

POSTSCRIPT

The Park School Brooklandville, MD

February 13, 2003

Volume LXIV Issue No. 5

Seniors regain off-campus privileges

by Laura Gordon '05

By an overwhelming majority, the senior class voted to accept a plan to restore off-campus privileges. The class had been stripped of their off-campus driving privileges for an indefinite period as a result of reported daytime use of drugs and alcohol. David Jackson, Head of School, addressed the twelfth grade on Monday, January 5, explaining that there had been numerous reports of drug use, and privileges would be suspended for a minimum of five days until the class constructed a plan to make sure the behavior discontinued. Ordinarily, seniors have privileges, which include leaving campus during any free time throughout the day, as long as they attend all of their classes and meet other obligations such as assemblies and class meetings. When the privileges were suspended, however, seniors had to arrive by their first obligation and stay until their final obligation. Faculty members were positioned at the Park entrance to make sure students did not leave during the day unexcused.

For several weeks before actions were taken, students and others reported to faculty that seniors were going off campus to smoke or drink and were coming back to class. This information was reported without any names, dates or specific information. Jackson became aware of an incident in one class through several independent and anonymous sources. He met with the parents and student, but because the report was confidential, Jackson did not take disciplinary action formally, but did require that the parents deal with the problem "through a health point of view." Ultimately, the drug test was negative. Jackson still decided to bring the issue to the senior class anyway because it was probable that several students had been involved at different times.

Jackson stated, "It's very important when dealing with a problem, not be arbitrary or prescriptive and just say, 'something bad has happened, so you're

all in trouble.' It's also wrong to force or pressure people to confess or come forward. We might have locked all the seniors in a room and said 'you're not leaving until somebody comes forward.' On the other hand, to simply say we don't know who it is and turn our heads is also wrong."

Jackson, the administration, and faculty have several major problems with the off-campus behavior. Primarily, it is illegal for students to smoke marijuana, and secondly, Jackson says, "it is dangerous to drive back and forth from school under the influence." Next, Jackson believes that if a student comes to class under the influence, they "could not actively participate in class the way a student should." Based on these problems, Jackson decided, "I can't stand by and turn my head away and take no action because I don't have

solid proof." Seniors' privileges were suspended for a minimum of five days and Jackson added, "we're asking them to come forward with something to stop the problem, but we're not asking for anyone to come forward and identify."

The suspension of senior privileges has resulted in a conflicted twelfth grade. Senior Evan Goodman commented, "It's completely unjustified because there's no evidence." Senior Grade Representative Aiyana Newton disagrees, saying, "It makes sense that it was either all of us or none of us. They are privileges, and we've taken them for granted. We really need to start over and earn them back." Senior Jon Bookstein said, "I've been off campus maybe once this entire year, so I really don't care. I think I would have much rather had my senior privileges taken away than have nine or ten people in my grade suspended."

Juniors have also been involved in the discussion, as privileges will affect their class next year. Vera Eidelman com-

mented, "I think it's interesting how many angles there are. At Student Faculty Forum people spoke about grade unity, and there are questions about whether or not they were doing the drugs, and if the problem is that they don't respect the school." Junior Nick Hudkins responded, "The fact that teachers didn't actually notice until they heard something means that the problem wasn't that great."

A final proposal passed Monday, February 2 by a majority of the Senior Class, with only four seniors voting against the plan. With the input of class officers Alex Harding, Devon Sharpe, Jeffrey Moy, Aiyana Newton and Abigail Kolker, Jon Weese drafted the proposal which stated: "The privilege of seniors leaving campus shall be reinstated according to the following schedule: seniors shall be allowed to leave campus during x-blocks two days out of the week of their choosing. At the end of two weeks without incident, seniors shall be allowed to leave campus during x-blocks any three days of the week. After a further two weeks without incident, on the first day of March, senior privileges shall be restored in full to those seniors who have abided by the guidelines above."

Other procedures include a revised sign-out sheet, which includes the student's name, the time they leave, a specific destination, and a telephone number where they can be reached. When returning to campus, seniors enter through the main doors and "check in face-to-face with a faculty member."

Jackson has agreed to the procedures proposed by the seniors, which concluded, "the senior class proposed these measures as specific, effective means to control unsafe behavior while off-campus. A failure to abide by the procedures outlined herein will result in the individual senior forfeiting their privilege to leave campus for the remainder of the academic school year."

Jackson reflected, "I think the proposal solution is practical, and a reasonable approach to helping students do the right thing. The step by step approach does enable the seniors to earn back their privileges."

8th Graders perform *Dr. Arlecchino or the Imaginary Autopsy*

by Ben Hyman '06

In their first bona fide performance, Park's eighth graders overcame significant challenges and shined in *Dr. Arlecchino or the Imaginary Autopsy*. Members of the eighth grade, directed by Gina Braden, performed *Dr. Arlecchino or the Imaginary Autopsy* before half-filled auditoriums Friday night, Saturday, and Sunday at the Meyerhoff Theater.

The play was mirrored after the Commedia dell'Arte, a type of 16th and 17th century Italian comedy. Although there is a basic outline to the script, much of the dialogue is filled by improvisation. Says Daniel Schwait, who

played Pantalone, "All of the songs [were improvised] and so were the references to Oscar Meyer and Party City." Schwait burst into song in the middle of one scene to sing the Oscar Meyer Weiner song.

Traditionally, the plays were outside in town plazas. The stage was



8th graders perform in their first Commedia dell'Arte play.

portable and the troupe members carried it with them when they traveled to different venues.

One of the distinguishing characteristics of the Commedia dell'Arte is the masks actors wear. Six actors wore masks during the performances. Among them was Franny McGill, who played Capitano, "The hardest part was getting accustomed to the masks. The masks take on a personality of their own." Says Braden, "The shape of the masks forces the actor to speak in ways that are uncomfortable and exhausting."

Nevertheless, the actors were able to play the roles of their characters effectively, Gina Braden said: "They did a great job. They were finding their beat."



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New class starts in Paris

by Rebecca Derry '04

An experiment in senior year electives began with a week-long visit to Paris for nine students in search of a building. The trip, which took place over Immersion Week, set the stage for three new classes in AP French, English, and History which focus on a single theme: an apartment building in Paris during the German Occupation.

To make the courses work, 11 students made a commitment last spring to enroll in all three classes. Christine Broening is continuing AP French, Peter Warren teaches the history of Paris during World War II, and Kevin Coll leads the class in writing fiction. The courses are highly experimental in that the three classes are trying to work together toward a common goal, the creation of an interactive world of an apartment building, complete with relationships, tensions, and historically accurate characters.

Each member of the class is charged with creating a character from World War II Paris during the German Occupation, and all of the characters live in the same apartment building. There are a wide variety of ages, backgrounds, and

political beliefs, including a nurse, cleaning woman, florist, school teacher, and journalist.

The history component supplies the context for actual events and reactions taking place in France from 1939 to 1944. In English, class members learn creative writing techniques and apply them to writing letters, descriptions of people and events, and narratives about or from the point of view of the characters. The French course provides an opportunity to role-play and explore situations and reactions to historical events, to write letters and journal entries in French, and to round out the characters and their lives.

The group of nine students and two faculty flew Air France from Philadelphia January 16, the Friday before Immersion Week. The extra days gave them a chance to get accustomed to the time change.

"Finding the right building was important," said Amy Weintraub, "because one of the premises of the English class is that concrete details are imperative in creative writing. Having a particular building and neighborhood in mind allows people to write about the sights, sounds,



Parisians walk past the building Park students chose as theirs.

and smells with more genuineness and believability."

In addition to forays throughout the city to find the perfect building, activities included interviews with people who had lived in France during the Occupation, visits to relevant museums and sites, including a museum focusing on the Resistance and a powerful memorial to the deportations during World War II.

There was also a lot of free time for travelers to explore what interested them. As a result, students visited everything from cafés where Sartre wrote to catacombs where the Resistance met.

Students join campaign trail for Dean

by Alex Harding '04

When the rest of the Upper School was immersed in activities ranging from pencil drawing to French cooking, five students were embroiled in the political fray of the New Hampshire democratic primary elections. Alex Harding '04, Benjamin Rowland '04, Erin McMahon '05, Jack McAndrews '05, and Allison S. Brandt '06 flew into Manchester, New Hampshire early on Tuesday January 20 along with their chaperone, Prescott Gaylord, husband of History teacher Tina Forbush.

On Tuesday, the group toured the campaign headquarters of the major candidates: John Edwards, John Kerry, Joseph Lieberman, Wesley Clark, Howard Dean, and Dennis Kucinich. That night, they went to a rally for Wesley Clark. At the rally, the students watched President Bush's State of the Union Address and then listened to Clark's response to the speech. The next day, the group drove to Portsmouth, where they met the volunteers and interns at the local Dean headquarters. For the next three days, the group worked for Dean. Students called voters to convince them to vote for the candidate, delivered Dean literature to people's houses, and stood on street corners holding signs and waving at drivers. The students spent

nights in volunteers' houses.

On Thursday night, the students went with all the other Portsmouth supporters on a chartered bus back to Manchester for a rally before the debate between all the presidential candidates. They stood outside in the cold for several hours chanting for Dean before the debate, and then went to a restaurant with several hundred other Dean supporters for dinner before driving back to Manchester at around midnight. The next after-

noon, the group drove back to Manchester and took a plane back to Baltimore.

was interviewed by CNN International, a nationally syndicated radio show, the *San Francisco Chronicle*, the *Portsmouth Herald*, and was photographed with Joe Lieberman. All the students were given a tour of an ABC News bus and talked with an ABC producer about the job of the media in the primary elections. Rowland said, "It is a lot different to see it in reality rather than just on a TV screen. The press had infested the state so much that they had practically become part of the populace. Journalists were everywhere. It was really interesting to see the role that the media played in the campaigns."

The trip gave the students freedom by allowing the group to alter the plans once they arrived in New Hampshire. For example, they had planned on going to Portsmouth on the first night, but when they heard about the rally for Wesley Clark, they decided to stay in Manchester for one night.

Students "had to work hard and didn't get much sleep," said Brandt, "but it was a singular opportunity to get involved in the political process and experience a campaign first-hand. It felt good to be contributing to the news rather than just reading about it in the newspapers."



Dean supporters brave the NH cold.

photo courtesy of Ben Rowland '04

Winter Cabaret moves to Black Box Theater

by Laura Gordon '05

Brightly colored steam fused with casual music as over 30 Upper School students performed in the winter Cabaret January 14. The performance, hosted by Senior Jon Bookstein and Junior Abel Fillion, was the first Cabaret in the Macks-Fidler Black Box Theater. Students from ninth to twelfth grade played instruments, sang, and rapped, individually and in ensembles. Cabaret, which was originally separated into two acts, was compressed into one set due to a predicted snowfall, and a deadline to leave the building at 9 pm.

The Black Box Theater allowed for special effects and a performance that the former setting, the Middle School Commons, could not accommodate. Sophomore Joe Rosenberg controlled sound and multi-colored lights for the performance, and there was also a steam machine on stage. Junior Adam Huganir recorded the event, which will be formatted onto CDs and sold to benefit Park Arts.

Upper School music teacher Adele Dinerstein and the Park Arts committee organized the event and provided food and drinks for the audience, who packed the theater. Parents and students paid three dollars for

the show, plus a bar of soap for Community Support.

Due to the number of participants and the unusually early closing of the school, performers were limited to only one song per individual or group. Some students, like guitar play-



Matt Morgan '05 solos with LWP.

photo by David Al-Ibrahim '05

er Sarah Gold '06 and drummer Ben Goldstein '07 accompanied multiple acts. Senior Dan "D-Tox" Friedman rapped to a track of music, and Upper School English teacher Kirk Wulf sang and played a song on guitar. Saxophonist and Junior Matt Morgan accompanied Upper School English teacher Howard Berkowitz on piano to the song "My Funny Valentine."

