

# POSTSCRIPT

The Park School Brooklandville, MD November 7, 2003 Volume LXIV Issue No. 2

## Park hosts noted speakers

### Parris Glendenning, Former Maryland Governor

by Eric Gottlieb '06

With an agenda of environmental issues, Former Governor Parris Glendenning came to Park and talked to Upper School students. Glendenning, who is now president of the Smart Growth Leadership Institute, was a champion of the environment throughout his terms as governor, and made the environment the focus of his talk at Park on October 29.

Glendenning was welcomed to Park School by Ben Hyman '06, who donated a portion of his Bar Mitzvah money to the cause of Smart Growth. In recognition of Hyman's generosity, Glendenning created the Ben Hyman Smart Growth Scholarship, which covered the fees for one government planner to be educated about Smart Growth. The Glendenning administration coined the term Smart Growth for a series of laws and projects to fight urban sprawl.

Glendenning opened his speech by describing the importance of young people in society. "We've got to break through to the next generation," he said. He described the importance of the student population in this country working

to benefit society, whether they become scientists, or public safety workers. But most importantly, he explained, is that smart, socially aware people become teachers.

The focus of the governor's speech was the importance of environmental protection and the curbing of urban sprawl. "We ought to be a society that safeguards our environment," he said.

Glendenning described the destruction of the environment. He mentioned forests and farms being paved over or turned into strip malls, increasingly frequent encounters with black bears as people move into more rural areas, burgeoning traffic congestion, and pernicious smog.

He also discussed the history of environmentalism, beginning when President Theodore Roosevelt and John Muir proposed that we preserve the great places in America, which led to the creation of the National Park Service. The more recent environmental movement began with Rachel Carson's

*continued on page 3*

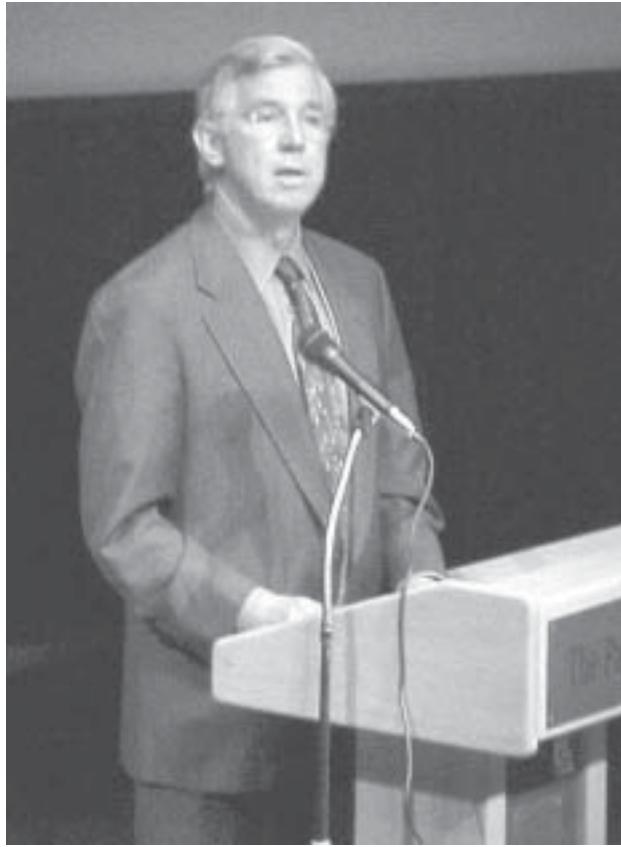


photo by Sarah Raifman '05

Parris Glendenning addresses Upper School.

### Walt Handelsman '75, Cartoonist

by Ben Hyman '03

After many hours playing pranks on unsuspecting teachers, Walt Handelsman finally got his chance to be the teacher when he came to Park School on October 10 as the 2003 Weinberg Resident Journalist.

Handelsman, the editorial cartoonist for New York's *Newsday* arrived at the Upper School assembly with a twenty-year history of editorial cartooning and a 1997 Pulitzer Prize. One juror on the

Handelsman used an informal approach in his talk to Upper School students, faculty and administration. Without a microphone or lectern, Handelsman used his wit and his anecdotes about Park to entertain the crowd. He started by referring to an experience as an upperclassman when he super-glued a telephone to Gary Cerrone's hand.

