

# THE POSTSCRIPT

June 5, 2013

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## Girls take B Conference Lacrosse championship

by Idris Mitchell '14

“Completion.” This word was emblazoned across the neon-yellow shirts that the Girls’ Varsity Lacrosse team wore in the days preceding their IAAM B conference championship game May 11 at Gerstell Academy. For the Bruins, “Completion” signified their arduous, but rewarding two-year long journey to the mountaintop — the championships.

On that rainy Saturday in May, the Bruins triumphed against Friends School of Baltimore, a team that defeated them in the previous championship. The Bruins fought a hard battle that even included a near 90 minute thunderstorm delay, after which the girls resumed play with a marked desire to win, finishing 15-12 over Friends and clinching the B conference title.

The journey began two years ago, when Athletic Director and Varsity Lacrosse coach Robin Cardin Lowe '84 first envisioned the amazing things her incoming team would do. She saw experienced and talented juniors, combined with underclassmen able to pull their weight. Though she didn't exactly see that team

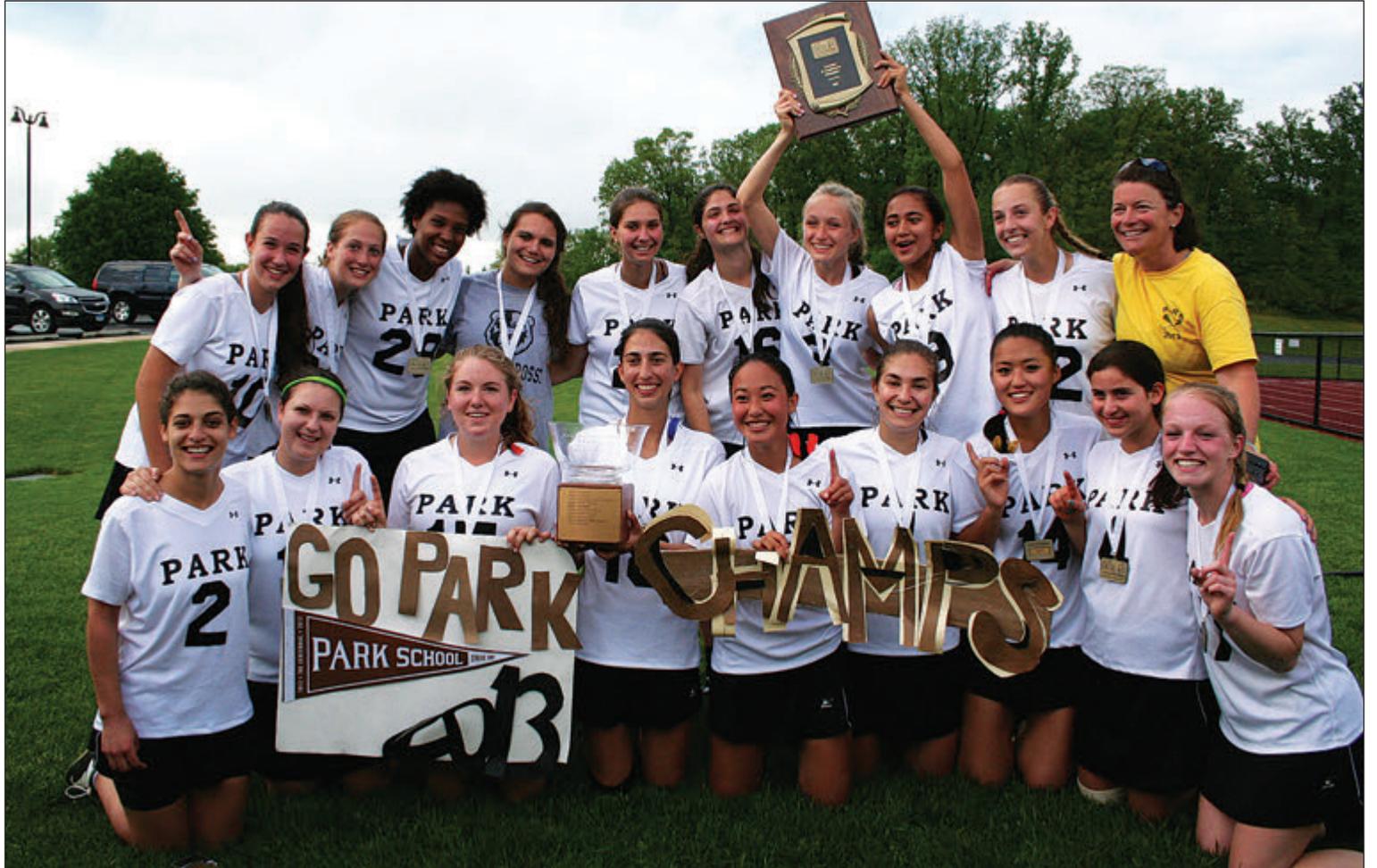


photo courtesy M. Hollandsworth

Despite a 90-minute rain delay, the Girls’ Varsity Lacrosse team lost no momentum on their way to a 15-12 victory over Friends to become IAAM B Conference champions May 11.

reaching the finals that year (2012), she believed her team would make it by 2013.

Much to her surprise, last season’s team did reach the 2011-2012 championship game, only

to lose 7-16 to Friends. This loss was undoubtedly painful, but not the end of the road. Luckily for

Lowe, she only lost three players in the off-season, two of **Champions continued p. 15**

## Student filmmaker documents Park through the decades

by Sarah Cohen '14

For most soon-to-be graduates, senior projects provide a chance to relax and explore, a long-awaited respite after four years of hard work, compound-



ed by the stress of the notorious “college process.”

But for student filmmaker Josh Rifkin '13, the past six weeks have been anything but relaxing. On May 30, over 100 people gathered for the official premiere of “From Druid Hill to Brooklandville: The Park School Century,” a documentary that Rifkin directed and produced for his project.

For Rifkin, the May premiere marks the culmination of an eight-month ordeal, amounting to an estimated total of 1300 hours of work. “I didn’t know how big this project was going to expand,” he said. “I thought

it was just going to be 10 or 15 interviews. Little did I know.”

Inspiration for the film struck in the beginning of the year, when Rifkin was looking at the Centennial-themed timeline that was on display in the lobby of the Wyman Arts Center.

“Being the kind of person who loves history, and loves dealing with archives, I thought it would be really interesting to take all of those photos and that text and provide a historical context—to take emotions and stories from actual alumni or headmasters, and put them into one video,” he said.

The film opens with footage

of the Centennial Parade that took place last September, after which it promptly loops back to 1912, the year of the school’s founding. What follows is a mélange of photographs, archival footage, newsreel footage, and interviews, all of which, together, proceed decade-by-decade to tell the story of Park’s history.

“Since its founding in 1912, Park has encouraged its students to ‘learn to think’ and to ‘challenge the status quo’ in a nurturing environment of academic rigor,” he said. “Park really strives to allow you to be yourself. They don’t want you to fit a mold—they want you to

create your own. So that’s really the other thing I’m trying to say in my film,” he said.

Pre-production for the documentary kicked off in October, when Rifkin began researching with archivist Michelle Feller-Kopman, organizing interviews through alumni coordinator Palin Gather, working to develop interview questions with Quinn Salditch '13 and her 2-1-2 group 100 Years of Interviews, and meeting with a legal team to address a few standard preliminary matters.

Next came the interview

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Even though interest may have waned in the US, MS girls are taking up the slack.

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## Park unscripted: 2013

Take a nice deep breath, become one with your surroundings, and let the nostalgic photo montage set to Green Day's "Time of Your Life" start playing in your head, because this just might be the last time you'll ever hear anyone talk about the Centennial.

That's right, folks. The event that has dominated our school's consciousness since—well, it's almost too difficult to say when exactly we first heard about the Centennial. From the amount of build-up it got, you'd think that Hans Froelicher Sr. formed the Centennial Planning Committee back in 1914. To be perfectly clear, we liked the Centennial activities. Really, we did. We got to eat cupcakes on Brown and White Day, we got to go on rides at Birthday in the Park, we got to laugh hysterically at the Centennial Festival of Plays, and we got to miss a lot of class—er, do really interesting projects—for 2-1-2 days. That was all great stuff, and bravo to the Centennial Committee et al. for planning it—seriously.

But let's take a moment to envision Park's *sesquicentennial*, its 150th birthday celebration, when we'll all be flocking back to campus grey-haired, wrinkle-faced, dressed to the nines in our oversized glasses and "sensible shoes." To put it bluntly, 50 years from now we're probably not going to remember anything about the Centennial. Frankly, there's no reason why we should. Any school can plan a birthday celebration; any school can redo its logo, make posters, hold reunions, sell school spirit wear, and raise exorbitant amounts of money.

But this is Park, where the best things are never planned or organized. At this school, we live from joke to joke, from debate to debate, measuring time by the rise and fall of a cookie jar. If you'll pardon the cliché, the things that make Park

"Park" are not events that have been planned for months, if not years, in advance, but the random, hilarious, screwy things that happen spontaneously and organically. *Those* are the moments that we'll remember 50 years from now. And for your convenience, we've taken the liberty of compiling what we think are some of the best ones from this year into one user-friendly list:

**7. Mike McGill comes to visit. We respond by hanging dictatorial pictures of Kevin Coll in every room.**

**6. Harlem Shake video in the Arts Center. Who knew Bryan May's hips don't lie?**

**5. The hilarious but all-too-true second Park School song.**

**4. Newsfeeds are flooded with unexpected (and anonymous) praise from Park Compliments.**

**3. Errol Webber speaks in assembly. He then proceeds to pass his Oscar around to everyone in the theater.**

**2. Water main breaks. Whole day off.**

**1. Derrick Margulies doesn't sing. But the entire Upper School apparently does, and joins him in "Bohemian Rhapsody."**

With all of this in mind, we hope you have a great summer. Make a new list of crazy memories: cannonball into a pool, bead a friendship bracelet, play "Summer of 69" as you roast marshmallows by a campfire. Any way the wind blows...



cartoon by B. Knobloch '14

## Which is more powerful, love or hate?

As one of their assignments, students in Writing Practicum participate in the Kids Philosophy Slam. This year, the national contest asked students to ponder the question of whether love or hate is the more powerful emotion.

On May 30, Christopher Mergen '14

was named "Most Philosophical Student in America" with his winning essay. Megan Philippi came in third. Mergen was also awarded the The James W. Buchanan Award for writing excellence.

We are proud to reproduce both essays on these pages.

### Christopher Mergen '14: Love endures

Love is the primary motivator of the human spirit. In a world that regresses towards lethargy and inaction, it is an inextinguishable flame that burns, as Plato's Agathon declares, in "the hearts and souls of both gods and men." Unlike its counterpart, hatred – a palpable darkness that momentarily stifles all that it descends upon – the power of love lies in its resilience.

In the words of Nelson Mandela, love is "a flame that can be hidden but never extinguished." We humans are drawn to love's blaze: it shines in the darkness, a source of courage, reminding us of who we are and what it means to care for others.

At times, the darkness can seem impenetrable. The Stygian cloak that shrouded Europe from 1939 to 1945 smothered the fires of love, leaving them to smolder as it swept across the continent. A concentration camp in Northern Luxembourg kept my grandfather in his own darkness, one in which he was forced to march great distances and disarm the unexploded bombs of the Allied forces.

By faking his own death, he escaped from the camp, cowering in a ditch for a night. In the morning, some American GIs found him. They couldn't speak Luxembourgish, but they recognized his family name; his parents owned a pharmacy in the small town of Diekirch, and the GIs had spent Christmas dinner as their guests.

