a French teacher at Gilman, heads the Gilman AFS (American Field Service) program. Under this program, Gilman students can go abroad for the summer of the school year if Gilman reciprocates by housing a foreign student. Chris Cebra, class of 1982, is spending the 1981-82 school year in Bern, Switzerland. Marty Schreiber, class of 1983, is in the process of applying to spend his senior year abroad. This year the George Lieberman family is housing Wolfman Zuckert, an exchange student from Switzerland, in order to fulfill Gilman's requirements.

Mr. Carr knows of a host of other programs that are available to Gilman students. One such program is the Experiment in International Living, in which, unlike AFS, one can pick his own country.

Jeffrey Christ, English teacher and Director of College Counseling at Gilman, is leading a four week tour of Europe from July 19 to August 17, 1982.

Mr. Christ said, "The history, culture, art and architecture of the areas we will visit will be of central importance but it is also our intention to foster a spirit of contemporary as well."

This co-educational trip will cost \$3800, and there will be a chaperone for each group of 12 to 15 students. The vacationers will visit England, Holland, France, Germany, Austria and Italy. Highlights of the trip will be a Seine boat trip, a Venetian gondola ride, an Amsterdam Canal trip and the London theatre.

A final trip is a summer vacation in Germany, open to those students taking German at Bryn Mawr. This trip, however, is not included in the Gilman Abroad program and is run totally by Bryn Mawr. Students interested should contact John Robinson at Bryn Mawr.



12 Year Men

continued from page 2

matches from the upper classes. Upper school athletics were a lot different then also. Football seemed to win a lot more, and they were always assured of winning the McDonough game. I can still remember that first McDonough game. Boy, were we scared when we saw all those boys dressed up like policemen come storming across the campus. McDonough always has taken a while to catch on to current trends, and in those days they still wore uniforms.

Our courses were not quite so demanding back then. Take science for example. If the shop was not a playground, then the science room most certainly was a zoo. We had everything from mice and gerbils to praying mantis, snakes, chickens, rabbits, more rabbits, rabbit droppings, and even an elusive baby kangaroo. It is no wonder that Mr. Derasse called us a bunch of animals in Science A. Funny

though, how I can remember more from "zoo science" than I can from lab science.

Some things, however, will never change. Mr. Finney still explains the principles of honor and respect to us, and although he no longer uses visual aids, he still wears the same suit he wore back then. We still throw our food on the ceiling of the cafeteria. Mr. Brune still tries to be as mean as Mr. Hilliard, and Ken Brown still reads his X-Men comic books. As different as the school may seem from the outside, once you come in the doors it's still the same. That special quality that makes Gilman so unique, that Gilman tradition that makes us come back year after year, that certain something that makes a Gilman education meaningful, is still here. It's been here all along, and we can be assured it will be here when the class of 1993, now in the first grade, says farewell to a good friend.



A scene from the '81 Talent Show

A Showing of Talent

by Alex Gavis

Lights! Curtain! Action! The 1981 Gilman Talent Show was underway and the Master of Ceremonies, Wallace Simpson, greeted the crowd with a warm welcome and a big "Traveling Man" smile. After a few introductory remarks, he yielded to the first act.

This first act was Action Comedy, a news-team of Brian Lyles and Gideon Brower. A takeoff on the "Saturday Night Live" news skit, action comedy is the brainchild of Brian Lyles, a former Gilman student who now attends Loyola College. Although the skit was well organized, it lacked punch. It did raise laughs yet in comparison to past years, the content and originality of this anchor-men show seemed dry.

Jumping Joe Maisog and his piano performance followed. Joe didn't play the music of the Rolling Stones; he played "La Campanella" by Franz Liszt. Joe held the audience in a trance with his impeccable hand movement and technique in what was probably the best performance of the evening.

The sitcom was almost nonexistent in this year's show. In fact, David Hess, Wells Obrecht, Owen Perkins, and Robert Perkins performed the only true sitcom in the entire show. Their act both appalled and humored the audience at the same time. Throughout the act, each senior, dressed as a boarding school student, walked on stage and proceeded to brush his teeth with the same toothbrush and to use the same glass of water to rinse his mouth. Robert Perkins, the last student, drank the well-used glass of water. YUK!

After swallowing this "dirty toothbrush act", the audience was treated to a variety of other acts ranging

from the versatile sounds of David "saxophone" Cosby's band to a stand up and "sing out" disco boogie with Jamie Hebb. Chris Walsh and Jon Thaler should be congratulated for their well rehearsed acts. Chris, a junior, baffled the audience with his quick wit and hands while he performed several magic acts. Jon, a senior, played a remarkable piano rendition of "Won't Get Fooled Again" by the Who.

As the evening grew older, the audience seemed to loosen up and so did many of the acts. In addition to the above mentioned acts, there were quite a few that didn't work out and the audience, mostly Gilman and other private school students, grew restless at times. The show often lacked cohesiveness. The best acts were performed by individuals. The majority of multi-person acts were either unrehearsed or weak in content. The two bands that performed in the show (David Cosby's band and Greg Quintilian's band) were both very good. They proved that a group of students could actually work together to produce a fine act.

The proceeds from the show (totaling \$800) have been donated to the United Way. M.C. Wallace Simpson, responsible for organizing and planning the Talent Show, should be commended for his hard work and dedication.

The reactions of Gilman students who attended the show varied from "really great" to "I thought last year's show was funnier". The audience, a fairly large crowd, laughed, cheered, heckled, and booed as all Gilman Talent Show audiences have in the past. What this audience and all the students involved in the show also did was to contribute to a worthy cause, The United Way.

Time Bandits: A Review

by Andrew Sinwell

Time Bandits is the latest production of Terry Gilliam, the member of the Monty Python team who brought us *Jabberwocky* and *Holy Grail*, co-written, directed, and produced by Mr. Gilliam, this movie, the biting, even cruel, wit so characteristic of Monty Python. As in his other works, Gilliam succeeds in making several moral statements in his latest effort. To be sure many of those statements sailed right over the heads of the people in the audience. This fact doesn't prove critical, for the movie is just as enjoyable if we fail to recognize the subliminal messages.

Time Bandits details the adventures of six delightful midgets and a boy who accidentally joins up with the group. The midgets - excuse me, *little people* are employed by the Supreme Being. After bungling the creation of a tree - "we only had seven days to do the whole job" - the six fellows are assigned to patch up the holes in the fabric of the universe. Seizing the opportunity, the little guys steal a map of the holes and set about to become international thieves.

By passing through the holes, the misguided midgets end up in a young boy's room in Napoleonic Italy, in Robin Hood's forest, in ancient Mycenae, and on the U.S.S. Titanic. In the end the seven travelers end up in the land of Legends but only after stealing the Mona Lisa, Napoleon's ring, the crown of Agamemnon and other valuables.

The movie is often confusing; perhaps weird is a better term. We are hopelessly attached to the little darlings as they fall prey to the forces of evil. It is not hard to ignore the fact that the little boy loves being taken away from his home and family (I guess all the adventure is preferably to two stuffy old parents). The young boy even wants to stay in Robin

Hood's despicable cap, and later in ancient Mycenae. But, despite the tender moments and the warm feelings evoked by the midgets, the audience is repulsed by such scenes as an arm-wrestling match where an arm is torn off, and a scene where one of the midgets devours a rat (with superb sound effects). This is the sick sense of humor that is typical of Monty Python. It is what the Washington Post termed "elegantly vulgar."

Time Bandits is basically an adventure along the lines of *The Wizard of Oz*, but, unlike the latter, *Time Bandits* does not leave us with that sense of security instead, it leaves us contemplating the movie's underlying themes, and wondering just how much we understood.

The one message I was able to distinguish with ease was Gilliam's condemnation of modern civilization's fetish with "super-duper" material possessions. The boy's mother berates him later by saying, "If you were any kind of man at all you would have rescued the super-blender (or whatever) from the fire!" Another condemning message comes from the Force of Evil (personified as a man) as he boasts of his control over his tanks and laser weapons. Obviously Terry Gilliam is opposed to warfare and weaponry.

Getting back to the literal level, I found *Time Bandits* pleasingly different. Conditioned, as any teenager is, to the bizarre, I was not as shocked or affronted, as a grown up would be. I was pleasantly surprised to find that the entire adventure was not written off as a dream, the cop-out used in *The Wizard of Oz*. Instead the adventure is very, very, real even after the boy returns home.

If you enjoy an intellectually stimulating, bizarre adventure, or if you're into weird and funny good times go and see *Time Bandits*. In addition to captivating your attention, the movie will make you think. And that should be reason enough to see it.

"French Lieutenants Woman"

by Michael Jeffrey

This is easily the best movie I have seen in several years. Every aspect of the film is praiseworthy. The acting is superb. Meryl Streep is stunning as the French Lieutenant's woman, Sarah Woodruff. Jeremy Sarns is likewise brilliant as Charles Smithson. The movie concerns the love of these two, and its persistence despite such obstacles as class differences, Smithson's engagement to another woman, Sarah Woodruff's reputation as a very strange and somewhat wicked woman, and her inexplicable desire for suffering.

The movie is actually a film within a film. One is provided with interludes portraying the cast as they "really" are. These break the tension and drama, and point out interesting contrasts between the attitudes of the 19th and 20th century. One interesting point to this approach is that the two characters played by Jeremy Sarns are very similar, while those played by Streep are almost diametrically opposed.

The director, Karel Reisz, has carefully kept the film accurate with respect to historical detail, and he manages to make some subtle yet biting comments on various facets of Victorian society.

This movie is oriented to a mature audience, but for those who can understand it I recommend it very, very, highly.

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Gilman and Roland Park Cast Makes "Molly Brown" Unsinkable

"The Unsinkable
Molly Brown"

The Roland Park Production of *The Unsinkable Molly Brown*, which was presented November 13, 14, and 15, was a good example of what a tight cast, a lot of enthusiasm, and a large budget can do for a show.

The story of the play revolves around Molly Tobin, played by Martha Pritchard, a girl from a small Missouri town, and her desire to become rich. She heads off for the magnificent city of Denver, but stops first in the mining town of Leadville, Colorado where she gets a job in a saloon. Enter Johnny Brown, played by Owen Perkins. Johnny sings of his love of Colorado, and after he meets Molly, he sings of his love for her. It is not long until she falls in love with Johnny. She only

wishes he were rich. It isn't long until Johnny gets rich by means of his luck and the two of them head off for Denver. It is here that Molly realizes that although she has money, she still lacks the certain *Savoir Faire* needed in order to be accepted, so Molly convinces Johnny to come to Europe with her. In Paris, Molly meets up with Royalty who like her for her generosity and lack of *Savoir Faire*, and with them she returns to Denver where she shows them off to Denver's elite. When she throws a party to show off her Royal friends, a brawl breaks out between Johnny's friends from Leadville and the Sacred 36 of Denver. The next morning, Johnny and Molly realize that they want different things out of life. Molly goes back to Europe to learn more, and Johnny goes back to Leadville where he is happy. In Europe, Molly is proposed to by the Prince de Long of Paris. She

refuses him, remaining loyal to Johnny. She realizes she must go back to Colorado, so she gets a ticket for a positively unsinkable boat called the Titanic. After the reputation of the Titanic is proved to be full of holes, Molly, with her courage and determination, kept a lifeboat full of people afloat. It is only then that Molly feels accepted as a lady. She returns to Leadville to live with Johnny "happily ever after."

Martha Pritchard did an adequate job of portraying Molly Brown. Though at times she seemed a bit shakey, her confidence seemed to grow as her character grew. Ann Mainolfi is to be credited for taking a relatively inexperienced junior and making her look believable on stage. Owen Perkins gave a very strong performance as the lucky miner from Leadville. He played a very tough role with the ease and confidence that comes from ex-

perience on the stage. his singing is also to be noted, as is Martha Pritchard's, for the music is a good deal tougher than that of the average musical. The few small trouble spots were quickly forgotten in the face of fine acting.

The roles of Shamus Tobin, Molly's father, and the Prince were played by Gilman students, Wallace Simpson and Wolf Zuckert respectively. Mr. Simpson's enthusiasm for the stage could be seen from the audience, and though at times he was over-enthusiastic, his comic portrayal was very enjoyable. Mr. Zuckert, an AFS student from Switzerland, in his American debut, impressed the audience by not only speaking and singing English, but doing so with a French accent. Eileen Mainolfi was very strong as the stuffy Mrs. McGlone of Denver, and Kathy Keys showed a great comfort with the stage in her role as the bubbly Christmas Morgan.

The rest of the cast and the work done by Ann Mainolfi as stage director and Biff Fink as musical director helped the play run smoothly and finely. There are twenty-one scenes in the show, and with the help of an efficient stage crew they came off well. There were several complicated and elaborate sets, and the credit for these must go to the backbone of the backstage, Dr. Fred Mainolfi, Tony Miletoe, and an outstanding collection of people from Towson State. The nimble fingers of Kevin Cronin, a junior at Calvert Hall, were another vital part of this production not to be forgotten. Finally, something must be said about the dancing. The dance scenes, choreographed by Tom Wyatt, were extensive and captivating. At times the scenes were reminiscent of an *Oklahoma* production number. The play would not have been complete without them.

Androcles and the Lion: A roaring success

Blair Davison began the first act with a fierce roar, bringing the crowds collective heart to its mouth.

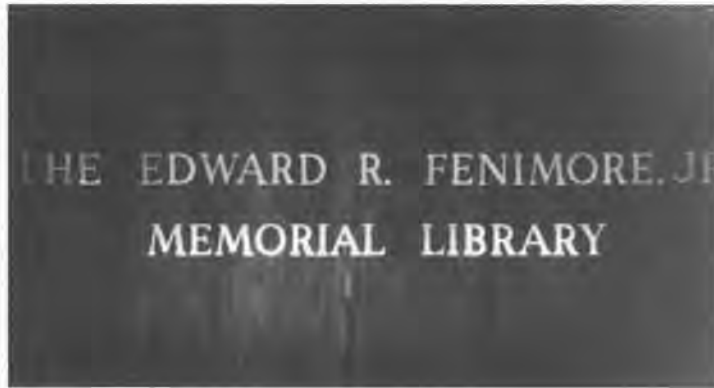
This year's 9 and 10th grade play was a very competent and entertaining production of George Bernard Shaw's **Androcles and the Lion**. Basically, the plot involves the persecution of Christians in Ancient Rome, and the conversion of Christianity of the Roman emperor with the aid of a loyal lion.

Among the Christians, Doug Becker gave a touching and comic performance as Androcles, the St. Francis of the Southern Mediterranean. Janet Sarbanes gave a lovely and charming performance as the patrician Christian Lavinia. David Rody hulked threateningly as the violent missionary Ferrovius, and Lee Thomsen was convincingly spineless as Spintho. Memorable performances by "non-Christians" included Chris Jones as the "handsome Captain,"

a suave Anton Vishio (who apparently tried to undress onstage), Charlie Garland as the Centurion, and Rushika Fernandopoulle as the emperor. The technical aspect of the production, was as strong as the acting under the direction of Mr. Peard. The cast was well-prepared; there were no missed cues or forgotten lines. The scenery was sturdy and appropriate. Mrs. Sarbanes took charge of the costumes which included swords and shields from the Latin Department, and tibulae from the gym.

The attendance, while better than last year, was still by no means worthy of the fine job done by everyone involved.

CHRISTMAS GREETINGS



The Fenimore Library is not supported by tuition

The operation of the Edward R. Fenimore, Jr. Memorial Library at Gilman School is made possible only by earnings of the library's endowment fund. The \$500,000 fund is actually made up of three separate funds, including the Gilman D'Arcy Paul Fund, the Ford Matching Fund, and the Edward R. Fenimore, Jr. Memorial endowment fund.

son, money for books needed by the library. Each book supplied by this gift was marked with a gift in memory of Edward R. Fenimore, Jr. In the early 1970's the amount of money for books became larger, culminating with the grant of the endowment fund.

In the late 1970's, Mr. Fenimore, after conferring with Gilman, decided that the fund would be given to the Gilman Upper School Library. He decided to complete the \$500,000 goal with a gift of \$375,000. The fund was invested and the earnings pay for all Library materials and needs except the salaries of the Library employees.

On June 15, 1979, the Library was dedicated to the memory of Edward R. Fenimore, Jr., though individual rooms, such as the Cochran Study area, and the Fisher Memorial Reading Room, remained the same.

Since the Library does not depend on tuition for any Library needs, the earnings from the endowment fund must pay for new books, repairs to old books, periodicals, records, microfilms, tapes, films (equipment for the Library) and upkeep of the Library itself.

Even though both Mr. Fenimore, Sr. and Mr. Fenimore, Jr. are dead, the Fenimore tradition still carries on at Gilman through Mr. Fenimore's grandchild, William Colston, who is currently in the tenth grade. The Gilman School will always be grateful for the generosity of the Fenimore Family.

The Gilman D'Arcy Paul Fund was the gift of the Paul Family in memory of Gilman D'Arcy Paul who graduated from Gilman in 1904. The Ford Matching Fund, a \$25,000 gift from the Ford Family, was accompanied by an equal amount of private donations.

Most of the original \$500,000, however, came from the Edward R. Fenimore, Jr. Memorial Endowment Fund. This fund was started by Edward R. Fenimore, Sr. in 1964-1965 in memory of his son Edward R. Fenimore, Jr., who died of a terminal illness in 1962.

At Gilman, Edward, Jr. was very well-liked. As a class president all of his four years in the upper school, and a good student he was deeply involved in the school. At Princeton, Eddie was the roommate of his Gilman schoolmate, former U.S. head Timothy Callard.

Originally, Mr. Fenimore, Sr. provided, on the birthday of his

A Gilman in Norway

by Tim Robinson

During the summer of 1981, I became one of the very few who had AFS experiences during their years at Gilman. Only a handful of students make it through the rigorous process of applying and I was selected to spend nine weeks in the country of Norway.

Norway is situated in the North Europe Canal part of Scandinavia. It is bordered by Sweden, Finland and Russia, the North Sea, and the Atlantic. Norway is a very important ally with the U.S. The arctic Circle runs through the middle of the country giving Norway its nickname "Land of the Midnight Sun" because during the summer in northern Norway, the sun never sets!

The town I lived in, Bergen, is the second largest city in Norway, yet, is about one-fourth the size of Baltimore. This town is known especially for its rainy weather (for example in July we had 27 days of rain!), yet the people of Bergen have learned to live with and ignore it. The highest temperature I remember this summer was 22°C (72°F) which was more the exception than the rule.

To set the record straight, the language spoken in Norway is not Swedish, Danish, Norwedish or Norwegian; it's Norwegian, which is incomparable to the foreign languages we are accustomed. Although it's the primary language, virtually everyone knows some English since it's taught in the schools. Although, I didn't know one word of Norwegian at the start of the summer, by the end of the summer my understanding and ability with the language had improved.

My host family called "Kjellstad" (pronounced Shell-staud) was preselected by AFS. This consisted of my brother Per, age 17, Anne, age 19, and Eli, age 16. My mother Else was in her mid 40's yet was as lively as a teenager. We lived just outside of town, which was only a few minutes away by car or bus. The Kjellstad family and I got along very well, although there was that initial language barrier.

Along with enjoying myself with my family, I made quite a number of new friends not only in Norway, but AFS students from all over the U.S. The people in Bergen were in-



Tim Robinson stands high above Bergen

terested in a wide variety of subjects dealing with the U.S. and the Black race. People were more willing to sit down and talk rather than flip on the T.V. or radio. Remarkably, I found that the young people in Norway did many of the same things we do here, however, drug and marijuana use

is not so prevalent.

My entire experience in the country of Norway would be too much to relate in one simple story. Just let it be said that I had my good and bad moments, good and bad feelings, but most of all it was just one bizarre good time after another.



Tim spent last summer as an AFS student in Bergen, the second largest city in Norway.

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J.V. Gridders Just Miss

by Nick Schloeder

The leaves have fallen and the 1981 football season is in its waning moments. The Junior Varsity finished with a 5-3 overall record, somewhat disappointing. On October 15, the junior Greyhounds played Calvert Hall. Gilman was outplayed 13-8. Chase Monroe, Rory Holley and David Lohrey led a drive late in the game, but it fell short. Defensively, Frank Gibson gave a tremendous game as linebacker. After suffering this sombering setback, the J.V. team spent a grueling week of practice preparing for Mt. St. Joe. The hard work paid off as Gilman flogged them 35-12. Rory Holley had 160 yards in 15 carries. Quarterback and co-captain David Lohrey passed for 178 yards in 19 attempts. Outstanding defensively were David Rody, Billy Grotz, Vince Brocato and Mike Lewis, who kept St. Joe's offense off balance.

On the misty, overcast, damp day of October 20, the Greyhounds engaged in battle with the Dons of Loyola. Gilman got off to a slow start and trailed late in the fourth quarter. Through the masterminding of Head Coach Martin Smith and the antics of Chase Monroe, Andy Buerger, and Rory Holley, the Greyhounds pulled out a victory. Monroe, a sophomore, had 3 receptions for 38 yards, including one that kept the scoring drive going. Andy Buerger had 3 receptions for 77 yards; all 3 receptions came at crucial moments. Once again freshman sensation Rory Holley rushed for more than 100 yards for the second time in a row and the third time this season. Gilman had 4 quarterback sacks, 2 by David Rody. Jack Patteson and Rory Holley each had an interception to stifle Loyola drives.

At home on November 5, Gilman played Cardinal Gibbons; at stake was a three way tie for first place. Gilman was clearly outplayed by Gibbons.

The finale of the season was against traditional archrival McDonogh. Gilman looked flat, as the Eagles used their outside speed to get 7 yards a crack. The offense sputtered except when Rory Holley caught a screen from David Lohrey and ran 55 yards for a score. When regulation time had been expired, Gilman had been downed 17-6.



Varsity Co-captain Quintilian finishes strong

J.V. Captures Crown

by Ronnie Kann

This year's J.V. Crosscountry team had a very successful season. The team had an undefeated season, 8 wins and 0 losses. After shutting out archrival McDonogh, 15-50, the team went on to destroy Loyola, 16-45. The team then defeated John Carroll 16-47, before a very large Homecoming crowd. On November 6, the team faced its toughest competition to date, perennial power and defending champion Mt. St. Joe, yet proved to be no match for the Gilman runners, with Pete Heuisler and Jose Aguto finishing 1-2. Next they travelled to Druid Hill Park and defeated Carver 25-33. This marked the first and only time in the whole season that a Gilman runner had not finished in first place. The team's last two meets were on their home course and this proved to be a decisive advantage. Mervo proved to be no competition, and they succumbed 18-44. The final meet of the season pitted a 7-0 championship Gilman team

against a 5-2 Curley squad. Gilman proved itself by beating them 23-34 with Keefe Clemons and Heuisler finishing 1-2.

dual meet season, Gilman still had one hill to conquer, the MSA Individual Championships. Coach Thornberry said that the championship would not be complete without a victory here. Clemons and Heuisler, the team's top two runners, were contemplating finishing 1-2. This was a very distinct possibility because Pete won four races during the season, and Keefe was victorious in three. Other runners hoping to finish in the top 20 were Jose Aguto, Haig Kazazian, John Quintilian, and Aron Silverstone. Rounding out the team's top 10 runners were Roddy Dean, Ronnie Kann, Richard Jacobs, and David Cosby. As it turned out the team did win the team championship, and Clemons and Heuisler did finish 1-2. The team placed three more runners in the top 20. They were Kazazian, 12th, Quintilian, 17th, and Aguto, 20th. There were two runners in the top 30, Silverstone, 23rd, and Kann, 29th. The team placed two runners in the 30's, Cosby, 36th, and Jacobs, 37th. Dean, in spite of being sick, finished a strong 65th. There were 130 runners from schools all over the city in the race.

J.V. Soccer

By John Linehan

This year's J.V. Soccer team was a team that never gave up. Unfortunately, the team's season ended on a disappointing note: a 1-0 loss to Loyola in the championship game. It was a game where Gilman outplayed their opponents, but could not put the ball into the net.

The loss to Loyola overshadowed nine straight victories chalked up by the J.V., including a 1-0 win over a strong Archbishop Curley team. Ironically, the winning streak started against Loyola in a 3-2 double overtime win.

With many graduating seniors on this year's Varsity, next year the Varsity will look to the J.V. for players since the J.V. had many strong players including John Henrickson and Peter Grose at wings, and Jimmy Swindell, Sean Culman, and Richard Ginsberg at halfback. The defense was led by Timmy Carroll and Pepe Albuquerque at fullback and George Cassels-Smith and Paul Leand in the goals.

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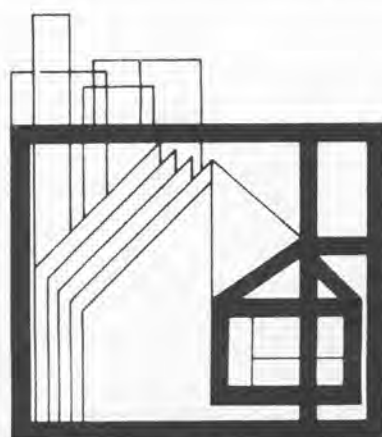
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Students, Faculty Found Nuclear Forum

by Matthew Joseph

When Albert Einstein's Special Theory of Relativity was published in 1905, it established an entirely new concept of man's universe. However, it was not until July 16, 1945, at the Trinity sight in southwestern New Mexico that the world was to more fully understand the repercussions of this theory. Here American scientists first used Einstein's conversion between mass and energy to unleash successfully the tremendous power

of the atom in an atomic bomb.

In a controversial decision, President Harry Truman elected to use nuclear weapons to force a Japanese surrender in World War II. The targets would be Hiroshima and Nagasaki. As Lansing Lamont stated in his book, *The Day of Trinity*, "On August 6 (1945) . . . the first atomic bomb had blown three fifths of the city (Hiroshima) off the face of the earth. In their innocence, 78,000 men, women, and children died . . . At 12:01 P.M. on August 9 a duplicate of

the Trinity bomb . . . plummeted 29,000 feet down on Nagasaki and disemboweled the city in a fraction of a second. Nearly 100,000 Japanese were killed or maimed." On August 14 the Japanese surrendered and World War II was over.

The Atomic Age had begun in all its splendor, power, and terror. The Russians developed their own bomb in 1949. The U.S. and U.S.S.R. began their arms race. Now each country has produced its own arsenal of nuclear warheads which

are each hundreds of times more powerful than the Hiroshima and Nagasaki bombs. Other countries in their desire to gain more national security, power, prestige, and status have also developed nuclear weapons. Andrew Pierre wrote in the October, 1976 *Headline Series*, "It is no accident that all the permanent members of the United Nations Security Council are nuclear-weapon states. It is not surprising, therefore, that national leaders who wish their states to obtain greater interna-

tional influence might be tempted by the presumed benefits of possessing nuclear weapons."

Today the growing threat of a nuclear holocaust has caused an anti-nuclear sentiment of millions of people throughout the world. They strive for nuclear disarmament and nonproliferation, which is the curbing of nuclear arms spread to other countries. The

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THE



NEWS

Vol. LXXXI, No. 5

GILMAN SCHOOL — BALTIMORE, MD.

February 19, 1982

Mr. Williams: 36 Years And Going Strong

by Joel A. Getz

"To assist Mr. Janvier in his work, Mr. Frederick R. Williams has come to teach biology and general science, though he is able to cover physics, chemistry, and zoology. Educated at the high school in Groton, Massachusetts and at Columbia, where he got his A.B. in 1931 and his M.A. in 1933, he took post-graduate courses in science from 1934 to 1941. He has also taught at the Lincoln and Trinity schools. For a while, he was an assistant to the Director of Admissions of Columbia University. Last summer he was a counselor at Camp Riverdale." (Gilman News, September, 1941)

On July 23, 1940, Frederick Williams wrote to Mr. E. Boyd Morrow, headmaster of the Gilman Country School, applying for a teaching position. Because several masters had gone to fight in World War II, there were some vacancies, and Mr. Williams was hired to teach biology and geography. When he came to Gilman, biology had not been offered regularly, and one of the reasons he was hired was due to a growing interest in introducing biology as a full and regular course. Mr. Williams has seen biology at Gilman grow from one class of seven students to the present status of 100 plus students and three teachers.

Mr. Williams' initial stay at Gilman was brief as he joined the army in 1942. In 1946, he returned to Gilman as First Lieutenant Williams and he hasn't missed a year since.

The death of Mr. Janvier in 1955 marked the beginning of Mr. Williams' long tenure as head of the science department. He held that duty until 1974, when Mr. William Porter assumed the position of department head. During Mr. Williams' tenure, the science department moved from the basement of the upper school building in 1962 to the newly constructed science building. Mr. Williams was very much involved in the layout,



"Mr. Frederick Williams"

design, and landscaping of the science building. He could often be found in the late 1960's and early 1970's caring for the newly planted foliage.

Mr. Williams prepared to retire in 1974 and at that time Mr. Porter was named Head of the Science Department. Mr. Williams did not, however, leave. At the request of the administration and his science colleagues, he decided to stay on for one more year. That one year has turned into eight, but Mr. Williams has already informed the administration that this will be his last. To this effect, Mr. Williams stated, "I have enjoyed the consideration of the administration and my colleagues in letting me stay on longer than most."

From a student's standpoint, Mr. Williams is most famous for the sequential biology course that he has taught since its inception. This is an AP course, and last year, half of his students who took the AP examination, scored a five (which is the highest possible score.) In the course description of Sequential Biology 618, Mr. Williams states: "To a degree greater than in either chemistry

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Tri-School Coordination: Future Fact or Fancy?

by Les Goldsborough

When you think of coordinating classes between Roland Park Country School, Bryn Mawr, and Gilman, what comes to mind? Well, if you are an administrator of one of these institutes of higher learning, you might conjure up images of chaos. However, if you are a bright-eyed and creative student, your initial thoughts could be perhaps of a monorail system between the schools or, better yet, an adventurous network of tunnels connecting the centers of academia. Just imagine all the possibilities.