Handelsman shared many of his cartoons on the overhead projector. Among the crowd's favorites was a cartoon of President Bush, who was drawn dismembered, saying to National Security Advisor Condoleezza Rice, "Condi, I need your help rebuilding." Handelsman said, "I'm looking for hypocrisy. There's so much hypocrisy in politics that it's easy to pick on people one day after

another. This group, then this group, then this group, then this group. And that's how I approach it."

After showing his portfolio, Handelsman drew some famous political figures. One of the most memorable was a caricature of former President Bill Clinton undressed

*continued on page 2*



photo by David Al-Ibrahim '05

Walt Handelsman shows off his talent during cartooning session.

Pulitzer committee in 1997, Michael Keefe, editorial cartoonist for Denver Post, said of Handelsman, "He had the best portfolio. His cartoons were funny, pointed and well executed. His cartoons were well drawn, his ideas developed well, he had good captions, and his points were clear."

### Judy Blume, Children's Author



Judy Blume spends the day at Park.

On Tuesday, October 28, children's author Judy Blume spoke to students about the writing process. Blume has a reputation for being extremely private, and normally refuses to speak in public. She finally agreed to speak at Park because she has a young relative who attends Park and convinced her to talk here. Fielding questions about inspiration and revision, Blume shared insights and spoke about her own experiences. Judy Blume is the author of books including *Are You There God? It's Me, Margaret*, *Superfudge*, and *Blubber*. The American Library Association honored her with the Margaret A. Edwards Award in 1996 for Lifetime Achievement. She has won more than 90 awards over her career.

#### News

Wyman Art Center  
LS Playground  
News Briefs

pages 2-3

#### Editorials/Op-Ed

Community Board  
Speed Bumps  
Ducks

pages 4-5

#### Commentary

Illness at Park  
Freshman Perspective  
Assembly Behavior

pages 6-7

#### Special Issues

Community Board  
-Pro/Con

pages 8

#### Reviews

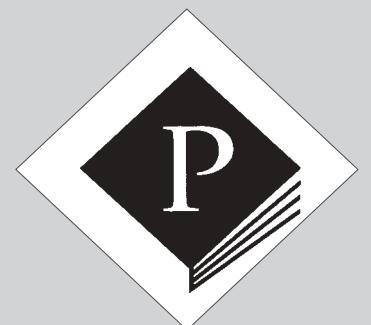
Goldsoundz  
Fight Club  
Obie Trice

page 9

#### Sports

Soccer Champions  
Hockey playoffs  
Cross Country

pages 10-12



## Wyman Arts Center celebrates opening

by Allison Gross '05

The entire Park community was invited to celebrate the "Breaking New Ground" ceremony of the Wyman Arts Center on Friday, October 10 from 3:00-5:00. Approximately 300 people congregated around the new 45,000 square-foot building. Outside, the gatherers waited to have a tour, hear music provided by Eight Notes, and see the art in the new gallery. Guests included Park families, faculty, staff, students, members of Baltimore's

for almost two years, the Wyman Arts Center has many distinguishing spaces. The building is equipped with rooms of various sizes in order to accommodate a range of different artistic activities such as a dance studio, ceramic studio, the Macks-Fidler black box theater, art gallery, keyboard studio, stage shop, photography studio, and other music rooms.

ane Kuthy, Allyn Massey, and Jo Small. In keeping with the theme of the day, the artists showed the work that they considered groundbreaking in their careers. The artists also provided the viewers with several pieces of art that built upon their cornerstone piece. During the course of the exhibit, a couple of the artists will give talks about their work.

Some students have already moved into the new building. Junior Michele McClosky remarked, "It's a really great space, there's enough room for everyone to do what they want without being in each other's way, and so many new additions that make it a much better environment to work in." Still to be completed are an outdoor

amphitheater and ceramics studio. The building will only really be completed when students have settled into the new space.

In the Wyman Arts Center, the opening exhibition features eight Baltimore area artists: Laura Burns, Sonya Y.A. Clark, Richard Cleaver, Peter Dubeau, Connie Imboden, Di-



photo by Sarah Raifman '05

arts community, and donors to the capital campaign for building the new arts center.