News Briefs

Scrabble Club sponsors 2nd annual tournament

The 2nd annual Scrabble Tournament began last week with 41 participants battling for the crown. The NCAA style single elimination tournament returns after last year's success when Carly Posner '03 beat Nate Loewenthal for the title. On Monday, February 9th, the month long tournament commenced its first round. The Scrabble Club has been generously funded by SFAF (Student Funded Activities Fund) with \$60 for Scrabble boards and dictionaries. The creator of Scrabble Club, Jeffrey Weinstein '04, commented, "We, I mean I, am very excited about this year's event. It's great to have so many students and teachers come together and play the game we all love." Newcomer Gregory "Assassin" Brandt has also entered the tournament, striking fear into the hearts of his opponents. The tournament is widely expected to be a hard-hitting tour de force between Upper School Scrabble legends and upstart rookies.

Upper School groups raise money for activities

Upper School fundraisers are currently in full swing in the Upper School. The junior class took advantage of Valentine's Day by selling Data Matches, a survey which finds the student his or her perfect match for two dollars. They also sold carnations for one dollar and roses for two, which are being delivered today, in time for Valentine's Day. The Eight Notes and Vocal Chords sold Valentine-O-Grams separately for two dollars. Both *a cappella* groups allow students to choose a song and have the vocal group sing it today. Finally, the French Club sold French poems for seventy-five cents, which were packaged and delivered today. The Asian Culture Club also raised money by selling Chinese food to students and faculty on February 6th from Sonny Lee's Hunan Taste of Baltimore. They plan to use the profits to go to Asian Awareness conferences as well as improve the New Year's festival for next year. The senior class has been selling oranges and grapefruits through a phone-a-thon to fund the Senior Prom and other endeavors. The Texas fruit is due to arrive later this month.

Park, City College tour Civil Rights landmarks

by Everett Rosenfeld '08

Some things you just have to experience for yourself. That was the concept behind a Park and City College Trip to historic civil rights locations.

The idea for the trip started three years ago when Park faculty Traci Wright, Carol Kinne and Stradine Cumbera went on a tour of the South and traveled to different places where there was something to learn about the civil rights movement. "Once we saw the Civil Rights Museum in Birmingham we were convinced that students needed to see this, to understand what the civil rights movement was really about," said Kinne.

"I wanted to visit all of the sites I've read about and I want to gain further understanding by visiting them in person. I want to gain understanding about what happened before, during, and after the civil rights movement," said Park Senior Dan Friedman, a student organizer, and the only white stu-

dent from Park on the trip.

The trip took place during Upper School Immersion week. The students flew down to Atlanta, Georgia where they



Students work at a public garden in Atlanta on Martin Luther King Day.

spent two days. From Atlanta they drove down to Birmingham to visit the Civil Rights Institute.



The group poses at the Southern Poverty Law Center in Montgomery, AL.

Afterwards, they drove to Montgomery, Alabama, where Rosa Parks's famous bus incident marked a major change in the civil rights movement. The group also went to Selma where they walked across the Edmund Pettus Bridge, and Tuskegee, Alabama, and they visited the Lorraine Hotel, the site of the assassination of Martin Luther King Jr. in 1968.

The trip cost approximately \$600 for each student. Both schools wrote to different foundations seeking financial aid for students who couldn't pay. Students raised money through bake sales and Krispy Kreme fundraisers. City College had bake sales and

they did many of the same things as Park. Since the students from City College collected more money than those from Park, the students from Park had to pay \$100 each.

"Oftentimes, the Park School doesn't get to spend time with public school kids and this will hopefully break down barriers and lead to better mutual understanding," said Wright. She says that Park worked with City College on the tour because they were looking for a public school that was academically on par with Park.

Nicole Love, a senior at Park and another organizer of the tour, said that she had taken a similar trip similar this year's when she was in ninth grade. "It

ignited a passion for me to learn about civil rights issues." Both Love and Friedman commented on how they had read the history in school, but wanted to see the sites for themselves to learn even more. History teacher



Daniel Jacoby also joined the tour with Park Seniors Nikki Hasselbarth and Devon Sharpe, Juniors Yohance Allette, Adria Johnson, Zach Leacock, Tahira Taylor, and Sophomores Alex Brooks and Dia Clark

"[I hope the kids will] take home a much deeper appreciation of black history and a deeper commitment to do something meaningful with their lives. Things aren't perfect in Baltimore; some things need changing around here," said Kinne.

After the trip, attendees shared their memories and writings at an Upper School Assembly. Their comments were accompanied with photos taken from the trip. WJZ-TV also aired stories about the tour.

Throughout the trip, students documented their feelings after visiting the sites in an online journal. Entries and pictures can be found at the Park School website.

New science classroom invigorates Lower School nature activities

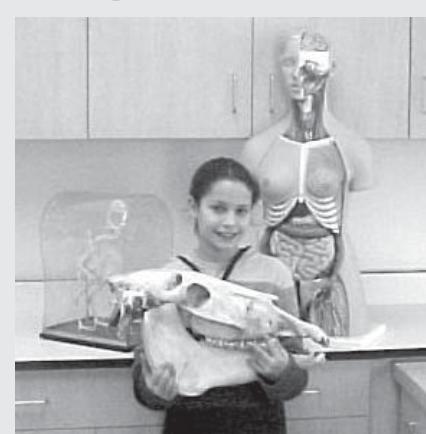
by Emma Gross '11

Creatures, mummified cucumbers, and a rug resembling a pond are just some of the features of the new Lower School Science Room. This classroom is located in the center of the Lower School and anyone passing by can't help looking in and noticing all that's inside.

Lower school science teacher Rob Piper, a nine-year Park School veteran, is very excited and has big plans for this new space. This year is his first year in which he has a room to work from. Any activities were always done in regular classrooms or other places around the campus, but as of Thanksgiving, Piper and the rest of the Lower School's science program has changed. Now, as part of the many renovations and additions from the most recent round of construction, the Lower School has a brand new science room. Piper helped design the room with some other members of the faculty. They discussed what they hoped could happen in the space: "We wanted the room to be used for messy projects and just a place where kids and teachers can come and explore," says Piper. He wanted lots of workspace for projects and experiments. It was also important

to have furniture that could be moved around when necessary and good storage space.

The room is bright and inviting with lots of windows and a colorful tile floor. It has a variety of live animals and habitats, full-size models of the human body, microscopes, colorful posters, science books and



A. Piper holds a skull in new LS lab.

almost any other resource a student would need. Piper also has several wireless laptops that can be used to move around and do research. The students are allowed to come in, look around and observe. There are given times when they are there to work on classroom projects. Piper's old space was a small office at the back of the Lower School library shared with librarian Laura Schlitz.

This new science room has gotten Piper started on some new projects with the Lower School classes. The second grade set up a weather system with thermometers and other equipment in the courtyard outside of the room that they check every day. Piper has also started an experiment with birdseed. He hung a few bird feeders outside the classroom.

Each bird feeder was filled with a different kind of birdseed. Judging by which and how many birds come to each feeder will show which seeds the birds like the best. He is also making a mouse maze out of clear plastic extension tunnels that will stretch across the whole room. Then students will be able to observe the mice in action. One more important feature is the long hallway just outside the room. Piper hopes that the hallway can be used for projects where longer distances are needed, such as mousetrap racecars.

"I hope this is a room where children and teachers can come and try out new ideas. I also like the fact and think it's important that the Lower School has a science room, not just the Middle and Upper Schools," says Piper.

Middle School participates in National Geographic Bee

by Dan Malone '10

Molly O'Keefe '08 succeeded Jesse Naiman '07 as the Middle School's geography champion on Friday, January 16. Instead of studying for the Bee, O'Keefe used an unconventional method of practice: "Ever since I was young, we've had a map of the world in the kitchen. We'd play 20 questions identifying the locations of countries, and that practice helped me in the Bee."

The school's finalists were Elinor Hickey '08, O'Keefe, Peter Treadway '08, Jake Irwin '08, Ty Xanders '09, Rebecca Knowles '08, Ethan Haswell '09, Andy Marmer '08, and Max Satran '07. The most controversial question was, "Ellis Island, which served as a point of entry for immigrants to the United States between 1892 and 1954, is in the harbor of which major city?" Hickey said Manhattan, while everyone else said New York

City. The judges took a while deciding that one. Their final ruling was that Hickey was wrong. Knowles was eliminated in the third round.

On the next question, "In the summer of 2003, lightning sparked a massive wildfire in Glacier National Park, locat-



drawing by Willie Miller '07

Final Days at Park

The countdown has begun for seniors. Some watch the days fly by with jubilee, others with heavy hearts. Some of us have spent most of our lives inside the protective, loving walls of the Park School. The threat of our last days soon approaching has been hanging over our heads and we've responded in two ways: senioritis and moping.

It is understandable to mentally check out once the ultimate goal of college application/acceptance has been achieved. It may be disrespectful to teachers and us, but it is a reasonable response to the newfound freedom of second semester senior year. On the other hand, there are those seniors who've realized just how close the closing curtain is to their heads and responded by moping in the halls; their actions are too well justified. You see them with a half smile on their faces, happy to still be walking our halls but upset by the unavoidable end.

Each of us has probably gone through a bit of both mind frames in the past weeks. Instead of wasting our last weeks or lingering on high school's rapid end, we should make the best of what we have left. Though the senior class seems to be in a constant state of discussion (read bickering) over issues that haven't been fixed in four years, we need to move past our differences and become responsible Park students. It would be a shame to leave Park after so many years of wonderful work on such a sorry note as our current situation. It would speak volumes of our grade to not merely move past this bump but to turn it into positive actions.

Let's take the last two months before senior projects and make a tangible difference to the school. There's more to leaving a positive mark on the school than being the class that refurbished the seats in the theater. Let's be the positive individuals Park has taught us to be. We can do that in the classroom by engaging in a subject each of us care about. You can contribute in one of your activities, focus on your art, your writing, your sport, anything to improve the image and lasting appeal of the class of 2004.

There have been many accomplishments in the senior class and each of us is capable of doing great work. *Writ* published its first edition this year as an independent French language magazine. *Trés bien!* *Brownie* has been working feverishly to put out the yearbook. Various clubs have done incredible fundraising and grade governments are busy looking toward their next events. *The Waiting Room*, premieres in the coming weeks and Tech Crew has been working long weekend hours to prepare for the play. Just look around and Park students are doing incredible things. If each of us picks an interest and pursues it, then we can leave Park with our chins up.

- JWW



Higher Standards

The senior class is a great group of people; however, it is not clear how such a great grade can come together to produce such a large amount of chaos and disrespect within such a serene and respectful community. It simply is inconceivable why seniors must fight and bicker over everything, even when we all have a common goal in mind. Our time is quickly coming to an end, and we've spent far too much time fighting with each other. We should try to hold ourselves to higher standards. This extends not only to how we treat other people, but also how we take care of ourselves.

Let's make the hallways feel like Park used to feel: familiar spaces and familiar faces. Say hello, be polite, and make the most of the time we seniors have left here. Put yourself in a better mental place that allows you to treat others a little better. It's the small things that keep people smiling during the day, and if you extend

some positive energy to someone, they are likely to pass it on to someone else. Each of us could be the spark.

We all know that senior privileges are compromised for the time being; don't pout about it, take advantage of it and talk to someone you haven't spoken to in years. Turn what's currently negative into a positive. We've lost touch with each other and miss spending time with the kids we used to play with out on the old blacktop in first grade. We need to pack as much as possible in our remaining time, experience people, have a positive effect on the community, and take in as much of our surroundings as we can. The school has changed, we have changed, but that doesn't mean we can't still relate to each other or at least respect each other. We're going to miss Park, and we want to remember it at its best. We want Park to remember us at our best as well, not like this.

-AKN

We Break for Immersion Week

We at the Park School have an opportunity that almost no other school provides students. While other schools force their students to undergo an excruciating week of exams, we, Park students, are enjoying a chance to immerse ourselves in something that we would not be able to learn about during the rest of the school year. Some of these experiences turn out to be far more valuable than what we could learn in our regular classes.

Some of us had the opportunity to travel to New Hampshire and see the Democratic campaign in person. This provided students a way to witness how the political process works on a smaller scale. Students slept on floors, made hundreds of phone calls, stood out in the cold for hours, and had an experience that they will probably never be able to have again.

