

# The News

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Gilman School

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## Fools of April Make Much Malicious Mischief

BY ALEX AMBINDER AND MICHAEL SILICIANO

What makes the first day of April different than any other day? As you all know April Fools Day has become somewhat of a tradition for the last several years. The faculty has acknowledged this tradition in the past by opening the building so that students could try to out-do past senior classes with ever more creative pranks. This year these pranks resulted in chaos and ultimately dishonor.

Gilman seniors have been doing something to recognize April Fools Day for years. Several decades ago, many seniors used to cut school on April Fools Day. However, this never really caught on. Back in 1986, Mr. Broadus, a former Gilman student and current Gilman teacher, recalls Mr. Finney going into the senior room and telling the seniors that he would not graduate anybody who attempted to



PHOTO BY JOHN MILLER

celebrate April Fools Day. Other years, students came dressed in outlandish costumes. One year, the seniors took all of the furniture from the common room and put it in the senior room, and then took all of the furniture from the senior room and put it in

In 1998, all of the chairs were taken out of the building and put onto the football field. After that year, the seniors stopped organizing creative pranks, and, consequentially, their actions on April Fools became tasteless, not funny.

the common room. In 1997, the senior class pulled a funny prank; they filled the dean's office with Styrofoam peanuts, and put goldfish in the water coolers. Mr. Schmick acknowledges these pranks as good-humored and in the spirit of the day. The seniors even cleaned up after the day was over.

This year, Gilman students came to school on Monday morning to find that their school hosted a fishpond. This prank was creative and comical. However, this is not the extent of what the senior class did on that night. Some seniors decided to pull pranks with a tasteless and destructive twist. On the campus of Bryn Mawr, pornographic pictures were placed throughout the school, parking blocks were glued in random places in the parking lot, and several other so-called "pranks" were pulled.

Afterwards, it was decided that all students who were on campus during the time that the pranks took place should be punished with a three-hour detention. Part of the reason for this punishment was that a hurtful and destructive prank was pulled on Bryn Mawr and Roland Park's campuses.

Many of the seniors came to campus expecting to get into the school but were not allowed to enter. This was

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## Human Relations Day: the Good, the Bad, and the "Unnecessary"

BY JEFFREY FRIEDMAN

Surely, most Gilman students looked at the topic of this article and said, "Human Relations Day? That was ages ago!" Perhaps it seems so long ago because many students felt that the day was neither necessary nor effective. In a *Gilman News* poll placed in student mail boxes, of 54 students who responded, 42.5% felt that the day was not at all worthwhile.

The primary complaints about the day were that it did not leave time for enough student involvement, too much time was spent in the auditorium and the divide between athletes and artists, the theme of the day, does not really exist. "Not enough individual involvement and too many speakers," one student responded to the poll. Jon Laws, '02, agreed, commenting, "The message was good, but the time in the auditorium was not." Finally, senior Thomas

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ART BY AJAY KURIAN



## Is Gilman a Truly Open Community?

BY TOM MILLER

Students chuckle as they walk past a tattered page posted in the corridor that advocates adoption of a "living wage." In assembly, a muted round of applause follows a senior speech on socialism or the Confederate flag. Sound familiar? Gilman students often fail to appreciate that

self-expression such as this, while controversial, is part of what makes Gilman a vibrant and open community. Dr. Meg Tipper, head of the school's Community Relations Committee, observed,

"we are an intelligent, opinionated, articulate community, where people do not hesitate to express themselves." At the same time, however, disturbing trends indicate that this freedom may be under attack. The movement towards "political correctness" has been felt strongly at Gilman, as elsewhere.

Although everyone agrees that freedom of expression should not mean carte blanche approval to abuse others or make them feel uncomfortable, the line between the two has not been clearly defined. The editorial board of Paragon, the school's literary magazine, was faced with some tough choices last semester when it received submissions which, while offensive to some, were acceptable to the majority on poetic merits. In the end it was decided not to include them.

"There's a lot of confusion to the effect that it's only with intention that hurt can be caused. I don't agree with that," says Dr. Tipper. "I would hate to use the term censorship. It's really just consideration." The novelist Ray Bradbury, in connection to his great novel Fahrenheit 451, would write that "there is more than one way to burn a book, and the world is full of people running about with lit matches... If Mormons do not likemy plays, let them write their own. If the Irish hate my Dublin

stories, let them rent typewriters." His point, that self-censorship can be more dangerous than imposed censorship, rings true at Gilman, where the attitude that anything controversial or possibly offensive should be avoided seems to have been largely accepted. After a provocative speech by Father Pietropaoli, one member of the faculty

said he had led a discussion of it in several of his classes. "But when they got onto abortion, I made them stop."

Words can undoubtedly do harm. But nothing is more harmful than an environment where one is afraid to express an opinion for fear of being labeled "politically incorrect." Where freedom of expression is respected, tolerance will come by itself - not through rules and regulations, but through the agreement and assent of the community.

*Everyone agrees that freedom of expression should not mean carte blanche approval to abuse others or make them feel uncomfortable.*

## Safeguard Responds to Theft Article

Dear Editor:

Safeguard Maintenance Corporation would like to respond to an Article entitled "Alleged Sub-contracted Janitorial Theft," by Manu Sharma & Zo Noor, which appeared in the February 23<sup>rd</sup>, 2001 edition of the Gilman News.

The article brings to the forefront the topic of theft. Unfortunately, in today's environment, theft remains a recurring problem in a variety of communities. These communities include any environment where people have access to the belongings of others, including office buildings, recreational facilities, vehicles, and even educational institutions at all levels. We have all experienced the anger and inconvenience associated with the theft of items, some monetary and some sentimental, from our desk, car, locker, or our home. Our community newspapers contain daily reminders in Crime Log columns that these events are more common than we would like to believe. Unfortunately, there will always be individuals who, either planned or in a moment of weakness, will take advantage of the trust or inattentiveness of others and commit an act of theft.