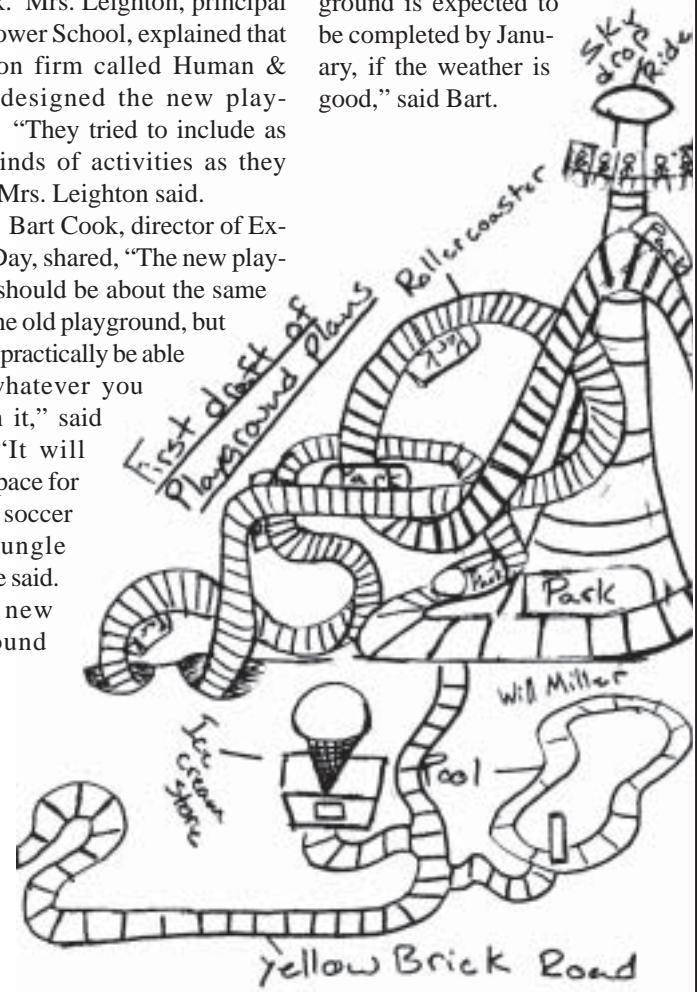
The Baltimore Sun reported a seven million dollar price tag

## LS Playground takes shape

by Emma Gross '11

The Park School children will also consist of a sandbox and sand river, four swings, a square and a triangle net climber, a jungle gym with slides, a small climbing wall, and a zip line. The playground will also have a blacktop with a basketball net, two playhouses similar the one on the kindergarten playground, board game tables, a grass lawn, and a water fountain. "The playground is expected to be completed by January, if the weather is good," said Bart.

Mrs. Leighton, principal of the Lower School, explained that a Towson firm called Human & Rhode designed the new playground. "They tried to include as many kinds of activities as they could," Mrs. Leighton said. Bart Cook, director of Extended Day, shared, "The new playground should be about the same size as the old playground, but you will practically be able to do whatever you want on it," said Bart. "It will have a space for playing soccer and a jungle gym," he said. The new playground



## Walt Handelsman: The perfect Park School student returns

by Ben Hyman '03

continued from page 1

with his hands over his genitalia, saying, "Define naked."

Handelsman met with students soon after the assembly for a drawing session in the new Wyman Arts Center. He spent his session discussing the finer points of cartooning. He stressed the importance of starting with shapes when drawing people before making their features more detailed. Gary Cerrone watched proudly as his once-failing student drew Upper School English teacher Howard Berkowitz. Handelsman reflected on Park's effect on his life: "Park was just an incredible experience, even for a very poor student. There's a certain openness, a certain acceptance of who you are. If you have a problem, they deal with it. You're not punished, they figure out a way to solve your

problem. It's a very open and loving atmosphere to go to school in, to be a part of."

Handelsman ate his lunch with the Postscript staff in the Lieberman Conference Room in the Business Office. He had a strong influence on Postscript staff cartoonist Charlie Hankin. "He taught me to be less afraid, to criticize my teachers if it benefited the cartoon."