Bringing him back to their camp, they gave him a toothbrush and his first bath in weeks, and sent him to eat in a United

States Army mess hall. He was exhausted and weighed less than 100 pounds.

In the mess, my grandfather was given a compartmented tray to fill in a chow line. There was a bin of pineapple rings, treats that he had usually received once a year on Saint Nicolas Day, if at all. He gingerly lifted a ring from the bin and placed it in a compartment on his plate.

Later, when he had finished his meal, he stood up and asked a mess worker if he could have another ring of pineapple. Hearing him, one of the other soldiers grabbed him by the arm, led him over to the bin, and began heaping rings onto his plate, saying "Take as much as you'd like."

A spark in the gloom. A plate piled high with pineapple, an encouraging voice, a friendly hand on the shoulder – small things like these prove that love can survive in the midst of the darkest of nights. They rekindle the fire within our souls that drives us forward, radiant against the night.

This is the power of love, "the god who," according to Agathon, "gives peace on earth and calms the stormy deep, who stills the winds and bids the sufferer sleep," and who was ultimately strong enough to resist the power of the Nazi war machine.

One of the flames that the hatred of the Nazi movement had smothered blazed anew, irrepressible. My grandfather kept fighting.

*Philosophy continued on p. 3*

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THE PARK SCHOOL OF BALTIMORE  
2425 OLD COURT ROAD, BALTIMORE, MD 21208

TEL. 410-339-7070

PARKSCHOOL.NET/NEWS/POSTSCRIPT

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EDITORS-IN-CHIEF

ANDREW BAHL, SARAH COHEN, BAYLOR KNOBLOCH

### NEWS

SOPHIE BAILOWITZ  
MELANIE WEISKOPF

### SPORTS

AJ KOHN  
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ZACH WETZLER

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### COMMENTARY

JULIA GROSS  
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PETER COULSON, ASST.

### PHOTOGRAPHY

KITTY KOUWENHOVEN  
LIZA SCHOENBERG

### FACULTY ADVISER

SUSAN G. WEINTRAUB

### CARTOONS

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TYMANI RATCHFORD

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# Green School status may not be renewed

Students and faculty worry about the school's lack of commitment to sustainability

by **Melanie Weiskopf '15**

After celebrating reaching Green School status in 2009 from the Maryland Association for Environmental and Outdoor Education, it is unlikely that the school will re-apply for 2014.

A group of faculty and students did the extensive legwork required to win the designation which entitled Park to 'green' resources, and partnerships with other green schools.

The reasons why the re-application process may not go forward next year are plentiful, ranging from not having a group or committee willing to put together the application, to potentially not being able to win another time. Many were disappointed with the news.

"I'm not sure there has been enough interest in environmental concerns to really catapult us back into truly in our hearts being environmental," third grade teacher Ellen Hoitsma said. "I guess I'm not surprised, but I'm really disappointed."

"Just like the next person, I'm worried about our environment. And I do feel as a progressive school that we have a responsibility to focus on sustainability and to waste less than we do," Upper School French teacher Jenny Sorel said.

"I think that they definitely should renew the status," Sara Eisner '14 said, "because it puts out a good message to the community."

## Green School status not beneficial

But, according to Lower School librarian Twig George, who was part of the group that put together the original application, the green school status wasn't as beneficial as was supposed. "We wanted to become part of a larger group of green schools," she said. "I think there was some talk that it might benefit all of us, but I haven't seen a lot of interaction

between the schools or sharing of ideas, so it just didn't happen the way we thought it might," George said. "I think we're a green school anyway, and we don't really need a banner to prove it."

"I'm not particularly upset by it, because it strikes me as something we would just do for PR and name recognition, and it's not something we're that serious about," said Upper School science teacher Jeff Jennings. "The issue isn't that we don't have a sticker. The real issue is how much the school initiates. I certainly think it's true to say that the school has lost its initiative in respect to issues of sustainability."

"While I think we do a lot of things, and in some ways we do a lot more than other schools, in some ways we could do a lot more," George said.

Hoitsma thinks that the school should never forget the importance of the environment. "It's not a fad; environmentalism is something we should all take into our lives at every moment that we live. We should always have it on the back of our minds, so that everyone would do their part here," she said.

Lower School students agree, and recognize that Park should be doing more school-wide. "Helping the environment will help the earth from dying, keep from pollution, and stop trees from dying. It would be horrible that way," Adam Benalcazar '22 said.

"Every time a tree at Park is cut down, I would plant two more trees," Soren Meyers '22 said.

In Hoitsma's Lower School class, she tries to be conscious of how she's teaching her students to treat the environment. "Several of us compost, many of us garden on campus, and in our classrooms we are crazily careful about the use of paper and about xeroxing," Hoitsma said.

She thinks, however, that outside of her class and the Lower School, the school



should be taking much more initiative to help the environment. "Upper School is doing very little, and the Lower School kids notice it," she said. "They'll walk by a trashcan in the Upper School or in the cafeteria and they'll be wide-eyed, because they see lots of items that could be recycled."

## Make sustainability a priority

In response, a number of people in Upper school think that there's an underlying issue behind the overall lack of effort. "For any individual teacher, our full time job is teaching, and we don't have the time to oversee things like a whole school garden, and make sure it's taken care of and maintained, and work with teachers to get different classes involved," Sorel said. "If we really care about this, we need to hire somebody whose job it is to oversee everything: the green status, or the garden. We should put our money there."

Other faculty have different ideas on the best ways to be a sustainable school. "I think Park should be looking at issues of sustainability in a more intentional fashion than it currently is," Jennings said. We spend \$400,000 a year on energy. Most of

that's electricity. That's \$30,000 a month. The school is doing energy saving things, but we don't have some plan where we say 'this is our energy budget right now, and by 2015, we're going to reduce it by 20 percent, and here are the ways we're going to do that.' We should think about what we do, how we can do it better, and set some goals," Jennings said.

Some have suggested that sustainability should have been mentioned in the new strategic plan, a document which states school-wide goals over the next few years. "I would love to see that as a priority, but I guess the strategic plan committee didn't see that as a priority for the school," Sorel said.

"I feel like we could do more for the environment as a whole," Eisner said. "It's good that we have recycling bins, but I feel like we could expand on the things we're doing," Eisner '14 said.

George knows that Park has a long way to go to reinstate the interest the community once had towards the environment. "While I don't think it's necessary that we do the green school status renewal again, I think it's important that we see ourselves as a green school, and that we put the energy and the authority behind that."

## Kids Philosophy Slam: Which is more powerful, love or hate?

### Megan Philippi '14: Love leads to change

*Philosophy continued from p. 2*

"Hatred is increased through return of hatred, but may be destroyed by love," wrote Spinoza. He described the cyclical trap in which hatred leads only to more hatred. Love alone, he claimed, could overcome this cycle.

How does love defeat hate? Love—whether romantic or based on admiration and benevolence—can create change. It allows people to reach out to one another and seek understanding and in doing so, move beyond the routine of hatred.

When love inspires understanding, people can come together, cooperate, and create something new. Hatred and destruction elicit only more hatred and destruction; nothing original or progressive can be created by hate. If power is the ability to produce an effect—or change—then

literature and current events show clearly that love is more powerful than hate.

Many of Shakespeare's works indicate that he believed love was more powerful than hate. In his comedy *A Midsummer Night's Dream*, love is the driving force behind every change in the plot.

When the characters find true love (with the help of a magical flower), the hatred and conflict of the first scene is resolved and there is finally order, happiness, and the promise of a better life for everyone involved.

The theme of love's power over hate is perhaps even more apparent in Shakespeare's tragedy *Romeo and Juliet*. Generations of hatred and violence between the Capulet and Montague families can only be overcome when Romeo and Juliet

sacrifice their lives for love.

The cyclical trap of hatred can be seen daily in the news from Israel; less visible, but ultimately more powerful, are the small acts of love that show change is possible. Every time violence arises between the Israelis and the Palestinians, the retaliatory attacks lead only to more hatred and later conflicts. What else could come about as a result of hate? It is clear why the country is caught in that repetition.

As Confucius said, "It is easy to hate and it is difficult to love." Progress in the relationship between the Palestinians and the Israelis can only occur through the love that comes from mutual understanding. I recently heard a talk given by two high school students—one Israeli and one Palestinian—from a school where they

learn both Arabic and Hebrew.

Every day at school the students learn to understand each others' perspectives. Their families get involved in the conversation, as well. Political leaders in Israel and Palestine can expect change only once they, like these students, parents, and teachers, make the effort to love.

Love is far more powerful than hate because of its ability to influence change. Love creates new alliances between people, which allow collaboration and creation to flourish.

Hate can lead to nothing new, only to the self-perpetuating cycle of destruction and revenge. This truth has been demonstrated repeatedly in history and literature. As Dr. Martin Luther King Jr. put it, "Hatred paralyzes life; love releases it."

## News in Brief

### Schlitz receives honorary degree

It's been a banner year for Lower School Librarian and now **Dr. Laura Amy Schlitz**. *Splendors and Glooms*, her sixth children's book, was published August, 2012, and in January, it was named a Newbery Honor. This is Schlitz's second Newbery. Both the Upper and Lower Schools invited Schlitz to be Resident Writer, and Resident Author, respectively.

On May 24, the author was awarded an honorary Doctor of Letters from her *alma mater* Goucher College, where she had earned a 1977 degree in Aesthetics, a major she designed herself.

Her next event takes place June 30 at the American Libraries Association convention in Chicago to receive a plaque commemorating the Newbery Honor.



### Courtyard under review

Following the removal of every tree in the fifth grade courtyard this past November, a plan is in the works to revamp the space. Considering the needs of both the Lower and Middle schools, as well as environmental concerns, the plan calls for a refreshing of the grass, as well as the installation of new vegetation and spaces that can be used by the fifth grade classrooms, as well as by the Middle and Upper schools.

A committee of administrators and faculty met to plan the renovation. Work on the project is expected to start in mid-June and last the duration of the summer.



The tree-less central courtyard, between fifth grade and Middle School classrooms, and the Library gallery will undergo renovation this summer.

## New Student Council ready to serve

Following one of the most active elections in years, the results are in. Next year's student council will comprise Adam Lessing '15 as president, Sabina Diaz-Ramal '15 as vice president, Jeff Jordan '15 as treasurer and Jared Slutkin '14 as secretary.

The election ran differently this year, with a greater number of students submitting their names for office through an online registration process. In the end, three rising juniors and one rising senior came out ahead.

Lessing, who had been treasurer in the previous administration, succeeded Ben Miller '13 for the top spot. "I think I speak for the four of us when I say that we're really looking forward to serving as Student Council next year," Lessing said.

"I've already heard a lot of great ideas from a lot of different people about what they'd like us to work on, and we're continuing to build on some of the initiatives started this year," he said.

### Centennial weekend

## Hundreds return for final party; Campaign exceeds \$25 million goal

by **Sophie Bailowitz '15**

Five years of conversations, committee meetings, planning for major events, archival research and organization, and publicity paid off in more ways than one this past weekend—the culmination of the finale of Centennial celebration.

The finale—two days of musical concerts, class, affinity groups, and activity reunions, alumni athletic events, and a final program and dinner in the Athletic Center—capped off the year-long celebration of Park's Centennial year, and the culmination of a campaign to raise \$25 million.

President of the Board of Trustees Jim Wyda announced the successful fundraising effort that will add money to the school's endowment for faculty salaries, professional development, and financial assistance. In brief remarks Saturday night, Wyda noted that this was the most ambitious campaign the school had ever launched, and that the goal had been exceeded.