With coordination among the three schools, such a variety of courses would be offered that students would not want to go home. Therefore, to accommodate the overnights, economical coed dorms would have to be built. To combat the cost of the modern transportation, housing facilities, and quality education, the coordinated student councils could purchase some inexpensive livestock from the McDonogh School. These animals could be housed in a section of Gilman's new maintenance facility and permitted to graze on either Roland Park's or Bryn Mawr's playing fields. They would provide some support for the less popular athletic squads, and their edible products could be used in some of Macke's concoctions or sold on the open market. The waste products of the livestock might even supply the energy to power the coordinated complex. Out of necessity, the job of collecting the waste would be delegated to underclassmen in the work force program.

Even though the academic load and maintenance of the livestock would be demanding, social

continued on page 4

Financial Aid Shortfall

Out of a student body of 900 students 103 receive financial aid from Gilman. This comes either in the form of grants or loans. This year there is a shortfall in the financial aid budget of '82-'83 of 13,000 dollars.

There are basically 3 reasons for this shortfall:

1. The performance of the endowment fund is down; of the endowment income, about $\frac{1}{3}$ is set aside for financial aid. The generally poor state of the economy has meant smaller return, and thus less money from this source for financial aid.
2. For the past 10 years Gilman has been receiving grants from

the Independence foundation based in Philadelphia. In the past, this foundation has given Gilman \$10,000/yr. to be used as direct grants to students. This year however, the foundation has specified that the \$10,000 grants to Gilman must be dispersed in the form of loans. The Independence Foundation has guaranteed Gilman 7 years of similar grants. Thus, eventually, the school will have a \$70,000 revolving loan fund; the money which was lent to students will be repaid and subsequently loaned to new students who need financial aid.

3. The rise in the cost of the operation of the school has lead to an increase of tuition.

continued on page 4



"Gilman Conquers Harvard Model United Nations Convention! For stories, see p. 3 and p. 5"

EDITORIALS

Financial Aid: Our Problem International Idiocy

Last week, Wesleyan University announced that, due to Federal cuts, they could no longer pursue their longstanding policy of admitting students without considering their ability to pay. This policy change has far-reaching and possibly disastrous consequences for the University. It threatens the scope, diversity and, thereby, the strength of the University.

Financial Aid is inestimably important to the viability of a private institution. Without it, there is the unfortunate likelihood that the institution will service only an economic elite, and in the process its own health and strength, which stem from its diversity, will atrophy. Without it, there is the imminent danger that people will be judged by the weight of their wallet, not by the content of their character.

Gilman now offers financial aid of some form to 10% of its student body; the long-term goal is about 15-20%. This year, because of factors beyond the schools control (see article page 1) there is a shortfall in the financial aid pack-

age. This school is lucky in that it has concerned and generous alumni and parents' organizations. Their commitment to financial aid is strong, and they will help the school make up the shortfall.

However, the people who really should be concerned about aid are we, the students, for it is we who benefit, whether directly or indirectly. We have the opportunity to express our dedication to the financial aid program and to exercise our school spirit, which always seems to be bedraggled at this time of year. There are many activities planned or waiting to be planned which will contribute to financial aid. The Spring Talent Show in April, a carwash, the February Dance, movies, and any others that creative and enthusiastic Gilman minds can come up with. Come on, guys! It soon will be spring. The rare and golden opportunity lies open to us to do something really positive and valuable for the school and ourselves and, at the same time, to have fun.

About 1/4 of every dollar spent by the government goes to the Pentagon. Much of this money is directed to the buildup of our nuclear arsenal.

At the same time that social programs which benefit millions are being cut, nuclear proliferation which benefits none is blooming. It is insane for us as it is for the Russians to aim for the ability to blow up the world 36 times, rather than 35.

But, does our government try to stop this insanity? No, we have decided to link arms talks to Soviet behavior; if they misbehave, we don't talk. Like a small child we try to get our way by holding our own breath; this tactic does not work for children, and historically has been ineffective for superpowers.

Incredible as it seems, we now have a Secretary of State who believes that limited nuclear war is a viable military alternative, we can use Europe as a battlefield!! It is obvious that now is the time to get concerned about the idiocy of nuclear proliferation. It is time for the citizens of all countries to let it be known that they do not want war, nor do they want their taxes to be squandered in a nuclear game of "chicken."

On Thursday, February 4, the Gilman Forum for Nuclear Disarmament met in the Gilman Room. There were 25 people present most of whom were seniors or faculty members. The forum discussions formulated several goals - immediate and longterm. First, membership among the lower forms should be increased immediately. Second, Gilmans should try to get other schools involved in the issue of nuclear disarmament. Third, the forum will try to get signatures for a petition calling for a halt to the arms buildup - a nuclear freeze.

Although ideally someday the spectre of nuclear buildup can be removed in the short-term a freeze is the key goal. We must let our representatives know by our letters that it is not in the best interests of our country, nor is it good political fodder to continue the arms buildup. There must be a groundswell of public concern about the issue if the status quo, proliferation, is to be changed.

We must become informed and aware of the facts and details of the nuclear race. This was another product of the forum; one of its goals is to make people conscious of the issue which hangs over and threatens them.

Our generation has grown up with and come to know the Bomb. It will someday, hopefully, be our responsibility to control and prevent the destruction of our planet.

Why A Competition?

At the request of A.J. Downs, the *News* has printed what the English Department considers to be the best essay written in the last marking period's essay program. Though the *News* has no hesitation in printing outstanding work by Gilman students, we cannot support the competition by which this essay was chosen.

The essay program began in September for juniors and seniors to improve writing skills, and more directly, to prepare for the English achievement test. Though we find it strange that the English department does not consider these skills covered in the normal English curriculum, we understand that any opportunity to practice writing skills is invaluable. In fact, we wonder why the program has not been extended to freshmen and sophomores.

What the *News* cannot understand is why the English department feels it necessary to turn the essay program into a competition. What purpose is served, in a program designed to improve and sharpen skills, by choosing a "winner"? In an age when Gilman is trying to reduce the effects of competition, exemplified by the elimination of exact class rank, this program is an anomaly.

Worse than the competition, though, is the manner in which the essays are counted. At present the essay grade counts in both the student's present English course, and in a separate Essay category put on the student's transcript. More than one student's English average has been damaged when these essays, which have nothing to do with the subject matter in the course, are counted. In the *News'* opinion, the essay should be counted separately or not at all.

In Memoriam

The Gilman community was saddened last week by the death of two men who had strong ties to the school.

Mr. Ian Jewitt, who was a Gilman faculty member until 1979, leaves a lasting legacy of service to the school. He was head of the Boarding Dept., Dean of students, history teacher, and one of the innovators of the Work Force program. As Jacques Kelly wrote, "Jewitt was a person who seemed to radiate confidence, respect, and stability. I could see why his students so respected him."

Bill Lackington worked on the Gilman grounds crew for ten years, and served as head of the department for several years. He did his job always with thoroughness and was gifted with a wonderful sense of humor.

These men will be truly missed.

LETTERS TO THE EDITOR

Talking Not The Answer

Dear Editor,

We, at Gilman, pride ourselves on our human relations program. We cite our diverse student body as evidence of our openness and lack of prejudice. We even deny any problems that exist by pretending that they can be solved by our films and annual seminars.

Yet, we are a fully segregated society. We willfully separate ourselves into cliques based on race, religion, or social attitudes. We isolate ourselves within a tightly confined group. We do not deal with the rest of the school, and the rest of the school does not deal with us. We have become an isolated, segregated student body. Our attempts at human relations have failed. Programs and seminars are not enough. We must put forth an effort, on our own, to broaden our horizons, to break the control of cliques. No program, lecture, or urging from the faculty can change our segregated ways. The means, the responsibility, the initiative be with us.

Michael Daneker

Driving Not Drinking

Dear Editor,

Public opinion has recently favored a raise in the drinking age, and the General Assembly will probably reflect that attitude in this election year. Supporters of the change have centered their argument on statistics of drunk driving among youths. Yet this vital subject begs another argument. Instead of raising the drinking age, should we not raise the driving age?

Proponents of a drinking age increase have failed to distinguish the woods from the trees. They single out drinking-related accident statistics to support their efforts, yet they ignore the even greater number of accidents caused by quite sober youths.

Insurance rates show that youths aged sixteen to twenty-two, drunk or sober, are more apt to crash than any other age group. Plainly said, teenage drivers in general represent a threat to society. Thus, a change should be made in the driving age. This move would eliminate not only *drunken* teenage drivers, but *all* teenage drivers.

That proposition takes the wind out of the sails of those who would raise the drinking age. Not only would traffic fatalities decrease, but teenage drinking would be reduced, or at least internalized. Without transportation, teenagers would be forced to drink in or near their homes, out of harm's way.

For generations, Europeans have proved that youths can accept the responsibility of drinking, provided they will not be driving. Let our youths have that responsibility, with the protection of a raised driving age.

Andrew E. Sinwell



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Price, Saunders Win Morehead Nomination

by David Brecher

The nominees for the Morehead Scholarship to the University of North Carolina from the Gilman Class of 1982 are Charlie Price and Jeb Saunders. This scholarship is based upon many criteria; among which are athletic ability, academic performance, and service to their school and local communities. Their nomination by a faculty committee does not, however, guarantee the scholarship. At the end of February, Charlie and Jeb will travel to Chapel Hill to see the campus and undergo a series of interviews, after which the admissions committee will render a decision.

The Morehead Scholarship opportunity is presented annually to two members of the senior class. This scholarship includes a four year tuition to U.N.C., plus room and board expenses. It also includes optional summer Outward Bound programs. Each of these five to eight week programs has a special theme (such as public safety), and they are intended to expand the participants' horizons.

This year's candidates are very qualified. Charlie Price is a three-sport athlete and is the head of the Fellowship of Christian Athletes Club and the Greengrass program. Jeb Saunders is the president of the student body and plays soccer and lacrosse. Both are strong in academics.

Fire Ravages Bendann Gallery

By Chase Sanders

For Mr. Lance Bendann, it was not a very pleasant way to return from the Christmas holiday. He was awakened on the morning of January fifth by the ringing of the telephone. He was told that a part of his life, his beloved art gallery, was going up in flames.

Mr. Bendann, a Gilman alumnus, is a part-time art teacher here. He has a class every first period, and then he leaves for his galleries. He is a dedicated art enthusiast; he said that the main reason he teaches is for the enjoyment of relating his art knowledge to others. His primary occupation, though, is the management of two art galleries, one in Towson and one downtown. He owns these two galleries with his father, David Bendann.

As could be expected, it was a great shock to Mr. Bendann to learn that his downtown gallery was destroyed by fire. "It was one of those unexpected phone calls or bits of information you hate to get," he remarked. He contrasted the tragedy to the death of one's parents, which is inevitable and, therefore, can be mentally prepared for. This, obviously, is a whole different ball game.

The police never discovered the cause of the fire although arson has been ruled out. An estimate on the damage was never calculated. The museum was not totally gutted, but, as Mr. Bendann said, "Whatever the fire didn't get, the smoke and water did." He said the gallery might as well be termed "a total loss." Fortunately, the gallery was insured, though how much the insurance will cover is still being totalled.

This fire marked the second time the gallery has been burned, the first being the Great Baltimore Fire of 1904.

What could be called "traditional" art comprised most of the gallery. The gallery was noted for its collection of "Baltimore-ish" works. Some of the gallery's most famous artists were Montague Dawson and Hans Figura. Also lost were some excellent etchings done by Gabrielle Clements, a former Bryn Mawr School teacher, in 1930.

As for the gallery's future, Mr. Bendann says he and his father

do plan to rebuild. They have not made any definite moves yet, but after they cut through the immediate red tape of the fire, their intention seems to be to relocate somewhere downtown. The downtown Bendann Art Gallery was founded in 1859; thus, this would have been its 123rd year. Mr. Bendann believes that his and his father's art gallery was one of the oldest family-owned businesses in the country. The Towson gallery was opened in 1959, the one hundredth anniversary of the downtown gallery.

Gilman student Michael Berkowitz was recently awarded the Rotary Club of Baltimore's Service Above Self award. Nominated by Mr. Gamper because of numerous qualifications, Mike was still surprised when he won the award. Mr. Gamper nominated Mike as Gilman's candidate on the basis of a unanimous agreement by the faculty.

Mike has put a tremendous amount of time into tutoring juveniles at the Montrose Correctional Facility, a program introduced by Rev. Leighton. In addition, Mike is an enthusiastic and active supporter of nuclear disarmament. Mike's greatest accomplishment might be considered his commitment to O.X.F.A.M., an organization that raises money for the world's hungry.

Michael attributes a large part of his involvement to Gilman, which he feels gives people the opportunity for community service if the desire exists.

The Rotary Club award is an annual presentation. Michael's co-winner was a girl from Overlea High School. It should be noted that the Rotary Club stated that the two winners were clear and easy choices by the club.

Although Michael could not be present at the ceremony, Mr. Gamper and Mike's mother were there to accept the award. The award included a \$500.00 scholarship and a plaque.

Gilman Delegation Gathers Awards at HMUN

To a typical student, the United Nations is a familiar international mediator, however the actual functions, procedures, and achievements of this negotiating body may be more obscure. The United Nations simulations, particularly the Harvard Model United Nations, provide an excellent opportunity to learn about both the United Nations and international affairs.

A United Nations simulation is a group of delegations from different schools that gather and duplicate both the organization and procedure of the United Nations. The United Nations is divided into three sections: the General Assembly (G.A.), the Economic and Social Council (ECSOC), and the Security Council, all of which are divided into smaller committees. Each delegation represents a specific country on one of these sections, and sends delegates to the appropriate committees, which are run according to parliamentary procedure. Each committee addresses several international issues within its subject area. These issues are debated, resolutions proposed, compromises made, and finally modified resolutions are passed. These resolutions must then be approved by the remainder of the section during a plenary meeting in order for them to take effect.

This past December, a delegation of sixteen Gilman students, accompanied by Mr. Pletcher, attending the Harvard Model United Nations (HMUN) in Boston. The conference was organized by the Harvard Model United Nations Club and was held at the Boston Sheraton Hotel. HMUN differs from other United Nations simulations in that it stresses **consensus of opinion**. The organizers feel that by demanding almost unanimous

approval of a proposed resolution the participants gain a better understanding of debating and compromising on international issues. The result is that fewer resolutions are passed, but they are of a higher quality and are accepted by a greater majority than they would have otherwise been.

The Harvard conference has three advantages which distinguish it from other conferences. First, there is Boston itself and the atmosphere, shops, and restaurants which delegates have access to. Secondly, there is more free time to spend resting or touring Boston. Thirdly, there is one day on which all committee meetings are held at Harvard, and delegates are able to tour the campus and attend classes. This gives delegates a chance to see Harvard in a more candid manner than the usual college visits.

The Gilman delegation represented Denmark on the Economic and Social Council, and distinguished itself by being named as one of the top twelve delegations in the United States. Gilman also received individual awards for its delegates to the **Commission of Information Regulations**, the **Commission on Science and Technology for Development**, the **Commission on Food Problems and Agrarian Reform**, and the **Commission on Transnationals**. The large number of awards are a result of the delegation's preparation prior to the trip, and the public speaking ability of all the delegates which helped immensely during intra-committee debates. The three club officers, Mike Berkowitz, Joel Getz, Aron Silverstone and faculty advisor Charles Pletcher are to be congratulated on this highly successful trip.

Essay Program Finishes First Semester

Several times each marking period, all the junior and seniors in Gilman receive a slip of paper. They must write an essay in twenty minutes based on the topic on the slip of paper. The questions are similar or identical to those given on the English Composition Achievement Test. The essays are then divided at random among the English teachers. The purpose is multifold. First of all, the essay program not only provides practice for Gilman students for the English Composition Achievement Test, but it gives them practice writing essays under pressure on preselected topics. This practice improves the student's writing skills and also helps prepare him for writing at college. Furthermore, the essay program helps the Gilman English Department to evaluate the different grading methods of English teachers.

Because the essay program is new to Gilman, changes are being made as it develops. Mr. Downs elaborated the method by which the "best" essay was chosen. First, ceiling grade of ninety-five was established. Mr. Downs then explained that the five essays which received a ninety-five were ranked by all the English teachers. The five finalists were Michael Berkowitz, Michael Daneker, Gino Freeman, Les Goldsborough, and Timmy Rule. Michael Daneker's essay was chosen to be the best.

The topic was the following: "Wastefulness is part of the American way of life. We use three packages or wrappings when one would do, build machines to be obsolete in five years, and generally waste time, energy, and natural resources. Yet we consider thrift a virtue and we consider ourselves efficient."

The assignment was to answer the following questions: "Are these statements justified? Do they tell us anything about ourselves? Explain and defend your answer, using illustrations from your reading, study, or observation." The following is Michael Daneker's essay:

"Wastefulness is definitely a part of the American way of life. Anyone who does not believe we are wasteful should just check the trash can after dinner. If it's an American trash can, chances are, it will be full of scraps and leftovers. Furthermore, we do waste our time, energy, and natural resources. How can one explain homes heated to eighty degrees in the midst of an oil shortage as anything but waste? How can one justify four hours in front of the television as a productive use of time? Yet Americans consistently overheat their homes and watch too much television. The strange aspect of all our waste is that we consider thrift a value. We try to save time, money, and resources.

"What does such wastefulness in a society which advocates thrift have to say about that society? It does not mean that the society is hypocritical. Rather, particularly in the case of America, it means that the society has no real concept of waste or thrift. Americans do not feel guilty when they throw away food. Americans perceive thrift as saving a few cents at the grocery store, and not as using one's resources, potential, and energy to one's fullest capabilities. In other words, the American concept of thrift and waste has been distorted by the years of abundance and leisure in America. Americans do not notice waste because it seems trivial, affordable. After all, how much can a few scraps of food matter?"

Berkowitz Awarded Rotary Club Award



The Award Involves a \$500 Scholarship

Mr. Williams: 36 Years And Still Going Strong

continued from page 1

or physics this course demands the ability to formulate and express ideas and dependencies in clear, concise, and explicit terms. It demands broad-based understanding and reasoning powers quite beyond those of the casual student." Mr. John Bartkowski, present Head of Gilman's Science Department, feels that Mr. Williams' statement is a "good description of what we think as a department; students should be able to do before they go off to college—in sciences or any course for that matter."

Mr. Williams has been very involved in the Cum Laude Society at Gilman. He was one of the seven charter members of that society in 1952. He was president of the society in 1955 and 1956 and from 1974 to 1980 and he was secretary from 1962 to 1973.

Besides being an avid reader, Mr. Williams has also done his share of writing. He wrote a text in the 1950's for the biology section of Gilman's general science course and in 1963, he wrote both the teacher's manual and the student's study guide to Part X (*Life, Time, and Change*) of the American Institute of Biological Sciences Film Series in Modern Biology.

As far back as Mr. Williams can remember, he has been interested in all that one finds in fields, woods, and gardens. His early years were, in fact, spent in a country environment. He hasn't let the fact that Gilman is a city school hinder his environmental studies. Practically every summer, he has had some interesting biological experience. He has been both a student and instructor at the Audubon Camp in Maine. One summer he was awarded a National Science Foundation grant to study for the

summer at the University of Minnesota's field station. "In between these major stops, my wife and I have roamed in summers over much of the northern part of the United States seeking out interesting and beautiful habitats and their residents." In recent years, his summers have been spent at his second home near Gettysburg where fruit growing is his major occupation.

Mr. Williams, who has always been interested in natural history stated: "I hope that in my teaching a little of my feeling for nature has rubbed off on my students. I hope that besides knowing some of the formal biology, they have gained an interest and an appreciation that will cause them to stop and look at a lowly caterpillar, a small flower, or listen to a bird announcing its territory, or just find beauty and pleasure in a sunset over a quiet lake, or waves lapping over mussels on a rocky shore."

RPCS – Gilman – BMS Prospects For Coordination?

"A lot of homework would have to be done..."

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activities would be numerous. The gyms of both RPCS and BMS could easily be converted to roller-derby rinks, and in the spring, Gilman's oval field would be well-suited for mud-wrestling. Of course, all such activities would be monitored by C.O.P.S. (the Coordinated Prefect System), whose members would be respected. Yes, the possibilities resulting from coordination of classes between RPCS, BMS, and Gilman are indeed immense—at least for the year 2082. But for now, gentlemen, we must forget about mud-wrestling and look at the bare facts.

At the outset, this writer must stress that Barbara Chase, Headmistress of Bryn Mawr, Gordon Lenci, Headmaster of Roland Park, and Mr. Finney naturally wish to provide their students with the best possible education. Therefore, each would favor a coordination among schools which would be in the best interests of their students. Idealistically, they have no qualms about coordinating special classes or programs. However, as Mr. Finney states, "We are always striving for an ideal, but the ideal is never fully achieved." Coordination among the three schools has been limited to art, music and drama programs. With regards to areas of a more academic nature, RPCS has no present plans to formally coordinate classes with either Gilman or Bryn Mawr.

Nevertheless, during the week of January 18, middle school of RPCS and Gilman experimented with coordinating "mini-week"

classes. The results of the program could possibly influence any plans for future coordination between Gilman and RPCS in other areas. However, Mr. Lenci stresses that coordination is only a thing of the future. When analyzing the prospect of moving to its present location on Roland Avenue, RPCS did not make its decision based on any possibility of coordination with Gilman. Accordingly, as Mr. Lenci points out, Roland Park has no intention of interfering in "the marriage between Bryn Mawr and Gilman." Anyway, he senses that his students may be interested in coordination with their neighbors but are not pushing in that direction.

This is not to say, however, that there is little chance of a tri-school coordination. Although Mr. Lenci would rather see proposals for future coordination originating in the schools' student councils, he said that the Roland Park administration would be willing to look into the matter of either Bryn Mawr or Gilman offered to discuss coordination.

Although Mrs. Chase finds the Bryn Mawr – Gilman coordination an "enriching experience," she believes that "a lot of homework would have to be done" before coordinating the three schools. She finds that the major problem would stem from the complicated scheduling of classes. Mercer Neale, Academic Dean of the Upper School, also regards scheduling difficulties as a hindrance. He believes that current problems in the coordination between Gilman and Bryn Mawr must be resolved before considering the addition of Roland Park to the program. Nevertheless, he does find the inclusion of RPCS to be a possibility for the future.

While coordination among RPCS, BMS, and Gilman does not appear likely in the near future, the respective heads of the three schools are enthusiastic about the present spirit of cooperation, by which one school can share the special equipment or facilities of another. In fact, Mrs. Chase would like to see further development of such cooperation among the schools' libraries. Therefore, Mrs. Chase, Mr. Lenci, and Mr. Finney find such sharing to be mutually beneficial. Correspondingly, as Mr. Finney states, for more full future coordination to occur, the schools need to "touch bases" and "make constant efforts to communicate with one another."

Thus, the prospect of full coordination of classes among Roland Park, Bryn Mawr, and Gilman must, for now at least, remain a figment of one's imagination. However, even if Gilmanites do not get to enjoy the mud-wrestling or the underground tunnels, this is really not so bad. After all, there is something to be said for the maintenance of a school's identity and independence.

\$13,000 Short Fall In Financial Aid

continued from page 1

When tuition increases the value of each scholarship increases accordingly. In addition, it is the policy of the school not to take financial aid money from tuition. Therefore, if tuition increases 100 dollars, the financial aid fund must come up with an extra 100 dollars for each student receiving financial aid. Simply, the cost of scholarships is increasing.

These are the factors which have led to the shortfall. The most concerning is the shift in the conditions of the Independence Foundation grant.

A financial aid package for a student can be composed of 3 parts; 1) direct grant money from Gilman; 2) a loan from Gilman; 3) and a work program. The problem this year is that the money available for direct grants has been greatly diminished since the \$10,000 Independence grant is now available only as loan money. Thus, students who now receive most of this financial aid in the form of grants may now have to

receive it in loans. For some, the repaying of these loans would mean an unbearable financial burden. The school risks losing these students.

What does the school plan to do? First, students who can afford to will take more money in loans and less in grants. In addition, and most importantly, the school hopes to raise \$13,000. Also, the Capital Fund drive will hopefully increase the endowment so that the return on endowment investment will be greater.

The \$13,000 dollars which Gilman wants to raise will be primarily to cover the increase in the value of each scholarship. It also may make more grant money available to students who cannot afford the burden of a loan. Really, the \$13,000 only allows Gilman's Financial Aid Package to keep pace with rising costs.

Gilman has had an active Financial Aid Package since the late 1950's. The real growth, however, occurred in the late 60's and the seventies. At the moment 10 percent of the student body receives some help. The goal is to reach 15

or 20 percent.

Private schools are faced with a monstrous obstacle in inflation. A high rate of inflation puts private schools in a heads-I-lose-tails-I-lose position. As the cost of living increases, faculty salaries must increase as well, or the school runs the risk of losing its most valuable asset. But, to pay for increases in faculty salaries, the school must raise tuitions. Therefore, many talented prospective students are driven away by forbearing costs. Here, the school runs the risk of losing the diversity of backgrounds among its students. So, on the one hand, the school faces the prospect of losing its teaching quality, and on the other, of losing its student quality.

To raise the \$13,000, several things are being done. The proceeds of the Alumni Bull-Roast may be used, faculty members may give insight lectures for a small door charge, and students are sponsoring a wide range of activities.

Anti – Nuclear Forum Meets

continued from page 1

Campaign for a Nuclear Weapons Freeze is one such anti-nuclear organization which exists in 40 states including Maryland. This group is trying through a petition to pressure the United States and the Soviet Union into "a mutual freeze on nuclear testing, production, and deployment of nuclear weapons."

The anti-nuclear movement has reached Gilman with the establishment of the Forum for Nuclear Disarmament, coordinated by Michael Berkowitz and Steve Grandea. These two seniors believe that Gilman students must recognize the dangerous problems of nuclear build-up and educate and inform others about the situation. "When people start thinking about it," Steve Grandea feels, "they start seeing the problems." The Forum had an organizational meeting February 4 to set goals and find out how others felt about the subject.

Most of the students and teachers

in attendance, approximately 25 in number, expressed an interest in learning about the threat which surrounds them. To accomplish this, the members of the Forum will divide up into different committees to research the various aspects and effects of the arms race. These groups will then present the information for discussions at the meetings which are every other Thursday.

"There is a lot of information out there," says Michael Berkowitz, "and if we take the trouble to find it there can be some answers found. . . . Gilman can become a center of knowledge about the nuclear arms race, known as a school that cares about the whole world, not just our community." In addition, the Forum will share their information and knowledge with the entire student body, as well as with the other surrounding schools, such as Roland Park Country and Bryn Mawr.

A major concern of these research groups will be the economic effects of the arms race. More money is being poured into the

defense budget while the finances for the social programs are being decreased. February's edition of *Life* magazine stated, "By the upside-down logic of strategic defense, doomsday weapons like the MX, the Trident, and their Soviet equivalents are built never to be used. . . . Meanwhile the U.S. and U.S.S.R. continue to spend money on their nuclear arsenals as if there were no tomorrow."

Michael Berkowitz and Steve Grandea hope to have Gilman sponsor a regional symposium where people from the entire area can come to listen to some of the well-known anti-nuclear activists speak. The school has exposed students to the nuclear war issue by showing two films, "The Last Epidemic" and "War without Mercy". Mr. Vikas Saini, a member of the Physicians for Social Responsibility, also addressed the students during a chapel, concerning the medical effects of an atomic bomb detonation on Baltimore. Through these functions and others in the future, the Forum hopes attract more people from

Gilman and other schools.

What could very well be prompting groups like Gilman's Forum for Nuclear Disarmament to come into being are the stark viewpoints expressed by authors such as Jonathon Schell in the recent February 1 issue of *The New Yorker* magazine. Schell states, "A full-scale nuclear holocaust could lead to the extinction of mankind. . . . The United States would be a republic of insects and grass. It has sometimes been claimed that the United States could survive a nuclear attack by the Soviet Union, but the bare figures on the extent of the blast waves, the thermal pulses, and the accumulated local fallout dash this hope irrevocably. They spell the doom of the United States."

The Forum is pitted against these seemingly insurmountable odds against the survival of mankind. However, if the Forums help the Gilman community obtain a fuller understanding of the nuclear danger before us, the chance for a peaceful solution is increased.

NEWS Reporters Crash Emmies



The Ceremony



He smiles before he strikes, Gilman reporters flee.

What goes on behind the scenes at a model United Nations convention? Among other things, a delegate can work on resolutions, hit the town, or socialize at one of the many hundreds of small parties taking place in hotel rooms 24 hours a day. Well, at the Harvard Model United Nations convention, the biggest bash was at the Emmy Awards ceremony, which was held at the same hotel as the conference, featuring McLean Stevenson as master of ceremonies and a post-ceremony party. The logical thing for two loyal **News** members was to cover the party... and the ceremony.

Unfortunately, Emmy officials had foreseen the crush of boisterous teenagers and had posted guards at every entrance, but Joel Getz and Joe Shin, armed with determination and a 35 millimeter camera, would let nothing deter them. The first method, they decided, would be a legal one. They walked to all entrances and timidly asked for admission, but they were met with rebuke. They soon realized that they would have to use deception in order to be successful.

First, they tried what they felt to be the simplest way of tricking their way into the ceremony—befriending security guards. This method worked to an extent, for their new-found friend let them stand outside the dressing rooms. However, boredom set in, and the two realized that to get where the "action" was, they would have to take more drastic measures. They found that they might gain entrance by way of the kitchens; thus, they befriended an amiable Hispanic waiter who didn't seem to know what they had in mind until Getz produced some green stuff. However, this plan ended in failure as the waiter stranded the pair in a dark hallway.

After this latest failure, a feeling of hopelessness set in. "We seemed to have run out of ideas," said Joel. The night was saved by a stroke of luck, however. The pair chanced upon an unmanned side door and entered. They found themselves in a cluttered hall at the end of which was a bright light. They soon found themselves on the stage behind McLean Stevenson and were quickly ushered off. Once in the room, however, they were allowed to stay. Soon after the ceremony ended, the two got to talk with Mr. Stevenson and followed the high society of Boston into the party in their jeans and tennis shoes.