Others of us spent the entire week working with the *Camera Obscura*. Even if the students in the class had no significant experience in visual arts and had no intention of pursuing art in the rest of high school or college, they could use the week to cultivate their interest in the *Camera Obscura* and to try something entirely different from what they were used to doing in school.

One of the problems that some people had with Arts Immersion Week in the past was the limited range of activities. Since all of the classes were related to art, students who did not want to do art felt forced into doing something they did not enjoy. The system that began last year, however, eliminates this problem by offering activities that cater to many different interests in the student body.

Furthermore, Immersion Week fits perfectly with the Park philosophy. It provides students a chance to choose their area of study for themselves, and it extends beyond the traditional boundaries of what a school teaches. At what other school would students spend an entire week involving themselves in a pencil drawing course or a rock climbing class? Where else would students be motivated to participate energetically in a class even though they are not threatened with a letter grade?

Immersion Week is exemplary of what Park School stands for. Instead of just viewing this time as a convenient break between semesters, let's recognize its true worth as an opportunity to do something that few people are ever lucky enough to experience.

-ASH

Postscript

Brooklandville, MD 21022

February 13, 2004

CSPA Gold Medalist 2001-2002, All-Columbian Awards in Coverage, Writing and Editorials, and Graphic Presentation

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The Drug Generation--Just Say Yes! : A Rant in Three Parts

by Caleb "Steve McClean" Karpay '04

Call me crazy, but I predict that, in less than 20 years, so many people will be diagnosed with Attention Deficit Disorder (ADD) that it will become cheaper to have Ritalin in our drinking water, like Fluoride. I predict Park School, as a wealthier and more medically attentive (neurotic?) community, will be among the first to put Ritalin users in the majority.

I have two issues with this phenomenon: first, why is there so much ADD, when human biology hasn't changed over the last fifty years; second, what issues does a Ritalin society pose to its youth and their attitudes towards drugs, and how should we respond?

The Problem

It's obvious why it's so much more difficult to concentrate now, in 2004, than it was in 1974. Kids today are simply given so many more distractions than their parents, that simple consciousness is multi-tasking. Add in computers (which our parents never had), where I can listen to music, read e-mail, Instant Message, and do homework (that's not even counting various Net-based "private personal moments" of the Jacksonian variety. But this is a school paper so I won't bring those up). Now, I'm not (much of) a computer geek, so I wouldn't be caught dead *only*

being online; I'd also be opening up some *English History Math Science French* textbook, hoping to do my homework by osmosis or something. I might get hungry also, and try not to spill marinara sauce on top of Robert Frost's disapproving visage. The point is, if you can navigate modern life without having your mind all a-clutter, you probably don't have electricity in your house.

I'll admit there are other factors: girls tend to have a harder time concentrating on school work in the presence of boys, and vice-versa; and boys just can't pay attention except during a Victoria's Secret commercial.

Furthermore, we exercise so little, and when we do, we spend more time driving to soccer practice than actually chasing the ball. I assure you that Ethiopian children who run 10 miles back and forth to school all day have very little difficulty concentrating once their exhausted little bodies reach the classroom. We, on the other hand, store up all our unused energy in a cushion of a derriere, a "ghetto booty" so full that Oscar Schindler would want a piece of it.

So we're a multi-tasking, sex-obsessed, fat, lazy generation, and the ultimate result is that when it comes time

to do school work, we are so out of it we probably look stoned most of the time (but more on that later).

All three of these "modern" symptoms are really symptoms of success; we're fat because we have so much food, and we have computers so people don't have to hunt antelopes for a living. Therefore, suggesting that we abandon our cars so we can run to school and shake our sillies out every morning is ludicrous. However, with all this excess energy, and all these competing distractions, we are becoming more and more an ADD generation. So we treat it the only way we have left: with the fruits of the modern age, pharmaceuticals.

The Problematic Solution

Pharmaceuticals are drugs that the government agrees are good for people who need them. But in many ways, it's hard for a teenager to understand the difference between Ritalin and say, alcohol and marijuana. Both change the way a person acts, one for a more scholastically viable reason, but both have recreational benefits. Ritalin means Timmy can stop bouncing

off the walls and have a conversation, and Alcohol takes the edge off the edgiest people around and helps them hang out with people they otherwise wouldn't like. We live in an artificial society, where emotions and behavior are doctored and enhanced by cocktails of drugs. The cure for depression is Prozac. The cure for ADD is Ritalin. Our psychoactive friends, alcohol, marijuana, etc, are crossovers, and claim to cure anything from prudence to sadness.

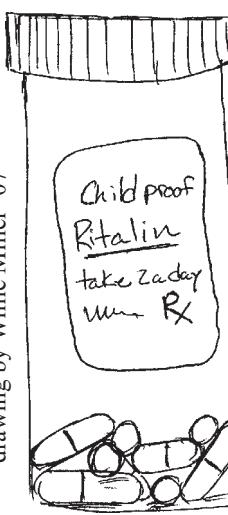
Our generation is incredibly confused about these arbitrary distinctions between "good" and "bad" drugs. Our parents used drugs as a tool of rebellion, but for us, drugs are a product of confusion, a revolt against a world where, to the greatest extent in human history, our minds are no longer inviolable. The situation grows murkier when we are told by adults not to use drugs because we are not yet *responsible* enough to drink alcohol, or that the government thinks no one is ever going to use marijuana responsibly. However, we are responsible enough to drive two tons of

heavy machinery at 65 miles per hour, and at the age of 18, we're responsible enough to liberate the Iraqi people, but not to drink champagne to celebrate. These reasons only infuriate us more; even "liberals" can only take so much of a paternalistic government.

The Personality Fix

But the hypocrisy has been there for a long time. Now, however, the hypocrisy is worse, for we are told we can "fix" our personalities with certain drugs, but not with others, because, though both could severely injure you from an overdose, one is more necessary than others for a safe and secure state, a political as well as personal state, one in where we can we follow commands without thinking of Jessica Alba and the BCS system at the same time.

Hypocrisy has always existed, and human progress has almost always meant living less natural lives. The answer may not be to "simplify, simplify, simplify," but instead to analyze what social mores are pushing you to become, decide for yourself whether these are rational to you, and then make your action a blend of your and society's values—such would be the ideal "life skills" education. If we can do things for the right reasons, we will have a clear conscience, if not always a clear head.



drawing by Willie Miller '07

Senior Gift Ideas

by Jon Weese '04



An issue that has been widely considered by our class this year is the senior gift. What contribution to the school, we asked ourselves, would do the most good? We answered our own question with many suggestions about how to distribute the approximately fifty thousand dollars. Here are some examples:

I seem to recall an article published in this August periodical a few years ago. The superbly written piece outlined several feasible plans to ease the burden of walking to classes in the Wyman Arts Center. With the senior gift fund, we could easily implement a system of moving walkways, one of the more cost-effective measures proposed.

If others are reluctant to use my suggestions (as seems to be the case), there are many other possible uses for the cash: the publications room, for example, could use an overhaul. As it is,

the "pub" is limited to the staff of *Postscript* and *Brownie*. These privileged writers enjoy immense free space amid computers and myriad back-issues of their respective publications. I figure, if we add a few more chairs and another computer or two, we could allow the workers of both *Yawp* and *Wrît* to avail themselves of the facility.

A rather less inclusive suggestion was to create a "senior lounge." I think it would be a wonderful idea: after classes, what more could seniors want than to relax in their own space, perhaps enjoying a game of bridge or baccarat? Those waiting in line for the shuffleboard court could avail themselves of coffee or pastries and discuss the seminal works of Hemingway or Fitzgerald. The only issue left to be decided: should we force everyone to wear a monocle and adopt an affected British accent? It would certainly class the place up a bit.

I hope that this bulletin regarding the senior gift has brought more of you "into the know." If you have any suggestions about what to do with a cool fifty grand, please take it up with a senior.

The United States of Hate

by Ben Rowland '04



Ok, so what's the big deal here? No no no, I've got a better question: why is there so much hate in America? On Wednesday, February 4th, Massachusetts' highest court removed the state's last barrier to gay marriage. Although this legislative bombshell was one of the most progressive, humanistic rulings of the past twenty years, there was little celebration outside of the gay community. Instead, mass demonstrations were held in Boston lashing out against the ruling.

Then, on Monday February 10th, Massachusetts Senate leaders created what they called a compromise amendment that would keep marriage as a heterosexual institution but allow same-sex couples to join in civil unions that would provide all the rights and benefits of marriage in the state. Now this really

pissed people off. God forbid two men or women should have the right to "marry." God forbid, two human beings of the same sex, two citizens of the United States of America, a country founded on equality, should have the same rights as two Americans of the opposite sex.

The truth of the matter is, we are stuck in the past, when what we need to do is look towards the future. In 1800, a southerner would have never believed that slavery would ever be abolished, and he certainly would never have believed that a black man would ever have the same rights as a white man. Just as it was hard for slave owners to imagine life without slavery, it is hard for conservatives to imagine a future without unequal rights for gays. It freaks them out. It is painful for conservatives to think that a gay man might have the same rights as a straight man. These right-wing, religious radicals are filled with such hate, and it makes me sick. Does this progressive step towards equality in any way hurt anyone? No. Nevertheless, opponents of gay marriage filled out more than 18,000 petitions signed by citizens across the

country. I guess I am just lucky to live in a family who has good values, such as acknowledging all citizens as equal members of our society.

So is there a solution for us liberals? The only possible one I can come up with is to castrate all conservatives. Would it be better for all of society? Yes. Is it viable? Unfortunately, no. So I guess all we can do is head out to our local grocery store, stock up on loads of junk food and soda, go back home, plop in front of the television, flip on CNN (or FOX News if you hate gays) and watch it all unfold.

Ah yes. I almost forgot. In a statement Wednesday, President Bush condemned the Massachusetts court's latest ruling, saying: "Marriage is a sacred institution between a man and a woman. If activist judges insist on redefining marriage by court order, the only alternative will be the constitutional process. We must do what is legally necessary to defend the sanctity of marriage." Think about that when you go to the polls in November. Unless of course, you're a gay-bashing chauvinist as well.

I Don't Need No Education? Explorations in *Responsible Senioritis*

by Caleb Karpay '04

I'm finally there! Second Semester, senior year...and I'm just like everyone else. Surprisingly, I'm not even into *any* colleges, but I still feel like it's time to be a slacker. This summer, I heard a college student say, "You're never smarter than you were the day you graduate from high school." I think it's true. After completing FOURTEEN English self-assessments, I may not be able to write too splendid, but at least I can write about my writing. I can watch *Saving Private Ryan* and *Apocalypse Now* and recognize which war was which. I have higher math-science literacy than anyone in my immediate family, even if I don't have the grades to prove it. My French? *Je le parle.*

And, of course, I've also taken a marvelous quarter of Drug and Alcohol Seminar, and an even better Sexual Health and Decision-

Making Seminar, so I'm sufficiently scared about the world to never try having fun again. Oh, the places I'll go!

Getting through 11 years of Park is not a simple task, nor should it be. But I did it, or at least am close to having done it, and now the beautiful college life awaits me, with

thousands of new people to meet and things to think. I'm ready for that.

One of the most important things for teachers to realize is that senioritis, the popular term among educators for this senior year malaise, takes on two different forms. The irresponsible form, as I call it, is when we have the hubris to feel we are so intelligent or so done with high school that X-blocks are for smoking pot and that coming back to school completely glazed is "OK." Not being prepared to contribute in discussions has a negative effect on everyone, and if one is in a class with non-Seniors, it sets a bad example of indifference.

lege gone, taking part in the arbitrary parts of school that have less to do with learning than college admission are no longer necessary.