The weekend kicked off on Friday night with a Welcome Back Tour, giving returning alumni the opportunity to discover how the Old Court Road campus has changed over time. A People of Color Centennial Reception for alumni, parents, and current and former faculty and staff took place in the Middle School Commons, and the night concluded with a Cabaret and Performing Arts Showcase, courtesy of the alumni.

Saturday morning started with a Park history and bus tour narrated by Publications Writer Julie Andres Schwait '68 and Coordinator of Centennial Publications and Exhibits Hillary Jacobs. A series of



photo by L. Schoenberg '14

Next year's student council, A. Lessing '15 (president), S. Diaz-Ramal '15 (vice president), J. Jordan '15 (treasurer), and J. Slutkin '14, will research the problem of end-of-semester workload by gathering data.



alumni games took place, followed by a barbeque on the Athletic Center patio.

Head of School Dan Paradis attended a luncheon along with members of Park's founding families and alumni of the classes celebrating their 50<sup>th</sup> reunion or more. Afterwards, reunions of several clubs such as *The Brownie*, *The Postscript*, and Habitat for Humanity provided a chance for alumni and current students to catch up. In the evening, both past and current faculty and staff, and alumni classes in reunion years met before dinner.

The final event was Brown and White Night, a gathering in the Athletic Center for all participants of the weekend, followed by dinner and a party. The program included comments by faculty, students,

administrators, and Board members to a slide show and video presentations. Centennial Committee member David Sachs '88 coordinated the program with images assembled by outgoing Archivist Michelle Feller-Kopman.

According to Centennial Coordinator Becky Lichtenstein, close to 1000 people were on campus over the course of the two days, with 700 attending the final program and dinner.

"The most exciting aspect of the entire Centennial year," Lichtenstein said, "was drawing in new parents, and alums who hadn't returned since they graduated decades ago, and watching how everyone connected both to the history of our school, and to each other."



photo by S. Weintraub

The Upper School Commons was the scene of one of 13 class reunions held Saturday.

# Documentary captures the spirit of 100 years

Documentary continued from p. 1

process, which lasted until mid-April, and consisted of over 60 interviews with alumni, former teachers and administrators, current teachers and administrators, and current students—a group that boasts nearly a century of Park exposure, from a member of the Class of 1927 to a member of the Class of 2026.

Because Rifkin hadn't initially intended for the project to become as comprehensive as it did, in mid-January he found himself with interviews still in full-swing, a lot of ground left to cover, and time running low.

"I was kind of panicking because I was nowhere close to being done," he said. "I realized that if I was going to pursue a documentary that's going to have 45 interviews in the end result, I was going to need more time and I was going to need to rethink a lot of things."

It was at that time that Rifkin decided to make an appeal to the Senior Project Committee, asking for permission to do an extended project. After reviewing his proposal, the committee decided to grant Rifkin's petition, leaving him with two academic blocks (one on an ABC day and the other on a DEF day) to devote solely

to making the film.

But, according to Rifkin, even the extra time didn't make the process much easier. Quite the contrary, Rifkin found that the more interviews he conducted, the further the film's trajectory moved from his initial outline.

"I'm the kind of filmmaker who is more dependent on what people say than on what I read," he said. "Unlike a Hollywood production, where everything is planned and scripted, on a documentary you can only plan out so much, and an entire script can go out of the window in a split second." As a result, Rifkin found that it would be ideal, if not essential, for him to tailor the content of the film to align with the content of the interviews, irrespective of whatever his initial plans were. "You just have to keep evolving, keep rewriting, keep restructuring the theme, and keep asking for new things," he said.

The interview process was still underway when spring break rolled around, bringing with it the beginning of a whole new challenge: post-production. "That was two weeks in my room of constantly editing, sometimes for up to 15 hours a day," he said. By the time Rifkin finished



photo courtesy J. Rifkin '13

Rifkin interviewed several generations of alumni, including Edith Hollander Furstenberg '27 and Daniel from the Class of 2026, for his documentary.

his last interview, he had amassed over 100 hours of footage, all of which was eventually distilled into just above 50 minutes.

"I went and calculated how many minutes are in 100 years. It's about 50 million," he said. "To summarize 50 million minutes in 50 minutes is really, really hard."

But, despite the long hours, Rifkin seems to have relished the challenge. "Josh devotes himself to making everything perfect and making sure everything runs smoothly, which can be stressful, but in his case, also very rewarding," said sister Brianna Rifkin '15. "It makes me very happy to see him succeed in what he loves doing."

In an assembly on Wednesday, May 22, Rifkin gave a special screening of his film for the Upper School, which was met with largely positive responses from students and faculty alike.

"I don't mean to sound cheesy, but it made me proud to be a Park student," Brian May '14 said. "It was wonderful to see that from Park's earliest alumni to a senior who's only been here one year, Park students share that same feeling of joy and pride."

"It was great to hear the ideas and perspectives of faculty, alumni, and students

of all ages," Phillip Merrick '15 said. "I got to see what Park used to be, and how it progressed into what it is today."

Upper School Head Kevin Coll, known for being somewhat of a Park history maven, was particularly impressed with Rifkin's work. "I thought it was the best and most engaging synthesis of historical material about Park I've ever seen," he said.

This isn't Rifkin's first foray into documentary film—he's been passionate about filmmaking since he participated in the "Fifth Wall" camp at Park in the summer of 2008—and it won't be his last either. This coming fall, Rifkin is headed to Emerson College in Boston, Massachusetts, where he'll be majoring in Documentary Production with a minor in Post-Production. When asked about his plans for after college, he replied that his dream job is to work for the History Channel, but if that doesn't pan out, he hopes to manage his own production company.

For now, though, Rifkin is more than pleased with how his documentary has turned out. "It's mind-blowing, it's crazy, and it's quite emotional, because I've put so much time into it," he said. "I'm just a student; for 100 people to come, I'm amazed."

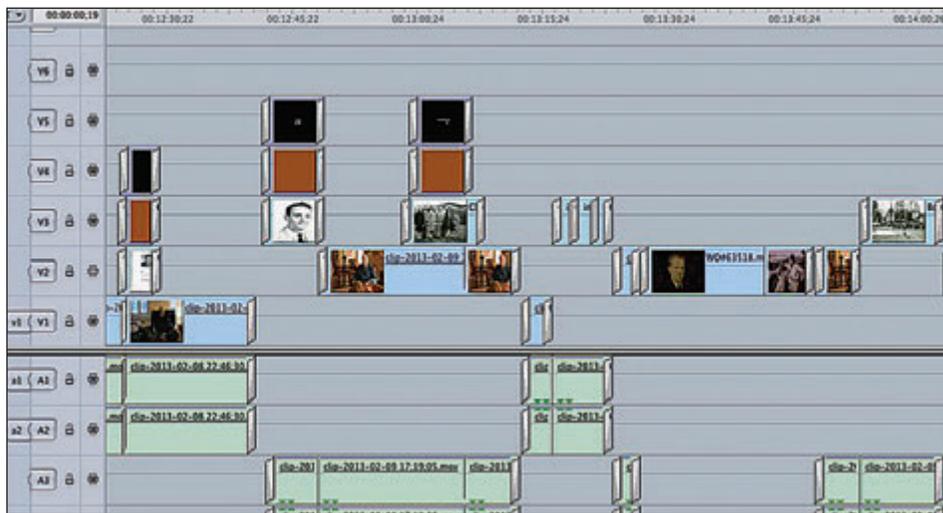


photo courtesy J. Rifkin '13

For his extended senior project, Josh Rifkin '13 distilled 100 hours of video into a 50-minute documentary. He used Final Cut software to edit the film.

## Butler tapped as new head of Park Camps

by Sara Lerner '15

After deciding last October that Park Camps will not be in operation this summer, Head of School Dan Paradis launched a committee to re-envision and revitalize the program, which had been running continuously for 50 years.

Individuals from the school's different divisions and administration met to create a structure in which the camps would function productively. After meeting several times, Paradis and Associate Head of School Betsy Leighton selected Kindergarten (K1) teacher, Linda Butler, to head the program.

"I had ideas just like the other people around the table and one of the things that came out of envisioning Park Camps was that people thought it would be important to name a leader, and I was chosen," Butler said.

"Dan and I see in Linda Butler a leader who brings a wealth of administrative experience and deep understanding of child development to Park Camps," Leighton said. "She'll be a huge asset as we work to align the camps more closely with Park's philosophy and practice."

Having had previous experience as a leader—Preschool Director and Lower School Principal at Bryn Mawr—and with kids, Butler was a clear choice for the job. She is invested in creating the best possible summer for campers and is excited about the program's potential. "I really know kids and families," she said, "and I think it is important that they feel welcomed." Butler is also eager to mentor young counselors and teach them ways to engage with campers.

The Envisioning Park Camps committee recognizes the importance of Park

Camps and continuing the school's philosophy through the summer programming it offers. "I think it is really important that all of the goodness of Park School continue in the summer at Park camps," she said. "Summer should be a time when kids have fun exploring the campus, their passions, leaving each day wanting to come back for more."

While Butler's immediate focus is restarting the program and making it successful after its one-year hiatus, she has plans for where she wants to see the program go in the future. "I have a hope that we would be able to partner with local colleges and institutions to bring young, talented people to the campus to work with the talented educators here."

Newly hired Challenge Director Will Weiskopf will serve as Assistant Director for Park Camps.



photo by K. Kouwenhoven '15

Linda Butler, a teacher for first year Kindergarten, is in charge of Park Camps, which will return Summer, 2014.



# Head to Head

## What did you think of 2-1-2 days?



**“Sometimes the only way to learn is by stepping outside of your comfort zone.”**

*by Julia Gross '14*

My mom always tells me that I don't take enough risks in life. I play the game too safely, she says. I am constantly told to step outside of my comfort zone.

Until this year, I was fine living in my own bubble of security. But this year is the Centennial, which convinced me that I needed to change my way of thinking. So when we signed up for 2-1-2, I knew I wasn't going to play it safe. It's the centennial, I told myself. What the hell! Do something crazy!

When I read the activity descriptions I chose a project that seemed outside of my comfort zone: Women's Athletics at Park. For the everyday athlete, this doesn't seem like such a big deal, but for the girl who almost failed middle school gym class, it was a big step.

My group's base was the Upper School conference room, so while we waited to get started, the eight of us all sat around the table. The shiny wood was covered in large piles of thick, intimidating documents and old photographs.

We understood our mission and wasted little time getting to work, led by our fearless leader Patti Porcarelli. Even though I knew the least about athletics, I felt right at home in my small group. We had come from different friend groups, yet we all had something in common, something that brought us all closer together.

We examined photos of past women's sports and packets filled with data. We laughed at the uniforms and were intrigued by the different teams. Everyone agreed that the striped sweaters should be brought back and wondered how anyone could play basketball in a jumper. We explored Title IX—which required that female athletics and male

athletics receive equal funding and be given equal facilities—and questioned how it impacted the Park community. Together we searched through documents, scanned yearbooks, and looked at old archives. As we flipped through the yellowing, crinkled pages of old Postscripts, the air was full of anticipation, and the room was filled with shouts of excitement as we found new facts and funny headlines.

The excitement in the room grew as the day went on. We worked so well together that by the end of the day we proudly announced that we had the best group in the school. As we planned our activities for the next day, I could not help looking forward to our next meeting.

Even without my previous athletic experience, I felt part of the group as we had learned so much together. Fun fact number one: basketball was the first sport offered to women in 1914. I also learned that throughout its history, Park had cheerleading, volleyball, and swimming teams and that 1922 was the first year that field hockey was offered as a sport.

During that first day I learned how to come out of my shell. Sometimes it's hard to try new things because of the fear of not being accepted or liked.