Getz and Shin, mingling with the crowd drink in hand, were just celebrating their victory when Mr. security officer spotted them and gave them the boot. Oh well, Woodward and Bernstein they're not.



He'd rather be with "Hot Lips Hoolihan"



One last look before explosion

Newsbriefs

Four School Chorus

by Nick Cortez

When presented with the question, "What is the singing group that has ties with Gilman, that performs concerts at Christmas and spring?", most students would say "The Glee Club." There is a group of students, however, thirty-five in number, that performs such concerts and yet does not receive as much recognition as the Glee Club or Travelling Men. This group of students is the Four School Chorus.

This chorus is composed of students from Roland Park Country School, Bryn Mawr, Gilman, and Boys' Latin, their members belonging to their schools regular choruses as well.

"The idea shared, when the chorus was formed," said Mr. Merrill, "was to have a permanent chorus that would be able to sing a vast repertoire of songs designed for male and female voices. The responsibility of conducting the chorus is shared by Mrs. Fink of Bryn Mawr, Mr. Fink (no relation) of Roland Park, and Mr. Merrill.

Chef Jeff

The Crossroads
Village of Cross Keys
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by Jeffrey Bachman

The Crossroads Restaurant is definitely for someone who likes a difference in restaurants. As for its classification that is up to the diner. Some diners say French, others American, but for sure there will be something to please everyone. The restaurant itself is very quaint with roses on each table and sparkling silver, china, and crystal. The menu is varied ranging from veal to steak to duck. I particularly liked their Veal Oscar, Steak Diane, and Hunters Chicken.

The menu is constantly changing as are the chefs, but almost always the food is good. Unfortunately, the service is hit or miss. You are attended by waiters of two kinds, excellent or incredibly inept. For this touch of elegance the check can be outrageous. A meal including dessert, which should not be missed, can cost twenty dollars per person. It is, however, worth the price when you get a meal as good as you do at the Crossroads.

Hockey Team

by Lee Thomsen

For the first time in many years, Gilman has a hockey team. Coached by Messrs. Bulkeley and Leighton, the team of more than two dozen players practices four days a week at Patterson Park.

The coaches hope the support on following years will be as strong as this year.

"Financially the school is backing us, and we have skaters from each form," commented Mr. Bulkeley.

With backgrounds in New England hockey, both coaches know good hockey when they see it. They have expressed hope that the squad will pull together and play some competitive hockey against whatever schools they can find to oppose.

The Greyhounds were beaten 12 to 0 by Patterson Park on January 21th.

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YVT Shines In "Anything Goes"

by Michael Sarbanes

Outside temperatures were cracking in the 20's, but the stage of Gilman's auditorium was cooking as the Y.V.T.C. presented Cole Porter's 1962 off-broadway musical "Anything Goes" in their second winter production.

The grand thing about the Young Vic has always been that it combines the enthusiasm and spontaneity of a school play with the stage presence and talent of a professional production. This performance was no exception. The sultry Reno Sweeney was played with aplomb by Ava B. Lenet, and

Billy Crocker by Donald Bierly. But, at the same time Bobby Thomas was able to do his Mr. Finney imitation.

The plot of "Anything Goes" is simply a more classy and entertaining version of the *Love Boat*. Everyone falls in love with everyone else, and even if they don't they have a good time. Reno Sweeney is a nightclub singer/evangelist who is accompanied by four beautiful Bimbos, Purity (played by Maya Burns), Chastity (amazingly played by Mini Gatchell), Charity (Lisa Zara), and Virtue, "the easy kind," (Amy Iwata). These 4 strutted and swayed their way around the

boat as they tried to help poor Billy get his girl, Hope, (Margaret Shamer). Billy is also aided by mobster turned monk, Moonface, played by GM Brian Goodman. By a series of impersonations and confessions, Billy succeeds in breaking Hope's engagement to a snooty Englishman, Sir Evelyn Ashford. At the end they all get married. Billy marries Hope and Sir Evelyn marries Reno.

This musical features some memorable numbers like "You're the Top," "Anything Goes," "Heaven Hop," and "Let's Misbehave." The orchestra was excellent under Jari Villanueva.

The Mind's I

The Mind's I: Fantasies and Reflections on Self and Soul

by Douglas R. Hofstadter and Daniel C. Dennett.

Illustrated. 501 pp. New York:

Basic Books, Inc. \$15.95

by Aron Silverstone

Many questions have been raised concerning the nature of human consciousness and the possibility of artificial intelligence, yet few of these questions are easily answered. It is appropriate, therefore, that a collection of essays by the top thinkers and writers in the field of human thought and artificial intelligence be gathered together in a book with a commentary written after each essay to put the piece of writing into perspective. Two prominent thinkers, Douglas R. Hofstadter, a professor of computer science, a metamathematician, and a Pulitzer Prize winning author, and Daniel C. Dennett, a philosopher, a researcher in artificial intelligence, and author, have composed and arranged such a book, entitled *The Mind's I: Fantasies and Reflections on Self and Soul*. The purpose of this book is to provide an impetus and series of questions that will make the reader consider his own views on the topics and to create an opportunity for the person to change his views. Although *The Mind's I* is divided into six parts, each dealing with a certain problem involving the human mind, there are several themes which are carried throughout the book and help to tie it together.

The Mind's I is put together extremely well. All the selections are well-written and are thought-provoking. At the end of the book there is a section that lists the sources of further reading for each of the topics.

Although there are many themes in the book, several appear almost constantly. The first is a presentation of two approaches to a situation or problem: reductionism or holism. Many of the articles use one or a combination of these two approaches to the brain. A reductionist approach looks at what

is happening on the lowest level (in the brain, on the neuron level). The holistic approach examines the "higher levels" (in the brain, the movements of groups of neurons or thoughts).

One of the most prominent dilemmas is that of the location of the mind. In the discussion of the brain versus the mind (or hardware vs. software) there appear to be two prevalent theories, and many others that are modifications of the two. There are those who believe in the dualism of the soul and brain. There is a second school of thought that feels that the soul is an essential part of the brain, and the two are inseparable in a living person.

The possibility of artificial intelligence is entertained throughout the book. Both editors believe that artificial intelligence can be produced in digital computers. To convey many of their ideas or in order to prove points the authors in *The Mind's I* make extensive use of thought experiments, hypothetical situations which would be extremely difficult, if not impossible, to reproduce physically. These thought experiments add levity. For example, in one dialogue we are asked to imagine that a fanatical neurologist as encoded the data from each of Einstein's neurons into a massive book. There are instructions in order to ask questions of Einstein. One of the participants in the dialogue becomes increasingly flustered as he imagines his brain put into book form, and the books are then duplicated. Each of these books then carry out conversations with other dead people of some fame whom have also had their neuron's information encoded in book form. These thought experiments also often present radically different views.

Although *The Mind's I* offers solutions to some thought-provoking problems, its purpose is for the reader to think over the subjects in his own mind and reach his own conclusions. It is ideal for an introduction to the topic of the human mind, and one can follow the paths of the listed related books back to a forest of ideas. Through one's own soul searching, a person can enrich his life as he learns to appreciate those things that were taken for granted.

Raves for Ragtime

by Rhett Waldman

Very few films achieved the distinction of being both humorous and tragic. *Ragtime*, based upon a novel by E.L. Doctorow, is one of these.

The book itself is many stories tied into one, but it concentrates on one man, Coalhouse Walker, a young piano player, in the period before World War I. When his new car is vandalized by several volunteer firemen, and his young wife-to-be is killed because she tried to get justice, Coalhouse is transformed from a happy-go-lucky young musician to a vicious gang leader, arsonist, and killer. His fatal flaw, his pride, causes his downfall.

The movie, however, does not spend all two and one-half hours on its main plot. Several characters, including a Jewish silhouette-maker-turned-director, a brainless actress, and a quiet family which provides a

home for Walker's wife and infant son, revolve around Coalhouse and around each other.

The direction and settings of *Ragtime* are excellent. Only a brilliant director like Milos Forman could have been able to weave so many plots and subplots around each other with such skill. The settings, from the Lower East Side to the seaside, strive to maintain a realistic atmosphere.

The acting in *Ragtime* is its main strength. Howard Rollins, as Coalhouse Walker, is brilliant showing the joy a father feels when he sees his son for the first time and the anger a man feels when he has been wronged. James Cagney, coming out of a two-decade retirement, also shines as the kindly Chief of Police.

The end of the film is very tragic; many members of the audience could not hold back their tears. In these days of \$4.00 tickets, *Ragtime* is a movie well worth the admission fee.

Denison Theatre Group Improvises At Gilman

by Leon Sachs

The Denison Improvisational Theatre Company performed in long chapel before the Gilman student body early this January. The performance was the first of many they plan to give to schools in the area.

The group of seven, each wearing jeans and a different colored t-shirt, ad-libbed and improvised the entire act. The improvisations included such items as poems, songs, stereotyped portrayals (in good taste), and a humorous, ad-libbed talent show. The actors succeeded in relaxing the audience because they demanded audience participation when an idea was needed to improvise upon.

Most Gilman students found this to be an enjoyable, unique assembly.

"Taps" Geared to Youth

by Andrew Sinwell

Few critics have called "Taps" a major success, yet this film has been one of the holiday season's box office hits. While not breaking any records, the movie has far exceeded anyone's expectations.

Set at a boys' military academy, "Taps" stars George C. Scott and Timothy Hutton, both of whom are Academy Award winners. Scott plays a crusty, old general-turned-commandant and Hutton is the ranking cadet at Bunker Hill Military Academy.

Incredibly, the movie asks us to believe that the academy's students would take up arms to prevent their school from being permanently closed. The students resist even the National Guard in defense of Bunker Hill. Criticism of the movie has centered on this most improbable plot.

These different aspects combine to produce a very different sort of movie. It is a return to the time when critics had no power over a film's audience. "Taps" is unclear and riddled with inconsistencies, but the audience still enjoys the film, at least those of us still young enough to be called "kids".

The movie, however, was never intended to be realistic. That is what the critics fail to see. Targeted at a young audience, "Taps" makes little effort to cover further flaws. The movie has been largely successful, instead, because it is "neat, cool man." Count the kids who leave the movie saying, "And everyone had their own M-16!" And blatant defiance of authority (parents, National Guard, etc.) always appeals to a youthful audience. Lastly, the shocking end of the movie distinguishes "Taps" from the normal movie fare.

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"It's Academic" Advances

by Jon Baker

The "It's Academic" team was victorious in the first round of competition in the popular high school quiz show. The team, consisting of Captain Rhett Waldman, John Linehan, and Jon Baker, won handily over opponents Anne Arundel and Glen Burnie. The final scores were Gilman-420, Anne Arundel-280, Glen Burnie-230.

The team, under the supervision of faculty advisor Mr. Thomas Carr, has been drilling all year in preparation for its television appearance. Alternates Rob Daniels and Gideon Brower have played instrumental parts in preparing the team for broadcast.

The show will be broadcast on WBAL-TV Channel 11, at 12:30 p.m. on Saturday, February 6. Giant Food, the show's sponsor, awarded the winning team with a three-hundred dollar check for Gilman's scholarship fund.

The second round will be videotaped in early April. Tickets to the studio are made available free of charge to Gilman students. Waldman, Linehan, and Baker are looking forward to a season as successful as the one last year's team enjoyed, advancing to the Baltimore championship round, but they all agree that support from Gilman fans is fundamental to a confident, winning team.

Argentines Experience America



Diego Martinez

by Howard Sobkov

Diego Martinez and Nick Raigorodsky are the two newest additions to the Gilman community. Both will be at Gilman until the first week of March, after which they will return to Buenos Aires. They came to America to improve their English and to learn our culture. Diego is staying with Peter Grose, and Nick is staying with Nick Cortez.

At Gilman, they are taking a variety of subjects, some of which differ from the courses in Argentina. While here, they are taking courses which include Science A, Spanish,

English, and Latin. Back home, they will take Geography and Drawing in addition to what we consider to be a basic high school curriculum. Sports are part of the daily program here; however, in Argentina, athletics is required only two days out of five.

Although there are many possible athletic choices, Diego has chosen basketball, and Nick has picked winter soccer. In Buenos Aires, everyone takes rugby year-round. However, they do have the freedom of playing whatever organized sport they want on Saturday mornings in a program which involves their entire school.

Diego summed up their feelings about Gilman by saying, "Yes, I like it, but the day is too long." The reason for this is that their school is in session from 7:30 until 12:30, except for Tuesday and Thursday, when they play rugby. Although their day is quite short by our standards, they have nine classes a day.

At home, Nick and Diego share many of the same interests outside of school that we do. They are currently in a band called Trocater. Nick plays guitar and sings lead vocals while Diego plays drums and is the backup vocalist. Primarily, they play Argentinian rock which Nick predicts will soon hit the American charts. They also enjoy playing soccer and indicate that there is almost no lacrosse in Argentina.

Both Nick and Diego are enjoying their experiences in America and at Gilman. They are looking forward to learning more about our culture and to the rest of their stay.

ships based on academic merit or non-governmental loans to middle income students.

The cost difference between public colleges, or even private colleges, located in the south and west, and their Ivy League counterparts is shown plainly by Harvard's annual cost. Harvard's college guide has shown the expense to total \$11,450. This includes \$7490 for tuition, \$3050 for room and board, and \$910 for miscellaneous expenditures. To alleviate this expense, Harvard gives sixty-five percent of its students aid of approximately \$4500 each in the form of scholarships based on need or non-governmental loans to middle income students.

Both of these colleges serve as a prime example of a category of colleges and the tuition that category charges. The University of Maryland typifies this country's public institutions, which include two other frequent Gilman choices, the University of Virginia (at \$5300 per year) and the University of Delaware (at \$5000 per year). Tuitions in this group usually fall between \$3000 and \$5500. Duke University illustrates the private institutions on the south and west, as do two other Gilman favorites, Washington and Lee University (at \$5600 per year) and the University of Richmond (at \$5800 per year). The costs in this category are most often between \$5500 and \$7500. Harvard represents the Ivy League colleges, which include such fine institutions as Yale

University (at \$11,400 per year) and Princeton (at \$11,000 per year). Most tuitions in this category are between \$8500 and \$11,500.

With the tuitions of private colleges rising sharply, and the improved programs being instituted in public colleges, it is no wonder that Gilman students are thinking twice about where to apply.

Brecher Wins Hardie Scholarship

by Josh Langenthal

Every year at Gilman the Hardie Scholar Contest is open to all juniors. Any junior who wishes may enter the contest which consists of one or several pre-chosen essay questions. The essay is handed in to be graded shortly before Christmas Vacation. At this point the essays are graded by the fifth form committee. The winner is announced in late January or early February.

The prize for winning is a six week trip to England to attend the last portion of the summer term at Saint Edward's School. St. Edward's is a boarding school outside of the city of Oxford, and the winner of the Hardie Scholar Contest boards there for his stay at St. Edward's. The Hardie gift pays for almost all of the transportation fees of the student, and St. Edward's supplies room, board, and books.

The Hardie Scholar Program is an exchange program. Soon after

spring vacation, the winner of the contest at St. Edward's comes to Gilman. The student's time is split between the previous year's winner and the new Hardie Scholar. The student stays at Gilman through final exams and may accompany the new Hardie Scholar to England and St. Edward's. The Hardie Scholar stays in the same dormitory that the St. Edward's Scholar lives. At the end of the summer term, many of the students stay in England or Europe for a vacation.

This year's winner is David Brecher, who will go to St. Edward's and enable Christopher N. Wardle to come to Gilman. The Hardie Scholar Contest is funded by Mr. Thomas Hardie, and the gift is in memory of Mr. Hardie's father. It has been highly successful and Mr. Woodward, the faculty advisor to the Hardie Scholar Contest, expressed gratitude to Mr. Hardie for the chance to enrich the environment and the Hardie Scholar of each year.

College Costs Calibrated

by Barry Tubman

No longer can one assume that Gilman's graduating class will be heading strictly for Harvard, Yale, or Princeton following Founder's Day. A variety of factors have led Gilman students to look at private colleges in the south and west as well as public institutions. One of the more prominent of these factors is the enormous expense a college education now entails. As Mr. Woodward, one of Gilman's college counselors, is quick to point out, "The costs are becoming increasingly important."

The two most popular college choices of last year's graduating class demonstrate a good comparison as to the difference in cost between public and private institutions. With nine members of the Gilman Class of 1981 attending, the University of Maryland topped the list of college selections. According to *The Comparative Guide to American Colleges* by James Cass and Max Birnbaum for the 1981-1982 school year, these students can expect to be paying about \$3363 in school fees. This cost is broken down into \$1063 for the tuition itself (\$2988 if the student is from out of state), \$1500 for room and board, and \$800 for miscellaneous expenses. The University of Maryland grants scholarships to its students solely upon academic merit.

Duke University was second, receiving seven of last year's graduates. Unlike the University of Maryland, Duke is a private college and is charging approximately \$7300 for this school year. The cost is composed of \$5400 for the tuition, \$1400 for room and board, and \$500 for miscellaneous expenses, according to Duke's college guide. Aid is given to thirty percent of the student body at Duke, amounting to about \$3500 per recipient, in the form of scholar-

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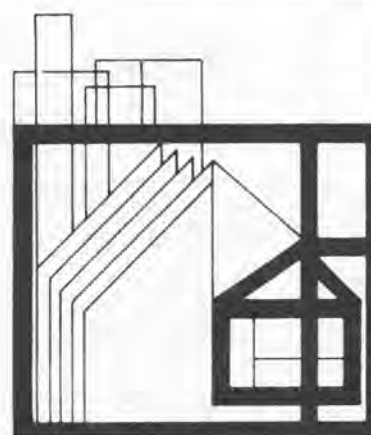
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Hooper Guides Grapplers



B's on top!

Under the watchful eye of Coach David Hooper, the wrestlers are looking at a possible A-conference championship. Coach Hooper comes to Gilman from Ireton, a public school in Virginia. At Bishop Ireton he was the head coach for four years, and was both the winningest and losingest coach in Bishop Ireton's history. Hooper was the Washington Star Prep Coach of the Year in 1981, and led his team to become the St. Alban's champs. Coach Hooper's style of coaching emphasizes conditioning. The majority of the time spent in practice is devoted to conditioning.

This new style of coaching has led the team to a 9-0 record, a first place in the McDonogh Christmas tournament and a second place finish in a tough Bishop Ireton Holiday Classic. Hooper hopes to capture the championship, but he does not overlook the remaining matches. The team has

yet to wrestle either Mt. St. Joe or McDonogh. With victories over these two opponents, the team will have captured the championship, and be looking at a possible first-place finish in the M.S.A.'s. The team has won important matches over arch-rival St. Pauls (36-18) and Curley (25-24).

Under the leadership of captains Alevizatos and Marshall, the team is preparing for the end-of-the-year tournament. The team consists of sophomores Mardiney Orbegoso, Franklin Egerton, Wheelless, Charlie Marshall, Larsen, Alevizatos, and Krongard. As usual the awesome Billy Marshall is supporting an undefeated record. Billy has won outstanding wrestling matches in both of the tournaments in which the team participated. Chris Alevizatos has also had a fine season with a first place finish in the Bishop Ireton tournament and a 5-1 record. If all goes well for the greyhounds, they will have captured the title for the first time since 1974.

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BICYCLES / SKIS
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Cagers Head For Play-Offs

by Rob Daniels

Varsity Basketball: After a rather sluggish start, the Varsity team is getting things together. Since January 8, the squad's greatest foe has been the weather, which has caused the postponement of two crucial Maryland Scholastic Association games: one against St. Paul's; the other against arch-rival McDonogh. So far, the club has won 6 out of its last 7 games, under the leadership of coaches Bristow and Christian. At the present time, the Varsity is preparing for an important contest at Boys' Latin:

J. V.

JV Basketball: Thus far, the Junior Varsity club has had a relatively easy time in both conference and non-conference games, for it has won thirteen straight encounters, dating back to December 10th. An opening game loss to Catholic League power Loyola has been the only blemish on the JV's record. Many of the teams' victories have been characterized by lopsided scores. The 48-28 victory over West Nottingham was the first of such wins. Next, Gilman defeated St. Mary's, 59-15 and Martin Spalding by a 90-22 score.

Henry Schumann, Robbie De Muth, and Dave Fura have been the backbone of the JV squad's incredible rebounding which averages nearly 35 rebounds per game.

Fresh/Soph

Fresh-Soph Basketball: At the present time, the Fresh-Soph Basketball team is having great difficulty competing with the awesome Catholic League teams. Hurt by a lack of height, the team must resort to outside shooting for most of its points. Unfortunately, however, this is not working well. Nevertheless, the team does have the desire and spirit essential for victory. With time, this club can certainly be a successful one.



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C.H. Pletcher: A Faculty Profile

by Gideon Brower

"He who can, does. He who cannot teaches," said George Bernard Shaw. If Shaw were to come to life, and to choose to visit the Gilman campus, he would find a man who would disprove his maxim. This man teaches history, but was also involved in its formation for thirty years. Charles Hutchinson Pletcher, before becoming a teacher at Gilman ten years ago, spent thirty years in international affairs, at first in the Army during the second World War, and later in the United States Foreign Service.

Charles Pletcher was born on September 5, 1922 in Faribault, Minnesota. He came from a family of teachers, but chose to major in Fine Arts when he entered the Art Institute of Chicago in 1940. After two years at the Institute, Mr. Pletcher joined the U.S. Army. Having been trained in R.O.T.C., he quickly reached the exalted rank of First Lieutenant. "I was probably the worst officer in the Army, I was so young," he recalls. "But I learned a lot in four years and by the time I got out I was pretty good." During his four years, the young Charles served as a Combat Staff Intelligence Officer, pinpointing targets for bombing strikes. Stationed on Okinawa near the end of the war, Mr. Pletcher was one of the first people to see the pictures of the atomic bomb's devastating effect on Hiroshima. He was shocked by what he saw in the still wet photographs. "I had looked at literally hundreds of bombed areas but I had never seen anything like this. There were no ruins, it was like the top of a pool table."

After the war, fascinated by international relations, Lieutenant Pletcher gave up Fine Arts and attended the University of Chicago. He graduated in 1949 with a masters degree in International Relations. Mr. Pletcher enjoyed the traveling he had done during the war, and decided that the U.S. Foreign Service was the place to be. Accordingly, he applied, took written and oral examinations, and was accepted. Over the next twenty-three years, Mr. Pletcher served in eight posts, in Europe, Asia, Africa, and Washington. From 1949-52, he served as U.S. Vice Consul and Economic Officer in Taipei, Taiwan. In 1949, he was transferred to Venice where he again served as Vice-Consul. He was married in Venice, to Marilyn McKasson, whom he had originally met in Ohio, and later rediscovered in Vienna. In 1956, the Pletchers moved to Washington, where Charles served at the Japanese Political Desk at the Department of State. In 1960, Mr. Pletcher became the Resident Consul to Zambia, living in Lusaka, Zambia, not yet independent, was then Northern Rhodesia. Consul Pletcher opened the first U.S. Consular/Diplomatic Post there, and ran it alone for



Diplomat Pletcher congratulates the president of Botswana

four years. In 1963, the Pletchers, now with their three young sons, returned to Europe. Mr. Pletcher now serving as an Economic and Political Officer in Genoa, Italy.

In 1966, Mr. Pletcher went back to Africa, opening and running the U.S. Embassy in newly independent Botswana, and serving as Chargé d'Affaires and Chief of Mission. He became a close friend to President Seretse Khama, assisting in the setting up of governmental machinery in the new nation. Mr. Pletcher considers his two positions in Africa to be his most rewarding in that he created and developed the U.S. Diplomatic Post there.

From 1970 until his retirement from the Foreign Service in 1972, Mr. Pletcher served in Washington, first as Officer in Charge of Botswana, Lesotho, and Swaziland Affairs, and later as the State Department Representative on the Foreign Affairs Executive Seminars of the Foreign Service Institute.

In September, 1972, Mr. Pletcher chose to retire from the Foreign Service. He had found that dragging his family from continent to continent was harmful, and prevented his children from making permanent friendships. In Botswana, there had been no adequate school, and two of his four sons had attended a boarding school 400 miles from home. He loved the Foreign Service, but it was "very hard on a family."

What does it take to enjoy the Foreign Service? A diplomat has to "want to live and know a country," unlike a tourist who always knows his time of departure. Mr. Pletcher,

although he "liked every place that I lived" never regretted leaving the Foreign Service. "I was not impatient to leave, but once the time came to go, I left without any regret whatsoever. I was able to settle down without any difficulty."

Mr. Pletcher had heard of Gilman while in Africa, through an acquaintance from Columbia, Maryland. He had learned of an opening and applied as a history teacher, and was hired in 1972. He had no teaching background, but had acquired extensive knowledge of world history. In his ten years at Gilman, he has taught Modern European History, Chinese-Japanese History, Europe Since 1945, Comparative Governments, Historiography, African History, and United States History. Mr. Pletcher enjoys teaching, ("I wouldn't do it if I didn't like it"), and has easily settled into the Gilman and Baltimore communities. Marilyn Pletcher is an accomplished violinist who plays with several area groups, and one of his sons is part owner of the Shogun Japanese Restaurant on Charles Street. The youngest Pletcher is in the Gilman Middle School.

Charles Pletcher still communicates with many friends made overseas, and has prospects for an exchange arrangement with a teacher from a school in Botswana he helped found in 1969. "It's been a life that I have thoroughly enjoyed. I guess you'd have to say that I am a happy man." Gilman is fortunate in having such an experienced diplomat and world traveler as well as a splendid teacher among its faculty.

Award repeats at NAIMUN

by Josh Langenthal

From Thursday, February 11 to Sunday, February 14, the 19th Annual North American Invitational Model United Nations (NAIMUN) was held at the Washington Sheraton. Present were over 2,000 people at this testing ground for young diplomats. People were there for many different reasons. Some students came to learn about United Nations, some students came to win awards, and some students came just to have fun.

Gilman itself represented many different countries from Malawi and Yugoslavia on the Economic and Social Council to Japan on the Security Council and the U.S.A., U.S.S.R., and South Africa in the Inter-Nation Simulation. In teams of two or three people, the students from each country went to their committee meetings. The Malawi delegation had seats on six different committees ranging from a Commission on Social Development to a Commission on Transnational Corporations. The Yugoslavian delegations were also on these committees. The Inter-Nation Simulation is basically the acting out of solutions for mock world crises. The entire committee is split into three scenarios and in one of these scenarios, Alex Gavis, who was representing South Africa, won an award.

During these four days each committee on the Economic and Social Council and the General Assembly met five times, each meeting lasting three to four hours. The purpose of each committee was to pass resolutions dealing with its topic. However, the resolutions can only be guidelines. The parties involved do not have to follow the guidelines because the U.N. is not a policing body itself. The U.N. can only urge or condone or condemn; it cannot put economic sanctions or impose boycotts on other countries. This Model U.N. helps to show how the U.N. functions in reality.

Within the heavy schedule lay time for a trip to the delegates embassy on the first morning and for a dance and banquet on the last night. Because even hardcore diplomats get tired of debating and caucusing, quite a few committees adjourned before their time limit had expired. This phenomena lead to more than a little social gatherings besides the banquet and dance.

While many of the people at the Georgetown Model U.N. were from near by, there were still a few schools from as far away as California or Puerto Rico. Such a diverse group lead to many interesting debates, even if the delegate's behavior was out of their country's policy.

Gilman Expands Role in Community

by Howard Sobkov

Volunteerism is a program which is aimed at aiding the community of Baltimore and increasing the knowledge of the Gilman student. The program is open to all Upper School students who are willing to donate a few hours a week to aid the community. There are four major categories in which one may volunteer his time: working with the elderly, legally related services, tutoring students, and hospital projects. The programs are trying to tap as yet unused sources: knowledge and concern of the Gilman student.

There are two programs dealing with aiding the elderly: Baltimore County Department of Aging and Keswick Nursing Home. The responsibilities of the programs are the following: helping elderly with daily activities, reading and talking to them and helping them write letters. Both programs meet from 3:00-5:00 p.m., with the Keswick program also having the possibility of meeting from 2:15-4:00 p.m. The preferred days are Monday and Wednesday.

Legally related services involves working for Legal Aid Services or County Juvenile Services. In Legal Aid Services, the student does mostly clerical work such as filing, answering phones, and basic typing. The responsibilities for County Juvenile Services include contacts

with the victims of juvenile offenses. Both meet from 3:00-5:00 p.m. and involve working one day a week.

Tutoring, like the two previously mentioned programs, has two options. The Brown Memorial Weekday School and Walbrook Pratt Library. These two programs are very similar in their responsibilities which include teaching basic math and reading skills to fourth through sixth graders. The programs meet from 3:00-5:00 p.m.

The Hospital Projects are the most diverse of all the groups. There are four projects: Children's Hospital, Mt. Washington Pediatrics Hospital, University of Maryland Hospital, and St. Joseph Hospital. The possibilities for areas of work are numerous including sports medicine, shock therapy and lab work.

The three faculty leaders are Mercer Neale, Anne Mazaheri, and R. Bruce Daniels. They are all very enthused about the program. There is no student leadership because the program needs time to grow before it takes on a specific direction. Mr. Neale said that he thought the growth would be an "exoteric reaction". This is because, he feels, once the word of how good the program is gets around, many people will get involved.

EDITORIALS

In Memoriam

George Gross Finney
1899-1982

SAT's Don't Work

The SAT is a criterion commonly used by a college with a large number of applicants to decide whether an applicant should be admitted. In some cases, there is a cut-off point in SAT scores. While the SAT may be a useful indicator of certain academic skills, we cannot support the high level of importance bestowed upon it by colleges when screening out applicants.