"Responsible" senioritis, however, does not reflect a change in the respect the student has for the teachers or the rest of his/her community. Just because I'm ready to go to college and leave Park doesn't mean I don't still love my friends and think my teachers are some of the best and smartest people I'll ever have the pleasure to meet; quite the contrary, I fear that I'll never be able to recreate the dynamic, friendly (and multitudinous other adjectives) atmosphere that I have come to

can get into fistfights over abortion rights with some Alabama aristocrat. In this way, I want something more than Park, but, this desire to experience more of the world is a great compliment to Park, that I would now want to be an "active" member of whatever community I happen to belong to. In these ways, senioritis is almost inevitable at a small school that teaches the kind of community consciousness Park does.

The college way of life also seems much more attractive than the current set-up. I get to live with friends, only go to two or three classes a day, sleep in, eat at buffets *everyday*, and I won't need to bother going more

tance of point of view in *The Great Gatsby*, we'll be writing (often on a NO-DOZ high) neopost - a n t i - Freudian deconstructionist interpretations of the choice of cars on page 26. It's a reflection of the quality of the teachers at Park that year after year, recent Park alums note how seamless the transition from Park was into this much more independent, presumably much more demanding environment.

Back to the hubris issue, I think it is in part the confidence Park slowly builds up in the students that allows us to take the risks necessary for a successful transition, yet this confidence in our abilities can come across as a "You have

nothing more you could possibly teach me" attitude. In this way as well, senioritis is the *result* of a Park education, and if someone doesn't have "responsible" senioritis, something is wrong with him/her.

But again, we should be careful, and only approve of "responsible" senioritis, which is less evident in everyday actions than its evil "irresponsible" twin. For, when senioritis turns into a nihilistic exercise, with constant negative confrontations and challenges to community standards in and outside the classroom, then senioritis is an evil, and stems from a disrespect of the school. And this may very well have nothing to do with one's being a Senior.

Class of 2004

Senior Privileges

by Evan Goodman '04

The administration has no hard evidence that any members of the senior class have ever been under the influence of alcohol or drugs during school hours. It seems ironic, therefore, that in a school that boasts a philosophy that trusts students, all senior driving privileges were suspended based on rumor. Furthermore, the administration argues that illegal substances hinder learning, but shouldn't, according to the philosophy, every student be responsible for his or her own education? No matter which way you look at it, the administration's argument is flawed.

The confiscation of senior privileges is already causing deep rifts in the community. Students are angry at each other because some disregard the principle of why the administration should not have revoked the privileges, and blame the grade as a whole for not being able to leave school during the day. In addition, there is also some resentment towards teachers because they have acted without presenting the class with clear proof. As a result, faculty members have become the enemies in the eyes of students.

Some students will do anything to get their privileges

back, even if it means acting against their classmates. But, other seniors maintain that the privileges were taken unjustly in the first place and that no concessions need to be made by the grade: "When did Park School start practicing guilty until proven innocent?" said Jack Meyerhoff. For the most part, voices such as his aren't listened to because of certain class representatives who disagree with his argument and discourage such comments.

I've heard many students tell me, "I'll say anything, as long as we get our privileges back." But, they're only helping the people who just want to comply completely with the faculty, without even realizing it. So, they make the class representatives think there's more support for saying whatever the administration wants us to say, when in fact these people just don't care about the ethical issue. And that issue is whether Park students should be governed by the philosophy of the school or by faculty members who simply want to arbitrarily govern the senior class.

If you want to fight for Park's ideals, you need to make a stand with a letter, a meeting, or an article.

take for granted at Park. In fact, being faced with the end of our Park career, we start to appreciate and take stock of everything we've accomplished. But – and this is a big "BUT" – we, as seniors, now see Park in *context*. After countless hours researching or visiting colleges we hope to get into and attend, we realize that there are other places out there with much more diverse groups of people. This is why, perhaps, senioritis is so severe at small schools like Park. I can't wait to go to a school where I

than a few steps to find something to do any night of the week. In that way, I suppose, the yearning for college may imply some supercessionism; I'm a grown up now, I don't need parents. But to assume students hold the same attitude for their teachers is a dangerous, and hurtful, assumption.

For while we may study subjects at a "higher level" in college, the quality of teaching will probably never be the same. Instead of having teachers help us write papers on the impon-

Strange Love: How I Learned to Stop Worrying and Love the Seniors

by Vitaliy Elbert '04

During the past few controversy-filled weeks, the senior class has shown incredible responsibility. Poised and mature, 81 young adults unflinchingly yielded to allegations of the administration and accepted punishment for what a few individuals may or may not have done. One would expect that ensuing perceptions of the grade by the community would

seniors will persevere as they have done in the past. They will get senior driving privileges back. For, whether you know it or not, this year's 12th grade is the most talented grade in the history of Park School.

Since its Middle School years, the class has been no stranger to scandals—or accusations at the least. However, this is not because it is a class of

Poised and mature, 81 young adults unflinchingly yielded to allegations of the administration and accepted punishment for what a few individuals may or may not have done.

embarrass the senior class members, even humiliate them. Wrong! It has made the grade stronger and more unified than ever. On the past two occasions, faculty at senior class meetings witnessed an unprecedented exchange of passionate ideas by seniors. Determined to restore their reputation to greatness, the

troublemakers, but because it is one of socially advanced individuals. Time and time again members of the grade have been confined to "Middle School" standards or "High School" expectations when, in reality, they have been far more mature than is indicated by their age. Force a High School-level student to

attend Middle School and he too will drink. Force a college-level student to attend High School and he will rebel off school grounds.

Still, the grade is more than socially mature; its members excel in all facets of life. Academically, seniors have scored 1600's on their SAT's and maintained 4.0 GPA's. There are students in the senior class who perform at the country's finest music halls and some who will, without a doubt, appear at theaters. On the sports field, many seniors are recruited athletes, county all-stars, and metro area standouts. It surprises none, therefore, that next year several seniors will study at Ivy League Universities and compete at Division I schools.

A soul unconvinced of the privilege they enjoy for being around this year's seniors should look harder. You have less than three months left to revere these living legends.

Seniors: What Kind of Behavior Are We Modeling?

by Jenny Cooper '04

We, as the senior class, have 40 more days of school until we leave for Senior Projects. Some of us have been here for more than a decade, some for only a few years. But new and old alike know what a Park education is and what values the Park philosophy embodies. Or do we?

Over the past two months, I have had to attend classes with peers who are under the influence of marijuana, sit through presentations given by classmates who are high, listen to members of my class whine and complain about the suspension of our privileges, get yelled at by a classmate saying that he didn't care about my opinions or what I had to say, try to participate in class discussions concerning the reinstatement of our privileges while classmates are making farting noises and screaming insults at fellow classmates and teachers. I should probably remind you at this point that, yes, I am talking about the senior class, the 81 students who will be graduating in less than four months. As I see it, there are two issues here: stoned students and a general lack of respect. The latter of these two is far more important than the former.

It is no secret to students that a number of seniors have come to school under the influence of marijuana and/or alcohol. (However, this behavior is not unique to the class of '04.) For the record, the publicizing of this situation was not caused by one report about a single student who allegedly came to school high. There were many concerns and complaints from fellow classmates directed to teachers and parents about students coming to class stoned at various times.

Many of my classmates argue that, "There is no proof that we come to school high." Or, "Teachers can't even tell if a student in their class is high; so what's the problem?" *Proof* of marijuana use during school hours is irrelevant, and it is even more absurd to think that it matters whether or not a teacher can identify a stoned student. What really matters is what students think. At Park, where student input is essential to the vitality of the school, it is the responsibility of the faculty and administration to respond to this call for assistance in preserving the integrity of the classroom and the value of a Park education.

So what should a school do when there are widespread, credible concerns voiced by students about classmates leaving school and returning stoned? Well, the obvious and logical initial response is to prevent students from leaving school, and that means suspending senior privileges. Most of my grade was outraged. Why was the school punishing our whole grade for the actions of a "few"? They had no choice. Students driving high, which they were, pose a grave risk not only to themselves but also to society at large. If the school could take an immediate action that would curb this behavior, they had to. And so they did.

However, they didn't simply revoke our privileges for the rest of the year. In the true Park fashion, the administration treated us like adults; they gave us the opportunity to earn our senior privileges back by proposing a plan that would ensure that we would use our privileges appropriately. There was one problem with this: our class was incapable of holding a civil discussion. The administration tried its hardest to treat us as mature adults (if we were mature adults, we would at least understand

when and where it is ok to smoke up), and yet we pushed them away and reverted to the level of third graders. Instead of trying to come up with a plan of action, we wasted many class meetings as members of the class vehemently denied that there was an issue and whined about our lost privileges. And on top of that, people constantly interrupted their classmates, yelled at others, and showed zero respect for their peers, teachers, and the Park community in general.

We are the Seniors, and as 17 and 18 year-olds we are the oldest students at Park. We are supposed to be leaders of the school and role models for the younger kids. Underclassmen look up to us. Our actions are seen by younger students as the "cool" and "acceptable" things to do. But what kind of behavior are we modeling? Coming to school stoned, not using free time productively, lashing out against our teachers and the administration without good reason, shirking responsibility. Are these the footsteps that we want the underclassmen to follow in?

Among the many values that Park has instilled in me

is the notion that we as students can, and should, take charge of our education and the impact we have on our community. With that comes the need for responsibility and self-reflection. What is really going on here? This situation is not a war between the Senior class and the administration; rather, it's a battle between the Seniors and ourselves. We shouldn't be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

In our last 40 days together in the same building, my hope is that we can own up to our mistakes, overcome our differences, and simply act civilly. We don't all need to be friends, we don't all need to like each other, we don't all need to agree, but could we please just treat each other with civility, and maybe even respect? Is that really asking too much?

A Trying Time for the Senior Class

by Dan Boscov-Ellen '04

The last month in the Upper School has been a trying one for my faith in progressivism at Park, filled with one bizarre development after another. For those of you who aren't "in the know," here is a brief summary of recent events.

Several weeks ago, Dr. Jackson and Mr. McGill called an emergency meeting of the senior class because they had heard that several seniors were coming to school under the influence of marijuana. Dr. Jackson told us (quite reasonably, I thought) that we deserved to be treated as responsible adults, and that the administration was not interested in punishing everyone arbitrarily for the supposed actions of a few. He then abruptly turned around and did exactly that. The driving privileges of all seniors were suspended indefinitely, thus punishing everyone. Well, if our privileges were being suspended, they must have some sort of evidence or proof, right? Ah, well...no, not exactly. According to Mr. McGill, it was because there was a lot of *buzz*, or gossip, floating around concerning students coming to school high. No evidence, no complaints from teachers, but a *buzz*.

I thought this was rather peculiar, since just a few weeks earlier, in the midst of another embarrassing incident for the school, Mr. McGill gave a speech in assembly about how students

should not put any stock in rumors, because most of the time they were either greatly exaggerated or just flat-out wrong. I agree with him! After all, this is not the Department of Homeland Security. So tell me, is the Pot Smoking Alert at code orange? Or perhaps it should be code green...anyway, the point is, I still don't see how these rumors gave them the authority to act so harshly.

Though we did not think the administration acted fairly, the senior class reacted very maturely, because we understood that they were acting out of concern for the students (almost as concern for the reputation of the school.) We heard almost no one whining about the revocation of privileges. Rather, we came together to try and figure out what we could do to rectify the situation. The condition for us getting our privileges back was that we had to come up with a proposal which could convince the administration that the problem was solved. That is pretty much an impossible task, short of implementing breathalyzer and flashlight tests at the door each time a student enters the school.

However, because we all felt great concern for the well-being of our fellow students, we tackled the problem and discussed what we thought needed to be done. Lots of good that did us...

The proposal that we

ended up having to vote on was championed by our advisors and heavily influenced by the administration, and included little of what we had discussed in our class meetings. If the administration was really looking for the kind of meaningless, arbitrary garbage that the present proposal calls for, they should have just left us out of the process altogether; the current proposal exposes what they said about treating us like responsible adults, or even regular human beings, as nothing more than empty rhetoric.

Thus, our class was strong-armed into voting in this proposal; we were told that if we wanted to be able to leave campus ever again we should sign it. I didn't vote for it, but I can understand why many of my classmates did...they just wanted to wash their hands of the whole silly, sordid affair. And who can blame them?