But it's important to take that risk. Without taking risks the world just spins by you and you would never know what you were missing. I realized my mom had been right all along. Sometimes the only way to learn is by stepping outside of your comfort zone. 2-1-2 gave me, and countless others, the opportunity to step out of our friend groups and away from our benches, to take risks and come together as a community to celebrate the school's 100<sup>th</sup> birthday.

**“In most cases, 2-1-2 failed to live up to its lofty goals for a number of reasons.”**

*by Samantha Max '14*

My 2-1-2 group disbanded at nine o'clock in the morning on Monday April 8, the fourth of five “In Mind” days.

I can't say that I was surprised—in fact, I had already received permission from the leader of my group to spend the final two days in the library doing homework. Before you label me as yet another cynical 2-1-2 hater, let me preface by saying that I am not opposed to the idea of 2-1-2. When the centennial committee proposed “The School We Have in Mind” in assembly last spring, I was actually really excited about it.

In the past year, the centennial has been mentioned more times than I can count. It has been inserted into countless conversations, announcements, and assemblies, whenever the topic has seemed even slightly relevant. Many people saw 2-1-2 as yet another unnecessary exaltation of the school's 100th birthday. However, I truly believe that 2-1-2 had the potential to be a positive experience for the school.

As part of a community, it is important for us to make the school a place that we are proud of. It is not enough to merely reap from the benefits of this place and then complain about all its flaws without taking any initiative to fix them. “The School We Have In Mind” provided us with the unique opportunity to examine Park's past 100 years of existence, find its faults, and try to fix them.

Unfortunately, in most cases, 2-1-2 failed to live up to its lofty goals for a number of reasons. First of all, the selection process through which projects were approved was not rigorous enough. Though the deadlines for proposals were announced several times, most proposals were sent in last minute. As

a result, many projects were approved that weren't particularly well thought out or planned. Many people decided to lead activities in fields that they were unfamiliar with, or else merely didn't take the time to come up with a concrete objective and plan for their group.

The second, and probably even more significant, reason that 2-1-2 was not productive in most cases was an overall lack of enthusiasm from most students. If people are not interested and invested in their projects, it is nearly impossible to get anything done. In my group, though we had a specific goal to accomplish, no one was especially determined to put an excessive amount of effort into our project.

During the first two days, we did some work brainstorming. But even in our two most productive days, we took two-hour lunch breaks. During the winter day, we broke for lunch at 11:30 in the morning and were told to come back at 1:30. When a fellow member of my group and I returned to our meeting place, only two other students were there. Everyone else in the group had left school, and our faculty advisers were nowhere to be found. After searching the school for thirty minutes, the rest of us decided to call it a day as well. Our group never really came back from that lunch break back in January.

It is unfortunate that 2-1-2 was such a negative experience for me and so many other students. The project had great potential: choosing an aspect of the school that you want to fix and fixing it is a perfect way to honor the school's Centennial, in my opinion. However, because of insufficient planning of the activities and a lack of student investment in the project, 2-1-2 didn't fulfill its expectations.

# Media bias: it's all just in your head



by Peter Coulson '16

How many times have you heard these old chestnuts before?

*"The tendencies of most major news media trend left." (Professor Richard E. Vatz in the Baltimore Sun; 3/18/13)*

*"You really wonder if Democrats would win any elections if we had an honest media in this country." (Ann Coulter on The Kudlow Report; 2/7/13)*

*"I think that for democracy to survive and thrive, I think we need a vigilant media. You know, we now have a lapdog, thrill up our leg, ass-kissing, suck-up, lapdog media. How do we have a thriving democracy when people can't get accurate, fair information? That seems to be hard to me." (Sean Hannity on Hannity; 3/5/13)*

It has been in vogue for a while to accuse the mainstream media of having a liberal bias, or of being elitist (assuming, of course, that all liberals are elitists). Former Maryland governor Spiro Agnew referred to

the media as an "effete corps of impudent snobs who characterize themselves as intellectuals." (Gosh, isn't that a surefire way to get the press to like you?) A Google search for "liberal media bias" delivers 218,000,000 hits if you tell Google to exclude "myth" from the results. If you do the same with "conservative media bias," you get 3,930,000 hits.

But these accusations no longer hold water, because there is no mainstream media anymore.

Print newspapers and TV news, considered to be the mainstream media, are declining in readership and viewership, respectively. According to a recent Pew Research Center study, the percentage of people who said they read a newspaper yesterday fell from 41 percent to 23 percent between 2002 and 2012. Between 1991 and 2012, the percentage of people who say they got their news on television yesterday has fallen 13 percentage points from 68 to 55 percent, and while this percentage has been fluctuating, overall, it has been on a downward trend.

Meanwhile, the Internet and other electronic sources have seen increases in readership. Between 2010 and 2012, the percentage of people who said they got their news online or on a mobile device increased to 39 percent from 34 percent. Social networking sites saw even more

growth—the percentage of people who got their news on a social networking site jumped from nine to 19 percent. And last year, Facebook announced that they had one billion users, comprising one-seventh of the world's population.

So we have established beyond reasonable doubt that the media landscape is changing.

Traditional sources, such as print newspapers and TV news, are declining in readership and viewership. Online and mobile news sources are increasing in readership. This does not signify the end of bias as we know it. Rather, it signals the rise of a newer, more personal bias: confirmation bias.

Confirmation bias is, according to *Science Daily*, "a tendency to search for or interpret information in a way that confirms one's preconceptions." Or, as Francis Bacon said 1620, "It is the peculiar and perpetual error of the human understanding to be more moved and excited by affirmatives than by negatives." Three-hundred-ninety-three years later, confirmation bias is more prevalent than ever.

Here's an example. Assume Democrats are more likely to dislike Mitt Romney, and therefore want to see negative stories about him on the news. Assume Republicans are more likely to dislike Barack Obama, and therefore want to see negative stories about

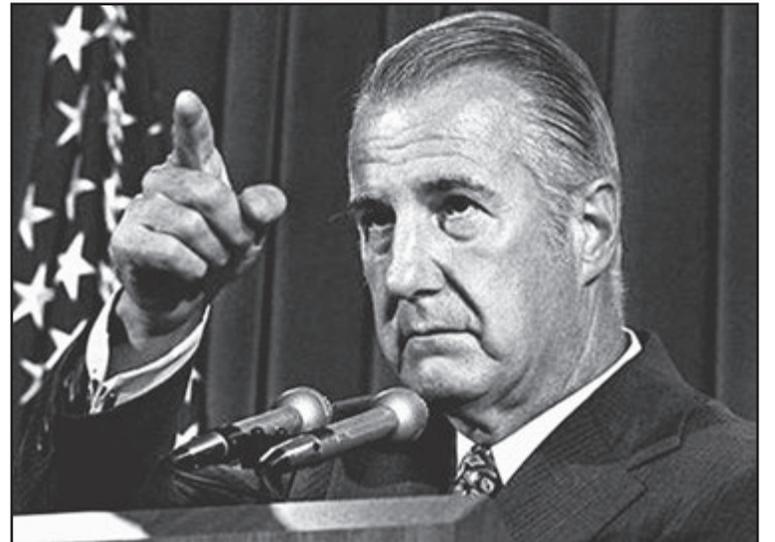


photo courtesy schema-root.org

Among other deeds and misdeeds, Vice President and ex-Maryland Governor Spiro Agnew was famous for labeling the media an "effete corps of impudent snobs..."

him on the news. Now consider two different cable news channels: MSNBC and Fox News.

During the 2012 election cycle, 71 percent of MSNBC's stories about Mitt Romney were positive. Three percent were negative. Likewise, 46 percent of Fox's stories about Barack Obama were negative, and six percent were positive. So, we can logically conclude that during the 2012 election cycle, MSNBC had a liberal/Democratic bias, and Fox had a conservative/Republican bias.

With that in mind, 58 percent of regular MSNBC viewers identify as Democrats. For the Rachel Maddow Show, the percentage is 74. Forty percent of regular Fox viewers identify as Republicans.

I'm not going to be sanctimonious. My go-to news sources either have a left-wing partiality or have been accused of such (case in point: the *New York Times*). I realize that confirmation bias is human nature, and that changing human nature is akin to teaching my dog how to play the trumpet—in other words, it simply can't be done.

Fortunately, there is some hope: simply reading a news source with an ideological prejudice different than yours can be quasi-miraculous. I know this is probably impossible, but if everyone were to momentarily consider their opponent's views once a week, I believe that political discourse would not be nearly as polarized as it is today.

## Appearances are *not* deceiving when it comes to diversity



by Stephanie Larson, US Science

I did not see *Clybourne Park*. In all honesty, I missed the very subtle hints that faculty going to see the play was anything other than optional. But even if I knew I was expected to see the play, I probably would not have gone.

It is not that I hate theater or student plays or spending time attending such an event. It is the context surrounding the play that rubs me the wrong way: that Park's support of the production is a strong and valid indication of our commitment to diversity, and when I say "diversity," I am referring specifically to black students and black faculty.

To me, this play and subsequent intellectual bantering about it was a chance for our predominantly white students and

predominantly white community to observe and process fictional relationships between blacks and whites, and then congratulate ourselves for having the wherewithal to support such progressive ideas. I am less than convinced that Park, in practice, places diverse representation of individuals in our community as a priority.

At an all-school faculty meeting this year, Dr. Freeman Hrabowski, president of UMBC, told us straight-up that we need more black faculty. We do not have a single African-American faculty member in Park's Upper School, and to think that does not have an impact on both black and white students is dangerously naïve.

Students need to see themselves in their teachers and feel represented by their teachers' ideals and experiences. Students need to hear about the different paths their teachers took to get where they are and the types of obstacles and challenges they encountered. We are doing our students a disservice by limiting their exposure to teachers of different races, with different cultural norms, and experiencing a reality far removed from the typical Park one.

Park's commitment to diversity is an awfully comfortable and stagnant one. If Park wants to show its commitment to di-

versity, we do a little less intellectualizing and a lot more doing that shows that inclusivity and openness is a priority. We push our students to take risks and take action, but a demonstration of that resolve and directed ambition in regards to diversity is far less evident in Park's administrative policies.

If increasing the presence of black students and faculty in the Park community is truly a priority, then much more needs to be done. We need to hire black faculty and keep them. We need to enroll more black students and ask these students how we could better make sure they feel represented and valued. We need to acknowledge and discuss the significant impact being a minority in a school has on your relationship with that school.

We should not have to tell visitors or prospective students and faculty we are a school motivated to support diverse experiences and cultural backgrounds: that should be immediately apparent in our student body, faculty, and the procedures the school uses to ensure and maintain representation individuals of different backgrounds.

I am not arguing that school productions highlighting issues of race or cul-

tural sensitivity should stop, or bringing in speakers to discuss their own experiences as a minority in the United States is a bad idea. I am saying that Park needs to do more and needs to recognize that many of its policies and procedures play a critical role in the under-representation of black students and faculty.

There are important questions Park needs to ask itself: Do the admission and hiring policies rely too much on established social networks? What impact is that having on how our community is shaped? What programs in the past were developed as support systems for black faculty and/or students? Are these programs still around, and if not, what does that say about our "commitment to diversity?"

These are the kinds of things I would love to see Park spend time scrutinizing and owning, and then follow up by making real changes that demonstrate our genuine interest in inclusivity: Mentorship programs. Developed support systems for our black faculty and students. Active recruitment of minority faculty and students. Honest and candid discussions with other schools or groups making changes. Park simply must do more.

# Lindwood Tillage

*Facilities worker prepares for retirement after 43 years*



photo by S. Weintraub

by Baylor Knobloch '14

At the close of this school year, Park will lose its longest standing veteran facilities worker, Lindwood Tillage, who plans to retire after 43 years. Tillage, who began working for the school in 1970, did not plan on staying at Park this long, but he found the maintenance job was well suited to his interests. Decades later, he is still here in the facilities office, talking with me at a table strewn with packaged honey buns and sunflower seeds.