High SAT scores simply do not guarantee success in college, as low SAT scores do not guarantee failure. Certainly, a student who scores ten points above the "cut-off" point is not necessarily better than one who scores ten points lower than the cut-off. While in an age of computers and high technology, performance should be a first priority when dealing with machines. When it comes to human beings, however, a whole new factor is brought in — human nature. One shouldn't write off a student with poor SAT scores; if he or she has the desire to succeed and the willingness to work, there is no reason why success cannot be attained under any circumstances. Andrew Carnegie, Charles Dickens, Thomas Edison, John Philip Sousa, and Mark Twain never even graduated from grade school, yet no one can say they didn't succeed. Colleges shouldn't judge a student on a set of figures the way one examines gas-mileage ratings when buying a new car, for that individual must be judged on his personal qualities.

Colleges should go through a more thorough process in screening applicants. They should be able to find the time and money — that is, if they want to insure that they get truly qualified students, not ones who, though they may be bright, may also be unmotivated blobs of jelly.



Frenchman Jean David enjoys MS sports

Frenchman Enters Eighth Grade

by Ben Miller

Exchange students are usually connected with grades ten and up. Yet, age should not be a barrier if a younger person wishes to see the rest of the world and its various peoples and cultures. Many young boys and girls want to experience another country. An example of this is a boy named Jean David.

Jean is now attending the Gilman Middle School. He arrived in the United States from Paris, France on January 15, 1982 and is now living at Hopkins University with his parents. Since Jean took English in school in Paris for two years, and went to England before he came to America, he is quite fluent. It is very easy to start a conversation with him.

Jean has made many friends at Gilman, and he hopes to make many more before he must leave. He is taking the regular 8th grade courses including Latin, science, history, and art. Jean's favorite subject is math.

The biggest difference between his French school and Gilman is the sports program. In France, Jean must join an extra club to play sports because it is not included in the regular curriculum. In the Middle School, he now plays basketball, but is looking forward to baseball in the spring.

Jean David has not yet become addicted to American television, but he does like to watch movies when possible. Jean likes the sports program best in the United States and he is reading some English books.

Jean has had a wonderful time so far in Baltimore. He is amazed by America and its people. Jean said, "J'espere que les Etats-Unis seront pour moi une bonne experience," which means, "I hope the United States will be a good experience for me." We at Gilman hope Jean will like the rest of his stay at this school.

Clark to Tie Knot

by Jeffrey Bachman

On Saturday, March 13, 1982 Mr. Clark, a new member to Gilman's Mathematics Department, will marry Miss Rebecca Kathryn Morrison, whom he met while attending Dartmouth College. Miss Morrison is presently a secretary for the Underwriters Adjusting Company. They will be married at the Towson Presbyterian

Church.

During spring vacation, the newlyweds will be in Myrtle Beach, South Carolina. Mr. and Mrs. Clark will then reside in a Baltimore apartment with Mr. Clark's two cats. Although some students would naturally like to see Mr. Clark have an extended honeymoon, Mr. Clark will be home on time following spring break.

SAT, ACH, and the ETS

by Aron Silverstone

The Scholastic Aptitude Test and the Achievement Tests are all too familiar to Gilman students. Although these tests play crucial roles in which college a student will attend, the average student knows little, if anything, about what happens from the time he finishes the test to the time he receives the scores. The Educational Testing Service, which develops and scores the tests for the College Board, is receiving much criticism, recently for the SAT.

Founded in 1947, the Educational Testing Service develops

tests to be taken by high school students nationwide to help colleges determine which students are best suited for college. The president of E.T.S., Gregory Anrig, was formerly the Commissioner of Education in Massachusetts. Consisting of a network of eight regional offices, ETS employs a staff of 2300 people, of whom two hundred are engaged at a research facility. The Educational Testing Service derives most of its funds from fees that the students pay. Its central office is in Princeton, New Jersey.

The development of an S.A.T. is no small matter. It takes eighteen months to make up an S.A.T., a

You could tell it was history the moment a long Oriole Bomb swished casually through the nets. However, the basketball game February 15th between Brooks Robinson's All Stars, featuring members of the Baltimore Orioles baseball team, and the Gilman faculty, although ending with the All Stars comfortably ahead 101-73, provided entertainment and good basketball for a packed house at Gilman Gymnasium.

Gilman freshmen Lee Thomsen, Kieran Fox, and Mark Shapiro organized and went to raise money for the Michael Cooper Memorial Fund. Cooper died earlier this year in an automobile accident while a freshman at Gilman. The game raised \$1000 for the fund, which will go toward making a portrait and plaque honoring Cooper.

Neither team knew much about each other. Jack Thompson, a math teacher at Gilman, who played guard in the game, said before the game, "I heard they were pretty good." Any doubts as to the truth of that statement were dispelled before the game was a minute old, as the Orioles executed a perfect fast break.

In fact, the Orioles proved to be bigger, better organized, and better shooters. Time and again they would hit the deep jumper or make a steal, hit the outlet man, and wind up an easy lay-up. It often seemed as if the Orioles took turns taking the ball down the court and shooting.

While the Orioles, especially Dan Graham, Gary Roenicke, Eddie Murray, and Mike Flanagan, consistently hit from the outside, they were unwilling to play a physical game, possibly because they didn't want to risk injury, explaining the wide variety of outside shots.

The Gilman faculty had to hustle and scrape for everything they got, but were obviously outclassed and never came close. After each period, the Oriole lead grew bigger. The Gilman faculty was led by Sherm "Jump-Shot" Bristow, "Jump-Shot Junior" Christian Bruce Matthai, Mickey Fenzel and "Jumping Jack" Thompson and also received inspirational play from Bruce "High Five, Baby" Daniels. Ronald Culbertson also played a fine game.

continued on page 3

THE NEWS

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Joel Getz
Michael Sarbanes

Managing Editor

Ian Miller

Features Editor

Alex Gavis

Faculty Adviser

C. Hutchinson Pletcher

Exchange Editor

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The Apple computer is part of the extensive Gilman computer facilities

Gilman's Computer Renaissance

by Matthew Joseph

Most people are unaware of how important the computer is in our society. From the launching of the space shuttle Columbia to the simple playing of arcade games, computers have become fundamental components of our life style. This computer boom is being felt here at Gilman.

This year, Gilman has expanded its involvement in computer oriented activities. The Lower School recently had some workshops where educational commercial software was demonstrated to invited representatives from local schools. In the Middle School, the Hewey, a card-reading computer handed down from the Upper School after over ten years of use, has given way to a new computer program built around Apples.

Since 1979, students in the Upper School computer program have used the Ohio Scientific Challengers and an Apple. This year with the acquisition of a Radio Shack TRS-80, students have the opportunity to use a variety of hardware.

Instruction in programming proceeds at different levels of difficulty and sophistication. Middle School students are required to learn the programming language called BASIC. In the Upper School, students use their knowledge to write their own programs.

The Upper School offers two programming courses. There is a beginners course where students without any experience work at their own pace on one project at a time. The advanced class is for those who do have some experience with computers. Both courses meet twice a week during 8th periods when Mr. E.E. Thomp-

son, head of the Mathematics Department, and Mr. Doug Lewis, a new math teacher to the school, make suggestions for programs and help correct problems.

Mr. Thompson, who has been in the foreground of the school's computer development and a source of information about computers, is pleased that other teachers are taking the initiative in starting their own programs.

The Science Department has enriched its curriculum with the purchase of an Apple Computer. Mr. Gus Lewis, a Physics teacher, Mr. Bartkowski, head of the Science Department and a chemistry teacher, and other science teachers hope to use the computer to reinforce the skills and concepts associated with their respective subjects.

Mr. Gus Lewis says that the computer will help science students, especially those in Physics and Chemistry, to "get a better understanding of science by writing programs." In Physics, the computer will be used to simulate physical systems, to do fast calculations in laboratories, and to help teach and review material.

Upper School students can more informally develop their interests in computers through membership in the Computer Club. The Club's present activities include the sponsorship of a contest for original programs open to all students. This year the Club is headed by Ian Miller and Alex Gavis.

"So many things are being done by computers," Mr. Doug Lewis feels, "that if you have some idea about how computers work, you have some idea about how society works . . . If anyone at Gilman wants to know anything about computers, we would like to help them."

New Directions in Development

by David Brecher

Gilman is fortunate to be able to provide extras not available at other schools. Students benefit from the new computer system, the scholarship fund, and an excellent faculty. In part, we can thank Mr. Harry Gotwals for these opportunities. For the past five and a half years Mr. Gotwals has been the Director of Planning and Development here at Gilman. His job has been to solicit funds (from

corporations, trusts, etc.) to pay for Gilman's needs.

This spring will be Mr. Gotwals last at Gilman. He has chosen to become the Vice-President in charge of development at Goucher College next year. Interviews are being concluded to find a new Director of Development, and a decision is expected to be made in early March. Since a new director is not expected until May, Mr. Sinkas from the Marts and Lundy Corporation will be serving as

interim director.

Mr. Gotwals leaves Gilman with a deep sense of regret. He has formed many friends and relationships here, and describes his stay as "tremendous". He feels that development here at Gilman is a very strong program. His job was made easier by Gilman's strong reputation of excellence, the tradition of generosity among parents and alumni, and the dedicated administration.

"Gypsy" Strips in Style

by Mervin Goldstone

On March 5th, 6th, and 7th, strippers invaded the Gilman Alumni Auditorium. They had been invited, of course, but not as a part of the schools' liberal Sex Education Program. Instead, the young ladies were taking part in the Gilman/Bryn Mawr production of "Gypsy." The musical, first produced in 1960, is set during the Depression, and is based on the true story of Gypsy Rose Lee, who gained fame as the world's highest-paid striptease artist.

The musical's plot revolves around Rose (Mary Ann Emerson), a would-be star who never got a chance. To make up for her own failure, she relentlessly pushes her two daughters, June (Pam Peedin) and Louise (Maija Burns). Herbie (Owen Perkins) joins the group as an agent, and he and Rose become a hot number. Vaudeville, unfortunately for Rose's hopes, is dying, and June soon walks out. The remaining trio (Rose, Herbie, and Louise)

wind up on the theatrical skid row, playing in a "house of Burlesque" in Wichita. At the last moment, Louise is called on to fill in for a jailed stripper, and she does. This marks the beginning of her meteoric rise as "Gypsy Rose Lee." Herbie, disgusted by Rose's initial approval of Louise's stripping, walks out, following June into oblivion. Rose, who has fought all her life for stardom, is soon hurt by Gypsy's rejection, but the musical closes with a reconciliation.

There is a great deal more to this musical than the plot, such as the marvelous music and lyrics by Stephen Sondheim, and a battery of experienced, energetic, and vocal stars. Mary Ann Emerson delivered a stunning performance as Rose, belting out such numbers as *Some People and Everything Is Coming Up Roses*. Maija Burns showed what she was made of in Gypsy's striptease scenes, and sang beautifully in *Little Lamb*. Her performance as the front end

of a dancing cow was also quite unusual. The duets and trios in the musical worked very well, especially June and Louise in *If Momma Was Married*.

The show also benefitted from a host of lesser performers who, without exception, played their parts with feeling, wit, and humor.

Mr. Shoemaker, Mrs. Fink, and Elizabeth Long deserve commendation for the amount of work they put into the production, and for its successful conclusion. Also, Jann Hearn who played the piano during every rehearsal as well as during the show, should not be forgotten.

The audiences which attended the show left the auditorium dizzy and delighted. They were dazzled by the strange behavior of the theater, as the cast of "Gypsy" alternately raised the roof and brought the house down. They were dazzled and delighted by the energy and glamour radiated by a talented cast performing a quality musical.

Rhett's "Quartet"

by Rhett Waldman

Late winter is a slow month in the movie business. Few new films are released, and most theatres are still showing Christmas releases. One film, *Quartet*, has opened in Baltimore with a minimum of fanfare, but has been attracting large crowds.

Based upon the Jean Rhys novel bearing the same title, *Quartet* takes place in Paris in 1927. Times are hard in the post-war period, but a bohemian class flourishes in the Montmartre suburb. A young Frenchman is given a year in prison for harboring a national treasure (Napoleonic

sword) and his young wife moves in with an English couple residing in Paris. The husband is a lecher and seduces the young woman. His wife is too afraid to act, and eventually her husband and the young woman fall in love. This triangle becomes a quartet (hence the title) when the young French husband is released from prison. The *menage a quatre* is resolved in the end.

Like many foreign films, *Quartet's* cinematography is a major asset. The gaudy decadence of postwar Paris is accurately recreated through soft-focus photography

and excellent on-location scenery.

Of the actors, two, Alan Bates and Isabelle Adjani, stand out. Bates plays the Englishman in a smooth, yet overpowering style that reflects his earlier masterpiece, *King of Hearts*. Adjani, a newcomer to the American screen, masters the difficult role of the young Frenchwoman. She is able to portray her character's emotional ups and downs in a very convincing style.

Due to its lack of promotion, *Quartet*, will probably not have a long run in Baltimore. See it before it leaves. It is a film worth seeing.

Twenty Questions

by Michael Daneker

Gilman's alcohol awareness program continued last week with the presentation of "Twenty Questions," a film on alcohol abuse.

The movie, which was shown to juniors and seniors during eighth period was a collection of vignettes of former alcoholics, centered around exactly what the film's title suggests: twenty questions about the misuse of alcohol. These questions were designed to make one take a good look at one's relationship with alcohol. Questions such as: "Is it possible to drink only beer and be an alcoholic?" "Have you ever experienced a

blackout?", and "Do you drink alone?", made many juniors and seniors think twice. Above all, the film was designed to make its viewers aware of the potential problems that alcohol presents. After all, the mere awareness of the problems involving alcohol is a major step in the abolition of those problems.

SAT's continued

continued from page 2

In recent years, much doubt has been raised concerning the validity of the S.A.T. However, Mr. Anrig states that the S.A.T. is the best measure of "success in the first year of college." He feels that the "best single indicator" to determine who should be accepted at a college is the "academic record," but that the best indicator is "the two of them (the S.A.T. and academic record) combined."

Another area of interest to students is that of coaching. Mr. Anrig believes that it is "good to prepare for the S.A.T.'s," but coaching will not help substantially. By working hard at basic skills, a student should be able to prepare himself for the S.A.T.'s. Furthermore, although by a new law students are now able to obtain old copies of the S.A.T. which the student

took, Mr. Anrig stresses that this gives "no advantage."

The decreasing number of college-age students means that the ETS must go into new areas of testing which will include corporate testing, international testing, diagnostic testing, computerized testing, and educational programming.

Although the tests provided by the E.T.S. may determine which college one attends, there is practically no way for someone to interfere with a student's records. There are specific security measures that allow only certain people to get to certain levels of information. The Educational Testing Service has been so successful because it fulfills two crucial requirements "accurate test" and a tight security system.

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The Hidden World of the Smithsonian

by Aron Silverstone

What do a giant panda, a painting by Picasso, and an old typewriter have in common? They are all housed in different museums which are part of the Smithsonian Institution. Founded in 1846, the Smithsonian has grown to become the world's largest museum complex, containing thirteen museums and the National Zoo. The Smithsonian Institution has become an important center for research, yet it is better known as one of those places that must be seen by tourists when in Washington.

Seven of the museums are sandwiched by the Washington Monument and the Capitol in the National Mall. In the National Museum of American History, situated near the Washington Monument, is the famous pendulum, supposedly the most accurate in the world. How many times have you waited for the pendulum to knock over a pin? I have yet to see this happen, but I am getting sidetracked. On the fifth floor of this building in a small, crowded office works Otto Mayr, the curator of mechanisms. It is a modest office with a desk, a table, two chairs, a typewriter, and several bookcases overflowing with books written in various languages.

Otto Mayr was born and went to school in Germany. After going to an engineering school in Munich, he came to the United States where after a year as a student at

M.I.T., he worked for several years as an engineer. Mr. Mayr then decided to go back to Germany in order to get a degree in history, science, and technology. Mr. Mayr describes the job at the Smithsonian as a natural step after getting such a degree.

The different areas of the Smithsonian are divided into divisions with a curator in charge of the division. Mr. Mayr is the curator in charge of each division of mechanisms. The different objects that fall under mechanisms include clocks, locks, typewriters, office machines, and automatically controlled machines. Mr. Mayr is responsible for collecting, research, and putting together exhibits.

To put together an exhibition is no small job. Last year's exhibit of 120 of the finest examples of German clockwork and automata made in the sixteenth and seventeenth centuries, which was arranged by Mr. Mayr, took five years from inception until the opening. The development of an exhibit is a long process. The idea must first form in a person's head, and consequently, a proposal must be written up. The proposal, then, needs to be approved "in house." The next step is the dividing line. Should a person not raise enough money to organize the exhibit, the proposal is sent back to the drawing board. Once the money has been guaranteed, a schedule is created, and the work begins. From this point it is two to three

years before the exhibit opens. Many things require completion in order that the exhibition might open on time. These include loans of objects from other museums or private collectors, design and construction of the exhibit, books to be prepared, posters printed, the public relations taken care of, and anything else that needed to be done. When these various factors are not properly coordinated, the exhibit might open late. One extreme is the Nation of Nations exhibit, which opened half a year late. Mr. Mayr is quick to point out that this is the exception not the rule.

As for the future, Mr. Mayr is looking forward to acquiring an automatic control or cybernetic collection. These would not include computers, a fact he is quick to stress, since the computers fall under another division. Mr. Mayr sees the Smithsonian Institution as a national treasury which should keep and preserve relics of historical value. In this aspect the most important feature of the Smithsonian is its permanence. Therefore, it is not only important to have and store objects, but to acquire new objects. In this, the government falls far short of its European counterparts. The government used to give eighty thousand dollars for the acquisition of relics, an amount which is most inappropriate and can purchase practically nothing. It must be noted that European governments

give their museums millions of dollars every year to obtain more for their collections. Mr. Mayr points out that even England with its economy in shambles manages to give several million dollars to the British Museum.

Reagan's tax cuts have had profound effects on the Smithsonian. Beside the fact that the Smithsonian Institution has no money for investment in the future as compared to the millions that European museums receive, the federal budget has not been ratified, leaving the Smithsonian in an uncertain limbo, not knowing what money, if any, it will receive. Mr. Mayr sees many places for reduction in government spending, especially in defense. Mr. Mayr notes that Carter tried to reduce the budget and institute reform in the civil service intelligently by looking at what he was doing. In Mr. Mayr's opinion Reagan's attempt to cut the budget in a stupid, indiscriminate manner can only result in more harm than help.

The Smithsonian Institution, one of the many cultural centers of which the Americans are proud, is a complex network of museums. Although it would seem as if recent presidents have been trying to ignore it, the Smithsonian still advances because of the hard work of the people who make the museums function. Americans should salute these "unsung heroes" such as Otto Mayr, the

curator of mechanisms, through whose dedication the National Museum of American History, is able to have exhibitions that display objects which Americans cannot normally see.

George Finney- 35 Years a Trustee

"Distinguished son of a distinguished father, George Finney has kept alive the glowing Finney tradition of service to his patients, his college, and his country." This was the description of Dr. George G. Finney when he received the Distinguished Service Award of American College of Surgeons in 1971.

Dr. Finney's legacy of service is outstanding in its breadth and quality: he served as a surgeon at Union Memorial, Johns Hopkins hospital, Provident hospital, and the old Women's Hospital. He was a longtime member of the American College of Surgeons which was founded by his father Dr. John M.T. Finney; he received this organization's highest honor in 1971. He was active in the American Surgical Association, the Society of Medical Consultants to the Armed Forces, and the Society of University Surgeons, and was also a leading member of the Maryland Red Cross blood program. He was a prominent member of the Board of Trustees of Princeton University and of Gilman.

Dr. Finney graduated from Gilman in 1917, and from Princeton in 1921, and from Hopkins Medical School in 1925. His son, Headmaster Redmond Finney recalls his "tremendous dedication to education, at Gilman, and elsewhere." He served on the Gilman Board of Trustees from 1933-1968 and was Vice-president of the Board from 1946 to 1958.

Dr. Finney was a leader in race relations. He took an interest in the quality of the medical care for blacks in Baltimore city, and was involved in the Maryland Training School for Colored Girls. "He genuinely enjoyed people from all walks of life, of all classes and colors. He believed that all people should be treated with courtesy and respect; community involvement was not just noblesse oblige with him," says Mr. Finney.

Dr. Finney watched this year's Gilman/McDonogh football game despite his age and infirmity. "He was a great believer in sports, not just for physical fitness, but as an education," says Mr. Finney. "He was also devoted to music; especially the opera and symphonies."

Dr. Finney died on February 27th of Lou Gehrig's disease. His impact on his community by his example and his involvement was deep and will surely be long-lasting. Mr. Finney recalls: "Dad had a fantastic commitment to integrity. Honor was honor to him; he felt that too many people tried to rationalize. Integrity was absolute. He based his life on these principles and he passed them on to his family and his community."

H. L. Mencken's Life: A College Essay

by Alex Gavis

With the recent addition of Harborplace and the National Aquarium, Baltimore, Maryland has undergone what many people believe to be a new Renaissance. The Baltimore of the past was too often mistaken for a southern city and a quick stopover between New York and Washington. The Chesapeake Bay with its large blue crabs served as the "protein" factory for visitors.

On September 12, 1880, in Baltimore, a boy who would grow up to be the city's eternal lover was born. This boy was Henry Louis Mencken. A third generation German-American, H.L. Mencken was the son of a local tobacco merchant. Spending his childhood and the majority of his later years in Baltimore, H.L. Mencken lived with his family on Hollins Street, in an area of tall row houses with white marble steps. In his essay, "Baltimore of the Eighties," Mencken captured his boyhood in Baltimore. He described steamed crabs, Latrobe stoves, mica windows, and lovely females as integral parts of Baltimore's heritage near the turn of the century.

It is in this setting, as he was growing and developing, that I would have liked to have known H.L. Mencken. During these years Mencken was to form many of his opinions, attitudes, and styles that were to make him a famous author and well-known journalist for *The Baltimore Sun*.

In 1881, Henry would have been only a year old. My contact with the Mencken family would have begun many years before when, as a journalist for *The Sun*, I had written an article on Maryland's

tobacco industry. I had met August Mencken, Henry's father, many times since our first interview. Since we had struck up a fine friendship, I was delighted that, in 1892, August bought a summer house near my home on South Road in Mt. Washington. Henry and my son, Michael, spent summers playing together in our backyard. It was when the two boys came in for lunch that I really got to know Henry well.



Henry loved to tell stories. He loved to amuse both my wife and me with tales about his younger years in the Hollins Street gang. His school boy jokes often slid past all but Michael, but his vivid descriptions of Baltimore's streets made me jealous of his style even then. He would always, of course, tell us that his life had changed since his days with the gang. Ever since reading *Huckleberry Finn*,

he had decided that he should spend more time reading and less time playing.

My wife found the idea that Henry would read novels hard to believe. After all, our boy, Michael, read only his school books. I knew, though, that Henry was a different young man who had insight and a great power of observation. He always seemed to absorb all events around him and save them inside

his head. I was sure he read novels and also knew he would make a great reporter some day. Henry would often ask me about my work as a reporter. Newspapers had always fascinated him since his father gave him a toy printing press at the age of six. Little did August Mencken realize that, just four days after his death, Henry would leave the tobacco

industry and join the *Morning Herald* as a reporter. I felt somewhat guilty of helping to draw Henry away from his father's firm, but I also felt proud of inspiring a new writer.

Henry Mencken turned out to be quite a writer, even in my day he was making a name for himself. In 1906, when the *Herald* closed and Henry came to *The Sun*, I saw him on his first day of work. He reminded me of my younger years as a reporter; he had a sense of "newness" about him. Henry was a hard worker and moved up the ladder of success swiftly. By the end of the year, he had been appointed Editor of *The Sunday Sun*, quite a position for a boy who not long before had played in my backyard. Many at the newspaper resented Henry's rapid promotion, but I never did. I had read some of his work and, most recently, his new book on George Bernard Shaw's plays. I knew he deserved his new position. Here was a young man who represented the true essence of what a reporter should be.

After I retired, Henry and I ate lunch together every Tuesday. We talked mostly about his father and old times. Occasionally he would relate one of those stories he used to tell my family when he and my son played together. His perception of Baltimore's people and neighborhoods was so keen that I would often suggest that he use the story in one of his columns. Henry would always smile and thank me for my advice. Somehow he would see beauty even in the poorest parts of Baltimore. I knew that I loved my city even more because of Henry Louis Mencken.

JV Swimming

by Doug Schmidt

The J.V. Swim Team has had a very successful season. By winning the Junior Varsity "B" Conference Championship, the team continued the winning tradition begun in 1977. This was accomplished by hard training consisting of daily workouts of over six thousand yards. In addition, there were three early morning practices a week plus two workouts a day during Christmas Vacation. The highlights of practice schedule were the Christmas Eve Pigout Party and the Hawaiian Luau.

All this rigorous training did pay off. The team was 5-0 in the conference. The three other teams in the conference; Poly, McDonogh, and Mt. St. Joe; were no problem for the J.V. Team. In every meet the opposition was beaten by over ten points. The only exception was the one point victory over McDonogh, clinching the championship. The team also soundly beat these teams in the MSA's at the end of the season. A factor that made this championship victory even more impressive was the loss of five of the top J.V. swimmers to the Varsity during the season. This left gaps in the lineup which were quickly filled by the freshmen and sophomore swimmers.

Another important achievement was the breaking of three J.V. records. Eric Hamberger broke the 500 freestyle; Eddie Barker broke the 100 breast stroke; and Wolfram Zuckert broke the 100 butterfly record.



Baseball player trains for '82 season

The team's hard work is going to be recognized on Monday, March 29th in the Gilman Cafeteria at the 1st Annual Awards Dinner. Brooks Ensor, coach; Jill Jacobs, assistant coach; and Mr. Finny will be there along with the J.V. and Varsity swimmers and their parents. Together they will celebrate the very successful season.

Busick to Coach Tennis

by Nick Kouwenhoven

This spring, the varsity tennis team has a real chance to capture the MSA Title. Eight returning players on the varsity should make a very strong team. Haig Kazazian, Andy Owens, Roi Creamer, Nick Kouwenhoven, Wells Obrecht, Blair Berman, Pepe Albuquerque, and Bobby Wheelless are the returning players, and Mr. Jim Busick is the new coach. He has been making the team run over a mile a day, so if we can not play tennis at least we will be able to run. The JV should be strong this year, because thirty people came out for the team.

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MSA Wrap-Up

by Rob Daniels

Varsity/Junior Varsity Swimming: Although the Varsity swimming team did not win the MSA 'BB' Conference Championship this year, it gained some revenge when it finished ahead of arch-rival McDonogh in the MSA Swimming Championships held two weeks ago. During the course of the regular season, McDonogh defeated the Greyhounds twice by wide margins. However, Coach Ensor's team swimming the finest races of the season captured a high rating behind Catholic powers Calvert Hall and Loyola.

Wrestling: On the final day of the regular season, the highly-ranked varsity wrestling team was defeated by perennial power Mt. St. Joe for the MSA 'A' Conference Championship. Centering on last weeks' MSA individual championships, the goal of Coach Hooper's team was to unseat the Gaels from their throne for only the second time in ten years. Unfortunately, Mt. St. Joe proved too much for Gilman. But, the team hardly had a reason for disappointment. The Wrestling Hounds won second place out of all of the MSA schools, a great honor. Also, Senior Billy Marshall was recognized as the most valuable wrestler in the tournament, the highest award any Maryland Wrestler can receive.

Basketball: When they each sowed up Division Championships

against St. Paul's on February 12, the Varsity and Junior Varsity Basketball teams could finally focus their attention on the playoffs. Even though each club prepared well, the results of their efforts were not as fruitful as has been planned.

The JV team won its nineteenth consecutive game Thursday, February 25, defeating McDonogh. although the final score was 53-46, it is not indicative of the teams' utter domination of the Eagles. Gilman builtup a twenty point advantage in the second half, only to see it evaporate in the fourth quarter. Still, the victory continued the longest winning streak in recent memory.

The team advanced to the championship game with this win. The Varsity team was unfortunate enough to meet red-hot Eastern. In its first year in the league Eastern was playing exceptionally well. They had defeated McDonogh twice, and had a league record identical to that of Gilman. (7-3) Though momentum swayed back and forth throughout the contest, Eastern grabbed the lead with less than a minute remaining in the game. The Eagles proceeded to make consistent free-throws, and won the game, 60-54.

Even though Gilman lost, Coach Bristow's unit played with determination throughout the year, and should be commended for their fine performance.



T.R. Levin is the latest in a long line of initialed Gilman goalies

Track

by Ross Taylor

This year the varsity track team consists of several outstanding returning individuals, but a championship might still be out of its reach. The teams sole weakness is a lack of strong depth, yet, the team should fare well and defeat all but a few of its opponents.

Without question, several members should enjoy very successful seasons. One of these individuals, Chuck Wilder, should be one of the top three or four half milers in the MSA this year. He hopes to break his best time of 2 minutes 0 seconds and also says that "Team unity will be important for our success." Returning captain Greg Quintilian should also perform extremely well this season, and intends to place well in the MSA finals this year. Sprinters Aaron Bryant and Tim Robinson will also help the team greatly.

Though a championship may not be within easy reach, Coaches Thompson and Green, as well as the other team members remain optimistic. More importantly, the team is hoping to enjoy the season, to place well in a few invitational meets and to produce a number of outstanding runners.

Stratton Paces Varsity Swimming

by Haftan Eckholdt

The varsity swim team finished the year with a league record of three wins and two losses. The team lost 14 members from the class of 81, and had 4 returning members. The lack of returning members was balanced with the depth provided by incoming J.V. from last year, and three freshmen. Despite the lack of returning members, the team improved its depth and ability. In doing so they broke a lot of old Gilman records. Bill Stratton set a new 500 free style record; Price, Albert, Stoneseifer, and Stratton broke the 420 freestyle relay

record. "The whole sport is based on beating personal best times," says Coach Ensor, "as the individual improves, so does the team." Co-captains Albert and Knipp lead the team to their new records. David, sustained in injury which kept him from swimming for most of the season. The team was especially pleased with the contributions of Peter Williams. This was his first year to swim for Gilman.