The administration wonders why people want to leave campus? It's because we, a grade which (contrary to popular opinion) is as full of sophisticated and mature young adults as any in recent memory, have to meekly put up with this kind of treatment. It's demeaning, degrading, and indescribably frustrating. You see, I see myself as a student, not an inmate. With that in mind, I'd like to outline some of the key points from the proposal we had to vote on...and I'm quoting here from

the proposal itself, because I don't have the time or the creativity to dream up this sort of drivel.

"Beginning Wednesday, the fourth day of February, and for two weeks thereafter, seniors shall be allowed to leave campus during x-blocks two days out of the week of their choosing. At the end of two weeks without incident, seniors shall be allowed to leave campus during x-blocks any three days of the week. After a further two weeks without incident..." Well, you get the idea.

"Seniors shall be required to sign out on a new sign-out sheet, which will require...the student's name, the time they leave, a specific destination, and a telephone number where they might be reached...seniors shall arrive no later than ten minutes before the beginning of class...upon returning to campus, seniors shall enter by the main doors, where they can check in face-to-face with a faculty member...a failure to abide by the procedures outlined herein will result in the individual senior forfeiting their privilege to leave campus for the remainder of the academic school year." And it goes on. Wait a minute...am I on parole? For what? Sure, some of the conditions in the proposal make some measure of sense, like the sign-out sheet. But what in the world is the reason for this incremental phase-based nonsense, especially

when we have about two months left before we leave for senior projects? A question doomed to go forever unanswered, because the system is absolutely arbitrary and does nothing to solve the problem.

We gracefully acquiesced to the administration when they suspended our privileges, innocently believing that they would be as reasonable and rational about the whole ordeal as we were. Our mistake. I can't count the number of times over the last month that I've blinked in disbelief and thought to myself, "is that a joke?" Normally, I like to be here. I like to be with other people who like to learn as much as I do, who enjoy their classes and see the beauty of the things they are studying. But the environment now has me angrily counting the days until graduation. The administration here has not just thrown our constitution and our principles of positive expectations out the window at the first excuse...they've stomped on them and rubbed them in our faces. If I could resign from my grade in protest, I would. I love the seniors to death, but the whole fabricated stigma which surrounds us is intolerable. I feel affronted and insulted. I want to see the proposal for how the administration intends to fix the ugly mess they've made of our philosophy.

Immersion Week:

Upper School students left their heavy backpacks at home from January 20 to the 23rd, for Immersion Week, which marks the one-week break between the first and second semesters. After a five-day weekend, during which teachers compiled grades and wrote comments, students participated in on and off-campus activities to immerse themselves in something new. Upper School Scheduler Kim Wecht, who was in charge of Immersion Week, stated the purpose of the week is to "dive into something unfamiliar, experience something new at an intimate level and come away with possibly a new skill or an appreciation for something."

This is the second year in which the emphasis on art had been removed, and other areas of interest were offered. Until last year, Immersion Week was known as Arts Immersion Week devoted solely to art activities. Following complaints from students who did not want to spend four days just on art activities, students and teachers formed a committee to evaluate other alternatives. The committee decided to maintain the notion of delving deep into a single

subject, but not just through a limited definition of art. The first thought was to redefine or expand what art truly means. "Most think of Pencil Drawing as art, but what about this year's offering of Rock Music History Video or history combined with the art of movie making?" said Wecht. Thus, one goal for Immersion Week was to take new areas and apply them to art, such as history, rock music, science or food.

After last year, many students requested food activities. To accommodate them there were three food activities including Food and Movies, Vegetarian Cooking and French Cooking, all which were held off-campus at different student's houses. These activities were so popular that a lottery system was used to determine who would be selected. Only those students who selected food as their first activity had a chance of getting in, and still not all were able to get their first food choice.

Many other activities such as Journeying and Journaling, Mountain Biking, Rock Climbing, Animals in Captivity, and Urban Issues met off campus. Other activities included field trips as well. For

Spanish Immersion, students dined for lunch at Tio Pepe's. Others who were in the activity Hey Mr. DJ visited a radio station, recording studio, and met a DJ.

The week ended with a one-hour assembly. Some activity participants showed the audience what they had done for the past week. During the assembly students watched a short play, *The Tick Tock Man*, which was adapted from Harlan Ellison's short story by Junior Andrew Schaeffer in his first semester Play-writing class. The Rock Music History video was presented, as well as the Animals in Captivity slide show. Senior Vitaliy Elbert remarked that the play in the assembly "was really interesting, and it's amazingly impressive that it could be pulled-off in a week."

Junior Ahava Vogelstein, appreciated the break. She said, "It was nice to stop thinking about work and to focus on something that I have never tried before." Junior Alexandra Golden responded, "The week was one of the most memorable experiences of the year."

by Allison Gross '05



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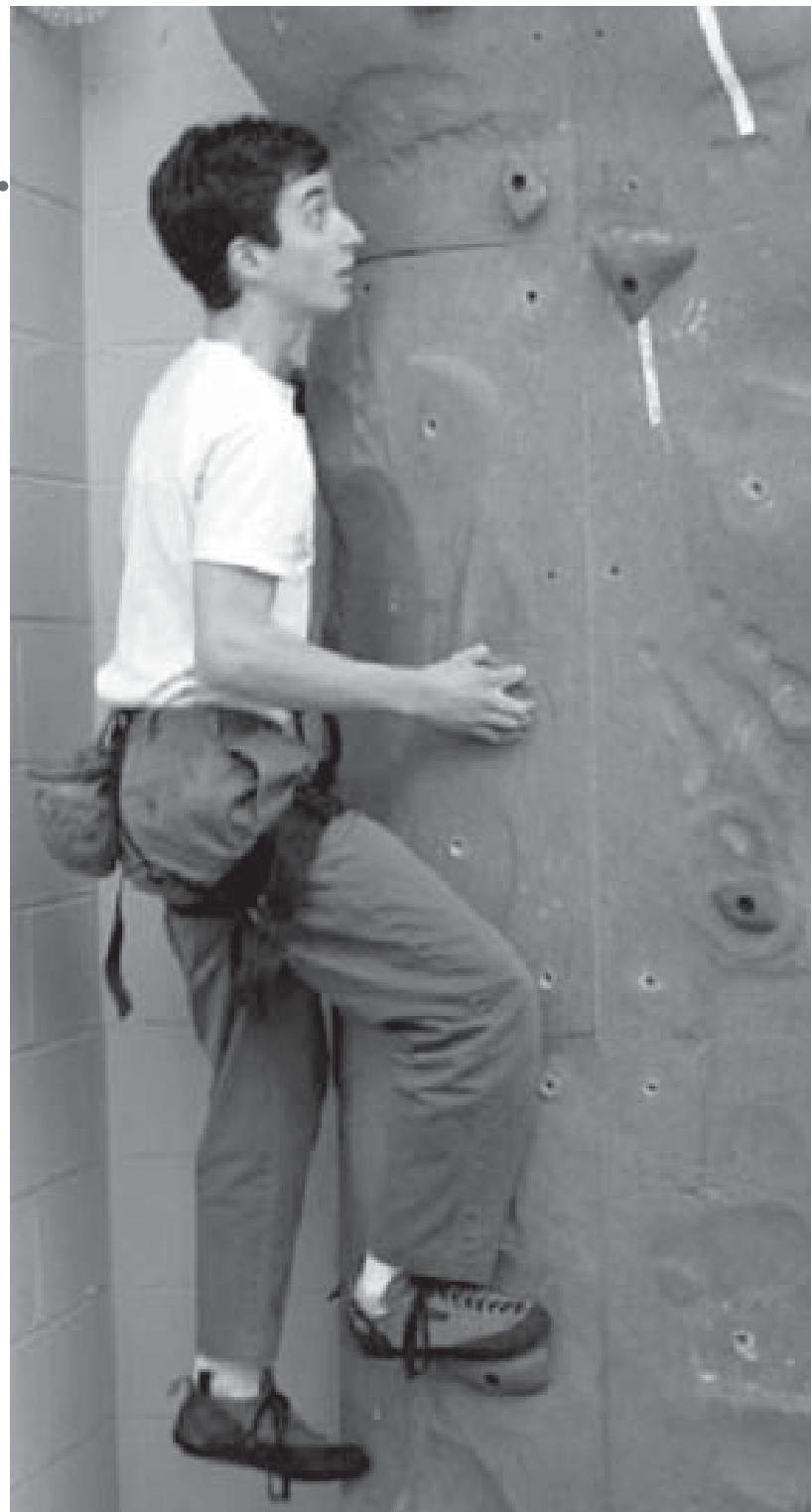


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4

A Change of Pace



The Week in Pictures

1. Nicko Libowitz '05 as lead actor in *The Tick Tock Man*.
2. John Gill '06 practices before recording.
3. Erica Schleimer '04 makes a costume.
4. Michael Roswell '07 relaxes before going out for a ride.
5. Abel Fillion '05 tries out climbing wall during Rock Climbing.
6. Derek James '01 leads “Hey Mr. DJ.”
7. Joe Rosenberg '06 adjusts recording equipment.
8. Jenna Breiter '06 looks at her negatives.

(6)

photos by Kim Wecht

February 13, 2004

The Real World, but Fake

by Vera Eidelman '05 and Sarah Raifman '05

So, here's an idea for a new T.V. show; let's call it...something funny. As the viewer watches, the drama slowly unfolds: backstabbing, lying, cheating, admissions of love. And here's the amazing part: *it all happens through AOL Instant Messenger.* It'll be beautiful. No joke.

All the viewer sees are IM boxes popping up, different screennames, different fonts, different story lines, but all on IM. Let's say screennameboy has a crush on screennamegirl. With a bowl of buttery popcorn, we sit, captivated, as he admits his undying affection for her, and, when she decides to reject him, we can watch as she struggles to find the perfect words with the help of screennamebestfriend.

But, screennamegirl doesn't have time to answer. Screennameboy, too afraid to wait, signs off with a quick "g2g, hw." And all we'll see is the "?" she types in frustration to screennamebestfriend as the screen fades to black. We'll be sure to tune in next week.

Okay, maybe this TV series seems a little preposterous, a little hyperbolic. But the thing is, it could definitely happen. With all the drama Instant Messenger creates, all the false relationships, such a show would be the truest reality series out there. Let's say you never talk to Person X. But when you get online and Person X's screenname pops up on your buddy list, the impersonal computer screen that stares back at you rather than Person X's face gives you courage. You IM Person X, "hey, what's up?"

Maybe there will be no substance in your conversation.

Maybe there will be no actual conversation. But at least you've made contact. In real life, however, this will change nothing – because this contact isn't real.

Here's another example: let's say you have a fight with Friend Y. You're afraid to talk to her, afraid to look at her. You're even afraid to call her. But IM...well, you feel fine on IM. You IM her and you can say



everything. I mean, there's no way she'll know what you actually mean because there are no intonations or facial expressions, other than the amazing ":"), but you're at least able to type out what you're feeling. And, so, you two make up. But you haven't talked, and you haven't seen each other. So, when you see each other that next day it's awkward. Because, after all, what do IM conversations really mean?

Instant messaging makes it so easy to create fake relationships, advance superficial ones, and alter meaningful ones in meaningless ways. Sure, in the IM world, all of these fake, superficial conversations can shatter your dreams or make your life worth living. But back in the real world, where you literally *talk* to people, those conversations never happened.

Not even if you saved them on one of those log things. Seriously.

Every day, NASA releases pictures transmitted from the Spirit rover in Mars' Gusev Crater. The spectacular pictures are almost reminiscent of Ansel Adams' southwest landscapes. They represent a mission with incredible educational value, the pinnacle of which will hopefully be a answer to whether Mars was once a more habitable place – capable of supporting life.

The rovers also serve as test specimens, which can be used to create improved Earthly technology, such as that envisioned in a futuristic world.

But President Bush, who unfortunately has influence over NASA funding, cannot distinguish between learning valuable science and venturing into the realm of science fiction. His new space proposal to land a man back on the moon by 2020

and launch men from there to Mars is absolutely absurd. Manned space exploration was seen as necessary during the Kennedy administration, but things have changed since then and it's no longer important.