"One thing that I really liked when I first came here was that everyday I drove a bus to a different place," said Tillage in his soft, raspy voice. "I might take a lower school trip to the Baltimore Zoo, then I'd come back and take the middle school girls to a game, and then the next day would be the Boys' Varsity, and I might take another class to the Museum of Art. On the fieldtrips, I would get to tour with the kids. So I got to go to an awful lot of places and meet a lot of people. Just being involved in Park School, you run into a lot of culture. So that was definitely nice."

Tillage has lived through decades of change at the school. Diversity, now a major focus for both the administration and stu-

dents, has increased significantly. "When I first came here there were very few kids of color," he said. "I think it's great that so many other kids have had the opportunity to come here."

In addition to these social changes, Tillage has also seen huge strides in the technology involved in his job. Ten years ago, emails were given to every member of the facilities staff, serving as a learning opportunity for him.

"I didn't know anything about a computer," he said. "And somebody told us that we were going to get emails. We said, 'email? What's that?' So I actually got one of the students to help me to set up my email. Everybody was always nice about it. I got to learn a lot about computers that way."

Around the time of the arrival of emails, Herbert Lee began his work in the school's facilities office. "I acquired a friendship with Lindwood right after I first started here," Lee said. "I automatically accepted him as a friend."

These days, with email under his belt and fellow workers who admire him, Tillage's facilities work tends to be during after-school hours. Working from 2:00 pm to 10:30 pm, Tillage is used to roaming the hallways in the dark. "A lot of people don't re-

alize how gloomy this place can be at night," he said. "They are just so used to so many people being here. I walk through the hallways in the dark and I know where I'm going. It doesn't bother me in the least."

But not all of his time here is spent in the dark, preparing the school for the next morning and locking up. On special occasions, Tillage and the whole maintenance team are needed on deck to ensure that things run smoothly.

"When there is something like May Day or graduation, those are really big times for us," he said. "We have to make sure everything is right because everybody is coming in so the school has to look good inside and out. In the old days we had the graduation down behind the preschool. We built a platform where the seniors would sit and it all had to be just right. The grass had to be right. So that was a lot of work. But it was fun for us because we knew that it was very important and that it meant a lot to the seniors and their parents. So we really wanted to do a good job for them."

Tillage's tremendous dedication to Park School and his care for the students and teachers is something that will surely be missed next year. "He will be going out on a different horizon," said Lee. "I have told him that I wish him well." For Tillage, the upcoming transition is coupled with an array of expected emotions, from excitement to nostalgia to wonder. "It's kind of bittersweet because I've been here for so long," he said with a sad smile. "It's going to be hard not to come to work every day. I don't know what that's going to be like," he said. "But it will be fun trying it out."



photos by A. Bahl

Lindwood Tillage and B. Knobloch '14.



## ANECDOTES



"In the science department, Jim Howard had a skunk. The skunk got out of the classroom, and I know because I was on call that week. I had to come up here four times in one night to try to find out what had set off the burglar alarm. And I could never figure it out. When I came out here he would hide, and then I'd get back home, and as soon as I lay down the alarm company would call. I was really getting upset. And then the next day when we got into work, one of the teachers called and said, 'There's a skunk up here!' Fortunately Jim was here, so we let him handle it."

*"It was crazy"*



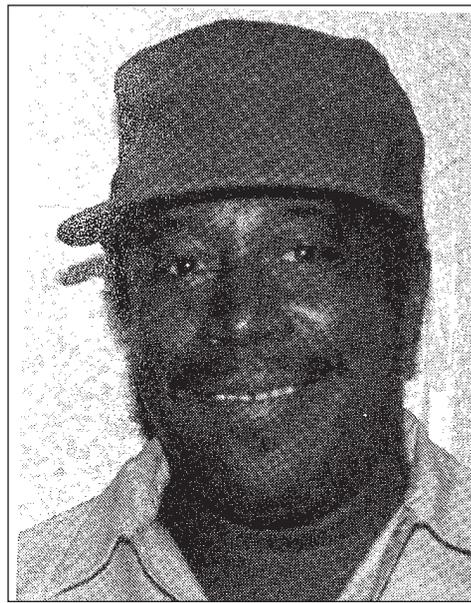
"I can remember one time when the cafeteria was boycotted by students. It was something about the food that they didn't like. It was crazy. They eventually gave in, but they were bringing their own food for a while."



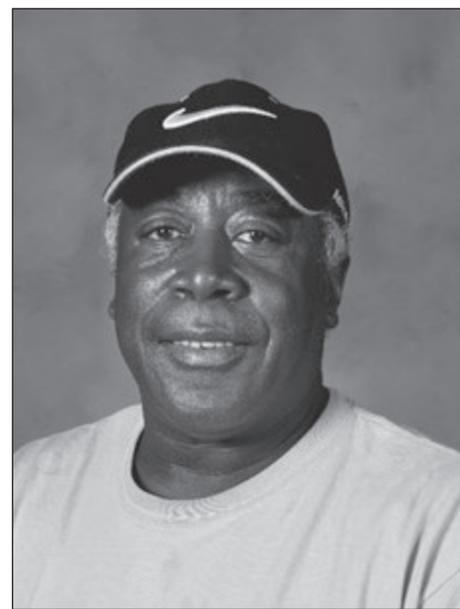
by T. Ratchford



1971



1991



2011



## AND ANTICS

“One time, I think there was a bank robbery somewhere near here. We had to close the school on lock down, and then my station was on top of the theater with binoculars looking in the woods because these guys were supposed to be near here. They had jumped out of a car on the expressway, so that was pretty scary. That was probably the scariest thing.”



“We were working on the graduation platform one day and we had a teacher who came down to get the truck because they needed to make a run someplace. And he asked the supervisor who was there how to get back to the main road from the field. He had never driven that way before. And he told him ‘just go up the side of this fence, right up the hill.’ And he took off and he didn’t go up the road. He went up the lawn, right up the side of the hill by the preschool and went right over in the ditch. That was hilarious. We had to go get the tractor to pull this truck out.”



cartoons by T. Ratchford

## Tillage and the Centennial



photo courtesy Brownie Frank Boston '81

Tillage has seen the school through almost half of its impressive 100-year history, so the Centennial celebrations and remembrances are particularly meaningful for him. “The Centennial brought back a lot of people from years past that I remember,” he said. “It’s been fun. Most of them are parents now. Some of them are even on the board of trustees, like Frank Boston, for instance.”

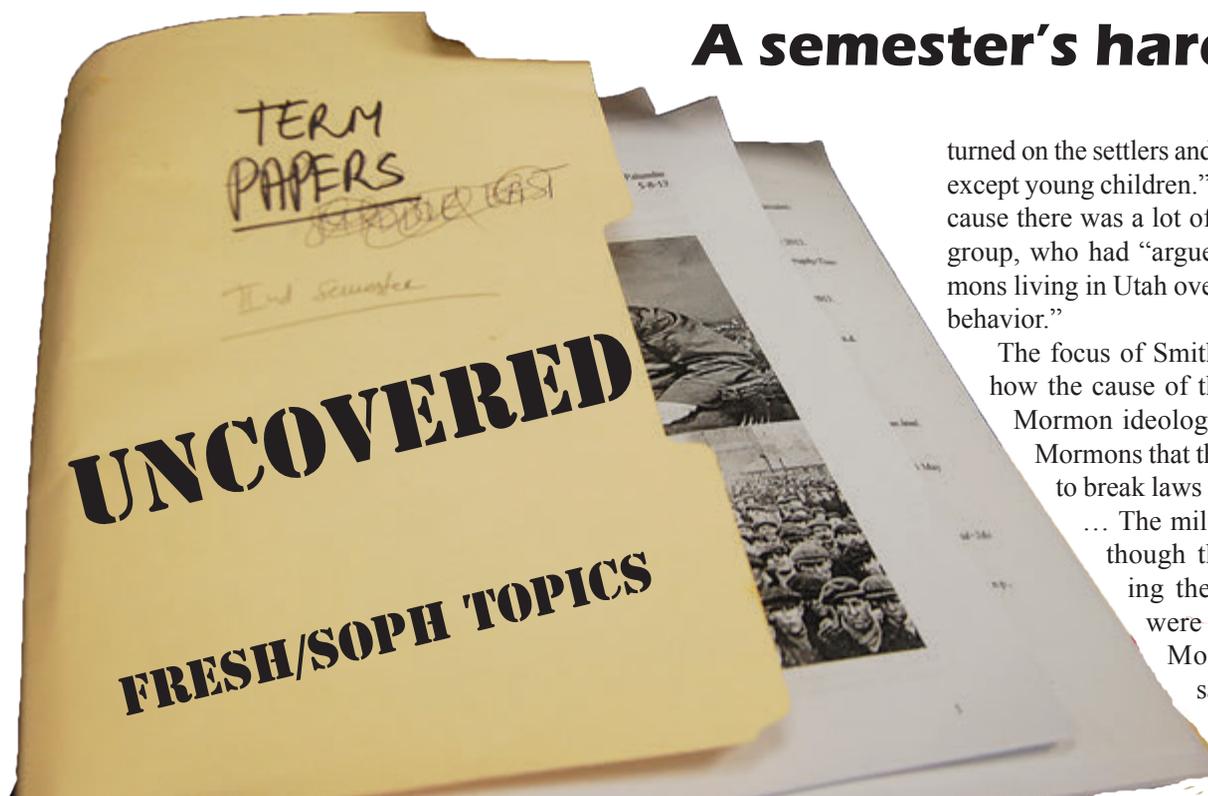
Not surprisingly, Boston '81 remembers Tillage equally as distinctly and fondly. “I could never forget Linwood,” he said. “He is very much a part of my Park School education. For me, he was a role model of a strong

black man on campus. He always gave the perfect advice. I think he served this role for many white students as well.” In addition to being a role model to many of the students, Tillage was also a fashion icon. “Lindwood was the coolest man on campus!” said Boston '81. “All of the students looked up to him. This was in the late 70’s, and as such, Lindwood was always well dressed. He always had on a cool shirt, sunglasses, and his hair was in a fashionable afro. His demeanor was tough and cool.”

Nowadays, Boston sees Tillage whenever he is back on campus, either for his children Kenya '18 and Portia '13 or his role on the board. “I see Tillage frequently around Park School,” he said. “It’s great! We talk a bit and usually have a good laugh reminiscing about the past.”

“Simply stated, he was, and remains, the man!”

## A semester's hard work comes to light



turned on the settlers and killed all of them except young children.” They did this because there was a lot of tension with the group, who had “argued with the Mormons living in Utah over prices and their behavior.”

The focus of Smith’s paper was on how the cause of the massacre was Mormon ideology that taught the Mormons that they “had the right to break laws if they wanted to.

... The militia didn’t feel as though they were breaking the law when they were executing what Mormon doctrine said they should.”

As a matter of fact, the federal army was marching towards

Many primary sources were used in her paper, including Joseph Smith’s diary and the trial and confession of the militia leader. She remarked that the process “was more complicated than normal ... because it meant wading through opinionated sources and judging what was reliable.”



The Transvaal

### by Hannah Block '15

Every year, freshmen, sophomores, and juniors, write a term paper, but only the junior class gets the opportunity to present their hard work to an audience.

As they do every year, junior term paper presentations took place May 29 during the regular assembly block. But, no one knows what freshmen and sophomores write about. Here, we change that for three of them: Leah Smith '16, Matthew Singer '15, and Tanner Cohan '15, share their topics.