The J.V. finished the season with a record of 5 and 0 making them the B-B conference champions. They had many good swimmers including three middle

schoolers who will all help the depth of the varsity in years to come. They too broke many school records. Eddie Barker set the new breast stroke record; Wolf, our exchange student, broke the fly record; and middle schoolers, Morgan and Hamburger, set new 500 freestyle records.

In the years to come, coach Ensor sees a good flow of swimmers coming from the J.V. and the middle school. The swim team will reach its peak in about three years. Coach Ensor would also like to see more student fan support in the future.

The Gilman Chapter of AFS is looking for a host family for the 1982-1983 school year. Please contact Mr. Carr if you are interested at 323-3800-Ext. 55.

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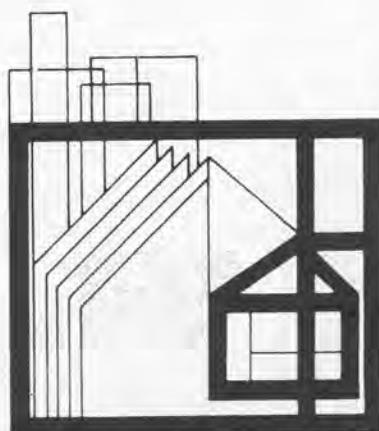
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Vol. LXXXI, No. 8

GILMAN SCHOOL - BALTIMORE, MD.

May 7, 1982

GILMAN LAUNCHES 'BUILDING CHARACTER' CAPITAL CAMPAIGN

Building Character: Redmond Finney

"This drive is absolutely essential. In fact, there is a question about whether the funds will become available soon enough. Time is working against us in this inflationary period, especially in the area of financial aid and faculty salaries ... If we want to keep the quality of a Gilman education—one which really challenges kids to the utmost—then we need success in this drive."

Mr. Finney was in fine form. The News question "Why is this campaign so important?" brought forth a torrent of facts and figures punctuated by earnest explanations of the components of a quality education.

"Right now, Gilman faculty salaries are behind those of Baltimore County and some other school systems. We've got to maintain the superior level of faculty competence and dedication. In the same vein, the quality of our student body has been greatly enhanced by our financial aid program. If we don't pursue and keep the best faculty and get a diverse student body, we're moving backwards. This is something I, and the Board of Trustees, and everyone concerned with this school refuse to do."

What are the specific goals of this campaign?

"This campaign is needed to sustain the basic elements which make up quality. Really what it will do is to maintain the quality of people, the high standard of faculty and students. The improvements to the physical plant are also very important. The energy improvements, dining facility and basement rehabilitations, the maintenance building, and the gym will make the school more efficient and attractive. However, physical improvements can become the tail that wags the dog. Basically, the emphasis is on people."

The Building Character Capital Campaign will stretch over the next two years. During this time, Gilman alumni, parents and friends will be asked to contribute 5.2 million dollars. The objectives of the drive, as Mr. Finney explained, are manifold and urgent. Still, the fundamental question which everyone will ask themselves before giving is "Why should I help Gilman? What makes it a special institution worthy of my support?"

Mr. Finney responds, "First of all, we've got to understand that

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Capital Campaign: An Overview

by Ian Miller

May 7, 1982 marks the beginning of Gilman's Capital Gift Campaign. This is not the first time Gilman has turned to its graduates, parents, and other friends for financial support. During World War I, when the fledgling school's credit was removed, the trustees themselves stepped forward to repay Gilman's debts. Though the depression limited the ability of many Gilman parents to pay for a Gilman education, friends made it possible to keep the student body strong and intact. As late as the 1960's, the Gilman community contributed heavily to provide endorsement for operational support. Friends of the school have never hesitated to support the school in need.

Most believe that Gilman is worthy of the generous support it receives. Since the school's inception in 1897, Gilman has represented only the very highest in academic and athletic achievement. But Gilman stands for much more than high accomplishment. The evidence of the school's principles: honor, integrity, loyalty, and hard work exists in every graduate of the school



Capital Campaign leaders (from left to right) Richard Thomas, Redmond Finney, Tim Schweitzer, and Walter Lohr.

Gilman produces men who have the intellectual ammunition as well as the moral judgment and fortitude to become valuable additions to society.

In order to maintain its high standards, the school must change with the times. The world is not the same as it was fifty or even five years ago, and, in order to

maintain its viability, Gilman must adapt to meet new demands, many of which are financial.

One of Gilman's greatest assets is its faculty. Of this diverse body of educators, more than half have earned advanced degrees. But more important is the level of ex-

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Faculty Profile: M. Mercer Neale III



M. Mercer Neale III

by Joel Getz

Ideally, the director of academic affairs at a school is familiar with the school's education at all levels and in all disciplines. M. Mercer Neale III, academic dean at Gilman, brings Gilman very close to idealism, having taught a variety of courses in all three school units.

Mr. Neale came to Gilman in September, 1967 after graduating from Hampden-Sydney College in June of that year. The move to Baltimore was a major change because, as Mr. Neale's students know, he was born in Heathsville, Virginia (population 250).

Mr. Neale was hired as a Lower School math and science teacher, even though he had majored in

history at Hampden-Sydney. He began, however, as a chemistry/biology major, so science was nothing new to him.

From 1971 to 1973, Mr. Neale taught math and anthropology in the Middle School and history in the Upper School. In 1973, the upper school history department decided to offer U.S. History in the Junior year instead of the Senior. During the transition year, both the juniors and seniors had to take U.S. History, so the number of classes and teachers was doubled. Mr. Neale offered to take on some of the overflow. He liked U.S. History, and has been a U.S. History teacher ever since.

Since 1973, in addition to teaching U.S. History, he has taught U.S. Since '45, The Age of Jackson, and a variety of other history courses.

Mr. Neale found that one of the most interesting experiences in education is having one group of students at several different intervals. This was possible for Mr. Neale because of his rapid progression from the Lower, to the Middle, and finally to the Upper School. Referring to this, he said "Watching that group grow up is one of the most fascinating and rewarding experiences I have had." In light of this, Mr. Neale regrets that it is so difficult now for a

faculty member to teach in different school divisions.

After William Campbell, who had directed Gilman's admissions process, left Gilman in 1974, Mercer Neale was appointed admissions coordinator. The following year, Mr. Neale was appointed Director of Admissions, a role which he only relinquished in September, 1981. When P. Merideth Reese died in 1979, Mr. Neale assumed Mr. Reese's role of Director of Studies. Mr. Neale had worked on scheduling with Mr. Reese for several previous summers, feeling that one ought to know something both philosophically and chronologically about scheduling if he plans to stay around independent schools.

Upon Timothy Callard's departure in the summer of 1981, Mr. Neale was named Academic Dean of the Upper School. In this role, he is in charge of organizing all upper school academic programming and is co-chairman of the faculty executive committee. Because of Mr. Neale's increased duties, his teaching load was reduced to one U.S. History course, a situation he describes as "hardly the best of all possible worlds."

Although he has been teaching for fifteen years, Mr. Neale has never ceased taking courses. He

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Cum Laude: A Tradition of Excellence

by Barry Tubman

A thirty-year-old tradition was continued this past April 13 as Gilman inducted nineteen students into the Cum Laude Society. The ceremony, held in the Alumni Auditorium, was presided over by Mr. Bartkowski, the secretary of the society, Mr. Woodward, the president of the Society's Gilman Chapter, and Mr. Finney, a member of the Society's Board of Regents. Before the inductees received their certificates, however, the guest speaker, Senator Paul Sarbanes, addressed the assembly. In his speech, Senator Sarbanes stressed the need for Gilman students, as educated members of society, to assume leadership in perpetuating the democratic ideals put forth by this nation. Senator Sarbanes also underscored the benefits of an atmosphere like that created

at Gilman by the entire school community, in which education and education and excellence are primary goals. As Senator Paul Sarbanes pointed out, the goals are expressed in the Cum Laude Society's motto, 'Arete, 'Dike, 'Time, meaning Excellence, Justice, and Honor.

The history of the Cum Laude Society, related by Mr. Bartkowski at the induction ceremony, begins in 1906. In this year, the society was founded by Dr. Abram W. Harris, Director of the Tome School in Port Deposit, Maryland. The society, modeled after Phi Beta Kappa, was originally called the Alpha Delta Tau Fraternity and created to both recognize and encourage scholarship among seniors in secondary schools for boys. Several changes were made in this new fraternity, though, during

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EDITORIALS

Support the Capital Campaign

"The School's object is and has always been more than to send boys to the universities with surpassing scholastic preparation to absorb the education and culture there offered. It earnestly emphasizes development of character as well; so that boys who leave its halls as young men may go forth conspicuous for moral excellence, genuine goodness and sturdy manhood and self-respect, fitting them for honorable and high-toned leadership wherever they may be."

D.K.Este Fisher
Foreword to Gilman Walls Will Echo

"Building Character" is the name chosen for this Capital Campaign. This choice would seem to indicate that there is more to the school than an outstanding academic curriculum, a powerful tradition of success in sport, and more than a well-kept campus. However, the true essence of the school is so deeply intertwined with the books, the fields and the activities that it is easy to lose sight of it. Gilman as an institution tries; some time more successfully than others, to instill the virtues and values which make society healthy and successful.

Dedication to scholarship, thoroughness, respect, unselfishness, generosity, perseverance, and that most elusive of ideas, honor; the list goes on and on. These are the real lessons of Gilman. Perhaps they seem invisible or impractical at times, but their impact will influence the lives of most of the school's graduates.

The News is honored to announce the kickoff of the Building Character Capital Campaign; we give our best wishes to its success, and we strongly urge everyone concerned about Gilman and its tradition to lend their fullest support.

Ave Atque Vale

Since this issue of the News is the last effort of the 1982 News staff, we would like to take this opportunity to express our sincere gratitude to the reporters and editors of the News, the generous advertisers, and especially the Gilman faculty and student body whose support make this edition possible.

The News staff has already begun work on next month's graduation issue, under the capable leadership of co-editors-in-chief, Aron Silverstone and Michael Daneker. We wish Aron and Mike, and the entire 1982 staff the best of luck for the coming year. We have no doubt that they will carry on the News tradition of excellence.

Thank You, Counselors

For better or for worse, college acceptances are one of the criteria by which students and high schools are evaluated.

Once again Gilman's graduating class has posted a fine record of admissions to prestigious universities and colleges both in and outside the Ivy League. For this, the faculty advisors, Messrs. Christ and Woodward, and Mrs. Denny deserve full credit and thanks. Their guidance, support, discipline, and tolerance made the painful application process a little easier, and assured that everyone considered carefully their college choices.

Is Gilman a Sexist School?

If Gilman were to vote on the E.R.A., certainly the amendment would pass. But, sexism is still a concern as the recent Human Relations program showed. Students saw a movie on the exploitation and degradation of women in advertising, heard Steve Sachs examine the legal side of sexism, and discussed various aspects of the issue with a panel of students and adults.

During the panel discussions several questionable questions arose. First, is Gilman a sexist institution? Gilman has only 3 full-time female teachers in the Upper School, and there is only one woman on the Board of Trustees. However, these statistics may be misleading. It is logical, indeed appropriate, that Gilman's Board of Trustees, composed primarily of alumni, should be mainly male. The faculty should include more women, but the role of teachers as coaches is a factor to be considered; while there is no reason that a qualified woman should not coach, there is currently a dearth of women experienced in "men's sports." The fact that the school is single-sexed is more a result of tradition rather than of sexism; if it were more feasible to have female students, the administration would support such a move.

Another issue which should be examined is the question of male and female self-image. The militant viewpoint, that any preconceptions about the sexes are necessarily evil, arose in some conversations. This question too needs to be examined closely. The sexes are different; men and women have never been, never will be, and never should be indistinguishable. The variety and contrast between the sexes is one of the pervading spices of life. It is not necessarily bad for a young girl to dream of having a husband, house, and children, nor for a young boy to dream of being a major league baseball player. The problem arises when the stereotypes prevent the boy from playing house or the girl from playing baseball. The sexes should not be blandly identical, but neither should there be exclusion on the basis of sex.

We as a society and Gilman as a school have a long way to go before we can claim a successful eradication of sexism. The Human Relations program was a good start, while it may not have arrived at any conclusions, it did raise some perplexing questions.

Goff Replaces Gotwals

Headmaster Redmond C.S. Finney has announced the appointment of Michael J. Goff as Director of Development and Planning at Gilman School.

Mr. Goff is currently Director of Development at Loyola College here in Maryland. Prior to coming to Loyola, he was Director of Institutional Advancement and Executive Assistant to the President at Mount Aloysius Junior College in Cresson, Pennsylvania. He succeeds Harry D. Gotwals who has been appointed Vice-President for Development at Goucher College.

Mr. Goff will oversee all programs of the Development/Alumni Office and will act as an assistant to the Headmaster. He will commence his new responsibilities on April 26.

Mr. Goff received his Bachelor of Arts from Saint Joseph's University in Philadelphia and a Master's Degree in Political Science from the University of Pennsylvania.

Gilman's Rare Book Collection

by Josh Langenthal

Since 1443, when Johannes Gutenberg perfected movable type, books were special. Gilman School has no books this old, yet Gilman does have a respectable number of old books, first editions, and letters. A small room in the southeast corner of the Cochran Study Area is used to keep account of these books and also provide a safe place for them.

The nucleus of the collection is made up of separate gifts, the Charles Morrow - Lee Collection, and the gift given by Norman James concerning Theodore Roosevelt. The Reverend Charles A. Morrow, who graduated from Gilman in 1927, collected books on the Civil War and specifically General Robert E. Lee. Reverend Morrow lent Gilman his books, which contain two letters from Lee to Fitzjohn Porter concerning behavior on the battlefield, during the centennial celebration of the Civil War from 1960 to 1964. He later gave the letters and books to Gilman as a gift to the library. Norman James, who graduated from Gilman in 1941 gave Gilman very valuable material on Theodore Roosevelt. His grandmother was a family friend of the Roosevelts. When Mr. Roosevelt married his second wife, Mr. James inherited a number of letters and first editions from his grandmother and later passed them on to Gilman.

Another major part of Gilman's rare book collection is made up of a group of books about the United States Naval History from the 18th century. This was a gift from Rear Admiral George W. Bavenschmidt who graduated from Gilman in 1916. He also donated bound copies of the Niles Weekly register, a local Baltimore journal in the late 19th and 20th century. Many other people including Rev. Morrow have donated gifts of 1st editions, Matthew Brady photographs, Biographies of General Lee, and Memoirs of Baltimoreans who participated in the Civil War.

The Room is kept locked, but the books are available for students and others if they need to use them.

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Editors-in-Chief

Joel A. Getz
Michael A. Sarbanes

Managing Editor

Ian Miller

Features Editor

Alex Gavis

Exchange Editor

Aron Silverstone

Photography Editor

Edward Brody

Typing Editor

Tinu Patel

Contributing Editors

Les Goldsborough
Joe Shin

Photographers

Teddy Winstead
Ed Villamater

Faculty Advisor

Charles H. Pletcher

Reporters:

Jeffrey Bachman
Jon Baker
David Brecher
John Clarke
Ron Creamer
Michael Daneker
Howard Goldman
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Fred Hopkins
Chris Jones
Matthew Joseph
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John Sanders
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Andrew Sinwell
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Barry Tubman
Rhett Waldman

LETTERS TO THE EDITOR

The Essay Program's Intrinsic Felicity

Dear Editor:

While the intent of this letter is to take mild issue with your editorial about the essay program (Feb. 19) it is a pleasure to begin by commending the News on the high quality of its own writing this year.

As to your assertion that the English Department, "does not consider writing skills covered in the normal English curriculum," several responses are appropriate. First we were concerned that evaluation in elective courses tends to be based on mastery of material rather than on what might be called "pure" writing skill. Second, the practice of "randomizing" the papers so that a given paper may be graded by any one of ten different teachers gives students useful experience in writing for "strangers," an experience which will be increasingly common as you apply for college, take external examinations, and, in many college courses, find your papers read by graduate assistants who may or may not know who you are. Moreover, the essay program, and the "blind readings" by members of the English department, in which sample essays are independently graded by all ten of us, helps us to keep our standards consistent—surely an advantage for the student.

As to the alleged damage done to "more than one student's English average when these

essays, which have nothing to do with the subject matter of the course, are counted," I can only inquire where the editorialist got the quaint notion that English teachers should not evaluate student writing in terms of its intrinsic felicity.

I confess to ambivalence about the central point of the editorial, the protest against, "turning the essay program into a competition." I quite agree that schools like this may well overdo competition and that we may hand out too many awards for achievement (concomitant to reliance on competition as a motivator). At the same time, it does seem a bit unfair for the English department to suffer the wrath of the press for presenting a paper star to a good writer, in a light-hearted affair that took less than a minute in a community which spends hours in presenting bushels of trophies to assorted merit scholars, outstanding wrestlers, work forcers, unsung heroes, freshman-sophomore footballers, and chariot-race winners.

Finally, your assertion that, "any opportunity to practice writing skills is invaluable," admirably and precisely states the very motive which gave rise to the essay program in the first place. Perhaps we are not so far from agreement as it seems.

A.J. Downs

Head of the English Department

The opinions expressed in letters to the editor are those of the author and not necessarily those of the News or of Gilman School. The News welcomes all letters to the editor. You may choose to have your name withheld if your letter is printed, but the News requires that all letters be signed.

Awards Honor Students

by Matthew Joseph

Gilman has again demonstrated itself to be a school of high academic and athletic standards this year, with several students receiving awards at the state or national level.

Nine Gilman students achieved the status of Finalist in the National Merit Scholarship Program (NMSC): Chris Cebra, John Harrison, Michael Jeffrey, Michael Lieber, Joe Maisog, Ian Michael Miller, Michael Sarbanes, Joe Shin, and Rhett Waldman. Two of these, Michael Sarbanes and Joe Maisog, have advanced to become Merit Scholars, each receiving \$1000 scholarships.

Selection of the 6,000 Merit Scholars was based on the PSAT scores of students. Performance on the SAT's was also used to choose the Merit Scholars and Finalists out of the group of Semifinalists announced this fall.

"I am flattered that I got this award," Joe Maisog modestly commented.

At the state level, Michael Sarbanes was singled out by being chosen as the 19th Scholar-Athlete. The ceremony for this, attended by a sellout crowd of 1470 people, was held on March 10th. Eighty-nine students were nominated by the coaches, athletic directors, and principals of their respective football playing high schools in and around Baltimore City.

Michael was selected by the Greater Baltimore Chapter of the National Football Foundation, for his academic and athletic excellence and involvement in extra-curricular activities. "Michael," Mr. Finney feels, "was the strongest candidate from Gilman in the 19 years of this competition."

Michael's academic excellence has been demonstrated by his high class rank in school and superb College Board scores. In addition to playing on the Varsity Baseball and Basketball teams, in this year's Varsity Football season he was the M.S.A.'s leading "A" Conference pass receiver, being named to the All-Metro 1st team. Michael is also co-editor of *The News* and is involved in public speaking.

"It came as a big surprise, and a tremendous honor," says Michael.

Maintenance Building Nears Completion

by Howard Sobkov

The maintenance building, which was scheduled to become operational on March 1, 1982, has not yet been completed. There are two reasons for the delay. The Baltimore Gas and Electric Company was slow in arranging the building's power supply. In addition, the heating system, which was chosen for efficiency and durability, has taken longer to install than originally thought.

Located behind the tennis courts, the building will aid the maintenance crew in four ways. It will centralize metal shop and wood shop activities, provide a central storage area for the equipment such as a crane, and increase the efficiency of the staff. Perhaps the most important feature of the

The award consisted of a plaque and a \$4000 scholarship to the college of his choice.

Gilman entered for the first time this year a competition conducted nationwide for the Japan-U.S. Senate Scholarships. Two juniors are selected from each of the 50 states to spend eight weeks in Japan. This scholarship is backed by a variety of sponsors including the U.S. Senate, the Government of Japan, Youth For Understanding (YFU), and the National Association of Secondary Schools.

Gilman selected Jerome Hughes as its candidate to enter in the Maryland competition. The selection was based on criteria established by the sponsors. The students chosen must have high academic standing, one or more year's study in a foreign language, leadership qualities, and personal traits conducive to easily adapting to and learning from a foreign life style.

The Maryland state selection committee chose 20 semi-finalists based on the submission of a written application and recommendations from teachers. Each of these students was then interviewed before the final decision on winners.

Gilman indeed is honored to have its first entry selected as one of the two scholarship winners from the state. Jerome will attend an orientation on Japanese culture in Washington D.C. for four days attended by all of the 100 recipients. There they will also meet their respective senators.

Jerome will fly to Japan in mid-to-late June this summer. He will become a member of a host family for eight weeks, taking part in the activities and responsibilities of everyday life style in Japan. "I would like to grow as a person," says Jerome, "and learn about myself by being in a culture which is unfamiliar."

He will return to the United States in mid-to-late August. Jerome will also participate in a weekend seminar every fall for the next three years in order to share his experiences with others who received the scholarship. These "returnee weekends" and the orientation will be sponsored by about 80 Japanese Corporations and Foundations.

building will be the decreased safety hazard to the students who walk in the driveway that runs between the Upper and Middle School cafeterias.

Since the building will be able to hold so much material, a great deal of space in the south end of the Upper School will become available. Envisioned are four Terrace level classrooms to be given to the Middle School History department. The cafeteria is being redesigned so that the facility will be more accessible to Lower and Middle Schoolers, with the traffic flowing through the cafeteria re-routed to go through a lobby that will be built between the two existing cafeterias.

The total cost of the building, estimated to be \$300,000, will be covered by funds from the capital campaign.



Scholarship winners
Michael Sarbanes (top) and
Jose Maisog (below)

Behind the Cage

by Michael Danecker

There is a hidden side to the quiet, efficient, hardworking man behind the cage at the gym. Ray Mills, for some, is the best jump shooter west of Calvert Hall. For Ray, it seems, athletics come naturally. Everything about them attracts him. Says Ray, "I even like just being around athletes, and watching games, even if I'm not playing."

Ray grew up in West Baltimore, attending Howard Park Elementary and Garrison Junior High. During his early years, according to Ray, pick-up games of basketball and baseball occupied most of his time. "With thirteen brothers and sisters around the house it was always easy to find someone who would play," says Ray.

When Ray got to Forest Park High School, he had decided to try two new sports. During his time in high school, Ray played football for three years and ran track for four.

However, upon graduating from Forest Park, Ray gave up dreams of a career in athletics and, for six years worked as a security man. Next, Ray switched professions and entered construction business. Here, Ray worked as a concrete-pourer for Noonland Construction Company. "We made some big things," commented Ray, "like the high rise parking garage at the University of Maryland Hospital."

It was during these years, following high school, that Ray's life took a new turn; he married Christine whom he calls "my beautiful wife." During the ensuing years Ray and Christine were gifted with a daughter, Andrea, and, wishing to settle down, Ray came to Gilman.

Here, Ray works in the gym, managing the equipment and helping to prepare the gym for games. Although Ray has been here for only one year, he has become attached to Gilman. Says Ray, "I like the students and the atmosphere, and I think Mr. Bristow is an excellent athletic director." In fact, Ray can only find one problem with his job at Gilman. "I can never get people to leave the gym on time."

Human Relations Program Addresses Sexism

On April 14, 1982 the Gilman student body was treated to the "confessions of a reformed sexist." This "reformed sexist" was none other than Maryland Attorney General, Steve Sachs. Mr. Sachs began the first part of the 1982 Gilman Human Relations Program. The focus of this year's program is on sexism and woman's rights. The program consisted of a speaker, Mr. Sachs, a movie, small student discussion groups, and a large panel session at the end.

Mr. Sachs spoke for twenty minutes to the entire Upper School student body on a number of different areas pertaining to sexism. He began by outlining some of the social concerns of women in society and ended with a discussion on the legal rights of women. The purpose of his speech was to inform the student body of the many legal and social inequities between men and women and to introduce the movie, "Killing Us Softly," which was shown after his speech. Mr. Sachs' speech was entertaining and very personable. He related to his audience very well by drawing upon his own personal experiences and also by using analysis. The student body did not seem threatened by such a topic as sexism and seemed very receptive to the speech.

The movie which followed the speech raised many questions and thoughts from the students. The main theme of the movie was: the exploitation of women in advertising. Although many students felt that the movie stretched the idea of exploitation of women as sex objects in today's society, the student reaction to the movie was quite good. In the discussion groups which followed the movie, students openly discussed their views toward women's rights. In no way

did the program attempt to force any views or ideas upon students. The purpose of the program was to provide students with different points of view concerning sexism. The program strives to promote a higher awareness on behalf of the Gilman student of the changing role of women in society.

In the past, the Human Relations Programs have focused upon areas concerning certain groups of students in the school, such as black/white relations. This year's program is unique in that it deals with an issue that is outside of the immediate Gilman student body. Students seemed more at ease discussing their views on sexism than they did when discussing black/white relations. An interesting and probing point was brought up at the panel discussion at the end of the program. Apparently many students wondered whether it was hypocritical to talk about sexism in a single sex school. The panel, consisting of students, teachers and parents did not answer this question; Mr. Finney did. He expressed concern over the fact that Gilman has very few women teachers. He did, though, reaffirm his belief in Gilman's single sex policy because of practical and logistical reasons.

The panel discussion at the end of the program was probably the most interesting part of the whole program. This panel discussion included many questions that were raised in the smaller meetings earlier in the day.

Overall, this first part of the 1982 Human Relations program went very well. Most students enjoyed missing a half day of classes for the program and looked forward to the second part of the program on Wednesday, April 21. This second speaker was Dr. Susan Keller.

Gilman/BMS Coordination

by Les Goldsborough

Imagine Gilman without its female coordinates. Some seniors might compare such a prospect to weekends without Homewood, weeknights with homework, or the Who without "Mobile." What would Gilman do without the young lady's soothing smiles, bright colors, creative (?) outfits (especially on April 1st, when the Bryn Mawr girls humorously pretended to be pregnant), and general feminine talent.

In the eyes of Bryn Mawr headmistress, Mrs. Barbara Chase, and Gilman's Academic Dean, Mr. Mercer Neale, coordination between Gilman and Bryn Mawr has been very successful this year and promises to be much more so in the future.

According to Mr. Neale, since its inception in the early 1970's, the coordination program, affected by the forces of philosophy and economics, has been drifting in a sort of twilight zone. The beginning of this year was no exception. Philosophically, the program was designed to coordinate classes for the mutual benefit of both students and faculty. However, economic factors have come to play an increasingly large role in the coordination process.

For example, if both Bryn Mawr

and Gilman offered the same course, it would, of course, be more economically feasible for only one school to have the course, thereby eliminating the need for that particular subject area. This certainly makes sense, and correspondingly, the BMS-Gilman program has leaned in the direction of exchange (with more specialized staffs) rather than coordination.

This year, however, school administrators have made a great effort to return to the philosophical base of coordination - cross registration. In fact, daily communication between Gilman and Bryn Mawr has been complemented by many inter-departmental discussions emphasizing ways which the schools can help each other in the future. Of course, as Mrs. Chase points out, while coordination does include those courses unique to each school, economic benefits arising from such coordination are secondary to the program's real goals.

Although more courses, such as United States History and Tragedy, will be coordinated next year, Bryn Mawr and Gilman, because of scheduling limitations and different student-body sizes, will still be unable to coordinate as much as they would like. Nevertheless, the future of coordination is bright.

Capital Campaign

continued from page 1

perience demonstrated by the faculty as a whole. The average tenure of a faculty member at Gilman is over ten years, with service of twenty, thirty, even forty years not unprecedented. The plain truth, unfortunately, is that the Gilman faculty is underpaid, and tuition increases alone cannot provide sufficient salaries to keep long standing teachers at Gilman and to attract new teachers. Hopefully, the capital campaign will provide the \$2.2 million needed to insure a superior faculty at Gilman.

Financial need should not keep any student from benefiting from a Gilman education. Students who have received scholarships at Gilman and since distinguished themselves prove the financial aid program a wise investment. However, as the tuition rises, it becomes increasingly difficult to provide for the ten percent of the student body on financial aid. A projected \$1.8 million is needed to maintain the equivalent of current funding.

For years the school's physical plant has met the student's needs. Recently, however, Gilman has become painfully aware of certain shortcomings in its buildings and grounds. Most of the buildings were designed and built when energy was inexpensive. But today, the escalating price of oil, coupled with Gilman's out dated heating facilities make the cost of heating the buildings prohibitive. An energy fund of \$400,000 is sought to make possible significant progress toward a more energy efficient campus.

The newest building on Gilman's

campus is the maintenance faculty, located behind the tennis courts. Although this building will satisfy the urgent need for modern and centralized maintenance facilities, its cost may balloon to near \$300,000.

With the new maintenance building in use, large areas in the basement of the Upper School can be devoted to more academic uses. But changes to the ground level, including new locker space and more club meeting areas, as well as the planned renovation of the Kelly Dining Center will cost another \$300,000.

What all this adds up to is \$5.2 million which Gilman desperately needs and does not have. The Board of Trustees hopes that during the upcoming capital campaign, the Gilman community can provide for Gilman's needs. The basic theme of the campaign "Building Character" calls to mind not only the school's unchanging aspiration, but the convictions of those who support the school. They feel that Gilman stands for ideals in education that are worth supporting.

The Capital Campaign is expected to meet its goals not only through the large private donations, which will make up the bulk of receipts, but with the small individual contributions of all concerned members of the Gilman community. Donations can come in many different forms: special plans can be made for those contributors wishing to dedicate their donation to a person or group of people, or to spread their payment over several years, or even to donate stocks or real estate instead of cash. Of course, all donations are tax deductible.