Safeguard Maintenance Corporation recognizes that this environment does exist, and works closely with our friends and clients, to establish, monitor and implement a system of reporting and investigation that seeks to reduce or eliminate, to greatest extent practical, these occurrences. Our shared goal, as a member of the Gilman community, is to provide our services in a way that achieves the desired result, builds productive relations with our clients, and protects and enhances the clients' investments in their facilities, creating a positive learning environment for its member families.

Since August of 1998 when this joint effort was established, Safeguard and Gilman personnel have had the discomfoting duty

of responding to a few of these types of situations. As a result of these efforts, we have had some success in identifying the types of situations where these events occur, and taking necessary steps to diminish the possibility of theft reoccurring. Additionally, we have been able, in some instances, to identify the individual responsible for a particular theft.

In these cases, where a Safeguard employee has been responsible, that individual was subject to Company disciplinary measures including termination, as well as, possible criminal prosecution from the aggrieved party. In the instances where the individual was not a Safeguard employee, but may have been the employee of another contract firm working at the School, a member of the student body, other Gilman community individuals, or one of the daily visitors to the campus for athletic, educational or social events, corrective actions are the purview of the Gilman School through its internal disciplinary structure.

Safeguard Maintenance Corporation would have appreciated the opportunity to participate in the compilation of the information contained in the Article prior to its publication. We would have been delighted to make available personnel and information which would have had an impact, and eliminated the publication of inaccurate and inflammatory information.

As a long time, local, family owned firm, we take our responsibilities seriously, as these communities are not just where we work, but where we live. Please let me extend an invitation to the incoming Juniors of the News crew to contact me personally if I can be of any assistance on future projects. I would be delighted to help.

Very truly yours,

H. T. Brown, President & COO

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The Gilman News welcomes letters to the editor, columns, and artwork from Gilman students, teachers, faculty, alumni, and from the community-at-large. The News reserves the right to edit for length and grammar. All items must be signed and typed, preferably saved on a 3.5 inch disk in Rich Text Format. Send correspondence to The Gilman News, Gilman School, 5407 Roland Avenue, Baltimore, Maryland 21210 or our e-mail address: TheGilmanNews@Hotmail.com

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*For a long time, the Gilman News has, in each issue, put forth a special question and invited responses from the student body. An apparent lack of interest has lead the editors to reconsider this custom. Therefore, the (perhaps final) question of the month is "Should there be a question of the month?" Please respond!*

## Reactions to Alex Billet's Senior Speech

COMPILED BY WILL SHOCK

After making his senior speech on the topic of socialism, Alex Billet commented: "I think it went very well. My main goal was to make the Gilman community think, and I think I did that very well.

Others had different opinions regarding the speech: Matt Owens ('04) felt that "the speech brought a lot of controversy." Ken Kiyota ('01), however, claimed, "The speech was one of the best and thought-provoking I've heard." Some students criticized the speech, saying it did not provide enough information on the socialist party as a whole. "I am honestly not sure what the Socialists believe in," said Adam Lenrow ('04).

# Honor Code Hypocrisy? Fifth Period Detention:

## Unfair and Ineffective

BY ALEX AMBINDER

The honor code at Gilman is an important aspect of the relationship between faculty and students, however, many believe that this code has been compromised. A Gilman News poll conducted in the fall shows that 39% of the students and faculty strongly believe that the code has been compromised, and 18% believe very strongly that it has been compromised. The honor code was created to set guidelines for students, as well as to create an environment in which a teacher is able to trust his or her students, just as a student is able to take a test knowing that the other students around him are not cheating.

The students at Gilman have not only compromised this system, but the teachers as well have played a role in the deterioration of the system's effectiveness. Although most teachers have confidence in the system and their students, some do not have complete confidence and trust in all of their students.

Some teachers admonish and warn students against telling others the questions and answers to a test; a precaution that may show a teacher's basic lack of confidence in a student. According to the recent Gilman News polls, 91% of the faculty believe in the honor code, and 58% believe it has been compromised, therefore it can be inferred that many teachers may only use this warning as a precaution to remind those students of the honor code. Unfortunately, some students interpret this as mistrust.

Some members of the faculty feel comfortable leaving the room while students take a test, an aspect of Gilman which impresses most, however these same members will not give back a test if one student has not taken it. This is commonly practiced to avoid disorganization, and some teachers such as Mr. Kirby and Ms. Williams would not give a test back in order to prevent any temptation and to prevent a situation with "unfortunate results."

The dilemma that some teachers and students have encountered is that many members of the faculty know that students

have compromised the code in the past, therefore, many feel a need to prevent any further complications by refraining from returning a test. Then why don't the teachers also stay in the room while giving a test? This habit

of not giving back tests contradicts the comfort with which some teachers leave their rooms during tests. It seems to me that they should either have complete confidence and trust in the students, or be slightly inconvenienced to prevent all cheating.

In response to the incidents that have occurred that have violated the honor code, one must ask: is the honor

code effective? Mr. Kirby says, "In theory, an honor code fosters an atmosphere of trust and fairness, and if a student fails to be trustworthy, then it is not the system's fault, but it is the responsibility of the individual."

Unfortunately, according to Dr. Kelly, the honor code at Gilman does not prevent cheating. When asked what the advantage is of having an honor code, he replied, "In the best of all worlds, it makes the student body a community."

Mr. Schmick, on the other hand, says, "The more responsibility you give to the students, the more responsibly they behave." The honor code does give students responsibility, the responsibility to be honorable, and this effectively stops most cheating, in Mr. Schmick's opinion.

Whether or not the honor code has prevented cheating the past, it is important that students perform under its guidelines, in order to ensure a more trusting community in the future. It is important that teachers are able to trust the individual students not to cheat, because this will allow the honor code to flourish. Unfortunately, some teachers feel unable to trust all students, due to previous compromising of the honor code. In the poll, 39% of the school believed that the honor code can be fixed, and 12% believed very strongly, whereas 28% had no opinion. More importantly than the question "can it be fixed?": will we try to fix it?

BY ANDREW JANET

When most people get sent to fifth period detention, they call it "getting in trouble." Me, I call it "investigative reporting."