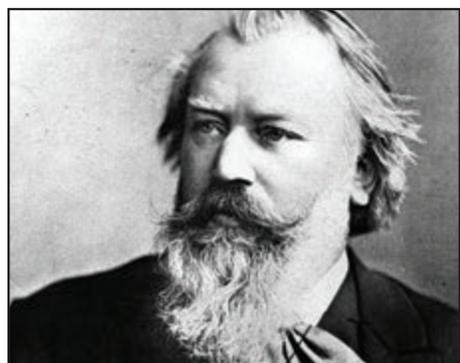


photo courtesy npr.org

Johannes Brahms

### Tanner Cohan: Romantic Period Music

Tanner Cohan '16 looked into the Romantic period of music—with composers such as Johanne Strauss, Johannes Bra-

hams, and Pyotr Ilyich Tchaikovsky—and its significance to modern music. “The Baroque and Classical eras have so many more memorable songs,” explained Tanner, “but the Romantic era had exuberant performances and emotional songs, much like the music of today.” Having “realized how important the era actually was,” Cohan thought that it was “really cool.”

Cohan wanted to research the Romantic era in more depth because his eyes had “always skimmed over” that time, though he is into classical music. His research process involved looking through his old books of sheet music.



### Leah Smith: Mountain Meadows Massacre

Leah Smith '16 wrote her term paper on the Mountain Meadows Massacre of 1857. The Mountain Meadows are in Southern Utah, along the Old Spanish Trail to California.

A Mormon militia collaborated with Indians and disguised themselves as Indians in order to attack a group of Arkan-san settlers. “Later,” according to Smith, “they offered to escort those same settlers through the Mountain Meadow, but then

Utah because Brigham Young, the President of the Mormon Church, was so “flagrantly disregarding the federal judges [of] the territory of Utah.” One person tried to break out of the initial siege, but was killed. When the militia realized that they would be prosecuted if word got out, they massacred all witnesses.

Smith found out about the massacre through a Time magazine article on Mitt Romney which “mentioned the White House Prophecy,” a widely-accepted but unofficial part of Mormon doctrine, and looked it up online, which led her to choose the massacre for her topic.



photo courtesy brighamyoungfamily.org

Brigham Young

### Matthew Singer: The Escalation of the Second Boer War

Matthew Singer '15 researched the Second Boer War in colonial South Africa. During the war, “the British were trying to take over the two Dutch republics, the Orange Free State and the Transvaal.” Singer found the war to be interesting because, although it began with conventional tactics (e.g. guns, artillery, and trenches), “the Boers [as the Dutch were known] moved towards guerilla tactics [and employed] the use of commandos” as the British gained ground.

These new techniques were effective, “very fast moving and able to disrupt British activities.” After a change of leadership on the British side, the British began to fight “a war of atocity,” burning farmhouses, killing livestock, and starved Boers in concentration camps – “a term coined by” the new leader. The camps led “to the death of more Boer children under the age of sixteen than deaths of soldiers on both sides.” On May 31, 1902, the Boers signed a treaty surrendering to the British.

the n t e n i a l	Last day of school	Total alumni	Seniors graduating
	1913	1913	1913
	June 6	0	0
	2013	2013	2013
	June 7	4,194	82

# Three seniors plan gap years between high school and college

by Sheridan Merrick '15

As the end of the school year draws near, most seniors get wistful about leaving home while simultaneously dreaming of starting college in the coming fall. But every year a handful of students choose to go off the beaten path and take a “gap year,” spending a year in between high school and college to gain an experience they might not get otherwise, or to simply take a break from classes. A gap year can consist of anything from working at a local daycare center to fighting world hunger across the globe. I talked with three seniors who have each decided to take a gap year, and are pursuing unique experiences.

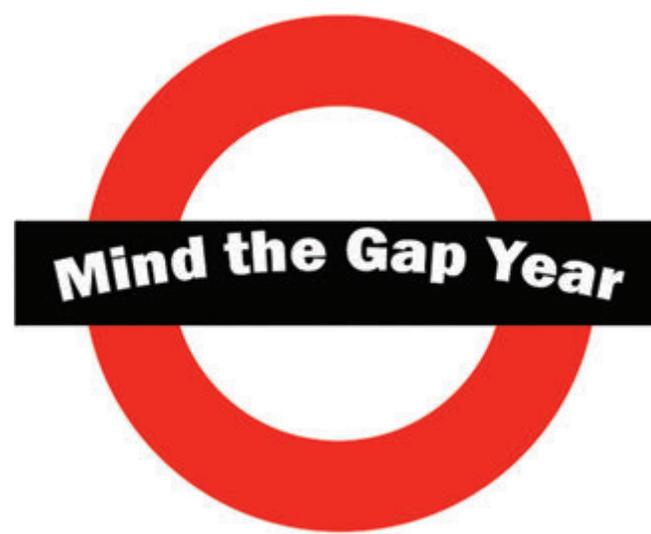


photo by S. Cohen '14

## Hannah Block : three continents in eight months to learn about nonprofits

“I have this burning passion...to help people and make a difference in every way I can,” said Block '13.

Block started contemplating the idea of a gap year while in Tanzania over the summer on a community service trip. “One of the mentors on the trip and I were talking one day and she...told me that she had a few years ago created a gap year program that was all about... learning about nonprofits around the world,” said Block. “I fell in love with the idea.”

This eight-month program will take Block to various non-profits in China, India, Ecuador, and South Africa. She will travel to “each [country] for two months,

and learn about local non-profits and do community service,” Block said. Each country has a different focus of community service: in Ecuador the program focuses on the environment, the China portion deals with farming and agriculture, the students will be working with education in India, and in South Africa they will take on HIV/AIDS, volunteering in non-profit clinics for those who can't afford treatment.

The program is all home-stay, so “you're really forced to be immersed into the culture and be respectful about their traditions, and learn about what life is really like [there],” Block said. “You're in

the culture and in the experience 24/7.”

“I know I'm going to become so much more aware of what's going on in the world, and I think that's so important when going to college,” said Block. “I'll get a whole worldly view and be able to bring that to college, and share that experience and all the knowledge that I've gained.”

Block is obviously very excited for her gap year. “Just hearing about the program and hearing what we would do and the places we would be... I don't think I've ever been that happy. I was just so excited,” she said. “I would totally recommend gap years for everyone.”

## Rachel Hettleman: New York City tutoring kids to prevent drop-outs

Hettleman will be spending her gap year in New York, where she will work for City Year, an Americorps drop-out prevention program. Hettleman applied for the program not knowing if she was ready to be fully committed to it. After researching the program online, and talking to a 2009 graduate who had participated in City Year in the past, she decided to apply even though she wasn't sure she wanted to. “It was during the interviews that I knew that I really wanted to do this,”

“I thought that it [the program] was

going to be best to do after high school instead of after college.” she said. “You can do it after college, but now you can really do whatever you want without much pressure.”

She will spend her time working with and tutoring kids, and helping out with whatever is needed. “It will help me to figure out what I want to do,” said Hettleman. “Now I think that I want to be an elementary school teacher, but hopefully next year will give me really good insight into whether that is something that I actually want to be doing.”

When Hettleman is not working, she plans to “spend a lot of time on college campuses to get the best of both worlds.”

However, although Hettleman will be able to spend some time on campus, she considers her gap year to be “basically a job.” She says that “there are a few weeks of training at the beginning,” but after that, she is on her own.

Despite all the responsibility, Hettleman is ready to take on the challenge. “I'm so excited,” said Hettleman. “I'm kind of scared that I'm never going to want to go back to school.”



photo courtesy Brownie

## Mai Asmerom: working in Ethiopia and then traveling Europe solo

“I first considered doing a gap year before I even applied to college,” said Asmerom '13. “I thought I would really be helped to take a year off and explore what...would motivate me.”

Asmerom is using her gap year to travel the world. She first plans to go to Ethiopia, where she has family, and will then head to Madagascar around mid-March, where she's “either going to be working with local people to build houses...or going to be teaching English.”

After Madagascar she plans to tour Europe, seeing countries such as Italy, England, and France. “That's the most flexible part,” said Asmerom. “I'm going to stay in each place for a couple of days, riding the train around and staying with family and friends, or people my parents know.”

She is mostly travelling without programs, because “I wanted to get a really authentic experience wherever I go.”

But Asmerom doesn't want to explore the world without working for it. “What I was really interested in doing was travelling to different places and then taking ownership of it, and one way I thought I could do that is to pay for most, if not all of it [myself],” Asmerom said. “Sometimes it comes off as sort of elitist when... your parents can pay for it...and there's this subtext about what socio-economic class you have to be in to take a gap year,” she said. Therefore, “I decided to work for the first two months to earn money to pay for everything I wanted to do.”

Many people are hesitant to take a gap year because they are afraid it will cause

them trouble adjusting back to a school setting afterward. But Asmerom sees things differently. “I think the transition from high school to college will always be a big change regardless of if you take a gap year,” she said. “You're living away from home for the first time and doing things on your own for the first time... it's going to be a big change no matter what you do.”

And who's to say travelling isn't education in its own form? “I think that meeting people from completely different cultures who have completely different life experiences than I've had will be a really incredible life-changing experience,” said Asmerom. “I think I will get out of it things that I wouldn't be able to get out of a classroom.”



photo courtesy Brownie



photos courtesy Shannon Bishop

J.M. Barrie's *The Admirable Crichton*, this year's Fresh-Soph production, ran for three performances on May 16th, 17th, and 18th.

## Underclassmen hold their own on stage in *Crichton*

by Grace Coley '15

J. M. Barrie's *The Admirable Crichton* is brief but attempts to address the class issues affecting English society at the turn of the century, while maintaining a light and comic atmosphere with fast and witty dialogue.

This year's Fresh-Soph cast and crew carried off this task with impressive skill, showing that Park acting ability is not limited to the upperclassmen (or Ben Levitsky). The expert design from set to sound to even the scene changes helped effortlessly enhance the creation of both a turn-of-the-century English manor and a remote tropical island.

Each character was skillfully cast and acted, as though roles had been tailored for the actors portraying them.

The sophomore class especially shone, with Alia Satterfield '15 delivering a commanding performance in the titular role. She mastered the physicality of the role as well as the subdued delivery of the dialogue. In contrast, Radko Bachvaroff '15 and Adam Lessing '15 excelled as the bumbling representatives of the upper echelon of English society who floundered once on

a remote island. They brought comedy and life to their roles, preventing the play from being weighted down by the somewhat dark underlying narrative.

Holding their own against the sophomores, Lauren Brooks and Campbell Knobloch, both class of 2016, shone in smaller roles as the spoiled and indolent younger daughters of Lord Loam (Bachvaroff), engaging in fast-paced banter as they whined their way through the first half of the show.

Some of the liveliest parts of the show come from the ensemble moments, with the entire cast trying to address the same problems with very different perspectives. Sheridan Merrick '15 and Ellie Cody '15 both brought comedy by embracing their roles as outsiders in the dynamic of the manor (although two very different kinds of outsiders) and making strong character choices as actors.

But the emotional depth, and the audience member's real way into this world, comes from the scenes between Crichton and his master's eldest daughter, Mary, played poignantly by Isabel Ingram '15. The biting and combative nature of their relationship, stemming from being the

two most astute characters in the play as well as from the power imbalance (which flips halfway through the show), gives way to real tenderness and affection. Ingram and Satterfield were careful to not overplay the roles - no overly showy, shouted pronouncements of passion, no sobbing - and this lends a realness to their interactions, making it all the more heartbreaking when it falters and fails in the face of reality.