Building Character: Redmond Finney

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education is the most important thing any people can do for the next generation, an education that aspires to excellence and quality. Gilman provides that kind of education. Gilman challenges kids to develop their cognitive ability to the utmost. It pushes them with a demanding program, a wide range of studies, and a continuous evaluation by the faculty. The curriculum demands that students are exposed to a broad range of studies and are able, when they graduate to express themselves, with competence on paper and in speech."

"Beyond academics, there are two supremely important aspects of education: 1) non-academic extracurricular activities, and: 2) a less tangible realm, the whole area of values, human and moral development. Extra-curricular activities, such as Athletics, tutoring, the *News* and *Vantage*, clubs, and all the others really help give kids confidence and the opportunity to develop unique talents. The participants acquire the positive self-concept which is going to enable them to resist pressures and stand up and be counted later in life. Of course, these things reinforce the other non-academic part of a Gilman experience, values."

"Values and moral development come from hundreds of different sources. Values come from what the school stands for by its actions, not its rhetoric. The teachers and administrators and the students reinforce the concepts of respect, tolerance and honor. This is a key part of Gilman, and to a large

extent makes this school unique.

"Gilman will not settle for mediocrity because of economic strain, sociological pressure, or just plain apathy. There are a lot of people who are not willing to get involved in the entire community. Gilman strives to be a community school, serving the Greater Baltimore area. To paraphrase Princeton's motto, our ideal is Gilman in the community's service."

"I go back again to my favorite parable of the talents. It doesn't do anyone any good to hide your talents in the ground; you've got to make them useful to the rest of society. Gilman trains kids to do that."

Cum Laude Honors Scholars

continued from page 1

succeeding years. The first change occurred in 1918, when the name was changed to the Cum Laude Society because of the increasing social nature of the Greek letter Societies. Also, in 1920, the membership was expanded to include juniors and girls's schools. Each Chapter now elects twenty percent of the senior class to the society. Since the Gilman Chapter was founded in 1952, the number of member schools has increased to two hundred ninety-five primary private schools. In spite of these changes, made over seventy-six years of existence, the Cum Laude Society still holds as its primary goal the realization of Dr. Harris's original desire to encourage scholarship and excellence.



Walter Lohr-head of Capital Campaign.

It's Academic To Be Aired Tomorrow

by John Linehan

The Gilman It's Academic Team, with an incredible second-half performance, advanced to the semi-finals of the It's Academic competition. The team, composed of John Linehan, Rhett Waldman, and Jon Baker, will meet Dulaney, the defending champions, and Perry Hall in the semi-finals.

Gilman got to the semi-finals by defeating Loch Raven and Owings Mills. The final score: Gilman 470, L.R. 230, O.M. 70 was not indicative of the struggle the team went through. Through the show, the team was down by 20 to Loch Raven, but nine straight correct

answers in the individual team round sank any hopes that Loch Raven had for a victory.

Gilman also distinguished itself at Johns Hopkins in the Academic Bowl competition. Gilman lost in the finals to Cockeysville, but defeated Paint Branch, Calvert Hall, Boys Latin, Mt. St. Joe, Owings Mills, and Mt. Hebron.

On May 8 the semis and the finals will be taped. The team could use any support possible. With any luck, Gilman will return from WBAL as Baltimore Champions. The team would like to thank alternates Ken Brown, Gideon Brower, and Rob Daniels as well as faculty advisor Mr. Carr.

Class Elections

by Fred Hopkins

On April 2, the wheels of democracy again began to roll as elections were held to determine class officers for the coming year. The highest office, President of the Sixth Form, went to Gino Freeman. Freeman should be well prepared for this office, as he has been president of his class for the past four years. He will be ably assisted by the other Sixth form officers, including Michael Daneker as Class Vice-President, Jerome Hughes as Second Vice-President, Matt Atkinson as Class Secretary, and Ron Creamer as Class Treasurer.

Next Year's Fifth Form will be led by a diverse trio consisting of Dennis McCoy in the office of Form President, Louis Panlilio in the office of Vice-President, and Billy Grotz in the office of Secretary. On the horizon of the Upper School's political scene are the newly elected officers for next year's Fourth Form. These include Laurence Thomsen, who will serve as Form President, Rushika Fernandosulle, who will be Vice-President, and Rory Holley, who will be Class Secretary. Still to be filled for next year are the Freshman officers and two seats on the Disciplinary Committee. The former will be voted on next fall while the latter should be determined shortly.

M. Mercer Neale

continued from page 1

received Masters Degrees from Towson State in education and Johns Hopkins in Liberal Arts. In addition, in June he will be defending his PH.D. dissertation at the University of Maryland. The doctorate is in secondary education and his thesis is on selected independent schools in Baltimore from 1968 to 1978. Mr. Neale sees the fact that Gilman pays for all of its teacher's educational pursuits as one of its greatest attractions.

Mr. Neale has always been active in Gilman's baseball program and has taught typing during the summer.

This year, Mr. Neale has instituted a significant change in students' course selection. Beside each listing in the course description booklet, is the period in which the course will meet. From this, a student can practically arrange his own schedule, and unlike previous years leave in June confident of what courses he will be taking the following year.

Members of the Class of 1982

Christen Aristides Alevizatos
* Michael Alan Berkowitz
* Jared Isaac George Braiterman
Richard Scott Friedman
Alexander Charles Gavis
* Joel Ari Getz
* Leslie Eaton Goldsborough III
* Michael Liebson
* Jose Maria Maisog
* Ian Michael Miller
* Achyut Shashikant Patel
Charles Andrew Price
* Michael Anthony Sarbanes
Stuart Marquand Saunders
Martin Harold Schreiber II
Lawrence Richard Seidman
Joseph William Seivold
* Hyun Joe Shin
Rhett Louis Waldman

Members of the Class of 1983

Felipe Coutinho Albuquerque
Brian Barak Bloom
Gideon Martin Brower
Ronald Edward Creamer, Jr.
Michael David Daneker
Howard Scott Goldman
Mark Alan Kaufman
Aron Louis Silverstone
Andrew Evans Sinwell
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Talent Show Attracts Throngs

by Joe Shin

Well, it did raise a lot of money, and there was kind of some talent, but seriously, the Gilman talent show provided a fun night out for a near sell-out crowd as well as raising about \$1000 for the Gilman Financial Aid Fund.

School President Jeb Saunders, said "the great school support showed that Gilman students think the Financial Aid Fund is worthwhile." Organizer Wallace Simpson agreed, saying "I'm so happy it turned out to be such a success."

The acts provided diverse if not talent-ridden entertainment. The acts ranged from a General Patton imitation by Howard Goldman, who can at least talk tall, to a great, in fact near perfect rendition of "Margueritaville" by Jamey "Buffet" Hebb, to skits like Jimmy Cooke's and John Sander's, to, of course, musical acts.

Musical acts dominated the talent show, including the "T-women" from Bryn Mawr, a piano piece played by Jon "Lover Boy" Thaler, a Springsteen imitation by Jon



Mike Phillips and Chris Hall perform their brilliant rendition of Dr. Frank N. Furter from the Rocky Horror Picture Show.

"The Boss" Baker, and several rock bands. The Quintilian brothers and their band played excellent hard-driving rock, and Dave Cosby's band brought everyone to their feet with new-wave numbers and an excellent rendition of the Rolling Stones' "Start Me Up." There was Chris Hall and Mike Phillips, who

stunned the audience with their acting ability, performing a number from the Rocky Horror Picture Show.

These brave performers and especially Wallace Simpson and Tom Hoen deserve special recognition for the fine job they did in putting together this successful talent show.

Silverstone's Book Review

The Fate of Earth

by Jonathon Schell

231 pages. Knopf, \$11.95

by Aron Silverstone

The world is being ravaged by debate and protest over the issue of nuclear arms, but it is not as badly ravaged as it would be after a nuclear holocaust. *The Fate of the Earth* is a striking new book that attempts and succeeds in thinking the "unthinkable." This book, destined to win next year's Pulitzer Prize, is a lucid, brilliant masterpiece in a subject filled with confusion and chaos. The three sections of the book were originally published in three articles in the *New Yorker*.

The first part of the book concerns the effects of the detonations of nuclear warheads. Schell admits that little is known on the subject save what has been found to happen at Hiroshima, Nagasaki, and U.S. test sites. Nevertheless, Jonathon Schell has managed to write an extremely readable article when only complex scientific articles have existed before. Furthermore, *The Fate of the Earth* brings the full impact of a bomb detonation. The facts and figures take on importance when related to warheads exploding in the well-known cities of the United States. Schell also writes "observers who speak of 'recovery' after a holocaust or of 'winning' a nuclear 'war' are dreaming." By use of descriptions of the planet after even a limited nuclear war we see that this is true.

Schell points out that sixty percent of the United States' population lives in eighteen thousand square miles. The land area of the United States is three million six hundred and fifteen thousand one hundred and twenty-two square miles. The eighteen thousand square miles of urban centers could easily be destroyed by the Russian arsenal.

After reading this section article, there can be no doubt that more weapons will destroy us and we should limit what we have.

The second section concerns itself with the moral meaning of the alarming facts revealed in the first part. The result of a nuclear holocaust is worse than massive death; it means the extinction of the human race. Everything we have done will be for naught. Schell also reveals how impossible it would be to try to eliminate knowledge that caused the development of nuclear weapons. Science is all interconnected and the economy is just as involved. As the "roots of the nuclear peril lie in basic scientific knowledge" it would be impossible to cover it up. At the end, Schell advocates three important principles for a "new world": "respect for human beings ... respect for the earth ... and respect for God and nature."

The final section of the book deals with the choice which we must make: to have or not to have nuclear weapons. After writing about the logistics and morals affecting the choice, Schell elaborates the different paths. "Four and a half billion years ago, the earth was formed ... we hold this entire terrestrial creation hostage to nuclear destruction, threatening to hurl it back onto the inanimate darkness from which it came."

This book must be read by all. It brings across the impact of nuclear war. We live in a society that is always on the brink of destruction because of the weapons waiting to destroy it. *The Fate of the Earth* is extremely readable and gives fresh insights. Our survival depends on the decisions of our leaders. "One day - and it is hard to believe that it will not be soon - we will make our choice."

A Sneak Preview of Encounter

by Jamey Hebb

The senior class is getting excited - not because of the prom, not because of final exams, and not because graduation is right around the corner. The reason the seniors are so excited is that very soon they will begin their encounter projects, and this year's program promises to be one of the best yet.

Encounter 1982 runs from May 18 through June 9, and every senior will participate. For the most part, seniors are allowed to design and choose their own four-week experience, and this spring's internships range from working for the Baltimore Colts to observing the emergency room at Union Memorial Hospital.

Mr. Bulkeley, the director of Gilman's Encounter program, is busy

working to make sure every senior will have an interesting and worthwhile experience. He says that Dr. Alex Haller best expressed the value of Encounter in describing his ideals for the project he is hosting. Haller wrote that "The student will learn about my work and my worries." Encounter is often valuable not only to the involved senior, but also, as in this case, to the hosting partner.

David Hess is already in the midst of his encounter. He is working with Dr. Haller, a renowned expert in the field of pediatrics. Hess spends one or two days a week with Dr. Haller at Johns Hopkins Hospital, watching surgery or listening to seminars and lectures. David usually follows the doctor or one of his residences around; in the words of Dr. Haller he is doing "a preceptorship. He

is my shadow." Recently, David observed Dr. Haller's 10 hour operation which separated a pair of Siamese (conjoined) twins.

Describing his experience thus far, David said, "My time with Dr. Haller has given me an invaluable insight into the treatment of children. In fact, as I spend more time with him I find myself drawn into medicine. Admittedly, it would be hard for anyone to resist this kind of introduction."

Though not all seniors will be fortunate enough to have this extraordinary type of experience, Encounter is still a once-in-a-lifetime opportunity. Sponsors from all sectors of the city and county are hosting the various members of the senior class. Next to graduation, Encounter certainly seems to be a pot of gold at the end of the senior year rainbow.

Movie Reviews

Winners

by Rhett Waldman

The *Guinness Book of Olympic Records* states the bare facts: At the 1924 Summer Olympic Games held in Paris, Harold M. Abrahams, representing Great Britain, won the gold medal in the 100-meter dash, and Eric H. Littell, also a Britisher, was victorious in the 400-meter dash. *Chariots of Fire*, which won the most recent Academy Award for best picture, admirably depicts the stories behind these two runners.

The film is initially set in 1919 at Cambridge, where young Harold Abrahams began his college education. A Jew in a predominantly Christian institution, he felt that he must prove himself equal to his non-Jewish peers. This self-imposed pressure brought about some productive results, such as his track accomplishments. At the same time, however, Abrahams was very sensitive and proud. Eric Littell also had an internal conflict. Very religious, he wanted to become a missionary, but his rigorous training schedule prevented him from devoting more time to this pursuit.

While, initially, the stories of these two men are portrayed separately, they converge in the Olympics. Abrahams was under pressure from the Cambridge dons to get rid of his personal coach, whom the university viewed as a professional working in an amateur sport. One of his preliminary races was scheduled for a Sunday. When Littell refused to compete because of religious beliefs, the Prince of Wales and others tried to make him change his mind. Littell was, therefore, forced to choose between his God and his Country and stands firm to his religious beliefs.

All aspects of *Chariots of Fire* are well done. The scenes, shot on locale, are beautiful; the acting and directing are excellent, and the theme song has even become a top 40 hit. The movie deals with motivation and with human responses to conflict. *Chariots of Fire* is a powerful film and certainly deserves the Oscar it won last month.

Losers

by Andrew Sinwell

With movie prices so high, one tends to be a little more critical of mediocre movies. *Porky's* walks a thin line between rebellious humor and sophomoric insaneness. Most viewers end up wondering whether those three or four good laughs were worth the \$4 and the other eighty minutes of boredom.

Though Director Bob Clark attempts to recapture that devil-may-care, anti-authority attitude which proved so successful in *Animal House*, his attempt fails as a result of poor acting, a lousy script, and a stupid plot. The twenty-four year-old actors, trying to portray high school seniors, are lacking in wit and expression, doing little to enhance their roles. For the viewer who overlooks even these blatantly bad dramatics, there is always the plot to draw his critical eye. Besides being insipid and meandering, the plot makes futile stabs at occasional seriousness; it is somewhat like loading down a sinking ship.

All criticisms of *Porky's* must be qualified with a remark about the few good scenes. No doubt the painful shower scene will leave a lasting impression on the viewers. Also, the Lassie scene will be remembered and recounted for years to come. Possibly during a special-price matinee offer, one would venture to see the movie for these few bits of true humor. But do not waste your money on a full-price showing of this year's junk film.

The Hottest New Game in Baltimore

by Andrew Rosenstein

Indoor soccer is becoming one of the hottest games in Baltimore. Constant sellouts have occurred because of the true entertainment the fans receive for their dollar.

The excitement and enthusiasm generated by the Blast is what makes the team so appealing. Moreover, the players seem to truly enjoy our city and get involved in the community. Coach Kenny Cooper has played a large part in this love affair that seems to have been developed between the Blast and Baltimore. Cooper continuously encourages players and fans interaction while striving for good public relations. Also, Cooper has developed a family atmosphere at the games making the indoor soccer enjoyable to all ages.

However, the Blast has recently not enjoyed the success they previously owned. While losing 11 out of their last 16 ball games, they are now fighting to stay in contention for the final playoff berth. Yet, hopefully they will play well enough to receive the final bid.

The Blast has had excellent support, making the team a welcome addition to the Baltimore sport scene. In the words of Kenny Cooper, "Come on out to the game and have a Blast."

Lax Off to Strong Start

by Jay Schmidt

This year's Junior Varsity Lacrosse team, under the leadership of coaches Matthai, Rogers, and Thomas, is off to a good start. The squad has already played five games accumulating a four-and-one record. The JV'ers are undefeated in non-league games with Providence, Rhode Island's St. George's School Varsity team, and St. Mary's. In the all important "A" Conference league games, the team has an even one-and-one record. The players experienced a disappointing thirteen-to-eight loss to the powerful Calvert Hall team, but rebounded for a nine-to-eight overtime victory over Boy's Latin.

The J.V. Lacrosse team relies heavily on its first two midfield units. The first is comprised of second year JV men Bill McComas and Co-Captain Jimmy Swindell. The third member of this unit is the eighth-grade phenomenon, Mark Dressel. The second midfield squad is led by the experienced and talented second-year JV-man, Willis Macgill. Helping out Willis are Jack Peterson and Sean Culman.

Complementing the midfield's offensive play is a strong attack. This group, led by high scorer George Cassels-Smith is sounded by Caplan and Jake Hendrickson.



Another goal for the J.V. Lax team en route to victory over Boys Latin.

The imposing defense is led by three skilled returning J.V. players: Keith McKants, Pete Wolfe, and Doug "Roar" Oursler. If an elusive player does manage to squeak by these defensemen, he still has to confront the awesome ability of Jamie Alban, goalie and co-captain.

It is important to mention two other squad members who are not players, and never receive

much recognition. They are the indispensable and hard working managers of the team: Tom Keenan and Tom Jett.

Through experienced defensive play and good offensive team work, this year's Junior Varsity Lacrosse team promises to be a good one. The squad has a very important upcoming game against powerhouse St. Paul's on April 22.

units each played exceptional games, rarely allowing the Lakers to capitalize on man-down situations. Goalkeeper Chris Chasney held up his end of the game, putting up with heavy fourth quarter pressure.

With a lot of depth and many talented players, this year's F/S lacrosse team hopes to continue improving its record throughout the rest of the season.

Fresh-Soph Lax

by Chris Jones

After starting off the season with a disappointing loss to Calvert Hall, the F/S lacrosse team rebounded with a 9-5 victory over Boys' Latin. Three solid midfields and a developing attack provided a well rounded offense, as eight people combined for 9 goals to win the game. The two defensive



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J.V. Baseball

by Nick Schloeder

The final semester of the school year is here, and along with it comes baseball. This year's Junior Varsity consists of 12 freshman. Such a high number on the J.V. may be attributed to last year's Middle School baseball team, from which 10 of the 12 came.

Teddy Waters and Eric Pfeifer serve as co-captains and are the one-two pitching punch. Freshman Harry Halpert will be snagging line drives and sizzling grounders at shortstop while batting behind a consistent Denny McCoy at first base. Joel Price has been handed the third base and pitching duties. Freshman "Pops" Taggart will lead off and play second base. To round out the infield is yet another freshman, David Rody, who will start the season behind homeplate. Sophomore Don Lee will patrol the terrain in centerfield. Steven

Ciccarone, Steve Comfort, and John Zouck are all freshmen. Late in the game, these names should appear to extinguish opponents' late inning rallies. Andrew Balfour, Paul Fowler, Scott Scheir, and Willie Franklin all provide power off the bench for J.V.

Snow was in the forecast as the junior greyhounds opened away against Poly. Good play all around and a superb pitching from ace Teddy Waters allowed Gilman to chalk up its first victory 3-1.

Due to poor April climate, Teddy Waters got the starting job against Cardinal Gibbons after a week layoff. Again, heads-up ball and an explosive 5-run second inning made for easy sailing as Teddy picked up his second victory of the season, 6-2.

Because of the poor April weather, the Greyhounds have six games in two weeks. It is essential to win five of the six to be competitive for a play-off spot.

Tennis Looks Ahead

by Kenneth Kang

The Gilman Junior Varsity Tennis team began its 1982 season against Friends on April 14. Under the talented coaching of Mr. Christ, the team consists of freshmen Steve Brecher, Richard Weinstein, and Ken Kang, sophomores Pete Grose, Young Oh, Mitch Rosenfeld, Bob Wheelless, and Harry Wagner, and juniors Hafton Eckholdt and James Smoot.

According to Coach Christ, be-

cause there are several returning players, the team is very strong and has plenty of experience. Although the squad has been undefeated for several years, Coach Christ still stresses that everybody must improve their games. However, more importantly, he would like everybody to enjoy the tennis season. The team's most important match will be against McDonough. If all goes well, this year's Junior Varsity team should have an outstanding season.



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Varsity Track: Just Like The Movies

The recent movie "Chariots of Fire" has probably sparked greater public interest in the areas of track and field events. Certainly, the Gilman track program has not been hurt by this movie. Every afternoon, a dedicated group of long distance runners can be seen jogging along Roland Avenue. With their grey Gilman shirts and steady pace, these track men look as though they are destined for fame.

On the track itself, varsity and J.V. sprinters constantly race around corners to the loud yelling of Coach Greene. The pole vault pit, with new pads, has attracted more attention this year. In fact, except for the long and triple jump events, this seems to be a boom year for track participation.

Under the leadership of captains,

Wilder, Taylor, and Quintilian the track team has been struggling to establish itself as a B Conference force. Unfortunately, this year's team is characterized by many strong individual performances, but few team victories. The first meet of the season was lost to a fine Northern team. The loss of several outstanding runners to graduation last year has hindered the team's efforts for decisive victories. Rather, Coach Thompson hopes he can have his team capitalize on the field events and cumulate enough points in all areas to win meets.

This year's J.V. squad seems to be one of the strongest Gilman has ever had. The number of freshmen standouts is simply amazing.



Kenny Brown strains for the limit in long jump competition.



Tennis Team Eyes Championship

by Ronnie Kann

This year's Varsity Tennis Team under first year coach, Mr. Jim Busick, should be a strong contender for the M.S.A. "A" Conference title. The team is composed of seniors - Nick Kouvenhoven (captain), Wells Obrecht, and Andy Owens, juniors - Pepe Albuquerque, Ron Creamer, Haig Kazazian, and Jimmy Smoot, sophomores - Blair Berman and Ronnie Kann, and freshman - Jon Cordish and David Sigman. The emphasis this year, as dictated by the coach, is on constant and steady play.

The team's first three matches were postponed because of bad weather. The team finally opened its season with a 7-0 drubbing of an outclassed Loyola squad at Loyola. The team then travelled to Poly, and the Greyhounds proceeded to register their second straight shut-out. The players used the Poly match as a tune-up for the contest with archrival McDonough. The Eagles were picked as the pre-season favorites in the "A" Conference, yet the persistent

Greyhounds gave them a run for their money. In the singles matches, Kazazian, the team's number one player, won in straight sets. Owens has some trouble with his opponent and lost 1-6, 6-3, 6-2. Obrecht played the "A" Conference best (and only) girl. He too survived several match points and went on to win in the third set tie-breaker. Captain Kouvenhoven, playing with a sprained ankle, lost in straight sets. By the time all of these matches were completed, it was too dark to go ahead with the doubles matches. The Gilman and McDonough coaches agreed to resume the match (maybe even the championship) at a later date. Gilman will go into the delayed match with a 3-2 lead.

Two other tough matches for the Greyhounds will be those with Mt. St. Joe and defending champion Calvert Hall. Both of these matches are away. The season will conclude on May 6 against Boy's Latin at home. An addition to this year's schedule is the M.S.A. Tournament which will be played at Gilman from May 17 to May 21.

With returners like Haig Kazazian (above), this years tennis team has great expectations.

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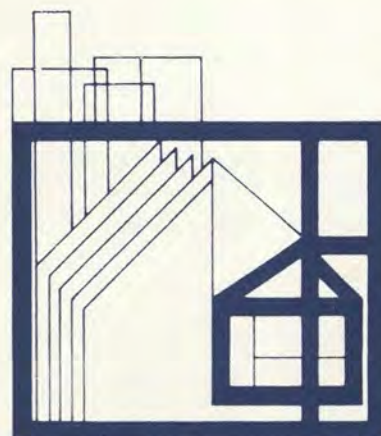
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Varsity Lax Rolls On

by John Clarke

The Gilman Varsity lacrosse team is off to another strong start this year. In the first month of the season, the team has rolled to a solid 11-1 record overall.

The Varsity team started the season in the annual Lacrosse Hall of Fame Tournament. The team won both of the games it played in the tournament, defeating St. Mary's and Avon - Old Farms. The Greyhounds then went on to defeat Annapolis, Calvert Hall, Severna Park, and McDonough in the next three weeks. Though the team's six game winning streak was ended by an enthusiastic Loyola team at Loyola, it bounced back with a heartening 8-7 overtime victory over St. Pauls.

The Greyhounds have worked extremely well as a unit throughout the season, while receiving outstanding performances from a number of individuals. The defense, consisting of senior Taylor Classen, junior Joel Cohn, and senior Bill Rush, has worked especially well together, and has been a major factor in the team's success. Senior Tim Krongard, who got off to a great start in the goal this season, was injured in the Severna Park game. But Senior T.R. Levin picked up the slack until Timmy was ready to resume the nets. The team's offense is strong all around. Sophomore midfielder John Dressel has started the season strongly, quickly racing to the lead of the MSA in goals scored. Junior Harry McCambridge and senior Chris Alevizatos have enabled the Greyhounds to be aggressive by winning a large percentage of the face-offs in which they are involved. The team receives firepower as well as vital assists from senior midfielder Joe Seivold, junior Rob deMuth, and sophomore Teddy Brown. The attack is spearheaded by senior Jay Dugan and junior Gary Seivold.

The team is off to a strong start, but the season is far from over. There is a game remaining against last year's Co-champion St. Paul's Crusaders, and one against the Loyola Dons.



Jay Dugan fires in the winning goal against St. Paul's as Larry Seidman looks on.

Varsity Golf

by Mark Kaufman

This year's 1982 Varsity Golf Team, with only 4 returning players and only 2 returning starters, has proven to be surprisingly competitive. In their first match, the Greyhounds defeated a much more experienced Loyola team 178-169 behind excellent performances by Ian Horst, Henry Schuman, and Captain John Albert. A convincing win over John Carroll was followed by a disappointing loss to defending champion Mt. St. Joe. If the Greyhounds can win the rest of their M.S.A. matches and upset Mt. St. Joe, a championship could still be possible. The team would like to thank the great fan support received from Eddie Villamater at the Loyola match and is eagerly awaiting its 2nd fan.

Varsity Baseball

by John Sanders

This year's Varsity Baseball team is one of the better teams Gilman has fielded in several years. The team expects a successful season under the coaching and leadership of Messrs. Schloeder, Emala and Christian and Captains Charlie Price and Dave Reahl. Compared to other years, this year's Greyhound nine will be known for its power hitting and deep pitching staff.

Leading the team offensively will be the strong hitting of Charlie Price, Jim Cooke, Kevin Holy, Jerome Hughes and Sophomore stand-out Frank Gibson. With starters Jim Cooke, Mike Sarbanes and David Reahl on the hill, you can count on a strong performance. If they get into trouble, the corp of relievers including Jay Brennan, John Sanders, Jerome Hughes, John Roe and Frank Gibson can bail them out.

As usual, the Greyhounds are competing in the extremely tough M.S.A. "A" Conference, the best in the state. Despite starting the season rather slowly, the team has looked very good, nearly pulling out victories over top rated Mt. St. Joe and eighth ranked McDonough. Though most players are not looking towards a championship, they are looking forward to a successful and enjoyable season.

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Saunders/Finney Review Year



Jeb Saunders

by Matthew Joseph

Overall, Headmaster Redmond Finney and Senior Class President Jeb Saunders view this past year in a positive light. They both feel that the year has been marked by many special events and improvements in almost every area—academics, conduct, leadership, extra-curricular activities, and athletics. Nonetheless, they feel that there is always an additional need for strengthening in these various aspects of school life at Gilman.

Mr. Finney says that he has "been pleased with the overall academic accomplishments." However, he feels that we need to continue to work on "time on task" which he defines as "effort and concentration."

"Students and teachers," Mr. Finney says, "must understand that there aren't easy ways out. We must continue to emphasize the thoroughness of learning. We need time, good teaching, student involvement, and concentration, because in this world of so many distractions we must not lose sight of our main objective at school."



Headmaster Redmond C.S. Finney

Jeb Saunders' reflection on the quality of student leadership this year tended to center on his experience as President of the Senior Class and Head of the Student Council. In looking back on this year's student council, Jeb is especially proud of two accomplishments. "We had at least one student council member from each form in the Upper School speak to the Middle School to help increase communication between the two levels. We also re-examined and revised the election procedures for class officers."

Mr. Finney also felt that the leadership in the student council, the prefect system, school publications, clubs, and Judiciary Committee had been very good. In commenting on the newly formed prefect system, the Headmaster says, "I am very happy that we adopted the prefect system which we can now build further upon."

In the extra-curricular area, Mr. Finney has been impressed that students have become "involved in causes and worthwhile activities that are greater than they, where they can help other people."

One of Mr. Finney's most vivid reflections of extra-curricular activities this year is the creative arts programs which have occurred throughout the year. In the Lower School, the special Friday Assemblies, featuring skits written by homeroom teachers, have been, according to Mr. Finney, "outstanding." He also says that "special credit should go to Mrs. Dickey, Mrs. Armstrong, and Mrs. Landi in the Lower School, as well as the other creative arts teachers in the Middle and Upper Schools."

The Headmaster also thinks highly of the many volunteer and tutorial programs this year. He feels that the Middle School program led by Mr. Garrett has done "the best job of community service and involvement" through its interaction with Roland Park Public School.

Thinking back on the many plays, glee club and band concerts, and art show, Jeb Saunders says, "I remember especially both talent shows, the second sponsored by the Student Council, and the one act plays by Owen Perkins and Alex Gavis. I was impressed that a lot of students showed up and demonstrated that they think that the financial aid program is worthwhile."

Mr. Finney feels "good about the overall athletic programs." He feels that credit should be given to Mr. Bristow, to the faculty and coaches at all levels for their heavy involvement, to the Lower School where "Mr. Riina and Mr. Busick have improved the physical education program at that level tremendously," to Mr. Vishio his work in the intramurals, and to

continued on page 4

Little Balls Of Fluff Are Of Tougher Stuff

by Ronnie Kann

Recent emphasis has been given to the topic of sexism and its effects on society. In the continuous effort to improve the students' awareness of this issue, three women teachers, Mrs. Lillian H. Burgunder, Mrs. Anne W. Mazaheri, and Mrs. Christine D. Sarbanes, of the Upper School have been asked their opinions on several related topics.