The intent of fifth period detention is to place students who have committed minor infractions of disciplinary rules in a supervised environment where they can do homework. But the first thing I noticed in fifth period detention was that everyone was talking, something that is not permitted in fifth period study hall (for freshmen and sophomores, at least). I gave up on homework within a few minutes, suffering from all the noise. Another thing I noticed was that a few people were eating during fifth period detention. When a dean came in about halfway into the period, he informed us that there should be no eating in detention - but didn't do anything about it! They just kept right on eating! Finally, both deans had to leave by 3:20, informing us that we were on our honor to stay until 3:35; naturally, since the prisoners of detention are not exactly known for their honor, some left early. I use the term "prisoners" loosely,

since fifth period detention is not so much of a punishment as a reward.

Other complaints have also surfaced. Some students claim that they have been penalized for missing a fifth period detention because the teacher who gave it to them did not inform them of it. Although fifth period detention is certainly not onerous, a Saturday detention is.

In short, fifth period detention doesn't work. The majority of the people in fifth period detention are repeat offenders, because, for freshmen and sophomores, it's better than the alternative! Perhaps a better solution would be the commencement of two separate study halls for freshmen and sophomores - one for people who want to do homework, and

one for people who just want to talk. That would make study hall more adaptable, and make the privileges of detention less enticing. In any case, the current fifth period detention system needs updating. Because people without ties should not be rewarded with the freedom to eat and talk during fifth period.

*The students at Gilman have not only compromised this system, but the teachers as well have played a role in the deterioration of the system... some do not have complete confidence and trust in all of their students.*

*The intent of fifth period detention is to place students who have committed minor infractions of disciplinary rules in a supervised environment.*



Students chill out during 5th period detention.

PHOTO BY JOHN MILLER

# SPARKNOTES.COM Sparks Discussion

## Merely a Tool for the Lazy? ...Or Helpful Resource?

By AMOL NARANG

Sparknotes.com has been gaining more and more popularity, and with its rising fame, gaining access to reading assistance has become quite simple. Rather than toiling through pages and pages of complicated reading, students can choose the swift summaries and commentaries found at sparknotes.com. However, its increasing popularity brings on several questions regarding its legitimacy: Should consulting sparknotes.com be considered cheating? What if a student reads the assignment but does not fully understand the literature? Should he then be allowed to search the Internet for helpful analysis of the story? In order to answer these questions, one must first discuss two different situations. These are the two main predicaments that students find themselves in before logging on to sparknotes.com.

The first situation involves a student who realizes that he has a long reading assignment for the next day. Usually because of either procrastination or laziness, the student decides to log on to the Internet as a substitute for doing the reading. In either case, the student does not want to spend time actually completing the assignment. Should he be allowed to read a summary and explanation of the reading from spark notes or another source? The answer is obviously no. Not doing the assignment and getting the information from spark notes should be considered cheating and is therefore a violation of Gilman's Honor Code. It is comparable to obtaining a summary or explanation from another student. Thus, in any class in which it is illegal to copy someone else's homework, it should also be illegal to use spark notes.

A more complicated area arises in the second situation. This time the reading is usually poetry or very difficult literature. Imagine a student who finishes the entire reading, but, after trying to decipher its meaning, he still cannot understand the author's intent. Should this student be allowed to consult sparknotes.com to find ex-

planations of the story? The answer to this question must also be no. When a student uses aids such as sparknotes.com, he deprives himself of the education process that is intended to take place during an assignment. For example, much of the idea of reading literature is learning how to understand it. By memorizing a paragraph from sparknotes.com that explains story's meaning, the student learns much less about the reading and will have a much harder time appreciating it. Moreover, he cannot improve his reading skills by reading such aids. Class discussion is worth more than reading the answer on a computer screen.

In other classes, students encounter difficult material. Let's use math as an example. After struggling for a while, trying to solve a problem, the student has the option of going to other students for aid. However, in this situation, the debate has never arisen about whether or not aids should be allowed. So why should it be any different for literature?

Not only do reading guides undermine the focus of school by detracting from the education process, but they also give an unfair advantage. Quizzes and tests are meant to test one's own work. One's grade ought not be so important as to overshadow the actual learning. In fact, if one reads an assignment but does not understand it, most teachers will likely help the student before class by discussing the reading.

Clearly, there is no excuse for someone who does not do the reading and gets the information from an Internet aid. Moreover, sparknotes.com should not be used even after the reading, as it gives the teacher the impression that the student fully understood the reading. Obviously, nothing can be done to stop the use of this site. Instead, students must come to understand that logging on to sparknotes.com is not the best way to do an assignment.

By KAREEM SHAYA

With the advent of the Internet, study aids have become very accessible and easy to use. The most popular one is sparknotes.com, which provides users with summaries and analyses of texts on anything and everything from literature to economics. The controversy arises in the misuse of spark notes. They can be read instead of reading the real text, and normally, they can provide a good enough summary for a student to be able to do well on the next day's quiz. Using spark notes in this way is obviously and indisputably cheating. It is using them in conjunction with the assigned text, however, that is an acceptable way of using them.

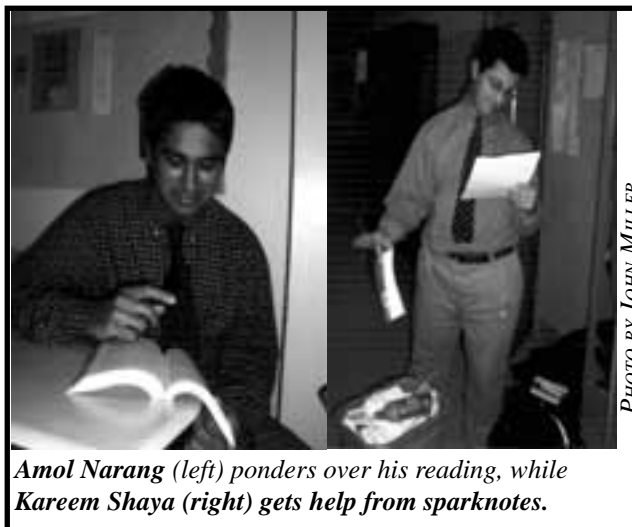
Let's take William Shakespeare's "Macbeth" - a difficult play to read - as an

example. The student is to log on to sparknotes.com and read a concise summary, which would provide him with a good understanding of the play. This also gives the necessary foundation to delve into the deep analysis of a text that takes place in a typical English class. In this instance, the student uses the summary merely to further his understanding of it.