In 1969, when we first went to the moon, we were in an age where we felt it important to promote American superiority. It was the age during which we built the tallest building in the world, twice. But American technological genius and superiority has been established time and time again. And, the Soviet Union has since broken up, leaving us with no great competitor.

In addition, the 1960s provided no real alternatives to manned space flight for in-depth research and exploration. Our only computers were mainframes the size of buildings and

Animal Rights VS. Animal Welfare

by Ally Oshinsky '06 and Rachel Kutler '06

As two proud members of SETA, (Students for the Ethical Treatment of Animals), a Park club with a member-count in the single digits, we feel the need to clarify what we are about. We are not animal rights activists, and in no way is our specific group related to PETA (People for the Ethical Treatment of Animals). We believe in animal welfare: the health, happiness and well being of animals.

Now to clarify, animal rights are defined by the American Heritage Dictionary as "the rights to humane treatment claimed on behalf of animals, especially the right not to be exploited for human purposes." In general, animal rights activists are more violent and extreme about their ideas than we are. They truly believe that animals have the right to live according to their own nature, free from abuse and exploitation. As opposed to our attempts to reduce the suffering of animals through "humane treatment," the animal rights movement attempts to do so by preventing humans from using animals to their own advantage altogether. Tom Regan, a leader in the movement, once said, "We don't want cleaner cages, we want empty cages."

A common quote linked to animal rights activists, "a pig is a dog is a rat is a boy," perfectly portrays their radical thinking. Following the guidelines of this quote, one can understand why meat is considered murder, owning a domestic animal can be slavery, and having animals in zoos is considered complete imprisonment. These activists also deem all medical testing on animals immoral and torturous. Often, animal rights

groups go to extreme measures to make their point clear. They have been known to vandalize, bomb, and set fire to butcher shops, slaughterhouses, medical research facilities, and the homes of research scientists. They spend their energy reprimanding "scapegoats" instead of using their resources and support in a positive manner.

As part of the animal welfare movement, we are a more moderate bunch, working "within the system" to change animal welfare problems with reasonable solutions. For instance, we agree that eating meat is a natural behavior for humans—it is part of the food chain. But, we believe that the conditions in which animals are raised for consumption, like factory farms (where animals are raised for slaughter in cramped quarters with no veterinary care or sense of natural life), are absolutely inadequate and need to be changed. In fact, many of us will eat free-range meat (from a reliable company, since "free range" does not always mean adequate living conditions), in order to be sure that the animal was treated humanely before slaughter. On the contrary, animal rights activists believe no meat or animal products should ever be consumed. But, this ideal could never be realized; America and rest of the world are too addicted to meat to ever let it go. America simply wouldn't be America without its backyard barbeques and fast food cheeseburgers. By defacing butcher shops and bombing slaughterhouses, the animal rights movement is just creating a negative image for themselves. Now it seems that the word

"vegetarian" has negative connotations. All vegetarians are associated with crazy activists, when many of them are just making a personal decision.

Similarly, the animal rights' view that all testing on animals is wrong seems too far-fetched. Although we wish there were another way, animal testing is vital for disease research. In fact, four-fifths of all Medicine or Physiology Nobel Prize winners used animal testing for their discoveries and experiments. In situations of animal testing, it is important to consider whether the ends justify the means. Animals may even play a role in the discovery of a cure for cancer. However, we believe that the testing of cosmetics on animals should never be legal. Horrible, inhumane, cruel, and pointless tests should never be performed on animals to see if a particular brand of eyeliner runs when wet.

The huge flaw in the animal rights movement is their violent demonstrations, which gave them the name "animal rights terrorists." These violent tantrums deter the public away from these activists and, as a result, from their cause as well. Also, they waste their money on the equipment and organization for their violent, and ultimately unsuccessful, displays of aggression. That money could instead be used on a more effective course of action, such as appeals in court and ad campaigns.

It is difficult as supporters of the Animal Welfare Movement to be associated with animal rights "wackos." We are not abolitionists and we are not violent, we just want humane treatment of all animals.

If You Believe Bush Wants to Put a Man on the Moon...

by Eric Gottlieb '06

and launch men from there to Mars is absolutely absurd. Manned space exploration was seen as necessary during the Kennedy administration, but things have changed since then and it's no longer important.

those could not be launched into space. But today, we have advanced rovers with 20/20 vision and a plethora of multi-million dollar instruments that can auto-

and new knowledge provide more inspiration than an American flag planted in Martian soil 35,000,000 miles away.

There are also many drawbacks to human space travel, both medical and economic. There are issues of dangerous radiation, bone loss, psychological well-being, and medical care. These issues may be difficult to resolve.

The cost of human space travel is far too excessive. The price tag of just the Spirit and Opportunity missions was \$800,000,000. According to the NASA website, a Mars-bound spacecraft would have to be fifteen times the size, not to mention that it would have to contain human support.

Other expensive technological innovations needed



matically navigate dangerous terrain and handle -180 degree temperatures while they engage in advanced scientific research and promptly communicate it to Earth. Their spectacular photos

solely for this mission would include a landing mechanism, as an airbag-cushioned crash landing is not suitable for a capsule that contains human beings. It would also be very expensive to build bases on the Moon and Mars and even more expensive to build rockets on the Moon, as Bush proposes.

Mars is an ambitious goal, and a valuable one, but our research can be accomplished far more effectively and economically with lunar and Martian rovers. We may learn whether there was ever life on Mars and more about "worlds beyond our own," but we don't need to send people into space. Not to mention the dangers, it is too expensive and provides no benefits. Sometimes, science fiction must remain in the realm of science fiction.

Free Time Immersion

by Abel Fillion '05

During the break between semesters, we were able to immerse ourselves fully in a non-academic activity during each school day. Because no homework was assigned during Immersion Week, we could spend time as we saw fit after leaving school. We were able to read a book, play an instrument, get together with friends, sketch, exercise, attend a concert, go to a museum, help at a soup kitchen, cook dinner at home, spend time with family, relax, and recharge.

This leisure time is important to students, and the most effective way to carry it into the normal school year is to reduce the homework load. Park's philosophy states that "it is the objective of the school to prepare students in the broadest sense, not only for further academic achievement, but also for the continuing process of choosing for themselves from the widest range of possibilities life offers." To ensure us of this choice, we must be given a chance to explore on our own. This is to say that learning should not take place only in re-

lution to school.

Admittedly, not all students dedicate their free time to constructive activities. Many spend it on TV, computer games, or Instant Messenger. However, if we had more time to ourselves, we might be able to develop deeper non-academic interests. It takes time to get into a new activity—that is why we have four full days of Immersion Week.

It can also be argued that much of our unproductive behavior is a way of coping with the stress of having too little time to ourselves. Students who work all day long during school, participate in after-school sports, rehearsals, lessons, and extra classes, and then come home to a full night of homework are finally left with so little time and energy that they just feel like watching TV and going to sleep. Even if it is suspected that certain students would abuse free time, it is important that the school have positive expectations of us.

A reduction of homework poses a logistical problem for teachers because there is a



predetermined amount of material that each course must cover. This problem can be solved, however, and the potential benefits for students are worth the change. Teachers could probably lessen the overall homework load while preserving its essential content. Ultimately, however, if reducing the amount of homework means that courses are forced to cover less material, so be it. The overall quality of students' lives is more important than any class. It is not right for school to command so

much of our time.

Park School should live up to its philosophy and "prepare students in the broadest sense, not only for further academic achievement, but also for the continuing process of choosing

for themselves from the widest range of possibilities life offers." We need more free time apart from school to explore our own interests. Let's make the amount of homework a school-wide discussion.

Uproot Bush!

by Andy Lillywhite '07

The Democrats need to take this country back from George W. Bush, and they need to do it by telling everyone what's really going on.

The economy is, in my mind, the number one issue. "This is a jobless recovery," is what analysts say. It's not a recovery at all, though. The stock market is rising because companies are moving their jobs overseas. This provides for cheaper labor so the companies get more profit. But eventually this practice will destroy our economy. What these companies don't seem to realize is that the people who purchase their products are the ones that are being laid off.

Eventually, there will be significantly fewer consumers of their products, and the companies will go out of business. "A jobless recovery" really means a short-term recovery that will, in the long run, ruin our economy.

The tax cuts are the second biggest issue. The Bush tax cuts give almost half a trillion dollars to the richest one percent of Americans. This means that with Bush's total tax cut plan, each of these families would receive about \$342,000 over the next decade. If these tax cuts continue to be implemented, the rich will keep getting more.

Right now, the top 1% of Americans get about 20% of the funds. In 2006, the top 1% will receive more than 40% of the tax cuts, and by 2010, they will be getting more than 50%, yet the average American gets about \$350 this year from their tax cuts. Why should Bush be giving our tax dollars to the rich?

The war in Iraq was also ridiculous. President Bush clearly told Americans that we were invading Iraq because they had weapons of mass destruction. We were told that Saddam was playing his usual games by denying that he had any weapons, and we got tired of it and bombed Iraq. Then we took over Iraq and captured Saddam, only to find no weapons of mass destruction, though we did find that we needed Halliburton, the oil company connected with Vice President Dick Cheney to work in repairing Iraq's oil infrastructure. We gave Halliburton \$489.3 million of the U.S. taxpayer's money.

Homeland security is also an issue that seems like one that Bush could use to his benefit, but it's just the opposite. The ports and chemical plants in America are still very susceptible to attacks from terrorists. In fact, there are over 100 facilities in the U.S. that handle chemicals, which could be used to harm millions. These facilities have no established security standards.

On the issue of education, Bush's No Child Left Behind Act only funds schools that pass certain standards. We need to fund the schools that don't pass those standards and need help.

To be honest, the Bush administration has failed our country. It does not provide good public education, it doesn't keep us safe, it's destroying our economy, and engages in war-mongering at the expense of 99% of U.S. citizens. The Democrats need to save this country before it's too late.

No Business like Snow Business

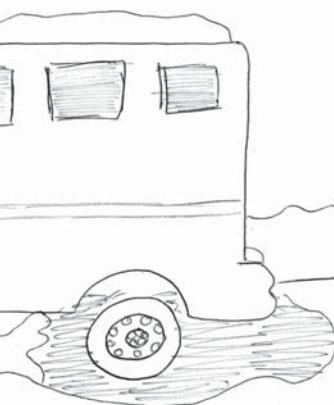
by Kate Ewald '05

The alarm goes off. Outside your window, you see a beautiful landscape: clean, unplowed snow in a perfect, quiet world. Hope wells up within you that school might be cancelled! Spurred by your hope of going back to your gloriously warm bed, you dial the school's number, pull up the school's web page, or eagerly listen to the radio. The hope wells, wells,

you now have double the workload than before.

Now, sitting at home enjoying my most recent "snow day," something came to me: if it's not safe enough for the precious busses to be running, is it safe enough for students to be braving the icy, snowy conditions outside? Do high school drivers (or their parents, for that matter) have better driving skills

the school is not as liable if kids are delivered to school in their parent's cars instead of in school buses, but I think that the liability excuse is just shirking responsibility. If Park is open without their buses, when cars shouldn't be on the roads, and some first grade girl breaks her neck in a car crash, it's still the school's fault to some degree. I say, either have school open or



wells... until that hope is brutally murdered by Jim Howard's voice on the Park School Events and Information Line saying that school is open.

Sound familiar? Well, lucky for me, at the end of the message, Mr. Howard tells us that the buses are cancelled. If you, like me, are one of those kids who take the bus, you kick back and sleep for another four hours, enjoying your "snow day." That is, until you return to school only to realize that school went on without you and that

than trained bus drivers? Why would icy roads be safer for students in cars versus students in buses? I'll just put it this way: if buses shouldn't be running, the risk of being outside in a car probably mirrors the risk of a five-year-old running (with scissors) through a roomful of butcher knives.