The teachers interviewed have all been at Gilman for different periods of time, and they carry very rigorous academic schedules. Mrs. Burgunder has been at Gilman for eight years, and she teaches Art and Spanish. This is Mrs. Mazaheri's second year at Gilman, teaching both Spanish and French. Mrs.

Sarbanes, concluding her third year at Gilman, teaches Latin, French, and History.

When asked about their impressions of being female in a predominantly male environment, they gave the following responses. One teacher said, "It has its pros and cons. At times I think it's a definite advantage being female; certain male students respond positively to a female teacher and seem more motivated to work. However, I think a female teacher has to go much further to prove her worth as a faculty member to both the students, other faculty, and the administrators. Her classroom threats may be challenged much more quickly in class than those in a

male teacher's class, simply because that threat of physical retribution, which is very imminent in certain male teachers' classrooms, is not usually present in a female teacher's

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Mrs. Burgunder and Mrs. Mazaheri confer.

—AWARDS—

THE WILLIAM A. FISHER MEDALLION

Stuart Marquand Saunders

THE PETER PARROTT BLANCHARD AWARD

Joel Ari Getz/John David Danko

THE EDWARD FENIMORE AWARD.

Michael Alan Berkowitz/Christen Aristides Alevizatos

THE DANIEL BAKER, JR., MEMORIAL AWARD.

Michael A. Sarbanes

THE CAMERON DEBATING MEDALLION.

Leslie Eaton Goldsborough III

THE EDWARD T. RUSSELL LATIN PRIZES.

Michael A. Sarbanes/Lawrence Richard Seidman

THE MRS. CROSSAN COOPER DEBATING CUP

PYNX: Alexander Charles Gavis/Leslie Eaton Goldsborough III

Michael A. Sarbanes (Alternate: Owen Mark Perkins)

THE DR. JOHN M. T. FINNEY, SR., DEBATING PRIZES.

1st: Michael A. Sarbanes/2nd: Leslie Eaton Goldsborough III

THE SIXTH FORM SPEAKING PRIZES

1st: Michael A. Sarbanes/2nd: John David Danko

THE CLASS OF 1952 DRAMA PRIZE

Owen Mark Perkins/Robert Wallace Simpson

THE JANVIER SCIENCE PRIZE.

Achyut Shashikant Patel/Michael Liebson

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Debating Teams Battle For Cup

by Aron Silverstone

Resolved: Oppressed peoples are justified in using terrorism to achieve their national independence. With terrorism raising its ugly face more often, the above topic was fitting for the 70th anniversary of the Gilman Final Debate. The Areopagus arguing for the affirmative, and the Pnyx for the negative, it proved to be an exciting debate. Although both sides presented the topic well, the Pnyx won the debate.

Being represented by Joel Getz, David Hess, Michael Berkowitz, and Van Dorsey as alternate, the Areopagus argued the point that oppressed peoples are justified in using terrorism as a last resort. Joel

Getz defined the different terms used in the argument. Accordingly, terrorism would only be justified if it was to achieve a nationalistic goal, not just to slaughter innocent citizens. David Hess commented on the ignorance of Americans of the plight of oppressed peoples and terrorism as a useful force, and Michael Berkowitz discussed the situations in the world at the present and in the United States in the future during which terrorism would be applicable.

The winning team, the Pnyx, represented by Les Goldsborough, Alex Gavis, Michael Sarbanes, and alternate Owen Perkins, convinced the audience that terrorism was not a justifiable means to achieve national independence. The Pnyx emphasized the harm which caused innocent civilians suffering as a result of terrorist acts. Michael Sarbanes, awarded the best speaker by the judges, successfully convinced the audience that the alternatives to terrorism, including non-violent protest and destruction of military targets, were the preferable means of achieving national independence.

The winning team of the final debate has its members' names inscribed on The Mrs. J. Crossan Cooper Debating Cup. The

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EDITORIAL

A Call For Peace In The Middle East

During the past thirty-four years there has been no peace in the Middle East except for the recent Camp David Treaties between Israel and Egypt. Nevertheless, Israel has no diplomatic relations with any of her other neighbors. With the peace treaty with Egypt, Israel will be able to turn the tide of anti-Israeli sentiment to a pro-Israeli force. Already, black African states which cut off diplomatic relations with Israel in the mid-seventies are renewing their diplomatic bonds. For once, the opportunity for a lasting peace in the Middle East exists. However, there is one major stumbling block—the problem of Palestinian sovereignty.

All the Arab countries in the Middle East were part of the corrupt, degenerate Ottoman Empire. After the Turks were defeated in World War I, France and Great Britain divided up the Ottoman Empire between themselves. Various independent Arab countries were eventually established. Great Britain was given a mandate for Palestine which consisted of the present day states of Israel and Jordan. In 1923, Britain gave the land on the east bank of the Jordan river to the Hashemite family of King Hussein. The 1948 U.N. declaration included provisions for an independent Palestinian state. After the 1948 War of Independence, Jordan, which had seized the West Bank, annexed it. In the Six Day War, Israel captured the West Bank, the Sinai and the Golan Heights, displacing many Palestinian residents.

At the present the Palestinians live in wretched conditions. They are not treated humanely by their "host" countries who, rather than absorbing them into the respective countries, prefer to keep them in squalid refugee camps and to use them as political weapons. Those Palestinians in Israel often have to suffer as second class citizens. Nothing can be solved by demanding that the Arab countries accept them because they

will not. Israel cannot exist in a perpetual state of war. Israel has triple digit inflation and her economy is precariously balanced. Only peace will help her. Furthermore, there is only one organization at the present that represents the Palestinians, the P.L.O. The only viable alternative is for Israel to negotiate a peace with the P.L.O. Although the avowed goal of the P.L.O. is to destroy Israel, the leaders of the P.L.O. also know that it is better for there to be a peace with Israel than a continued existence in a limbo. Spokesmen from the P.L.O. have been hinting at a desire for peace, and there are growing movements in the United States and in Israel that support such a peace. It is up to the leaders of the United States government to pressure Israel and the other Arab countries to negotiate a comprehensive Middle East peace plan that will include an independent Palestinian state. All sides will agree that peace is a preferable alternative to war.

Dr. Coles' Talk: Try, Try Again

by Howard Sobkov

The annual George E. P. Mountcastle lecture was given by Dr. Robert Coles, a noted child psychologist, on April 28 in the Alumni Auditorium. Dr. Coles gave two lectures, one at 2:30 and the other at 4:30. The earlier lecture was directed toward the student body, and the latter was aimed at parents, friends, and alumni.

Presently working as a Research Psychiatrist and a Professor of Psychiatry at Harvard University, Dr. Coles is multi-talented and has won prizes varying from the Anisfield-Wolf Award in Race Relations to the coveted Pulitzer Prize for Volumes II and III of *Children of Crisis*. Dr. Coles received his bachelors degree from Har-

vard and his M.D. from Columbia University. Since then, he has served as staff member for the Children's Unit, Metropolitan State Hospital and at Massachusetts General Hospital's alcoholism clinic.

Dr. Coles has written 35 books and over 600 articles, reviews, and monographs for various periodicals. He is also a contributing editor to *The New Republic*, *Aperature*, and *The American Poetry Review*.

The lecture is in memory of George E. P. Mountcastle. Since its inception in 1970, there have been 12 Mountcastle lecturers including Frank Deford, a writer for *Sports Illustrated*, and last year's lecturer, Father Joseph Gallagher, the chaplain emeritus at Princeton University.

New Prefects Take Over

by Josh Langenthal

After the first year of the Senior Prefect System, Mr. Finney is greatly pleased. Both he and Mr. Schmick feel that the Prefects have done a very good job, but there are still improvements that can be made. Almost all of the teachers have expressed support for the Prefect System at the daily Chambers meetings.

One of the problems, however, is that of choosing the Prefects. Because there are only a limited number of Prefects in each class, many good people might not get picked. Mr. Finney would like the entire Senior Class to set an example for Gilman. He feels that Seniors who are not Prefects can still provide leadership for the student body.

At the beginning of this year, some of the Prefects felt hesitant or apologetic about doing their duty, even though what they do is good for the school. During the year, Mr. Schmick had meetings with the Prefects in which they talked about problems relating to the system and problems with having the student body obey and respect their office. As the year progressed, these problems often righted themselves; thus

Mr. Schmick referred to the Prefects as a positive force at Gilman.

Next year, there will be twenty-five Prefects to cover study halls, the lunch room, Chapel, and other areas. With the expanded coverage, both Mr. Finney and Mr. Schmick are looking forward to good leadership from the Prefects during the 1982-83 school year.

T-Men: Clad In Tradition

by Jon Baker

Clad in their familiar vests, bow ties, and sunglasses, this year's Traveling Men upheld their tradition of choral excellence. The eleven-man group, led by Senior Aaron Bryant, developed a repertoire of songs from the Gay 90's and 1950's and some gospel music. Highlighted selections included "Little Innocent Lamb," "Get a Job," and the ever popular "Blue Moon," with respective soloists Brett Yeager, Wallace Simpson, and Mitch Ford.

The Traveling Men, consisting of Seniors Bryant, Simpson, Ford, Saunders, Rocklin, and Hillman; Juniors Yeager, Jones, and McCants; and Sophomores Sowell and Baker, met weekly at the home of Mr. Semmes Walsh in preparing for their many concerts. Mr. Walsh and Aaron Bryant concentrated on developing a cohesive, unified sound among the singers.

The group's first series of concerts came up around Christmas, at which time they performed at the Gilman Talent Show, the Garrison Forest School's Coffee House, the National Aquarium, and for the dining members of the Baltimore Country Club. After a brief hiatus the Traveling Men returned this spring to appear at neighboring Bryn Mawr and Roland Park Schools. They also appeared again at Garrison Forest, and visited the Peale Museum and Harborplace.

Now, the T-Men face an important transition period. More than half of this year's group are graduating seniors. Among them is Aaron Bryant. The group has elected Brett Yeager and Keith McCants as next year's leaders. They have already performed their first duty as leaders, by conducting try-outs for the 1982-83 group. Their decisions are by no means easy ones, considering the enthusiasm among all candidates, and the rich talent of many underclassmen. Without a doubt, Yeager and McCants will continue the Traveling Men tradition of good natured musical superiority.

THE NEWS



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Editors-in-Chief

Michael Daneker
Aron Silverstone

Managing Editor/Literary

Gideon Brower

Managing Editor

Barry Tubman

Photography Editors

Howard Sobkov
Teddy Winstead

Contributing Editors

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Prefects 1982-1983

Albert, John
Atkinson, Matt
Clarke, John
Cohn, Joel
Cosby, Dave
Creamer, Ron
Cromwell, Mac
Curran, Max
Daneker, Mike
deMuth, Robbie
Eckholdt, Haftan
Everett, Wes

Freeman, Gino
Hughes, Jerome
Linehan, John
McAslan, Neil
McCambridge, Harry
McCants, Keith
O'Donovan, Pat
Oursler, Doug
Roe, Johnny
Sarnecki, Chris
Tubman, Barry
Watts, David
White, Chez

Students Honored

by Fred Hopkins

On Friday, May 14th, several Upper School students were honored as Gilman observed its annual Prize Day. The first award presented was the Elisabeth Woolsey Gilman Prize, given to that student who writes the best examination on several designated books, the reading of which is not required as part of the school curriculum. This year's recipient was Paul Fowler of the Fourth Form. The second prize given, the Lewis Omer Woodward Award, annually goes to that member of the Freshman Class who has distinguished himself in areas of academics and character. It was presented this year to Laurence Thomsen who will also be next year's Fourth Form President. The Thomas G. Hardie III Award is presented yearly in memory of

Tommy Hardie, a Gilman graduate who was an avid environmentalist and outdoorsman. William A. Grotz III was the recipient of this distinguished award.

Next to be presented were the many college book prizes. This year's recipients were Gideon Brower for the Brown University Alumni Book Award, Keith McCants for the University of Virginia-Jefferson Book Award, and John Linehan for the Williams College Award.

The Princeton Math Prize, given to that student who scores highest on a non-mandatory examination in mathematics, went this year to Michael Eng. Brian Bloom was the recipient of the other equally distinguished math prize, The Rensselaer Polytechnic Institute Award. The award is presented an-

nually to that Junior showing the greatest proficiency and ambition in the fields of mathematics and science.

Perhaps the most enjoyable award to receive is the Harry Hardie Anglo-American Prize which is endowed by the Hardie family. The recipient of this award, having distinguished himself in an essay contest, spends several weeks of the following summer as an exchange student at St. Edward's School in Oxford. This year's winner is David Brecher.

Also recognized on Prize Day were two Seniors who have achieved the rank of National Merit Scholarship Winners. They were Michael Sarbanes, who plans to attend Princeton University, and Jose Maisog, who will also be at Princeton.

Three Teachers Leave

Martin Smith



Mr. Martin Smith

by Mike Daneker

At the close of this year, Gilman will lose a long-time coach, counselor, teacher, advisor, and above all, friend. Mr. Martin Smith has had a profound effect on the Gilman community since his arrival here in 1968. After graduating from Shaw University in 1963, Mr. Smith became the Athletic Director for the Boys Clubs of America in West Baltimore. After five years in his position as Athletic Director, Mr. Smith decided to come to Gilman, where he was hired by the Upward Bound program. With Upward Bound Mr. Smith served as a liaison between the students' families and the high schools involved in the program. Many times, Mr. Smith visited other schools and kept up with the Upward Bound students' progress. However, Mr. Smith did not confine his energies to the Upward Bound program; he also taught Physical Education and Athletics in both the Lower and Middle Schools. Then, in 1973, Mr. Smith added another commitment to his growing list, as he began teaching sixth graders United States History.

Robert Thomas

by Matthew Joseph

After one year of teaching ninth and tenth grade French and eleventh grade American History, Mr. Bob Thomas will be leaving Gilman to attend Virginia or Harvard Law School next year. A Baltimore native and Gilman graduate of the Class of 1976, Mr. Thomas was President of his Senior Class. He was Captain of the Varsity Football Team as a senior and an All-Metro and High School All-American Varsity Lacrosse player as a junior.

Having graduated from Princeton College, Mr. Thomas hopes to continue his education and "become involved in law and public service." "I have enjoyed," he says, "my experience at Gilman this year tremendously. A great majority of the students are really good, and the faculty has been great to work with!"

Mr. Smith began to get involved in teaching more and more. In 1977 Mr. Smith left Upward Bound, and joined the Upper School faculty, a position which he still holds. In the Upper School Mr. Smith teaches Black History, and is presently the Junior Varsity Football coach. Mr. Smith has also coached Varsity Baseball, Fresh-Soph Football, and numerous basketball teams. Says Mr. Smith, "I enjoy coaching, and working with youngsters. I try to teach them skill, and, at the same time, I emphasize team play and sportsmanship. One man on a team can't do it all."

However, Mr. Smith has decided that the time for a change has come. For this reason, he is leaving Gilman to work in public relations for a firm in the city. On his departure Mr. Smith comments, "I will miss my friendship and my dealings with Mr. Finney and all the other outstanding educators here at Gilman. Their willingness to work with and listen to everyone is a real attribute to the school, and their genuine concern for total education is the greatest I've ever seen." When asked what he felt were Gilman's strengths, Mr. Smith showed no

David Hooper

by Howard Goldman

A member of the Upper and Middle School faculty for only one year, Mr. Hooper, best known as the head coach of Varsity Wrestling, will be leaving Gilman at the beginning of summer vacation. Mr. Hooper, aside from being head coach of Gilman's Varsity Wrestling team (14-3) taught medieval and world history, and was also head of the rugby program in the fall.

Mr. Hooper, before teaching at Gilman, taught at the Bishop Ireton School in Arlington, Virginia. He said that he came to Gilman because he was impressed with both the "high academic and excellent athletic programs." Looking back on his short stay at Gilman, Mr. Hooper said his fondest memories would be of his friends on the faculty, the Varsity match against Archbishop Curley, and Billy Marshall's victory at the Prep Nationals.

Mr. Hooper will be leaving Gilman to teach at St. Stevens School in Alexandria, Virginia, where he will teach history in the Middle School and coach wrestling. He will go back to live in Washington, his home town, because he misses being close to his family and friends. Although his first visit to Baltimore was short, Mr. Hooper said he enjoyed the friendly and down-to-earth atmosphere of the city. When Coach Hooper does leave Gilman, he said that he will miss most "the Gilman community and its family spirit."

hesitancy in replying "Gilman's community services like Green Grass and Upward Bound make this school unique. Gilman serves both its students and the community."

Mr. Smith leaves behind two sons at Gilman, Marlon and Martin. However, Martin Smith takes with him his warmth, caring, and undertaking of students that have been such a positive force at Gilman.

Awards continued

THE HERBERT E. PICKETT PRIZE FOR GENERAL PROFICIENCY IN HISTORY

Michael Alan Berkowitz

THE SPANISH PRIZE,

Jose Maria Maisog

THE PRIZE FOR PROFICIENCY IN FRENCH

Michael A. Sarbanes

THE ARMSTRONG PRIZES FOR POETRY AND PROSE

Prose: Owen Mark Perkins

Poetry: Alexander Charles Gavis/Gideon Martin Brower (V Form)

THE ELISABETH WOOLSEY GILMAN PRIZE.

Gideon Martin Brower (V Former)/

Aron Louis Silverstone (V Former)

THE DOROTHY BENJAMIN CARUSO MUSIC AWARD

Aaron E. Bryant/Jose Maria Maisog

THE HAROLD HOLMES WRENN ART PRIZE

David Albert Hess

THE ALEX RANDALL, JR., MEMORIAL PRIZE.

Joel Ari Getz/Michael A. Sarbanes

THE D.K. ESTE FISHER NATURE STUDY AWARD

Haftan Eckholdt (V Form)

THE CLEVELAND ESSAY PRIZE

John Joseph Clarke (V Form)/Gideon Martin Brower

THE DONALD HOFFMAN MEMORIAL CROSS COUNTRY CUP

Gregory David Quintilian

THE DR. PHILIP WHITTLESEY SOCCER TROPHY

William Brady Marshall

THE CULVER MEMORIAL FOOTBALL CUP

Christen Aristides Alevizatos/Michael A. Sarbanes

THE MARGARET V. PERIN SWIMMING AWARD

Franklin Ransone Price

THE CLASS OF '39 BASKETBALL TROPHY

James Boxley Cooke, Jr./Charles William White III (V Former)

THE C.B. ALEXANDER, JR., WRESTLING CUP

William Brady Marshall

THE ALFRED H. WEEMS, JR., MEMORIAL TRACK AWARD

Dean Ross Taylor, Jr.

THE C. DAVID HARRIS, JR., TENNIS AWARD

David Westcott Wells Obrecht/Andrew Kemper Owens

THE ALUMNI BASEBALL CUP

Charles Andrew Price/Ellsworth Jerome Hughes

THE FRANK W. ANDREWS, JR., GOLF TROPHY

John Dorsey Albert (V Former)

THE TYLER CAMPBELL LACROSSE CUP

Joseph William Seivold

THE WILLIAM CABELL BRUCE, JUNIOR, ATHLETIC PRIZE

Michael A. Sarbanes

PRIZE DAY AWARDS

THE ELISABETH WOOLSEY GILMAN JUNIOR PRIZE:

Paul Leighton Fowler

THE LEWIS OMER WOODWARD AWARD:

Laurence Woodward Thomsen

THE THOMAS G. HARDIE III AWARD:

William A Grotz, III

THE BROWN UNIVERSITY ALUMNI BOOK AWARD:

Gideon Martin Brower

THE RENSSALAER POLYTECHNIC INSTITUTE AWARD:

Brian Barak Bloom

THE PRINCETON MATH PRIZE:

Michael Allen Eng

THE YALE BOOK PRIZE:

Gino M. Freeman

THE HARVARD BOOK PRIZE:

Michael David Daneker

UNIVERSITY OF VIRGINIA-JEFFERSON BOOK AWARD:

Keith Eugene McCants

WILLIAMS COLLEGE BOOK AWARD:

John Dunn Linehan

continued on page 5

Arlo Guthrie: Precious Friend

by Danny Stuelpangel

Arlo Guthrie, a lesser-known folk singing contemporary of Bob Dylan and the sixties folk crowd, has come out with a definitive double album recently to follow up his brief but successful tour last fall. Having been fortunate enough to attend his concert at Wolftrap and hear some of the album material live, I am happy to say that the album captures the flavor and spontaneity of Guthrie's live music and comedy beautifully. The album, entitled *Precious Friend* also features Pete Seeger, a longtime folk singer, on many of the songs. Pete Seeger's mellow sound comes through on several old folk favorites, such as "If I Had A Hammer," as well as some gospel tunes; "How Can I Keep From Singing" is sung by Seeger in a captivating rendition.

Arlo Guthrie, known for popular songs like "The City of

New Orleans," also has to his credit such classics as "The Motorcycle Song" and "Alice's Restaurant." His inspired comical lyrics and monologues are well documented on this album; "The Neutron Bomb" and "I'm Changing My Name To Chrysler" are destined for the Guthrie Hall of Fame, as well as the "Garden Song" in which he teaches the audience the song and sings along with laughter.

Precious Friend has something for everybody; Arlo Guthrie fans and Pete Seeger fans alike. It has folk, gospel, and civil war songs; "Sailin' Up, Sailin' Down," a roll-icking blues number by Pete Seeger; banjo-picking, guitar playing, piano, flute, and brilliant Arlo Guthrie humor. About ninety-nine percent of the new albums aren't worth the cost of the vinyl they're pressed on; *Precious Friend* is one album that is definitely worth the money.



The Coveted Cup

Double Bill of One Act Plays

Two student-written plays were performed on May 7 in the Gilman Alumni Auditorium. The two one act plays, "Generations," by Alex Gavis, and "Still Life," by Owen Perkins, were totally student produced—they were written, directed, and acted by students. Over one hundred-fifty students, faculty members, and parents attended the production, and the four hundred dollars raised through ticket sales were contributed to the Gilman Financial Aid Fund.

Both plays were written during the winter in Mr. Barker's Advanced Composition course. "Generations," Alex Gavis's play, was directed by Junior Ron Creamer. The play is an exploration of the relationship between an old man, his son, and his grandson. The old man's loneliness and resentment at having been placed in a nursing home are effectively brought out through dialogue. The play's greatest defect was its lack of movement. One could hardly expect a chase scene in the play's nursing home setting, but the static nature of the play did make it slightly less effective. The play featured Tom Hoen, Van Dorsey, Mary Ann Emerson and Charlie Garland.

"Still Life," written and directed by Owen Perkins, followed "Generations."

A look at the thoughts and actions of four characters, an author, a painter, an accountant and a hippie, the play uses whimsical humor and comic situations. The offbeat characters were portrayed by Jamey Hebb, Lee Thomsen, Gino Freeman and Sean Culman. Perkins' success lies in his ability to maintain energy and humor as his characters discuss success and failure, life and death.

The first student produced plays were presented last Spring. At that time two plays, one by a Gilman student and one by a Bryn Mawr student, were performed at Bryn Mawr. It is hoped that the student produced plays will become an annual tradition. "The chance to develop a wholly student-done program was a really valuable experience for everyone involved," says Owen Perkins. The experience was indeed valuable, not only for the plays' producers, but for the audience as well.

Debating continued

Debating Cup is one of the oldest of the senior awards, and the debating club is one of Gilman's oldest clubs. From the founding of Gilman there has always been a debating society. Originally, there was one debating society, and the students debated each week from teams chosen from the group. In 1918, the society was divided into the two teams which still debate each other, the Pnyx and the Areopagus. The Pnyx and the Areopagus were two hills in ancient Athens. On the side of the Pnyx, the assembly of the people held its meeting, and on the Areopagus, the criminal court was held. A rivalry has developed between the two teams over the years. The rivalry climaxes in the final debate, at which memorable topics such as "The prohibition is a menace," "The earth has been visited by extra-terrestrial life," and "The United States is in a state of decline," have been debated.

The Mrs. J. Crossan Cooper Debating Cup is a testament to the past seventy years of debating history. On its sides are inscribed the names of the winners of the final debate from 1913 to the pre-

sent. The Debating Cup was presented on May 26, 1915 by Mrs. J. Crossan Cooper (News, June 2, 1915, p. 2), wife of Mr. Cooper, one of the trustees. The idea for the cup belonged to the then headmaster, Mr. Pine. Mr. Cooper, in the speech presenting the cup stated that "by urging the boys of this School to study debating...they may be able to speak extemporaneously... which is one of the greatest assets for a progressive man." Although it was originally displayed in the Common Room, the Debating Cup is now on display in the Fenimore Reading Room of the library. In addition to the names of the winning debaters, the cup is engraved with the school shield, and a torch with the word "veritas." Surrounding the torch is a Greek saying, "Speak out, don't hide prudently so we may know both sides."

The Debating Cup represents a tradition of Gilman. It is a tradition of seeking both sides of a subject and of listening to other points of view. The worst mind is a closed mind.

Saunders/Finney continued

the students. In his view, the Middle School has made headway and will achieve even more once the goals of their athletic program have been more clearly defined.

"At the Upper School level," the Headmaster says, "I have been pleased with the interscholastic sports and the high rate of participation on these teams. There weren't a lot of championships this year, but the number of Varsity, Junior Varsity, and Fresh-Soph teams that were in contention is remarkable considering the size of the school and the fact that Gilman is in the A conference of most MSA sports."

"The intramural program," he feels, "in the space of the last six to eight years has come a long way, but we still need to generate more enthusiasm. We need more help and more organization in those choices we have now so that our Upper School students can be more satisfied."

Both the Headmaster and Jeb Saunders feel that the School Year of 1981-82 has been blessed with many enjoyable and important events and speakers. The Human Relations Program turned out better than Mr. Finney thought it would. "The involvement of students," he said, "was much more serious and positive than I thought it would be. Certainly the high quality of such speakers as Dr. Coles (in the Mountcastle), Dr. Keller and Mr. Sachs (in the Human Relations Program), and Mr. Pearlmuter (in his talk on Israel) is a special feature to be remembered about this year."

In referring to the participation of this year's graduating class in the school, Jeb Saunders says, "I have been pleased by the fact that a major portion of the senior class, not just a select few, have been supporting so many activities." "The senior class really does

have a tremendous effect on the quality of a given year," Mr. Finney says, "and the members of the Class of 1982 have become involved and demonstrated that they care. They have been a positive force in the community."

Jeb Saunders and Mr. Finney are pleased with the many accomplishments of this past year. However, they feel that there is always room for more improvement. "After all," the Headmaster says, "life is a journey, not a destination."

Wardle Waddles Through Gilman

by David Brecher

This year Gilman has been fortunate to have many foreign exchange students. Consider Chris Wardle, an English student from St. Edwards school at Oxford. Christopher arrived here on Saturday, April 4 and has been staying at the home of Alex Gavis. Chris finds Gilman a lot different than his school. The most obvious difference is that St. Edwards is an all-male boarding school and the students live in different "houses." This creates a much closer environment than at a day school. Despite these and other differences, Chris has thus far enjoyed being at Gilman. So far he has attended Opening Day and the Johns Hopkins vs. North Carolina lacrosse game. He plans to visit Washington, D.C., Philadelphia, and New York during his stay in the United States.

Chris finds his schedule interesting and slightly challenging. He is taking five majors: French, history, science, math, and English. He also is involved in school activities such as the band and intramural baseball. Of the last week's Human Relations Program, he said, "I think it was very good, for I'm a bit of a male chauvinist myself."



Freeman, Hebb, Thomsen, and Culman in "Still Life."

Murder In The Magnolias Blossoms

by Chris Walsh

Although a play which features homicidal shrubbery, buried treasure, voodoo drums, and a title like "Murder in the Magnolias" may sound more like a low-budget horror film than a high school play, a combined cast of Gilman and Roland Park Country School students performed it very well on May 14 and 15, and made it both humorous and entertaining.

"Murder in the Magnolias," written by Tim Kelly, is set in a southern plantation, Belle Acres, and revolves around the actions of a family so bizarre that they make the Addams family look like the Waltons. A spaced out spinster, a senile colonel, a "poetic" nephew with a habit of dressing as a woman, a less than intelligent cousin who juggles bowling balls, and a distant relative turned voodoo woman, form the nucleus of this happy family. The plot of the play is rather flimsy and, more than anything, serves as an excuse to bring the eccentric characters together to create comic situations. The basic plot concerns a search for the murderer of Colonel Rance Chickenwing (Doug Becker) and lawyer Possom (Michael Eng). Woven in is a search for buried treasure and the career crisis of an overly melodramatic starlet, Princess Lotta Kargo (Elisabeth-Eggleston).

The entire cast did an excellent job, carrying over the comic absurdity of the various situations very well. "Murder in the Magnolias" is campy, and it is very easy to destroy the humor in the play. This made the cast's job all the more difficult. Particularly good performances were given by Kate Whitaker, Peter Wilson, and Gideon Brower. Kate Whitaker played Amanda Chickenwing, the dizzy, spaced out head of Belle Acres, whose vicious houseplants threaten the safety of the entire household. Peter Wilson was the excessively obese sheriff assigned to solve the murders, who turns out to be the murderer himself. Gideon Brower was the "sensitive" poet, Thornbird Chickenwing III, whose schizophrenia causes him to appear in a variety of costumes and poses.

The acting was very good, but the factor which perhaps most distinguished the production was the outdoor setting. Using the covered porch of the old barn behind Roland Park Country School as a stage was both effective and pleasant. Although amplification was poor at times, the atmosphere and setting provided by the environment made "Murder in the Magnolias" entertaining and enjoyable.

The Quirks and Quacks of Mr. Gamper

by Ron Creamer

Occupying a special place in the memories of all Gilman graduates is a small, energetic man, impish in demeanor, yet caring and devoted in spirit, whom they call "the Duck." Maybe it was the gravelly-voiced command, "What's your name, kid?" Or perhaps it would be the good hearted delivery of a pendulum-like punch to the upper arm of the nearest troublemaker. For a privileged few that memory may even have been a nostalgic recounting of the lakes and mountains of New Hampshire. For whatever reason, Charlie Gamper has become a dynamic influence in the lives of two generations of Gilman students.