Some aspects interfered with the seamless flow of the show; the "theater in the round" approach to staging sometimes shut parts of the audience off from critical moments, leaving them facing the backs of the actors. Similarly, the use of fog to set the eerie mood left many in the audience coughing, breaking the illusion of a world apart that had been established.

Yet, *Crichton* succeeds as a period piece with timeless themes of power, love, and loss; its small shortcomings, although distracting, did not detract from the piece as a whole. With *The Admirable Crichton*, the classes of 2015 and 2016 have decidedly presented themselves as theatrical forces with which to be reckoned.

## Video game garners international fanbase

by Sam Imhoff '14

In early May, fans from across the globe watched professional gamers play *Starcraft 2* in an event called Dreamhack in Stockholm, Sweden. The on-line live video stream had over 120,000 viewers, and for the first time in *Starcraft*'s history, the finals of the tournament were broadcast on Swedish national television. To the disappointment of fanatical Swedish fans, the Swedish professional player, Naniwa, was defeated by Leenock, an 18-year-old Korean gamer. Though many were upset that Naniwa couldn't secure a victory for his home country, the entire community of *Starcraft* players relished the success of Dreamhack, and hope to see *Starcraft* broadcast on television again.

*Starcraft 2* is a real-time strategy game in which players manage their economy, mass up an army, and try to destroy their enemy. Rather than play as a single character like in most video games, *Starcraft* players control up to hundreds of characters from a top-down perspective. It's sort of like a fusion of chess and football: players control many little units and must use strategy to command them properly, but don't have the luxury to wait and think about their next move—in *Starcraft*, decisions must be made in fractions of a second, as there's no time for deliberation when a torrent of Zerglings are streaming towards your forward base, and a flock of Mutalisks are destroying your production facilities.

There are three different playable factions from which players must choose: Zerg is a mutant insectoid alien faction which often can overwhelm its opponents with swarms of venomous critters; Terran is a futuristic faction of humans with mechanized warriors and gun-toting marines which often can pick opponents apart with small dropship attack forces at every corner of the map; and Protoss is a faction of highly-intelligent humanoid aliens which often play defensively to

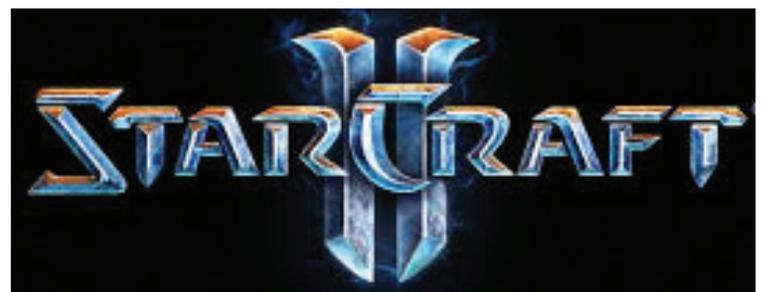
gather a late game army composition of varied, powerful units to destroy their enemy.

Each race is different, even at the most fundamental level, and so each player must train for three different matchups. As players learn the strengths and weaknesses of each faction, they invent new strategies, and as this happens, other strategies are created in response to the newly formed strategies. Often, it only takes one creative player to pioneer a successful strategy to completely shift how people look at the game. On *Starcraft* forums, people often devise theoretical strategies, and their posts often resemble scientific papers, where they introduce a hypothesis about a current matchup and support their claims with video of their strategy. Colleagues comment on their post, pointing out possible flaws, like: What if your opponent did X? How would respond?

What makes the professional scene of *Starcraft 2* so unique is that the only thing that separates a good player from a bad player is acquired skill, as opposed to raw natural talent. This is what makes it so engaging as a spectator sport: I can try to emulate my favorite *Starcraft* players and their strategies, whereas I don't have the athleticism to play football like Ray Lewis.

Currently, in South Korea, *Starcraft 2* is one of the biggest sports and has the best professional players, who are paid very well. For example, a Terran named Mvp made over \$300,000 in 2011. Players are also very famous in South Korea. Like Michael Phelps in the U.S., Bomber, a *Starcraft 1* player, is a household name in Korea.

Although the game is hard to follow at first, I encourage readers to watch professional *Starcraft* tournaments, or watch professional players train on [www.twitch.tv](http://www.twitch.tv). Tournaments are only on a few times a week, but it's fun to watch players train from their perspective, and admire the speed and accuracy with which they play.



# Getting the scoop on summer treats



by Sophie Bailowitz '15, Daniel Moskowitz '15, Melanie Weiskopf '15

As summer approaches, our thoughts drift to the beach, freedom, and cool treats. Our mission before the end of the school year was clear: find the best frozen dessert places within five miles of Park. We travelled along the wilds of Falls road and ventured through the treacherous lengths of York. We sampled 11 different places that served ice cream, fro-yo, ices, or snowballs, until we narrowed down our favorite venues. Enjoy!



photo courtesy Jodi Moskowitz '15

## 1 Uncle Wiggley's

With the best score of the 11 vendors sampled, Uncle Wiggley's is definitely commendable. But the best tasting ice cream has its drawbacks: despite having 23 different flavors to choose from, this venue is the only place that did not offer low-fat options. Other than that, we have no negative comments: the brick building that houses Uncle Wiggley's has a covered porch where people can relax and enjoy their frozen treats. If you're looking for a great treat to cool off, Uncle Wiggley's will give you just that.



## 5 Yogolaada

Our favorite among the frozen yogurt places, Yogolaada won our hearts over. Its delicious array of flavors ranged from rich chocolate to sweet peach. Along with the taste of the yogurt, their service was very good. We would return without a doubt.



## 8 Cold Stone

We would describe Cold Stone as reliable; you can count on it for a good cup or cone of one of 21 flavors combined with over 40 toppings and mix-ins. Beyond that, the service was average. The prices were a bit on the high side, but were comparable to their near-by competition. While Cold Stone was not our favorite of the ice-cream shops we sampled, we enjoyed the treats.

## 9 TCBY

Like Yogolaada, TCBY's frozen yogurt was very good. They offered 17 unique flavors of soft serve. Although they were the only fro-yo place we visited that was not self serve, they were cheaper than their do-it-yourself competition. The style was the one area of this vendor that left space for improvement, although it was noted that they were doing renovations. TCBY is definitely a place we would return to.

## 10 Yogoya

Yogoya's atmosphere is bright, modern, and complete with fun decorations. Beyond that, it is an average fro-yo place. The eight flavors of yogurt was the smallest variety we encountered and the taste was mediocre. We would sooner return to another venue, but would not rule out Yogoya entirely.

## 2 Maggie Moos

The Maggie Moos servers were highly entertaining and youthful. They made the experience one to remember. Flavorful and creamy, the ice cream (all 22 flavors) left us craving more. But all of those flavors combined with almost 25 mix-ins/ toppings come at a price: Maggie Moos was the most expensive of the 11 shops that we visited. While Maggie Moos may not have been the most stylish of the places we sampled, overall, it was certainly one we would go back to.



## 3 Snoasis

This snowball stand is as hot as summer itself. Decked out with a beach theme, the stand is complete with umbrellas, tiki torches, and real sand. Upbeat music adds to the experience. Like Summer Shack, the flavor choices are endless. A great snowball was the perfect end to our visit.



## 4 Tropicool

Despite a long line and a blazing hot day, we encountered some of the best service and nicest staff at this stand. We loved the friendly atmosphere that was provided. In addition to 24 flavors of ice, Tropicool also serves chocolate, vanilla, and twist soft serve. It was rich and creamy, exactly what one would crave under the hot sun.



## 6 Rita's

This chain venue was a good summer snack. Even after years of business, they still haven't lost their touch. Despite having fewer flavors than Tropicool, the ones offered were excellent. Not only does Rita's have the classic flavors of soft serve, it also serves strawberry. While not quite as tasty as Tropicool, we would definitely return.

## 7 Summer Shack Snowballs

Summer Shack is a colorful blue and yellow stand set up just off of Falls Road that serves freshly shaved ice. While Snoasis has better style and service, the tastes of the two venues match up evenly. With over 70 flavors to choose from, anyone can find something to satisfy their sweet tooth. But this isn't your average snowball stand. It was started by kids from different Maryland elementary schools, who decided to donate a portion of their profits to The Believe in Tomorrow Children's House at Johns Hopkins. This is a good spot for a snack on a hot, summer day.

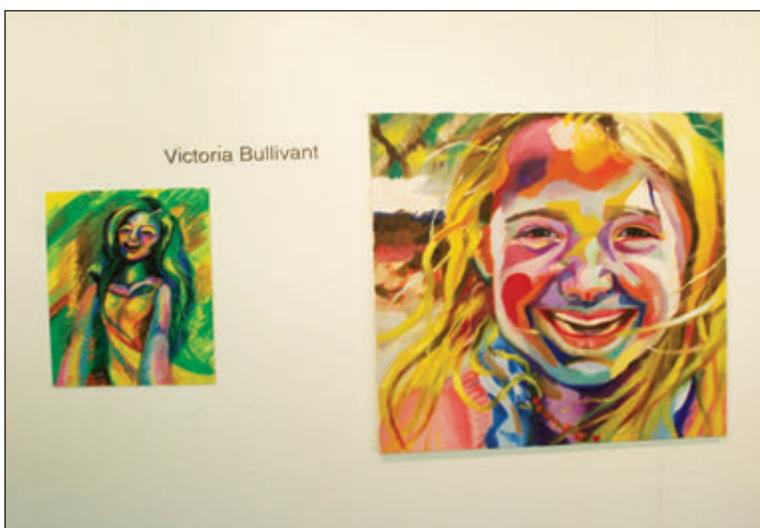


## 11 Yog

At this fro-yo place, we encountered some of the best service. The employees were sweet and helpful. The wide selection of homemade toppings featured did not go unnoticed. However, we disliked most of the yogurt we tried, and the style was not up to par. This was not our favorite of the yogurt shops.



# All School Show: Once Upon a Time...



top left:  
the Richman Gallery filled  
with student work.

top right:  
various small paintings by  
the seventh grade.

center:  
mural by the seventh grade

mid left:  
portraits by V. Bullivant '14

mid right:  
pottery by N. Roswell '14



bottom left:  
architectural renderings by  
Upper School students in  
Garry Cerrone's architec-  
tural modeling class

bottom right:  
"Mermaids" by Christine  
Tillman's drawing class

photos by Julian Bellows



# Girls' Lacrosse brings home the gold

*Championship continued from p. 1*

whom had started. These players included Emily King '12 who graduated, Jenna James '15 who transferred to RPCS, and Elizabeth Kuntz '13 who decided to take a break.

The 14 returning athletes knew what they were capable of given last year's performance, and so did the five new players who joined the team this year, completing the family of nine juniors, five seniors, and five sophomores. Lowe explained her two-step plan: "Last year when we only had one senior on the team, we often talked about having the core group of kids for at least two seasons." Consequently, Lowe and her coaching staff implemented systems, and employed larger concepts that they knew would take time to develop and understand thoroughly. Instead of seeking immediate success, the Bruins invested in the long haul, which eventually enabled them to run a more complex system than many of their contemporaries. It wasn't until last year's team saw how much success they were garnering that

they changed their focus to winning the conference title that season.

Moreover, the taste left from the end of last season was particularly disdainful for the four senior captains on the team—Rachel Hettleman, Rebecca Kolodner, Hannah Sibel and Yen Baker—all of whom had already known the immense pleasure and satisfaction a conference title can bring. These four individuals were key to the team's successes; they had been part of a championship team their freshman year, where they played none other than Friends, and thus understood how close they were to experiencing the feeling of being number one once again. They harnessed their collective experiences to help guide them in how to lead, and this proved most effective.