When asking a teacher what he thought of sparknotes.com, he answered, "They give their interpretation to students, while in class, we come to a conclusion about a book together." But this is incorrect. Sparknotes.com gives summaries and analyses of books, but there is nothing inherently wrong with this. Things go wrong when people misuse the given information.

Anyone who has taken an English class has realized that there are myriad ways to interpret a great book. Sparknotes.com has the phrase "Think about it." printed in several areas of the website, which suggests that the correct way to use sparknotes.com's analyses is to use them as a medium for the expansion of understanding of a text. One should not accept their interpretation as fact; rather, one should contrast it with one's own view and come to a reasonable conclusion. One would be very hard-pressed to find someone who argues against exposing students to multiple viewpoints.

In all these ways, sparknotes.com can be used in a correct fashion - in a way that will further one's learning experience. Those who oppose the use of sparknotes.com altogether are attempting to prevent students from accessing viewpoints different from their own. It benefits students to learn other's opinions because it shows that two people have minds that work very differently. Above all, it allows students to learn more. Since this is the ultimate goal, it is clear why the aforementioned uses of sparknotes.com are entirely ethical and should not be regarded as tools for the lazy.



Amol Narang (left) ponders over his reading, while Kareem Shaya (right) gets help from sparknotes.

PHOTO BY JOHN MILLER

example. After having read the assigned pages, a student has just one question: "What the heck were those last three pages about?" The student could - as some teachers would suggest - read it again and take notes on it. Then he could start the rest of his homework and, after being overloaded with work, crawl into bed in the early morning hours. This is the best path to follow, but it is prohibitively time-consuming.

So what is the average inefficient reader supposed to do in this situation? One op-

## Club Updates...Club Updates...

### Mock Trial

BY STEVEN BRESSLER

Mock trial has been a sensational success this year at Gilman. With an incredible turnout early in the year, Gilman was able to host two very capable teams. The first team is coached by former French and Spanish teacher Mojdeh Bahar and is led by seniors Kevin Karski, Mac Caplan, and Joe Campanella. The team benefited this year from freshmen recruits Michael Brown and Evan Chris. New coach

Loretta Tassoni, a chemistry teacher, heads the second team. This team, led by seniors Nick Bell and Robert Gorham, juniors Noah Green and Paul Diver, and me finished the season 3-1, second in the city after their only loss to Gilman Team 1. Gilman Team 1 finished the regular season 4-0, with a championship win over Gilman 2 to take the Baltimore City title. The team looks forward to competing in the Maryland Regional competition for a chance to win the state championship. According to Ms. Tassoni, "The season was a success." A great sum-

mation from a great coach. Thanks must be given to all the coaches for supporting both teams and for donating much of their personal time.

### It's Academic

BY ALEX GOLD

This year's It's Academic team had its share of ups and downs. After failing to win in both the Data Race and the actual It's Academic tournaments, we were forced to enter one-day tournaments for the rest of the year. A one-day tournament is exactly what

it sounds like: an It's Academic-style tournament compressed into the length of one day. Our biggest success came when we entered one such tournament at Johns' Hopkins University at the Eisenhower Library.

Part of the Gilman team that agreed to participate combined with their Bryn Mawr counterparts to form one very strong academic force. The team flew through the preliminary rounds - which included a 175-30 win against City College - to eas-

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## Gilman Students' Practices: Religious, Not Athletic

BY JEFFREY FRIEDMAN

This year, Gilman has put a special emphasis on building the often overlooked element of the school's credo: "building mind, body and spirit." With Fr. Pietropaoli's daily prayers and religious assemblies, as well as a few guest speakers, Gilman has tried to bring out the spirit in its students by encouraging them to take up some sort of religious commitment. With this new focus, several students have newly expressed their religious devotions this year, while others have held the same dedication for years. Considering the seemingly large percentage of Gilman students, and Americans in general, who do not consider themselves to be religiously observant, it is interesting to hear why classmates have committed themselves to their religious faiths and particular practices.

After returning from a two-week trip to Israel, the Gilman community has taken note of junior Alex Helfand's addition to his normal dress code attire: a yarmulke upon his head. Since his return in late February, he has received frequent questions and comments from teachers and students. Many have asked why he has decided to observe this Jewish tradition.

"Nothing specific," he explained, "more just that I felt comfortable doing it and that I shouldn't have to hide my Judaism." Helfand is also quick to point out that there is no biblical commandment for a Jewish male to wear a head-covering. "Wearing a kippah [the Hebrew word for yarmulke] is not mandated by Jewish law but is a personal choice that each individual should make for themselves." To explain why he feels it is still an important custom to follow, Helfand commented, "It's not for other people to see, but rather that I can remind myself of the commandments...and remind myself to always act morally." In addition to the yarmulke, Helfand has been wearing a special undershirt with fringes hanging

off of it, discussed at length in the Old Testament, which also serves as a reminder to act honorably.

Other frequent questions which Helfand has received include the significance of the designs of the different yarmulkes he wears. "The colors have no purpose other than aesthetic," Helfand cleared up. In fact, younger Jewish boys like to wear yarmulkes that look like basketballs, have drawings of action figures on them, or even a threaded

Nike swoosh. He has also received joking reprimands when he comes to school without it. "I wear it all the time but occasionally forget because I'm still getting used to it," Helfand defended himself. Some of his teachers might argue that he remembers it at least as often as his tie. Finally, Helfand has in no way taken up this commitment to increase interest in Gilman's Jewish Students Association, of which he is co-president.