Plenty of Park students are riding school buses every day. That means those kids can't make it to school when buses are cancelled unless parents go out of their way to drive them. Sure,

have school closed, none of this in-between stuff. If the roads are truly disgusting or unsafe, Park should be closed. If they're not that bad, Park should run as normal. The only thing resulting from the school's decision to cancel the buses is more cars added to the carpool lane, which creates even more of a hazard in bad weather, and more kids missing school, which worsens our learning experience. Our current policy makes absolutely no sense, and Park needs to change it. Please, Park: Get real.



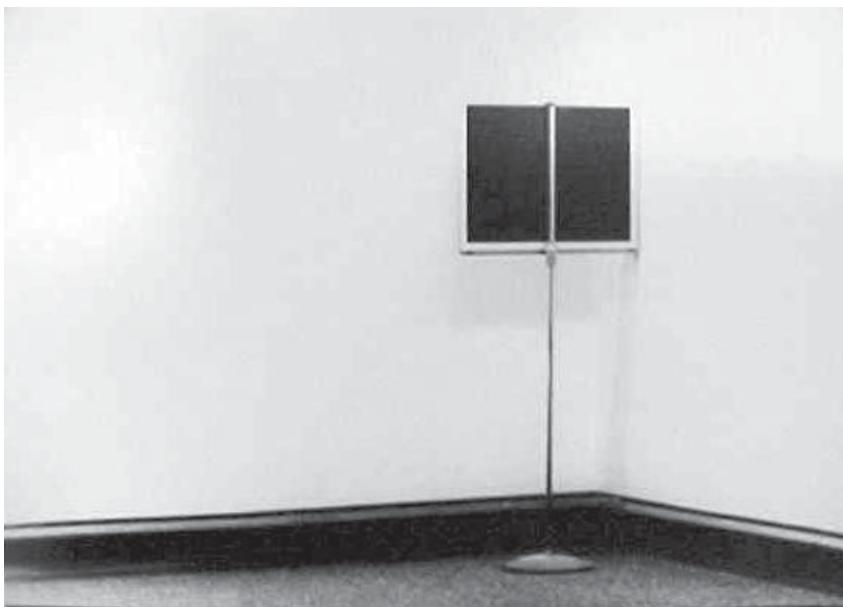
Saba McCoy '06



Sarah Gold '06
"Alcohol, Lines, Light, and Music"

Point of View

One of the Immersion Week activities was *Point of View*, a photo course offered by Gina Brocker, a student at Maryland Institute College of Art. She posed the question: "Suppose this was your last day on Earth, what would you take a picture of?" These photos are a sampling of students' responses.



Michele McCloskey '05



Leah Greenberg '07
"Stairway from Heaven"



Allie Stein '07



Leah Greenberg '07
"I Think You Lost What You Loved
in that Mess of Details"

Return of the King: Epic filmmaking

by Yohancé Allette '05

Disappointing. Overblown. Anti-climactic. Bungled. These are just some of the adjectives I shall *not* be using to describe the third part of the *Lord of The Rings* trilogy. How about amazing, stupendous, jaw dropping, and overwhelming?

Return of the King must be the greatest adaptation of literature into film ever. Unlike other adaptations of books, *Return* lifts the script directly from the book, giving the story itself great accuracy. Director Peter Jackson only cuts away the most boring parts of the book, and does not try to make it more appealing by adding sexual content, profanity, or unnecessary violence.

The film works on both massive and intimate scales. Epic battles contrast with the struggle for a single soul. Monstrous violence contrasts with moments of solitary grace. Armies upon armies swarm across the screen, yet the fate of Middle-Earth depends on whether a tiny person named Frodo will drop a ring into a volcano. During the movie, I felt more attached to Frodo and Sam than to other heroes in the story. With Frodo and Sam, the audience obtains a closer, more personal feeling of the movie. It

is easy to understand Frodo's struggle, and see the utter hopelessness of their situation.

In terms of computer graphics, this movie once again takes the lead. If you thought the graphics in the previous two films were good, they will blow you away in *Return*. Gollum is one of the best computer-graphic characters ever made, next to Yoda, and has voice acting that is incredible. Between that and the character's organic looking movement, it is easy to mistake him for a real actor. And for those who read the books –you will know of Shelob. I won't give away too much, but Shelob has to be the best giant, killer, flesh-eating spider to ever appear on the big screen. Period.

Return of the King is indeed the "crowning glory" in what is quite possibly the best film trilogy ever made. For over three hours I sat spellbound, watching the stupendous saga come to fruition. Director/producer/screenwriter Peter Jackson has done a fantastic job of bringing the spirit of the characters and visceral feel of the magical places to vibrant life once again. *Return* is undoubtedly the darkest, most epic, and most satisfying installment of the three. A definite must-see.

Aqua Teen Hunger Force: Fast Food Fighters

by Charlie Hankin '06

It's hard to pick a best show out of the entire "Adult Swim" lineup on Cartoon Network, but *Aqua Teen Hunger Force* may be it. Spun off of an episode of *Space Ghost Coast to Coast*, the cartoon features three main characters: Master Shake, a manipulative milkshake, Meat Wad, a really stupid meatball, and Frylock, a box of fries who has to keep the other two in line. The trio started off as detectives, but the focus shifted away from crime fighting after the first couple of episodes. *Aqua Teen Hunger Force* is really about a bunch of fast-food menu items struggling through life under the same roof.

It's an interesting premise, and it has carried the show to success. The complete first season is now out on a two-disc DVD set. Fans can now watch all 16 episodes in sequence and see the evolution of the characters over time. You can finally figure out what that joke in episode fourteen was referring to in episode six, and you can listen to the theme song as many times as you need to figure out what rapper Schooly-D



thrown in every once in a while.

If you buy this set, don't buy it for the special features; buy it for the show itself. The banter between the characters is great, as well as the appearances from supporting characters such as Carl, the Mooninites, the Leprechauns, and the Mothman. I give the DVD four stars out of five and the special features two. I'm just waiting for season two to come out.

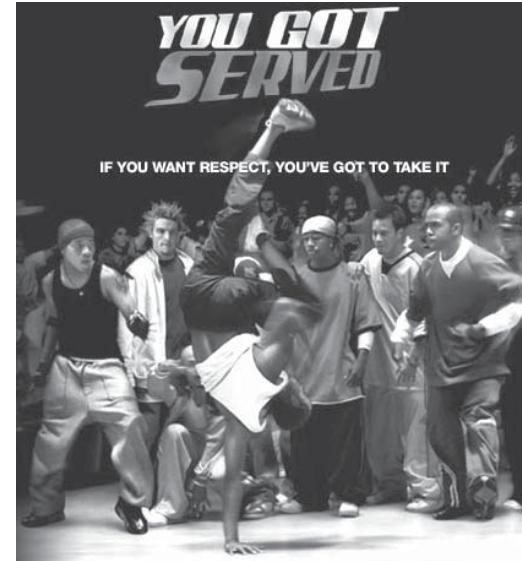
You Got Served serves up bad cinema

by Peter Schamp '05

At some point in the last year, someone at Sony Pictures had the idea to set out and make the most awful movie in the whole world. They got together professional writers and producers and told them to make a terrible script about the dumbest thing they could imagine, and then to find the worst possible group of no-name aspiring actors to make it come to life. Then they found a director who could help make it all look ridiculous. I am sure that someone at Sony Pictures really did this, because they eventually came out with *You Got Served*, a film so terrible only someone trying to make a bad movie could have ever seriously released it.

This movie is so bad it's surreal. The story follows two friends, David (Marques Houston) and Elgin (Omarion), and their dance "crew" as they compete (or "battle", as they say in the film) in underground dance competitions. They're unstoppable on their local circuit until Wade (Christopher Jones) shows up with his comically spiked hair and Orange County rich kids. He puts up \$5000 to compete with David and Elgin, who struggle put up their \$5000, only to lose it to Wade in the competition. Classically, the rest of the story would center around the two friends working and practicing to win the money back; this

would be bad enough. Instead, they get in a fight over David's romantic involvement with Elgin's sister, Liyah (Jennifer Freeman), Elgin gets beaten up while dealing drugs to make money, and the two split up, forming different dance crews. From then on, all their friends try



to get them to make up, to no avail.

Basically, *You Got Served* is a collection of Disney Channel actors and R&B singers (the group B2K makes up most of the leading male cast) dancing around in spotless mock-thug clothes and speaking in the most forced and articulate Ebonics I've ever heard. The failed cast also includes cameos from Lil' Kim, MTV's La-La, and choreographer Wade Robson. The only redeeming part, which the movie obviously sells

on, is the multitude of dance scenes. But even these scenes drag, and nothing can escape the overall cheese-factor of the film. I can't begin to describe how dumb everyone looks and acts 100% of the time in this movie, but for a sample, just watch the previews. This mixed with the jumbling of the plot makes the movie so ridiculous it's hard to believe.

However, I won't say that it wasn't funny. This is one of the only movies I've ever seen that was just bad enough to be amusing. There are other "so-bad-it's-funny" movies, but usually they aren't actually funny, just bad. *You Got Served* was comical in that it attempted to blend the "thug life" with choreographed group dancing, which resulted in a sort of goofy mix between *Bring It On* and *West Side Story*. The difference is that *Bring It On* featured female cheerleaders, not "thugs", and *West Side Story*'s dancing wasn't supposed to be believable. I wouldn't be surprised if the sequel involved underground synchronized swimmers just trying to make it on the street. Regardless of the small amount of entertainment value in its dance scenes and the humor of its bad quality, I still say this film isn't worth seeing. Final rating: half a star.

Angels in America mixes fantasy with reality of AIDS epidemic

by Rebecca Martin '06

When *Angels in America* was transformed from a play into a made-for-TV movie (released on HBO), someone high up decided to remove the subtitle *A Gay Fantasia*. I don't know why, because I can think of nothing better to describe the movie.

The opening credits in *Angels in America*, which features a thrilling digital flight over the North American continent to New York City, set the pace for the rest of the movie. The story is a sweeping epic, encompassing the real and the surreal. It mingles the emotional intensity of people coming to terms with addiction, sexual identity, disease and death with Alice-through-the-looking-glass effects. These include trips through an icebox, ghosts, and an angel (Emma Thompson) descending from the heavens to declare one of the protagonists the next prophet.

This mixing of fantasy and reality is mirrored in the

weaving of the plots. The movie begins with three seemingly isolated stories. There's the pill-popping Harper Pitt (Mary Louise Parker), whose uptight Mormon husband, Joe (Patrick Wilson), struggles with admitting he's gay. There's Prior Walter (Justin Kirk), who is dying of AIDS with a lover, Louis (Ben Shenkman), who would rather run from illness than deal with it. And there's Roy Cohn (Al Pacino), the real-life prosecutor who sent Ethel Rosenberg to the electric chair in one of the defining cases of the McCarthy era. Always a bully, he ends his life alone and dying of AIDS.

As the movie unfolds, these plots become progressively intertwined into one complex story. This transformation is creatively assisted by casting one person in multiple roles—a technique that is often used in theater, but rarely in movies. For example, Meryl Streep is the ghost of Ethel Rosenberg, the

proud yet concerned mother of Joe, and, in a sensational transformation, an old orthodox Rabbi who presides over a funeral at the start of the movie. Another thread that pulls the story together is the character of Belize (Jeffrey Wright), a gay male nurse who roams freely between all the plots from the start. With a pitch-perfect performance by Wright, Belize is also one of the highlights of the film.

Set in the 1980's, the original play was written by Tony Kushner when AIDS was a new epidemic and still ignored by the Reagan administration. Due to the change in climate since, the HBO adaptation occasionally seemed a little heavy handed. Yet its plentiful comic moments save the movie from being sugary sweet. With wonderful sets, a compelling, fantastical plot and brilliant acting, *Angels in America* truly is a spectacular gay fantasia.

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Boys' Fresh-Soph Basketball works toward tough playoffs

by Brad Mendelson '06

The Boys' Fresh-Soph Basketball team struggled early in the season. The team currently has a record of 4-10 and a conference record of 2-8. From the beginning of the season, it was obvious that this team would experience difficulty for two main reasons: they are very young, starting four freshmen; and they play in the B-Conference, where they face aggressive all-male schools such as Boys' Latin, Gilman, and St. Paul's.