A few months ago, before the spring season, Baker and Lowe met to talk over strengths and weaknesses of the incoming team: Who would have to step up? Who would have to alter her playing style? Who has already shown considerable improvement? They considered every detail



photo courtesy M. Hollandsworth  
H. Sibel '13 takes the draw during the championship game.

for nearly two hours, eventually coming to a consensus that this year could actually be "the year," just as they had suspected.

But the girls didn't win the championship because of any one individual player. Yes, they had rather skilled athletes, but beyond that, they were a unit founded in trust, and based in chemistry. Through this chemistry they were able to build a constructive culture, which sought to make players feel the need not to be just good, but great at what they did.

This culture manifested itself at the onset of the season, particularly in practice. "Practice was intense and focused, so that's what translated onto the field," Sara Lessans '14 said. "Our captains kept us in line and pushed us when we needed to be pushed, making sure we always strove for excellence."

Lowe agreed. "These girls came onto the field like it was their job. They went about the season in a business-like way, doing what needed to be done. "This wasn't a typical high school team with too much silliness. They elevated as a team to a whole new level, and it certainly paid

off."

Because of their fortunate situation, the girls had sufficient time—two years at varsity—to get to know each other's intricacies. As a result, they became a fine tuned machine. "Last year we didn't work as well together," Lessans said, "and we knew in order to win we would have to rely on each other and have trust in the team."

The championship match itself was intense, neither side giving much leeway to the other. Even though the Bruins allowed more goals in the final game than they had all season, they responded with an overwhelming offensive. Lessans led the way with a season-high six goals, followed by senior Hettleman with four goals, and sophomores Sabina Diaz-Ramal and Natalie Rudin adding three, and two goals, respectively.

Despite the great scoring effort of particular individuals, this game should be seen as a complete team effort. Going into the thunderstorm delay, the Bruins held feebly onto a single-goal lead, the score, 10-9. It required tenacity for the Bruins to then return to play, and, in the remaining 19 minutes limit Friends to only two goals, while scoring five to increase their lead.

To dig deep like that, and not allow outside pressures to deviate them from playing their game (in the championship match no less) is a feat that these girls should be commended for, and served as a testament to why they were the top-seed in the IAAM B conference heading into the post-season. By winning the championship, the Girls' Varsity Lacrosse team was successful in completing the journey, resulting in a 15-2 record.

"An amazing experience, and to leave winning a championship, and this championship is more special because it's my senior year," Hettleman said.

Ellie Stern '14 echoed these statements: "As great as it was to win the championship," she said.



photo courtesy M. Hollandsworth

The team gears up for the big game with their traditional huddle and cheer.

## Eli Block '12 finds new niche in college sports

by Tara Wendell '13

Rarely do Park students become Division I athletes, and it's almost unheard of for a student who never played Varsity sports at Park to go on to play on a Division I team.

But that's exactly what happened with Eli Block '12, a freshman at Yale University.

While Block was never a star in brown and white, he sailed competitively throughout high school. This year, Block joined Yale's Lightweight Men's Crew.

"I originally intended to go out for the sailing team," Block said, "but I decided that it would be fun to try something new. Crew is a sport with deep tradition, so I thought I'd give it a try."

Block joined the team as a coxswain, which is the member of the team who

steers the boat and directs the rowers. "If a coxswain does nothing else," he said, "they must steer the boat. It's also about surveying technique and correcting it, working together properly, executing the plans for the race, and playing on our strengths."

The most basic skills, Block said, are straightforward to pick up, and the coaching staff, one of whom was a coxswain on the national team for several years, was "amazing" in terms of preparing him to compete.

The team practices early in the morning six days a week. In addition to the practices, races have taken place every Saturday since spring break. In fact, Block stayed on campus over break to prepare. Each two kilometer race, which Block says are his favorite part of crew, includes two or three teams.

"It's a really competitive atmosphere," he said. "All the crews work next to each other in the boathouse. At the starting line, you line up about 50 feet away. It's exciting, but also tense."

On May 19, Block and his crew competed in the Eastern Sprints Championship. The freshmen boat won its heat by 1.6 seconds over Cornell, earning the boat a spot in the final. That afternoon, the freshmen beat Cornell by 3.5 seconds, propelling the Yale Lightweight Crew Team to a Jope Cup victory. Their time was 6:24, which earned the crew the Gary W. Kilpatrick Cup.

To finish off the season, at the national competition in Sacramento, CA, Block raced with the Lightweight Varsity Four. They placed second in their heat, earning them a place in the Grand final of the top six teams, where they placed fifth.



photo courtesy Liz Block

Block '12 (center) and his crew team after the Eastern Sprints Championship in Worcester, Massachusetts.

# MS Softball program thrives

by AJ Kohn '14

This was a year of bitter disappointment, but also hope for the future of Bruins' Softball.

For the first time in recent history, there was no softball team in the Upper School. Struggling with a lack of interest for the past few years, the program didn't have enough girls to field a team.

"I was really disappointed there was no softball team this year," said Chloe Ring '15, a key player last spring. "Last year being on Varsity was such a great experience and I really wanted other people to experience that as well," she said.

Because Varsity Softball has been successful so often, many on the team were optimistic about the season.

"I was definitely surprised," Coach Carly Bianco said, "and felt horrible for the seniors who could not compete their four years as varsity athletes on the softball team. I also felt horrible for girls like Chloe and Hannah [Block '15] who would have played the next few years if there had been a team."

Despite the disappointment, hope for future years surfaced in Middle School. In

an interesting twist, this year marked the first year that the Middle School fielded a softball team.

With a significant amount of interest, specifically from the sixth and seventh grades, the Middle School girls took it upon themselves to form a team, ending 7-2 among local schools.

Without Varsity, Bianco switched to coaching the younger girls.

"It was different at first," she said, "especially coaching girls who have never played before versus coaching girls who came into high school with experience, but because of that, it was especially rewarding. Watching the girls who have never played before learn and develop softball skills was a lot of fun, and I think the girls also surprised themselves with what they learned and could do as the season went on."

Although the decision not to have the Varsity team was upsetting, eighth grader Lizzie Cohen '17 hopes that the growing momentum of softball in the Middle School will lead to an Upper School team.

"It definitely helps to start in middle school," Cohen said. "We definitely want more student interest in the future, but we

want to be a team that works hard and wants to be a team."

Bianco was also optimistic, due to the level of enthusiasm she saw in Middle School squad.

"The Middle School team was so awesome," she said. "They worked so hard every day, and even though there were a lot of girls on the team and only 10 spots on the field for games, we still had a big turn out at every practice, and the entire team cheered and supported their teammates every step of the way."

So despite not having enough players to field a team this year, softball at Park seems to have a bright future.

Chloe Ring '15 agrees. "For next year, I think people need to realize that a level of experience is wanted and needed. We will play against competitive teams, so the basic skills are required. We need upcoming players. The problem before was that no girls really knew there was an option to play softball, so the sport wasn't well represented."

Based on the number of players in the Middle School program, student representation shouldn't be a problem in the near future.

# Athletes hone skills over break

Students participate in camps and club teams to step up their game

by Justin Wyda '15

Summer is just around the corner and for most people that means relaxing by the pool, tanning on the beach, or going on vacations. But for athletes, summer can also be a time to improve.

"Summer is the time to get better, because there is simply too much going on during the actual season to make major improvements" said Idris Mitchell '14, who has participated in summer basketball activities in the past.

Women's Athletic Director Robin Cardin Lowe echoed Mitchell's point. "Playing over the summer provides an opportunity for student-athletes to improve their skill set, develop game experience and to be exposed to different coaching philosophies and strategies," she said. "The reality is only so much can be taught and learned in a three-month season where practice is limited and multiple commitments arise."

"For me playing summer soccer is not only a way for me to stay in shape, but to maintain and raise my skill level during the off-season," said Kyle Tildon '15, who plays summer soccer with the Baltimore Bays.

Many of these summer teams require a large commitment from their players, but Park students who have played club sports are adamant that the commitment

is worth the time.

"I really think playing club lacrosse helped me get more prepared for our season this year," said Daniel Shasho '14, who plays over the summer for Wolfpack Lacrosse. "I think playing in that more relaxed atmosphere has helped me work on specific parts of my game and I think I improved a lot more over the off-season because of it."

Kids who play summer sports are also more prepared at the start of their respective seasons. Their work throughout the summer gives them a significant advantage, and coaches take notice.

"Student-athletes who take advantage of summer camps or club teams certainly set themselves apart from others," Cardin Lowe said. "History has shown that those kids who put in the work out of season advance their game at a much higher rate than their teammates do."

In fact, Mitchell believes that summer basketball could have taken his game to the next level.

"It [playing summer basketball] helped me to have a better feel for the varsity level—the pace, what coaches were looking for—as well as it gave me the confidence to play my game amidst great athletes," he said. "All these things contributed to me playing on varsity as early as sophomore year."

Club sports and camps do more than

just improve one's skills, though—they're also fun.

Sabina-Diaz Rimal '15, who plays for Ravens Lacrosse Club over the summer, sees this as a nice bonus. "One benefit of playing a summer sport is that you play for fun... It's a method of relaxing."

The benefits of playing summer sports do not stop here either.

"Another advantage of playing during the summer is to meet new people," Cardin Lowe said. "Being able to create and develop friendships outside of school is critical to becoming a well-rounded person."

Park athletics may not be at the same level as larger schools such as Gilman, or McDonogh, but that doesn't mean that we can't still be competitive, and strive to improve. Park needs as many athletes as possible to dust off their sports equipment, find that summer club team, or sign up for that week-long camp.

At the end of one varsity soccer practice this past fall, Mr. Mal quoted Aristotle: "the whole is greater than the sum of its parts."

I completely agree with what Aristotle and Mr. Mal said; teamwork is absolutely essential. That being said, improving the "parts" can make a difference too. The more athletes improve in their respective sports over the summer, the greater Park athletics as a whole can become.

## Wetz Up?



by Zach Wetzler '14

For my entire life I have been a Ravens fan. I have watched every game and always followed each team. Throughout these years of bird watching, there has been one constant: number 52.

Ray Lewis has always been my favorite Raven. He was like a god to me. Lewis was almost as important to my childhood as my father. I couldn't imagine living without a role model like him.

That is why I also feel it has become more necessary for LGBT players and advocates to receive renown and respect for their actions. Ex-Raven Brendan Ayenbedajo and the NBA's Kenneth Faried of the Denver Nuggets are both straight males who support LGBT rights. Ayenbedajo says he advocates for their rights because of his mixed race parents. Faried has two mothers. Both players stand as role models for LGBT children.

Many LGBT players and those who advocate for equality are unable to inspire children due to the fact that they aren't currently on a roster. For example, gay NBA player Jason Collins, most recently on the Wizards, remains a free agent. Ayenbedajo and another advocate, Chris Kluwe of the Vikings, are both also free agents.

Now, as many NFL owners would tell you, these players were cut, not because of their advocacy off the field, but their production on the field.

While this may be partly true, another reason is that these players would be considered distractions in a locker room and to the team.

Football managers have always had a low tolerance level for distractions and rightfully so because they never seem to work. As Michael Wilbon of PTI, a sports talk show, said: "Anytime the word distraction comes up in an NFL building, they [the GM's] want to get rid of the person."

However, in the looser NBA, distracting players are common. So in a league like the NBA, Jason Collins needs to be on a team and Collins is nowhere near gaining "distraction status."

Collins needs to be on a team not because of his talent, but because of what he means. He should be viewed as an inspiration or a hero, not as a bum. Collins could be the stepping-stone towards equality not just in the NBA but also in all pro sports.

Come on, owners. Make the call!