Not to be overlooked are certain Gilman students who have been observing unique religious practices since their parents taught them when they were young. Zo Noor, '03, and his older brother Shah, '01, as well as senior Veer Singh, wear special articles of clothing to remind themselves of their religion, Sikhism. After breaking away from

Hinduism because of its caste system over 400 years ago, Sikhism has evolved into a

modern religion which emphasizes equality and worship of its one God, Vaheguru. Because of its relative modernity, most of its traditions still have clear meaning today. Five of the religion's key observances are: not cutting one's hair, carrying a comb at all times, carrying a dagger at all times, wearing a silver bracelet, and wear-

When he was younger, Zo was occasionally made fun of for wearing his putka in school. Now, however, he feels "comfortable" wearing it at Gilman. "I feel fine and I really don't care about what other people think," he added. "You can feel prejudice sometimes," he commented on how he feels wearing it outside of Gilman. "[Prejudice] is more prevalent for Sikhs because [the turban] is really visible and it's a strange concept to Americans."

In addition, Zo wears the silver bracelet, called a "kara," to remind him of his religion. "I basically do it because it's an important part of my religion and most of what it symbolizes I believe is right."

On the other hand, there are FCA co-presidents Starrett Esworthy and Josh Hoffman, whose churches do not put emphasis on clothing. Instead, as explained Esworthy of his non-denominational church, "[It] focuses not so much on rituals and traditions, but more a one-on-one relationship with God." Hoffman's church, The Assembly of God Church, takes a similar attitude.

For both Hoffman and Esworthy, praying throughout the day reminds them of their religious identities, obligations and thankfulness to God. "I pray for all types of occasions," Hoffman commented, "from before the dinner meal to before a lacrosse game." He also mentioned the more mundane: "God let me do well on this test." Esworthy uses prayer for similar moments, such as "when I am bored and my mind drifts away" or "before athletic events when I'm nervous." "Afterwards," Esworthy added, "I feel calm and relaxed."

While these students' religious beliefs and practices may not be shared by the majority of the Gilman community, their comfort in expressing their religious commitments is a testament to Gilman's tolerant environment.

Can I get an amen?



Alex Helfand ('02) wears symbol of his religion.

PHOTO BY JOHN MILLER

ing underwear.

Zo Noor explained why he observes two of these practices – besides the underwear, of course. He explained that he does not cut his hair because "[cutting] it shows a lack of self-confidence." It is because of this practice that he wears a "putka," or small turban, over his head during the day. "[The putka] symbolizes the religion," he said, "and makes it easy to recognize someone as a member of the religion." The bigger turban, called a "pugree," can be worn by adults and can be seen upon the head of Veer Singh. "Adults look nicer with their hair under it," Zo explained. "I don't plan to cut my hair, and I plan on wearing a [pugree] soon."

## Club Updates...Club Updates...

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ily secure a spot in the playoffs. After upsetting a very talented John Carroll team, the only obstacle lying in the team's path to the final was second-seeded Calvert Hall. When it was time for the final question, the score was tied, and our captain, Justin Redd, came through with the correct answer, giving us a ticket to the final. The team came out in second place overall, surprising many JHU students and even ourselves. It was a terrific end to the season.

### NOSB

By JAMES KIM

The National Ocean Science Bowl, a competition suited for students interested in Earth's oceans, never seemed like a Gilman source of interest. Nevertheless, last

year Mr. Balakrishnan began a club to prepare a group of five students (Dylan Salmon, Manu Sharma, Matt Perkins, James Kim, and Ace Chalmers) for the NOSB. Although Dylan withdrew from the club and our team never had an alternate competitor, luck stayed with us. With the leadership of team captain Matt Perkins, Gilman finished first at the Chesapeake Bowl, which only involved schools in the Chesapeake Bay Region, out of about fifteen different teams from Maryland, Washington D.C., and Delaware. After this stunning victory by our incipient

group, the NOSB club gained recognition and interest from a larger spectrum of students.

Under the coaching of Mr. Morrison this year, the new team consisted of three returning: Ace Chalmers, Manu Sharma, and James

Kim, with the addition of John Miller and the alternate competitor, Mark Borak. Other people had also joined the club, but unfortunately, Gilman could only send one team this year. Sacrificing their lunch periods, this group of dedicated marine scholars practiced questions for about two months. We even spent exam make-up day at the National Aquarium.

At the competition at the Naval Academy, we remained undefeated for three consecutive matches out of four in the morning. Our position looked excellent in comparison with the other twenty teams. Only State College's team remained undefeated in all their morning matches. However, much to our dismay, these victories had no effect on the official competition. So starting

with the Holy Cross Academy, who's team consisted of 5 girls, we lost two duels that placed us out of the 4th Annual Chesapeake Bowl. Nevertheless, the Gilman team had undoubtedly learned much about our oceans, especially such features like guyots and tsunamis. Also, Manu's comments and supported us, and we burned for revenge next year.

Hopefully, more people will join the club next year, and Gilman will be able to send more than one team to the Chesapeake Bowl. The NOSB Club's goal is to educate Gilman students about how fragile and magnificent the Earth's oceans are. Within these massive bodies of water, a huge percentage of the life on Earth exists. When one knows more information about the oceans, as in this club, a respect for the blue seas.

## Damn Yankees=Damn Good

BY ANDREW JANET

How can we assure Oriole victory against the Yankees this year, even with our bad team? We'll just get Mr. Applegate involved...

The play "Damn Yankees," one of the biggest Broadway hits ever, is about a man named Joe Boyd, whose one wish is to see the Washington Senators win the pennant. In fact, he wants this so bad that the devil, named Mr. Applegate, comes up to earth and makes a deal with him: Joe will turn into a big hitter named Joe Hardy, almost ensuring the Senators' victory, and all the devil wants in return is Joe's soul for eternity. Joe agrees to it, but talks the devil into an escape clause saying that if he doesn't like being a baseball player, he can get out of it by a set date. Joe Hardy joins Coach Van Buren's team and soon becomes a sensation

a c r o s s  
America, partially due to reporter Gloria Thorpe, who tells his stories of success and gives him the nickname "Shoeless Joe." But Joe still loves his wife Meg Boyd, and to try to make him forget about her,

the devil sends Lola, a seductive woman whose soul he is in charge of for making her beautiful. But will Joe get out of this deal in time? Come see the musical to find out.