The team has been

competitive in every game, as Coach Roger Seidenman '85 is quick to note, "Well, we're struggling. In all of our losses we've been competitive. In the second half of every game, we've been tied or down by one. We normally have five or six minutes where we beat ourselves and don't have the offense to recover."

Captain Ben Weinstein '06 agrees, saying, "Our offense takes time to get moving, and our perimeter shooting is a

weakness, so we take a lot of time to score." Weinstein was quick to add, "Our best way of scoring is using our big men. We get it down low and try to create isolation." Both Weinstein and Seidenman were very complimentary of the team's starting big men Jon Weiss '07 and Ian Long '07.

According to Weinstein, the team stays in every game due to its team defense. "The strongest part of our team is our help defense. We know

where everyone is on the court and are quick to respond," says Weinstein. The team also has good speed and size, which allows them to fluster opponents by setting lots of traps on defense.

The team has recently crushed John Carroll with a score of 63-42. It was a prevailing game giving the team confidence. Two days later Park was matched up to one of the toughest teams in the conference, McDonogh. The team

started off strong taking the lead in the first half, but McDonogh pulled through in the second half and took the victory winning by 10 points.

Overall, this year's Fresh-Soph team has had many successful games, and look towards heading into the playoffs. Seidenman is proud of the way his team is responding to such adversity this season: "In the words of The Boss, "We're gonna teach those boys who laughed too soon."



photos by Oliver Reid

Girls' JV focuses on future

by Ezra Rosenberg '06

With the basketball season winding down the Girls' JV has accumulated a record of 3-12. This losing record is not important to the team because they are focused on the future, looking to win their final six games of the season.

Assistant coach Mary Ann Jones, who runs the lady Bruins practices, is enthusiastic about her team, "They are doing well; they are a young team in a league with more experience. We are beginning to come into our own in the second half of the season, gaining more experience and skill." She believes in her team and her passion reflects on her players.

On Wednesday, Park's rival Friends came for what would be a hard fought game from the opening tip. The Bruins opened up a 13-2 lead against the Quakers but it was short-lived. Friends called a timeout and came out rejuvenated. The team went on a scoring streak; when the buzzer sounded at the half the score tied was tied.



Tara Gelb '07 awaits a pass.

Girls' Varsity stays strong defensively in a rebuilding season with new coach

by Wes Jamison '05

In a season that started off slowly, neither the team nor first year head coach Kevin Coll feel disappointed. With a record of 2-11, the players keep their chins up and have set reasonable goals for themselves: "We've seen everyone once, and we just want to do better than the last time we played them," said Coach Coll. He asserts, "We want a winning effort not a winning score."

The team has done well; in fact, they have either been very close or winning at the half in all except one game. Senior Aiyana Newton said, "We could have won a lot of games. We just had to put together a full four quarters." Against Chapelgate, the team was down by only three at half but lost by 20.

The B-Conference has provided ample challenge for the Lady Bruins. The team has a lot of new talent, including freshmen Meghan McMahon and Maggie Sachs. Sachs, at mid-season, showed no signs of despair and said, "We haven't been winning, but each game the team comes together a little bit more, and by the end of the season, we'll be functioning fully as a team and start to win games."

Mr. Coll has introduced a *piranha* mentality and theme to his team. Its *piranha*-D is an unforgiving full court press that quickly causes turnovers. This defense has created problems for opponents all around the league, but the only problem is the team cannot capitalize and put points on the board. The other problem with the *piranha* style play is that it causes exhaustion, which has been a large part of their downfall this season. The team has started doing more endurance training to eliminate the problem. The team's training and *piranha* attitude gave them the edge in a recent overtime win against Maryvale.

Unfortunately, they were not able to convert energy into wins against Friends or Towson Catholic.

A season that has begun 2-11 would bring despair to most teams, but this team is different. Aiyana Newton '04 puts up a jump shot.



photo by Jill Papel '05

Boys' JV Basketball heads towards repeat championship

by Jen Webber '07

The Boys' JV Basketball team at Park has historically been at the top of its conference. With a championship under their belt, and only one loss in two seasons, the Bruins have been,

and still are, the team to beat. With an in-conference record of 16-1, and an over-all record of 21-1, the Bruins are the favorite to take the championship for the second season in a row, and as

Head Coach Dave Tracey says, "Our objective this season is to preserve the crown."

The team, which is made up only of sophomores, runs a high-pressure offense, often pressing for the entirety of a game. This seems to be the team's key strategy, as it often comes out strong in the beginning and maintains its lead throughout the game. This strategy worked remarkably well against rival Calvert Hall; Park dominated the whole game, out-rebounding and shooting their opponent, to win it in the end.



White and Wiggins go up for rebound.

photo by Jill Papel '05

When the Bruins played Annapolis Area Christian School, Sts. Peter and Paul High School, and Our Lady of Mt. Carmel, they had similar successes. In all three of these games, the team came out strong, dominated the entire game, and won in the end with room to spare. The final score against Mt. Carmel was 76-19.

Something else unique about this JV team, aside from being able to maintain such a high level of play for an entire game, is that every person on the team is able to score during a given game. There are, of course, a few players who consistently rack up points – Alex Brooks, Zack White, and leading scorer Jake Riggins – but Coach Tracey emphasizes the depth of his bench and explains that, despite keeping a starter on the court at all times for guidance

and leadership, he can count on any guy to get the job done.

Coach Tracey's expectations are high this season, and despite their one conference loss to the second-seeded team, Beth Tfiloh, he is confident that his team will go all the way. In order to prepare for the playoffs, Coach Tracey says that his team

is keeping three important things in mind: selfless play, tending to their hunger, and preserving the crown. Coach Tracey asserts that, "this team has jelled very well," and because all of the players always "work very hard," he knows they are mentally and physically prepared to dominate the playoffs.



Brad Mendelson '06 dishes pass to Eric Baylan '06.

photo by Jill Papel '05

Indoor Soccer has strong season, loses to IND in semifinals

by Ben Gamse '05

The Girls' Indoor Soccer team on Wednesday finished their season with a loss in a semifinal match against IND. The season was a struggle. Getting to this point shows a grueling toughness that didn't really show through on the playing field during the semifinal game. Arriving at the semifinals with an exiting win against St. John's in overtime is a huge step forward for a team that started the season off with a new coach and many new players.

In the semifinal game, the Bruins looked lethargic from the start. They gave up a goal three minutes into the game, and the play of the Bruins deteriorated from there. The end result was a devastating 10-1 loss that matched their level of play, but not the season as a whole. The Bruins faced a well-skilled opponent in IND, and Park was never able to elevate their game to the level that they needed to

win. By the half it was 5-0. Goalie/ captain, Julie Scherr was constantly bombarded with shots.

Captain Katie Frankel '04 and Junior Erin McMahon '05 turned in strong efforts in the midfield, showing hustle and determination. Overall, the team just looked tired. One of the few bright spots for Park was a second half goal by Sophomore Natalie Brown '06. It was not enough of a spark, however, as the team had already begun to unravel. They had not fully recovered from their first playoff game against Bryn Mawr.

This frustrating game was not one that they'd be happy to end their season on. Until this point, the Bruins had stormed through the season without looking back. Often playing multiple games a week can be draining and requires tough preparation to match up

against other A-Conference teams. Since a shaky start they have driven forward, continuing to make practices productive and efficient. Now they stand having finished the season at 6-7-3.

The girls ended the season strong leading up to the playoffs. They had a three-game winning streak before finishing the season with the two toughest teams in the conference, St. John's and IND. These were two aggressive teams and playing the games on consecutive days proved to be more of a challenge, testing how they would match up in a highly pressured situation such as the playoffs.

Earlier this season, they played St. John's. It was a tight game, tied at four for a long time until St. John's scored the winning goal with five minutes left. The next day, Park played IND, one of the toughest teams in the

A-Conference, and was able to tie 2-2. In both games they put up a strong effort, and it was a strong way to end the season.

The four senior captains of the team have led the Bruins throughout the season. When asked why the team decided on having four captains, Coach Geoff Hoffman was quick to emphasize that getting to this point was a team effort and that "each captain brought something different to the table."

Captain Nicole Oidick '04 had come back from illness to lead the offense. Captain Katie Frankel anchored the midfield, and Drew Fidler '04 was the captain on defense. Sara Welinsky '05 commented that Julie Scherr "was a huge component of the team and kept them in every game." The game against Bryn Mawr was perhaps one of their best games. The game was intense, with the

crowd roaring in the stands. The game ended regulation tied 2-2 with goals by Nicole Oidick and Leah Bacharach. They went into a five-minute overtime where each team played their best defense, as no goals were scored. The game resorted to a shoot out. Five girls shot for each team, and Julie Scherr made three saves. As Erin McMahon made the fifth goal, Julie Scherr came out with her fourth save to win the game.

Reflecting on the season, Coach Hoffman says they have, "bonded as a united front with the common goal to win." Since the beginning of the season, one of the team's main goals was to stay united, since the team is relatively young and has a new coach. This season has been a good one. The girls have showcased some strong soccer. With a quarterfinal win under their belt, they have a lot to look forward to next year.

photos by Oliver Reid



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Boys' Varsity Basketball shoots to stay competitive

by Liz Webber '04

As the returning champion of the MIAA C-Conference, the Boys' Varsity Basketball team has struggled to stay in first this season. Despite this, the Bruins are strong, with an 11-6 conference record, and remain a formidable opponent in the league. As Head Coach Josh Wolf affirms, "The team is really starting to come together."

On February 6th, the Bruins defeated Sts. Peter and Paul High School for the second time this season at Park's Annual Program Night. The night, which is dedicated to the seniors as it is their last home game, was a great success: alumni, parents, faculty, and students attended. The concession stand, proceeds of

which are given to Park's Habitat for Humanity program, was open, and the junior class sold "Rally-Towels" to fundraise for their prom.

The entire team played well, dominating the boards and out-scoring their opponent from the three-point line. Jimmy Slatin '04 had six points from behind the arc. Paul Weitz '05, the team's lead scorer, had 21 points, five of which were three pointers, while Captain Phillip Porter '05 had nine points, three rebounds, three assists, three steals, three blocks, and one incredible dunk. Seniors Andre Brasser, Darryl Tarver, and Marco Fontana each had two points and a number of boards to help

the team to their ninth in-conference victory.

This past Monday, the Bruins beat Annapolis Area Christian School, a team they beat in the beginning of the season 72-65, by ten points. Porter had 16 points, 12 rebounds, five assists, five blocks, and Weitz had 18 points and four rebounds. Dia Clark '06 and David Berman '05 lead the defense with quick footwork and high intensity. Brad Rifkin '05 and Fontana had a combined total of 13 rebounds, five of which were offensive.

On Tuesday, Park pulled off a nail biting victory over Our Lady Mount Carmel, winning in the fourth quarter by six after being down in the third. Weitz

scored a staggering twenty-nine points, with thirteen points in the fourth quarter alone; he went 7 for 10 from behind the arc and had four rebounds. Porter also had an outstanding game, with seven points, 12 boards, five steals, and five assists. Rifkin also had six points and nine rebounds, five of which were offensive. Dia Clark had three critical assists. The Bruins are taking this year's playoffs seriously and are doing all they can to prepare for the fights ahead of them. As Coach Wolf stated during his pre-game speech at Program Night, "We've had three tough practices in a row. These guys did 43 sprints yesterday before we even started practice."

Coach Wolf explained that although he usually "nurses the team before the playoffs, [he isn't] going to this season." Practices leading up to the playoffs will include sprints, one for every free-throw missed, and other endurance building drills.

Senior Jeremy Silver agrees with the importance of "keeping up the intensity in practice, so that [they] can take it out on the court." Silver emphasizes the team's need to "drive to the basket and pound the ball down low." The Bruins' last in-season game is this today, Friday 13th. They play at Glenelg Country School, whom they beat earlier in the season 69-46, at 6:30 PM.

Varsity Bruins at work challenging opponents; scoring points

photos by Oliver Reid



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