After graduating from a Philadelphia high school and a nearby junior college, Mr. Gamper entered the University of Pennsylvania where he became an all-American football player at the guard position. Oh, yes, well the team (and league) did have a 150 pound weight limit, but don't let that fool you. Old Chuck hit as hard as any 165 pounder ever did. Mr. Gamper served in World War II from 1941 until its conclusion, at which time he applied for a teaching position at Gilman. Two other freshman faculty members along with Mr. Gamper were Mr. Barker and Mr. Williams.

Mr. Gamper has always taken an active interest in sports at Gilman. He coached Junior Varsity Football and Varsity Baseball from 1946 to 1958. In that year he was elevated to the position of Athletic Director, which he relinquished to Mr. Finney in 1968. Mr. Gamper will still proudly display year by year winning percentages and the outcomes



Charles R. Gamper in a pensive moment.

of all the McDonogh games to any interested passerby. In 1971, he was elected president of the Maryland Scholastic Association, the ruling body in the sports conference of which Gilman is a member. Mr. Gamper retains that position today. He has found his work in the M.S.A. extremely rewarding, calling it "one of the best things I've ever done in my life."

As for his other faculty duties, Mr. Gamper has held almost every administrative post ever devised (from "Kitchen Liaison" to "Dean of Students"), and has taught both French and Math. He is remembered, however, more as the school's disciplinarian than as anything else. Far from creating the usual atmosphere of nervous anticipation, Mr. Gamper has interspersed fair and consistent judgement with his dry sense of humor to make punishment a little more bearable. Although many of his duties are slowly being delegated to other staff members (he craves retirement to his cottage on Squam Lake), Mr. Gamper gives much of the credit for his ability to juggle so many assorted functions to his secretary for the past seventeen years, Mrs. Higdon. Also, while he won't commit himself to any long-

range plans, Mr. Gamper has signed a contract for at least the 1982-83 school year.

Mr. Gamper has been associated with some quirky things in the past, but the image of a duck has been preserved for the longest time. Although being personified as a duck is not one of the more glamorous labels, Mr. Gamper has wholeheartedly embraced the idea. Apparently it stems from the misinterpretation of his guttural "Quiet!" as "Quack!" and not from any physical resemblance between the two. In 1948, the Junior Varsity Football team presented him with a season-ending gift of a duck. Since that time, Mr. Gamper has received innumerable duck-related presents including several of the real item. His office is cluttered (adorned) with every type of duck memorabilia imaginable, and the trend shows no sign of slowing.

In retrospect, Mr. Gamper enjoys commenting that kids really haven't changed so much in thirty-five years, and that teaching and getting to know so many young people is an experience he would never trade. "I would do it all over again," says the small man in his unique tone, "the fun of teaching is still here."

Awards continued

THE HARRY HARDIE ANGLO-AMERICAN PRIZE:

David Joel Brecher from Gilman
Christopher Wardle from St. Edward's

NATIONAL MERIT SCHOLARSHIP WINNERS:

Jose Maria Maisog
Michael Anthony Sarbanes

WORK FORCE SERVICE CITATIONS:

Edward P. Barker, Jr.
Joseph B. Harlan
James Alan Harper
Keith Eugene McCants
J. Rollin Otto, III
Michael Stuart Phillips

WORK FORCE SERVICE HONORABLE MENTION:

Lloyd Devon Campbell	IV Form	Mitchell Scott Rosenfeld	IV Form
David Allen Cosby	V Form	Leon Sachs, II	III Form
Paul Edward Dickey	III Form	George Van Siclen Smith	V Form
Eric Carl Greenberg	IV Form	Wilmer Curtis Stith	III Form
Manuel Evaristo Maisog	IV Form	William Lee Stratton, Jr.	III Form
E. Patrick H. O'Donovan	V Form	Jeffrey Collins Taggart	III Form
Carlos Manuel Orbegoso, Jr.	IV F.	David Harold Vecella	V Form
Jose Mari Ortiz	III Form	Christopher Sebastian Walsh	V F.
Eric John Pfeifer	IV Form	Richard Eric Weinstein	III Form
Joel Foster Price	III Form	Wolfram Zuckert	VI Form

Black Awareness Club Helps Community

by Keefe Clemons

This year's Black Awareness Club has been an organization geared towards helping minorities and unfortunate people in different communities in the city. Early in the school year the club members tried to find worthwhile programs which they could help support. In a special meeting many suggestions were made, and the club tried to re-establish their goals and objectives. The club also met with Mr. Leighton to discuss the need for improvement of cultural interchange at Gilman.

Led by the president Doug Riley, and secretary Tim Robinson, the club had a year of successful financial ventures. The club would like to thank Mr. Greene and Mr. Dun-

can for their help this year and Mr. Greene for his counseling. Earlier this year the club, with the help of its vice-president Aaron Bryant, donated a collection of encyclopedias on Black History to the library for all to enjoy. Other things the club has achieved this year are the support of "Project Outreach" through a \$500.00 donation, a program which is helping to feed the needy in Baltimore communities, and also a decision to donate \$1,500.00 to the Gilman School Financial Aid program.

In the future the club hopes to participate more actively in the volunteer programs in which the school is involved, and to reach out and help the people in Baltimore less fortunate than ourselves. With the help of the new president David Cosby, and willing members, the club will surely achieve its goals.

Family Day Is A Success

by Rob Daniels

Although dampened a bit by inclement weather, Gilman's annual Family Day was hardly a failure. The Lower School began the day's festivities with the Balloon Ascension, which was not affected by the rain. Next, the Lower School faculty prepared the Library for parents, who participated in a question and answer period with the teachers.

The Art exhibit was also well enjoyed, as many fine works done by Upper School students were displayed. Part of the exhibit was devoted to pencil drawings and other works produced by the Studio Art Courses, while the rest involved art from other parts of the School.

The Athletic contests were unfortunately affected by the poor weather. The Varsity Lacrosse team was the only club to escape the ravages of the rain and cloudy skies which dominated the day. Coach Fenzel's highly-ranked unit played a solid first half to lead, 3-2 over the

visiting Loyola Dons. However, the team fell apart in the second half, and lost, 10-5. At halftime, the team of 1932 was honored for its fine accomplishments on its Fiftieth Reunion.

The Varsity Baseball team was originally scheduled to take on a team composed of Alumni members, but the game was cancelled because of a wet field. The Middle School's Blue-Gray Track Meet was also called as a result of the rain.

However, the day was far from a total loss. Defying the weather the Annual Music Festival was again held. The Glee Club opened up the recital by performing a varied program which included songs ranging from the Twelfth Century to the 1960's. As usual, the concert was well received by a group of approximately 150 enthusiastic supporters. Next, the Gilman Band took the stage. The group played excellent versions of a song written for springtime, like the *American Festival March*, and *Cobb County Festival*. Also, the band performed

more familiar tunes, such as the themes from *Raiders of the Lost Ark* and *Jesus Christ Superstar*. Preparation for the concert began in January, and Band Director, Ronald Bange praised the hard work of all the Seniors in the group, especially that of Calvin Lauf and Mitch Ford.

The third part of Family Day was geared to the school's alumni. The Director of Alumni Affairs, Mr. Tom Peace, described the turnout of former students as "excellent and enthusiastic." These people toured the campus, had lunch, and viewed the fine photo exhibit went up in the Gilman Room by Mrs. Joyce Williams, who filled in for the hospitalized Miss Holmes. These pictures showed many aspects of Gilman life, such as the Final Debate, the Gilman-McDonogh football game, and Graduation during the years 1932, 1947, 1957, and 1962. In conclusion it must be said that the day was a success, offering something for everyone.

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 Brennan, J. Ripon
 Brody, N. U. Pennsylvania
 Brown, K. American Univ.
 Bryant, A. Duke
 Callard, F. Kenyon
 Classen, T. Univ. North Carolina
 Compton, H. Univ. Maryland
 Cooke, J. Univ. Delaware
 Danko, J. Lafayette
 Dorsey, V. Middlebury
 Doud, B. Johns Hopkins
 Dugan, J. Denison
 Erlbeck, K. Cornell
 Ford, M. Univ. North Carolina
 Friedman, R. Cornell
 Gavis, A. Swarthmore
 Getz, J. Harvard
 Goldsborough, L. Duke
 Goldstein, J. Tulane
 Granda, S. Loyola
 Hall, C. Bates
 Harris, D. Towson State
 Harrison, J. Duke
 Hebb, J. Univ. Maryland
 Heller, B. Wesleyan
 Hess, D. Dartmouth
 Hillman, J. St. Olaf
 Hoen, T. Univ. Vermont
 Hom, V. Western Maryland
 Jeffrey, M. Kenyon
 Kim, B. U.S. Naval Academy
 Knipp, D. Denison
 Kouwenhoven, N. Connecticut
 Krongard, T. Princeton
 Lacher, G. Univ. Maryland
 Larson, S. Western Maryland
 Lauf, C. Loyola
 Levin, T. Duke
 Liebson, M. M.I.T.
 Liska, Y. Johns Hopkins

Maisog, J. Princeton
 Marshall, B. George Washington
 Mathews, B. Bucknell
 Miller, I. Princeton
 Miller, S. St. Mary's of MD
 Morrel, J. Univ. Virginia
 Najar, S. Carnegie-Mellon
 Naylor, T. Middlebury
 Obrecht, W. Bucknell
 Owens, A. Univ. North Carolina
 Panlilio, L. American Univ.
 Parr, C. Colorado College
 Patel, T. Johns Hopkins
 Peeler, M. Notre Dame
 Perkins, O. Northwestern
 Perkins, R. Yale
 Phillips, M. Johns Hopkins
 Price, C. Brown
 Price, R. Univ. Virginia
 Quintilian, G. Towson State
 Raab, G. Loyola
 Reahl, D. Denison
 Rhee, S. Denison
 Riley, D. Frostburg State
 Robinson, T. Boston Univ.
 Rocklin, C. Brandeis
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 Thaler, J. Columbia
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 Wilgis, R. Duke
 Williams, P. North Carolina State
 Wilson, P. Kenyon
 Zapata, A. Duke
 Zukerberg, B. Univ. Maryland
 Zuckert, W. A.F.S. Student;
 did not apply

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 University North Carolina 6
 Denison University 5
 University of Maryland 5
 Princeton University 5
 Johns Hopkins University 4
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 Loyola College 3
 University Virginia 3

American University 2
 Brandeis University 2
 Columbia University 2
 Cornell University 2
 Harvard University 2
 Middlebury College 2
 Univ. Pennsylvania 2
 Towson State University 2
 Western Maryland College 2
 Yale University 2
 Other Colleges 1 each

* Deferred for a year abroad

Gilman Visits Youth Fair

by Anton Vishio

On Saturday and Sunday, May 8 and 9, the first Baltimore Youth Fair took place at the Convention Center. Its goal was to celebrate the achievements of the city community through displays and entertainment. Many groups were represented, from the Special Olympics to the Baltimore Police Department. It was interesting to learn about the different youth projects we often ignore, such as the Saint James housing for inner city boys and girls. Opportunities were given for those who wished to display chess prowess or attend workshops in job hunting. Among the schools that had booths was Gilman, which

displayed the Latin projects made by ninth graders. Many people enjoyed walking over to the booth to find out if the projects actually worked, and the exhibit was voted one of the ten best at the fair. The Traveling Men also provided excellent music. Overall, the fair was a great success.

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Women Teachers continued

class." Another teacher commented that she didn't consciously give it a great deal of thought. She continued by saying, "I like what I do, and I appreciate the working environment that Gilman provides for its teachers." When the topic of sexism was raised, it was unanimously agreed that they had not encountered any blatant examples of sexism in their experiences with Gilman.

From these responses we can raise several important questions. Does Gilman School need more women teachers? Do the female teachers get the respect they deserve from their students? Is it more difficult for a woman to prove her worth as a teacher than it is for a man? For future references, let us make sure that the answers to these questions are the right ones, and, if something needs to be done to improve the women teachers' situation at Gilman, let it be done.

V. Golf Clubs Season

by John Clarke

The 1982 Gilman Varsity Golf team emerged successfully from this rebuilding year. After Graduation 1981, the Gilman Golf team was left without the core of players that had led it to a near championship in 1981. Coach Peterson was deluged with the largest number of golf try-outs in recent Gilman Sports history. From the multitudes, Peterson chose a strong, young team.

This youth was not apparent during the first half of the season. The team rolled to a strong 3-1-2 record after the first half, defeating Loyola, Severn, McDonogh, and John Carroll, losing to Mt. St. Joe, and tying Calvert Hall. This was an impressive record for the young Greyhounds, but the second half of the season was not quite as impressive. During the second half of the season, the team lost to all except Severn, rolling to a 6-1-5 record.

This record is not indicative of the potential power of future Gilman golf teams, however. In the MSA Tournament, Sophomore Henry Schumann placed 4th, Freshman Tom Horst placed 5th, and Sophomore Mike Schafel placed 11th. These placings in the Tournament indicate that Gilman Golf could be about to challenge

Prom Is A Smash

by Andrew Sinwell

As the result of the efforts of Tim Carroll and David Reahl, Fourth and Fifth Form Prom Chairmen respectively, this year's Junior/Senior Prom was a smashing success. After several months of planning, and Prom Committee succeeded in making May 22nd a night to remember.

Both classes were well represented at the affair, with some 250 people in attendance. The Glass Pavillion at Johns Hopkins University once again-as last year-proved itself to be an excellent setting, accomodating the two classes with room to spare.

Pre-Prom dinners, the juniors at Johnnie Albert's house and the seniors at David Reahl's, started the evening off on a good note. Both dinners were deemed enormously successful and served to get people in the "Prom mood."

Apricot Brandy, a popular local band and this year's choice, struck the first chords at just after nine o'clock. Dancing soon commenced, and the Pavillion began to rock. Brandy seemed to intensify each new song, blasting out such

popular tunes as "Start Me Up" and "Cocaine." With the band and audience pacing each other, the music soon rose to a fever pitch, where it remained throughout the evening. Audience participation was encouraged, and Wild Willy Devo and his Junior Wailers soon joined the fun.

As the noise level soared, so rose the temperature inside the Pavillion. Those who sought relief were able to stroll out onto the terrace, to partake of drinks and snacks, or to get lost in the restrooms.

Towards one o'clock, as the crowd began to disperse, Apricot Brandy gradually wound things down. Post-Prom entertainment added much to the rest of the evening. Unfortunately, the gracious hosts must remain nameless for their own protection.

The Monday morning consensus was that this year's Prom surpassed all expectations. Special praise went to David Reahl's choice of the band. Despite rumors to the contrary, plans have already been made for next year's blow-out, with everyone hoping that it can equal the Gilman Prom of 1982.

Seniors Ace SAT's

"How did you do on the S.A.T.'s?" "Not too good, now I'll never get into a good college."

Contrary to popular belief, SAT's, or Scholastic Aptitude Tests, are not the only thing that colleges look at when considering student applications. Grades are the most important factor of a student's college application, except for isolated cases. SAT's are a secondary gauge that help colleges make decisions.

To some colleges, SAT's are an indicator of how well a student might do at their school. To other schools, the SAT's are a way to keep the wrong students from applying.

At Gilman, the SAT scores are very good and they have been steadily rising over the last few years.

A person's scores are calculated

in the following way. On certain specified dates the SAT's are given. For every question a person gets one point for every correct answer and loses one point for every incorrect answer. There is neither a penalty nor a bonus for not answering the question at all. The corrected score is the raw score, which is taken and compared to the scores of everybody else who took the SAT's on that date. From these raw scores a curve is generated and all of the raw scores are scaled accordingly. These scaled scores have a maximum of 800.

The Gilman average SAT scores for the class graduating this year were a 560 on the verbal test and a 610 on the mathematics test, or a 1170 combined score. The scores are significantly better than the national average which is around a 920 combined, and has been falling for the past few years.

J.V. Track

by Mike Mitchell

This year's Junior Varsity Track team was the most successful team in several years. Under the strong leadership of Coaches Thompson, Thornberry, Clark, Wolfe, and Jacobs, the Greyhounds ended the season with a 5-1 record. Gilman's only loss was against Northern, the eventual conference champions. The team was held together by consistent performances in field events and in distance running. With freshman standouts Keefe Clemons, Rory Holley, John Quintilian and Marlon Smith, and sophomore standout Todd Taylor, this year's Junior Varsity Track team will form a solid foundation for next year's Varsity.

perennial power Mt. St. Joe. Gilman's other three starters played well in the Tournament, but did not make the final round. This is not indicative of how these three, Junior John Albert (who was team captain), Junior Mark Kaufman, and Senior Scott Bortz, played throughout the year. In fact, these three often scored under those who placed in the MSA's. Recognition should also be extended to Senior Marty Schreiber, who played in many matches as a rookie.

Considering the large number of first year players on the team, the Greyhounds did exceptionally well. The majority of the starters will be returning, giving basis to the speculation of many that Gilman will be a major contender next year.

V. Lax

by Jay Schmidt

The Gilman Varsity Lacrosse team started the second half of its season on the right foot. On April 16, the team won a comeback victory in overtime against a strong St. Paul's team, with a final score of 8-7. Such was the case for the next three games. The team appeared to be flawless, with the scoring power of Midfielders Joey Seivold and John Dressel, as well as attackmen Jay Dugan and Gary Seivold (who finished the season as the MSA scoring leader). Rounding out the Greyhounds' offense was Harry McCambridge, who was successful in most of the face-offs in which he participated. Tim Krongard performed admirably in the goal with help from his defensemen Taylor Classen, Billy Rush, and Joel Cohn. Greatly aiding this defensive unit was hard-rider Richard Gatchell and the defensive mid-field, which was led by junior Willie Devas and sophomore Billy Grotz.

The first of the team's memorable games was a 9-8 victory over a strong team from Landon in Washington, D.C. Next, the Hounds defeated the Boys' Latin Lakers in an important league game. This left Gilman tied with St. Paul's for the lead in the MSA Conference. Gilman continued its roll with a 13-9 victory over the Cardinals from Calvert Hall. The Championship now appeared within reach for the team.

Varsity Tennis Nets Championship

by Haig Kazazian

First year coach Jim Busick was very optimistic. He knew by looking at his players' talent that a championship was within reach. This was the year.

Everyone knew that McDonogh was the team to beat. Wells Obrecht, who was playing a girl from McDonogh, came back in the third set tiebreaker to win. This win enabled Gilman to stay in the match against the Eagles. For Wells, this was the beginning of a great season. Obrecht finished with a 10-1 singles record, and when he teamed up with doubles partner Ron Creamer, the duo was undefeated. It was a day of upsets. Creamer was down 4-1 in the third set, yet managed to win the tiebreaker. Wells and Ron then teamed up to capture the doubles contest, and sew up the match for Gilman. This was Gilman's first tennis team victory over McDonogh in several years.

The following day, the team faced Mount Saint Joseph. Early in the match, everything seemed to be coming uproses. Both Ron and Wells were winning. Then, calamity



Alevizatos and Classen dominate opponents.

The Greyhounds then had a game against St. Mary's of Annapolis for bragging rights in Maryland. St. Mary's was out for revenge after an earlier defeat at the hands of the Greyhounds, and handily defeated Gilman 15-12. This was the turning point for the Gilman Ten, as the season went downhill from there. Gilman went on to lose a second game to the Loyola Dons in front of a large Family Day crowd. The team then had to win both of its remaining league games to clinch the MSA title. On May 11, St. Paul's defeated the Hounds in what some claimed to be a poorly refereed game. The Greyhounds were out of the race, but had one game remaining against Boys' Latin. A win here was important for the team. Gilman needed to show that they weren't quitters, and the seniors wanted to win their last game in the Gilman uniform. The game looked won for the Greyhounds, with Gilman coasting

struck; both players fell in three sets. But Andy Owens, who won 6-1, 6-0, and Haig Kazazian, who came back from a first set defeat to win, kept Gilman alive. Unfortunately, Andy and Haig lost in doubles. Now, the team could only hope for a tri-championship. McDonogh beat St. Joe and Gilman had a share of the 1982 Championship, which is better than no championship at all!

In post season play the M.S.A. tennis tournament allows two singles players and one doubles team to compete. This year Gilman had very good representatives. In singles Ron Creamer lost in the quarterfinals, and Andy and Wells lost in the semifinals to the eventual winners.

to an 8-3 lead by the third quarter. In the last quarter, the Greyhounds fell apart, however, and suffered a 12-11 overtime loss to the Lakers. This was perhaps the most disappointing loss of the season for the Greyhounds, because Boys' Latin was a lesser team.

The 1982 Gilman Varsity Lacrosse team did have a chance to win the coveted A Conference Championship, but they lost their last three games, and let the title slip through their fingers. The season wasn't a total disappointment, however. Many younger Varsity players got a lot of playing time and have improved. Many good J.V. players should also help out the Varsity next year. With the returning Varsity players and the rising J.V. players, the Gilman Varsity Lacrosse team looks to have a bright future, and will definitely be a contender next year.

Blair Berman, who went undefeated for the year backing up the top five, Jon Cordish and David Sigman (an unbeatable "doubles" combo), Ronnie Kann, and Jimmy Smoot rounded out the team and will be real contenders for the three singles spots next year. Special thanks should be given to Coach Busick whose great knowledge of the game and ability to teach helped us throughout the season. Also, the tennis team would like to thank all the students who supported them this year.

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J.V. Lax

by Mac Cromwell

This year's J.V. lacrosse team, under the strong leadership of coaches Matthai, Thomas, and Rogers, completed a respectable season with a 7-4 record. The season was highlighted by a decisive victory at Loyola. After exploding to a 5-1 halftime lead, the Greyhounds, led by captains Alban and Swindell, were able to thwart a late Loyola rally for a 7-4 victory.

Over the season sophomore Bill McComas and freshman Greg Gunning controlled 60% of the faceoffs, while sophomore Jim Swindell, eighth grader Mark Dressel, and veteran Willis MacGill controlled the ball at the restraining line. On attack, juniors George Cassels-Smith and Jake Hendrickson and freshman Mitch Caplan ran the show with 16, 21, and 15 points respectively. The

defense of juniors Doug Oursler, Keith McCants, and Peter Wolfe was led by either Jamie Alban or Dan Long in the goal.

This team was not composed of only the thirteen players mentioned. For eight weeks, thirty-one players gave of themselves for the improvement of the team as a whole. The first game of the season was 13-8 loss to Calvert Hall. At the end of the season, an improved team met Calvert Hall in a courageous effort only to lose 6-5. The team finished the year with a 12-10 victory over Boys' Latin. Thus, although they won no championship, this year's J.V. lacrosse team enjoyed a successful spring for which the entire team from captain James Alban to vocal leader and Swiss exchange student, Wolf Zuckert should be commended.

F/S Lax

by Leon Sachs

The 1982 Fresh-Soph Lacrosse team had a successful season, finishing with a record of 7-4. The team was coached by Messrs. Siwinski, Bulkeley and Miller.

The Greyhounds opened their season with a disheartening loss to Calvert Hall, but bounced back to defeat the Boys' Latin Lakers the next week. The "Fresh-Soph Ten" lost in the last seconds to a comparable St. Paul's team, but then they began a long win streak. The Hounds rolled over six opponents in a row in the middle of their season. The streak was ended however, when Gilman once again met the strong Calvert Hall Cardinals. Although losing 5-4, the Greyhounds played a strong game and looked much better than they had in the first game against the Cards. The team closed its season with a loss to Lutherville Rec. team

(not a M.S.A. team).

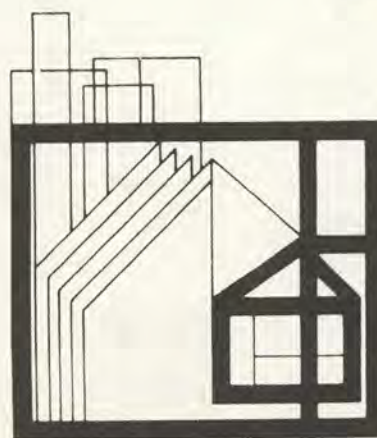
The Fresh-Soph was successful this year because it was able to integrate team and individual play. In the goal the team received strong performances from Chris Chasney and Chris Jones. Paul Leand was the team's big gun, working from midfield, while Mike Oppenheim overpowered the opposition from attack. The starting defense of Lloyd Temple, John Brush, and Charlie Roebuck was nearly impenetrable. These starters were backed by many strings of enthusiastic players.

The 1982 season for the Fresh-Soph Lacrosse team was an experience for all. The members of the team exhibited good sportsmanship and team cooperation in their interscholastic competition. The members of this squad will definitely enhance future J.V. and Varsity Lacrosse teams at Gilman.

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V. Track Runs From Season

by Pete Heuisler

This year's Varsity Track team was led by three determined long-distance runners, Tom Hoen, Ross Taylor, and Greg Quintilian. Tom Hoen excelled in the 200 meter dash. He also ran the open mile and the two-mile relay, and filled in as many of the team's weaknesses as he could. Another dedicated senior, Ross Taylor, had an outstanding season. In addition to the two-mile relay, Ross ran the open mile. In the M.S.A. trials he finished fourth in his heat, qualifying for the finals. Leading the pack of the middle-distance runners was Greg Quintilian, who had a great season. He won the two-mile race in every dual meet except McDonogh and will be in the M.S.A. finals. A three year Varsity man, Greg was ranked as one of the top runners in the M.S.A.'s.

The other long-distance runners who deserve recognition are junior Neil McAslan, and freshman Pete Heuisler. Neil had an excellent season, always finishing his races in the top two spots, while Pete, the only freshman on the team this year, spent the season pushing older runners. Pete finished sixth in the mile and two-mile M.S.A. trials.

However, the Gilman team was less successful in field and sprinting events. Even with unprecedented talent the Greyhounds could not match the competition. Gino Freeman, a junior, proved to be an excellent pole vaulter. Standout sprinters were Chuck Wilder, Doug Riley, and Chris Sarnecki. Although he was attending Towson State University, Aaron Bryant nudged whenever possible.

Increasing the spirit of Gilman's team were many participants from other area schools enjoying the use of Gilman's wonderful track. Students from Boys' Latin, Roland Park Country, and Friends competed in any of the dual meets that they wanted, but unfortunately for Gilman, they were unofficial. An excellent competitor was Garrett Matthews of Boys' Latin who won a gold medal in the 400 meter dash in a state-wide meet at Franklin High School. Although the Varsity Track team did not win a championship, the season was both enjoyable and challenging.

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Jerome Hughes swings for the fences.

J.V. Raises Racquet

by Blair Berman

This year's Junior Varsity Tennis team finished with an almost perfect (7-0-1) season. The single flaw in the season occurred when the squad tied a strong McDonogh team, splitting the ten singles matches evenly. All the other interscholastic contests were shutouts, as the Greyhounds trounced their opponents, outscoring them 54-0 in individual match play.

The netmen opened their successful season on April 14, against Friends, and continued their winning tradition throughout the spring, twice defeating Saint Paul's and Boys' Latin. In addition to the Quakers, the ten man squad was victorious against McDonogh in their first outing, but was less

successful in the second match.

The team flourished under the direction of Coach Jeff Christ, and consisted of Freshmen Steve Brecher, Ken Kang, and Richard Weinstein, Sophomores Peter Grose, Yong Oh, Bob Wheelless, Mitch Rosenfeld, Harry Wagner, and Juniors Pepe Albuquerque and Haftan Eckholdt. The team members should be congratulated on an outstanding season, and are looking forward to participating in Varsity competition in the years to come.

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Varsity Baseball

Despite a slow start, the Varsity baseball team came on strong toward the end of the season, defeating four excellent A conference teams, one of which was Gilman's arch-rival, McDonogh. The team displayed a lot of character and spirit throughout the year, never quitting despite tough losses. Under the superb leadership of Mr. Schloeder and Mr. Emala, the Greyhounds were able to maximize their opportunities by playing aggressive heads-up baseball.

The highlights of the season were consecutive victories over McDonogh and Calvert Hall, two schools which all Gilman athletes love to beat. Jim Cooke pitched brilliantly against McDonogh, allowing only one walk and a few

scattered hits. Several timely hits allowed Gilman to take a commanding lead in the early innings, and brilliant defensive plays by Charlie Price and Frank Gibson helped the lead. Cooke's strong pitching performance coupled with a flawless defense resulted in a 8-2 victory.

Gilman's hitting, fielding, pitching, and baserunning improved as the season progressed. Though a few bad breaks cost the Greyhounds many games they could have won, their record would have been much better if their players had more Varsity experience. Because next year's team will be more experienced, there is no reason why Gilman can not be a serious contender for the league championship in 1983.

J.V. Baseball

by Nick Schloeder

The 1981-1982 school year is about to conclude and with it comes the conclusion of the J.V. Baseball season. The team's final record was five wins and nine losses. The Greyhounds were led by strong pitching from Teddy Waters and good hitting by Paul Fowler and Jeff Taggart. After a scorching start, the "freshman jitters" set in, as the team played carelessly. Yet hitting tended to be the main problem. The team batting average was a dismal .186.

However, the season did produce many highlights. After disheartening setbacks to McDonogh, Calvert Hall, Curley, and Poly, the

Greyhounds beat Cardinal Gibbons on a suicide squeeze in the ninth inning. Next, Gilman played McDonogh and sent them reeling to a 11-2 loss, with timely hitting coming from Nick Schloeder and Teddy Waters. Southpaw Steve Ciccarone went the distance, giving up only five hits. Finally Gilman blasted Curly 15 to 1 on triples by Joel Price and Paul Fowler.

Even though this season was a disappointment for many of the team members, it did provide the players with valuable experience for next year. Special thanks should be given to Messrs. Martin Smith and Doug Lewis for their superb coaching and tolerance this season.

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