The Gilman version of Damn Yankees, directed by Mr. Michael Himelfarb, stars Alex Billet as Joe Hardy, Derrick Wang as Mr. Applegate, Brad King as Joe Boyd (the older version of Joe), Linley Taber as Lola, Kate Owens as Gloria Thorpe, Kate Shoemaker as Meg Boyd, and Pat Ercole as Van

Buren. The play is completely designed by students; the team consists of 42 actors and actresses, 30 techies working on the sets, and 25 in the Damn Yankees orchestra, directed by Mr. Bruce Henderson. Also helping out are costume designer Sue Holmes and choreographer James Hunnicutt, who has put all different styles of dancing into the play: mambo, hoe-down, salsa, vaudeville, the works!

Mr. Himelfarb says that so far, the leadership displayed by the thespians is outstanding, and that "it's ironic that the musical is about a struggling baseball team, when the rehearsal team is so impressive. It's a lot of fun, a lot of hard work, and it's already promising to be hilarious. It's got a witty, bawdy, funny script, and everyone should come see it."

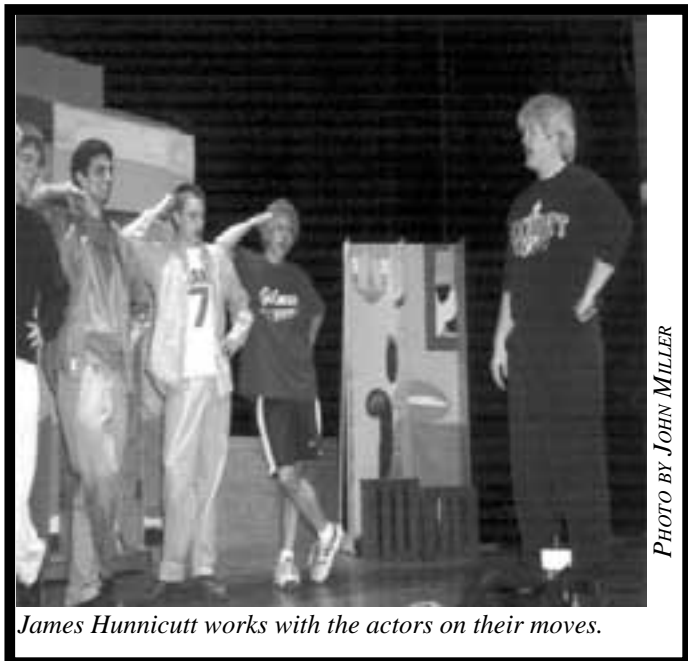
T h e  
cast is having a lot of fun with the musical. Alex Billet says: "It has some of the best musical numbers I've heard in my life, a fairly simple plot, but you don't get the feel-

ing that it's corny. It has a great cast, some of the best people I've worked with, and I can't think of a better way to end my acting at Gilman, with a musical like this and a director like Mr. Himelfarb."

The team also consists of a full Washington Senators baseball team. Will Shock, playing a baseball player named Henry, says that "It's really great to work with these actors. The baseball team is so crazy, so rehearsal's always fun."

Even those cast for the smallest parts are enjoying working on the musical. Chorus member Ben Demers says, "This is a great show. It's been a lot of fun learning the music and blocking."

Everyone should come see this production of "Damn Yankees," brought to you by the same team that put on "Into the Woods" and "How To Succeed In Business Without Really Trying," both of which sold out. To get in, you "just gotta have heart"...but it also helps to have a ticket.



James Hunnicutt works with the actors on their moves.

PHOTO BY JOHN MILLER

## "The Investigation" at Center Stage

BY DERRICK WANG

Center Stage continues its provocative 2000-2001 season with Peter Weiss's "The Investigation," a theatrical transcription of the testimony of Auschwitz survivors at the Frankfurt Trial of 1963-1965, during which former prisoners testified against twenty men central to the running of the camp.

Irene Lewis has staged this free-verse play in a presentational manner: the judges, witnesses, and defendants seat themselves on Christopher Barreca's raked platform facing the audience, pausing only to stand and speak into microphones. Wendall K. Harrington's projections include haunting photographs taken during World War II as well as captions for each of the eleven "songs" (scenes) that make up the play. Under Mimi Jordan Sherin's bleak lights, the actors, clothed in Constance Hoffman's muted costumes, contest and confront each other in turn as Karen Hansen's folk-inspired music fills the house with lonely melody.

Individual performances do not assert themselves as superior within the intricate framework of the drama: instead, the cast of eighteen actors function as a cohesive ensemble, a collective embodiment of the horrors of Auschwitz only fifty-odd years

ago. A rather ingenious set of doublings compels each actor to play both witness and defendant - and even judge. Thus, we the audience receives back-to-back testimony from both sides. The change in characterization prohibits us from assigning blame to select characters in the trial; instead, we see various men and women, neither good nor evil, acting within the repugnant system that allowed the atrocity of the Final Solution to occur.

The result is part drama, part social documentary, forcing us to examine, probe, and rethink our perception of events. Weiss's script pulls no punches, leaving terrifying testimony intact, of which the chilling "Song of the Black Wall" is but one example. The play concludes with a shocking finale: an ex-Nazi loudly protests the trial, maintaining that his cooperation in the extermination of Jews only demonstrates his loyalty to his country - at which point the other defendants stand and applaud. As the lights fade, we are left only with facts and figures projected against the back wall: mere numbers for the dead.

Now Playing: "Dinah Was." Coming soon: August Wilson's renowned drama "The Piano Lesson"

### HR DAY Continued from page 1.

Markham felt that not even the focus of the day was worthwhile, saying, "The issues emphasized during Human Relations Day were greatly exaggerated. The time would have been used more productively on other issues like honor and cheating."

However, much creativity was put into the day by Father Pietropaoli and the students who joined him in planning it. Nick Bell, '01, enjoyed the showing of ESPN's *Classic Sports* documentary of Michael Jordan's career. "The video was appropriate as it combined sports entertainment with the day's theme." Others were amused by watching their classmates brake-dance to loud hip-hop and act out an "SNL"-quality skit. Mr. Jacobs said that the opening skit was his favorite part of the day "because of its honesty, spontaneity and warmth." At least the kids on stage were able to laugh at the separation between 'athletes' and 'artists.'

While less than 60% of the students polled felt the day was worthwhile, that's still 60% more than last year. It is clear that the planners of Human Relations Day are gradually making the day better and better. Father Pietropaoli has already collected praise and criticism from students and faculty and will be able to learn from the Day's successes and failures. In response to one student's comment, "Keep trying:" the community most certainly is.

### April Fools Continued from page 1.

very disappointing to many who were thinking about taking all of the chairs out of the building. Mr. Schmick states that part of the reason for this was because there was a possibility of rain the next day, as well as the fact that no definite plan had been made. In the future, according to Mr. Schmick, something will be done to prevent destructive or tasteless pranks from being pulled. He is not sure as to what exactly he will do, or even if the pranks will be allowed at all. These matters will be discussed with the senior leadership next year.

In past years, it has been the goal of many seniors to play pranks that were more creative than those of the past. Unfortunately, the pranks for the last year or two have resulted in destruction or unhappiness due to over-zealousness and a misguided view of what is funny. The current underclassmen should know that Mr. Schmick has no problem with them pulling a prank on the school when they are seniors, as long as the pranks are funny, not destructive, and done in good taste. However, tasteless pranks pulled in what has been described as a "mob mentality" will not be tolerated by the administration or tomorrow's upper-classmen. We want to enjoy the foolishness of April Fools Day without acting like fools.

### Damn Yankees

Gilman auditorium

May 4<sup>th</sup> at 8 pm, May 5<sup>th</sup>

at 8 pm, May 6<sup>th</sup> at 2 pm.

Play by George Abbott and Douglas Wallop

Music and Lyrics by Jerry Ross and Richard Adler

Director: Michael Himelfarb

# U.S. Economy Turns to Downward Spiral

BY ALEX MAZER

Newspapers and periodicals around the country are covered with articles detailing the struggling economy. There are many reasons that are responsible for this current situation. Some blame the Federal Reserve, and others attack President Bush, or even the investors. Undoubtedly, the economy is in a position where it needs to rebound quickly, but many are unsure about that possibility.

Those who feel that Alan Greenspan and the Federal Reserve are to blame for the struggling economy are not showing much sympathy. Alan Greenspan is in an awkward position himself. As George Hager writes in USA TODAY, "Bottom line: No one knows

how this will turn out, not even the Federal Reserve Chairman Alan Greenspan." Not only does Alan Greenspan not know what will happen, but also he does not know how to resolve the current situation. On Tuesday, March 20, he cut interest rates for the third time this year by half a point. However, this reduction did not have much effect on investors, as the market went down the following day. Obviously, the market was looking for a .75 point cut, but they did not get one. The members of the Federal Reserve expressed their hopes of a quick recovery, and Alan Greenspan has publicly

said that consumer confidence will determine whether the economy falls into recession, and currently consumer



Federal Reserve Chairman Alan Greenspan reports on monetary policy on Feb. 13, 2001. (AP Photo/Dennis Cook)

confidence is at a low.

Investors have undoubtedly begun to lose confidence in what was once a very strong economy. As the stock market is trading at lower levels than many have been accustomed to in the past year, many have pulled their investments out, thinking that it was too risky. It seems that, at this point, the only conservative investments are in bonds. The U.S. Treasury Secretary Paul O'Neill reinforced the Federal Reserve's message, adding that he is very optimistic about this economy. O'Neill also points out that, despite the opinion of the

struggling economy, there is still growth. Granted that in parts of 1999 and 2000 the economy experienced greater levels of growth, currently it should not be overlooked that there is in fact growth.

It also seems that investors are neglecting their long-term investments and focusing on more short-term success. The expectations of success in short-term investments are a flaw in investor psychology. Thus, many are suggesting that investing is indeed a long-term project and in the long run, there will be a significant profit. O'Neill indicated, "Take a look and pay attention to intermediate and long term. This is a fabulous economy and it will be reflected again in the stock market." The

level of confidence of investors is influenced by quite a few sources, and often the President's impact is overlooked.

The media has recently blamed President Bush for many of his inappropriate statements regarding the economy. During a period of low investor confidence, the President should - as many believe - enforce his optimism, but he has in fact been doing the opposite. His messages could be summarized as Jonathan

Alter best said in Newsweek, "Be afraid, be very afraid." He later writes, "They [the Bush economic team] did something risky and unusual - they poor mouthed the economy to build support for their tax cut." One would assume that because President Bush has so much authority over the citizens of the United States, his messages would aim to psychologically please the people. President Bush recently became aware of his mistakes and while speaking in New Jersey admitted he had "great faith in the future of the economy." Unfortunately, his comments were long overdue and have not had as much impact as his comments against the economy.

President Bush is very committed to his tax cut. However, his plan will not provide enough stimulus to the economy for at least one year. Congress is now debating a 60 to 80 billion-dollar immediate tax cut. Despite what Bush says about his estimated \$1.3 trillion dollar tax cut, which the

Democrats are very unhappy about, it would not aid the economy and therefore not would not fix the current situation. However, the immediate tax refund could very easily provide the

momentum to revive the economy in the near future. No matter what happens, we are all crossing our fingers and hoping that the economy will rebound shortly.

**"Bottom line: No one knows how this will turn out, not even the Federal Reserve Chairman Alan Greenspan."**

## A Glimmer of Hope from Gilman in India Disaster

BY MANAN SHAH

Although I was born and raised in the United States, my family originally came from the town of Ahmedabad. Ahmedabad is a large city on the west coast of India, north of Bombay. It is located in the province of Gujarat near the city Bhuj. Presently, my three living grandparents, as well as many members of my family live there. For this reason I was very concerned when I heard the news of the massive earthquake which took place there on January 26 of this year. Luckily, neither my grandparents nor any of my immediate family in India were hurt by the earthquake; however, others were not so lucky. The Red Cross estimated that almost 50,000 people were killed in this tragic natural disaster. The earthquake, which measured 7.9 on the Richter scale, was the biggest and worst in India's history. The city of Bhuj, in close proximity to Ahmedabad suffered the greatest damage. Buildings and houses were completely leveled, and the city was reduced to

ruin. Likewise, Ahmedabad was greatly damaged as well.

In both cities, thousands of people lost their homes, along with the lives of family members and friends. Three weeks after the



Residents of Ahmedabad, India, survey earthquake damage. (AP Photo/Saurabh Das)

earthquakes occurred I received an email from my cousin, who lives in Ahmedabad, describing his experience during the earthquake. In spite of all the scenes and stories of horror that I had seen and heard in the news, it wasn't until I read my cousin's email that the harsh reality of this earthquake sunk in. In contrast to the mere statistics of the death counts which I had heard up until this time, his personal accounts of the earthquake were chilling. He talked about how he and his

friends had seen people die helplessly at their feet. What struck me the most was when he said, "We could hear just a cry of death.... relatives running towards the building saying even they don't want to live any more."

Traumatic as it was, he seemed touched by how, in a time of need, "All around, people were rushing to help however they could." I am sure my cousin would have been touched to know that Gilman was eager to help in the recovery project. My mom was overjoyed as we piled bags upon bags of clothing—donated by the student body—to be sent directly to Bhuj by a temple in Baltimore. In addition, the student-led pizza sale raised a large amount of money for earthquake victims, which could not have been possible without the kind cooperation of the cafeteria. Thanks to everyone in the Gilman community who bought pizza or donated clothing; I am sure the victims who will benefit from your kindness will greatly appreciate it.

# Basketball Team's Triumphs Go Unnoticed

BY MATT TULLY

The end of this winter marked a memorable basketball season for Gilman and its athletic department. Objectives that seemed unlikely for the Hounds were met in top fashion. This year, the team defeated ranked teams such as Southwestern and Mervo, achieved the 20<sup>th</sup> rank in the city, and won the Bristow Holiday Tournament. One would think that these revolutionary accomplishments would draw immense support from its student body. Unfortunately, this was not so.

Through thick and thin during our basketball experiences, an impressive, rowdy home crowd did not exist. This is very surprising, not only because of the team's success, but because of the fact that Gilman contains one of the finest gymnasiums in the state of Maryland. The gym is such a luxury that it has hosted several NCAA Division I basketball games for nearby universities. It is perfectly designed to pack in the fans, yet when the players look over during the game, all they see are their parents. In many instances, the opposing team's fans outnumbered that of Gilman's, in our own gym! Leading scorer Scott Gehring said one day after a home game, "It was kind of ridiculous when I was getting an 'air-ball' chant at a home game."

There are many excuses given by the student body in response to the lack of support. Some students claim that Gilman's academic life does not allow enough time for such events. This is why our Athletic Director, Mr. Tim Holley, scheduled games for every Friday or Saturday night. Even Gilman does not give so much homework that its students are swamped on Friday nights! Another reason given is that Gilman basketball is just not good enough for them.

That is disappointing, considering the fact that far lesser teams pack their old, under-sized cages with fired-up students and faculty. For example, in an away game at Loyola, the fans were so loud it sounded as if the game was being played at Duke's Cameron Indoor Stadium. What makes this scenario so interesting is that, despite sporting a team that has been on a decline over the past few years, Loyola's fans packed the gym. Yet, the only person watching our team take the A Conference championships, Towson Catholic, down to the wire, was Stan White's dad.

The team was pleased with the season, but was extremely dissatisfied with its lack of fan support. Hopefully, this will not be a recurring issue. The Hounds are looking forward to a very promising season next year. They return their two leading scorers, and several other key contributors, so the season will be one filled with much excitement.

This issue of student support at school events lies far beyond basketball. If Gilman is the community we all want it to be, we should support our schoolmates in everything that we do. Whether it is an athletic event, or a play, we must extend ourselves, and encourage others. Hopefully, this spring's athletes and actors will not suffer the same disappointment that the basketball team encountered. So, if you find yourself with some free time after school or on the weekends, go to a lacrosse or baseball game. Go to a tennis, or golf match. Watch a track meet. Go watch the upcoming Spring musical. If you do, not only will you be helping your fellow schoolmates, but you will also be guaranteed of having a good time.

# Track Team Races Towards Championship Finish

BY JUSTIN ROFEL

Expectations are high for this year's track team, which will try to improve on last year's third place finish in the MIAA championships. The team has united under the leadership of its captains: Starrett Esworthy, Jason Lee, Crawford Hawkins, Antonio Green, Jamie Ryan, Paul Simms, Matt Turner, and Malcolm Ruff. Coach Foreman's goal for this season is to develop the long distance runners while continuing to dominate the sprint and field events. Gilman, the defending champion in the 4x200 meter and 4x400 meter relays, the team is favorite to defend these titles this year. The team also looks to control the 4x100 meter race, and improve on a second place finish from last year. Over the past few years, Gilman has had a reputation for excellent performances in the field events, and this year is no exception. Victor Abiamiri, Glenn Rivers, and Matt Turner leads the shot-put

unit. Each played a key role on last year's team and looks to overpower the competition this year. Starrett Esworthy leads Gilman in the discus throw, while Charles Sarbib-Brown hopes to have a good year in the long jump. The sprinters, led by Jason Lee, Jamie Ryan, Malcolm Ruff, and Marty Taylor, are essential to the team's success this year. One key area in which the team needs to improve is the distance team. After the loss of many senior runners, underclassmen James Pilgrim, Matt Tully, and Teddy Wiles hopes to guide Gilman to much needed success in the distance events. From a competition standpoint, Gilman will look to challenge Calvert Hall, Loyola, McDonogh, and Mt. St. Joseph for the MIAA championship. This season looks to be one filled with many great meets, so keep up with the track team as they strive for a successful year.



Starrett Esworthy hurls the discus.

PHOTO BY MARK MCTAMNEY

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