After lunch, Handelsman raced over to the Upper School Library where eager students welcomed him, ready to talk about the news of the day. Observers noticed that Handelsman was tired, but he managed to perk up enough to tell his trade secrets on the process of thinking of ideas for the next day's cartoon. He acknowledged that he spends many stressed-filled hours realizing that

he needs to file a cartoon even though he doesn't have a great idea. Despite the difficulties of cartooning, Handelsman enjoys following politics. "[Politics] don't change. The issues change, the politicians don't really change. Because of the tremendous need for money, there will always be conflicts of interest. Because of party

affiliations, there will always be people defending issues that are too extreme either on the right or the left. And because of the nature of people's egos, there are always going

to be people involved in politics who shouldn't be there."



From left to right: Len Weinberg, Brooks Lakin, Gary Cerrone, Les Harris, Walt Handelsman

photo by Julie Schwait



Walt Handelsman '75

## MS pushes question about tennis courts

by Everett Rosenfeld '09

The new Wyman Art Center is almost complete and there is churned up earth lying all over the campus. We are finally getting used to seeing the Athletic Center. Just a year and a half ago, when the Athletic Center was completed, we received three new courts for our basketball teams. The new Sugar campus has given Park a baseball field and several more soccer fields, but the tennis teams don't have their own courts. The Boys' Varsity Tennis team played their games last year at St. Timothy's. The Girls' Varsity team is currently playing their home games at Chestnut Ridge Country Club, and the Middle School team practices at Roland Run Country Club last year while playing at St. Timothy's.

Betty Medalie, a Middle School math teacher and the coach of both the Girls' Varsity Tennis and Middle School Tennis teams, thinks that the tennis teams should have courts. She says tennis courts would really promote the sport at Park, and it would allow people to play in their spare time.

Ridge Diven, the Director of Athletics, also wishes that Park had tennis courts. He says that it would not only be easier on tennis players and coaches, but it would

James Howard, Director of Academic Support Services, says he has mixed feelings about building courts at Park. He thinks that if a tennis court were built on the horse pasture it would be an eyesore for the people who live in the mansion. He is also worried that the courts would get in the way of the horseback-riding program he founded in 1970. And he says the meadow might be in a flood plain. Still, he admits, "having a tennis team means you need to have courts."

Last year, it took the Middle School Tennis team 20 minutes by bus to get to Roland Run Club because the bus dropped off the baseball team first at the Sugar campus. When the Middle School team had matches, they would play them at Saint Timothy's when the Boy's Varsity team didn't have a match there. At St. Timothy's, the matches were as much of away matches for the Park team as they were for the opposing team because they weren't on our campus "We seem to do really well even though we don't have tennis courts and you'd think that maybe we could do even better if we had tennis courts on campus," said Medalie

Dr. Jackson, Head of School, agreed: "We need tennis

courts at Park. We have a very excellent tennis program, lots of kids are playing tennis, and right now they have to find tennis courts at some other place and rent it and get in the buses and go there. They do deserve to have tennis courts on campus. However, there really isn't right now a spot that it would be easy for us to build tennis

courts. And if we could find a spot to build tennis courts, the other thing that we really need is parking, so if we could find a spot then there would have to be a debate about whether or not we should make it available for more parking places or for tennis courts."



Ahava Vogelstein '05 practices at Chestnut Ridge.

mean less money for transportation. Responding to a question about the cost of using other courts relative to creating tennis courts at Park, Diven replied, "We're talking about it, and it is our hope that at some point we'll have them," said Mr. Diven. "Some spaces that have been suggested are the horse pasture and the meadow."

photo by Jill Papel '05

## Parris Glendenning comes to Park

continued from page 1

book, *Silent Spring*, which warned of the dangers of chemical spraying. The EPA was founded out of this movement, Glendenning explained.

According to Glendenning, the people of the US now need to create a third wave of environmentalism, which would focus on land use, anti-sprawl, and the preservation of open places. "Let me challenge you here today to create a new, aggressive environmental movement," he declared.

Glendenning went on to say how the damage caused by the fires blazing in California is a result of poor land use policies. Another result of poor policies allowed humans to encroach on the black bear population, and now has resulted in legislators calling for the hunting of bears in Maryland. Glendenning cited this as a result of sprawl and our habit of building into natural habitats. He also explained how cases of children's asthma have doubled in recent years as a result of pollution. Policy changes by the Bush administration, he said, "have made challenges greater."

When he finished his speech, he opened up to questions from the Park School community. Students and teachers asked a range of questions about Glendenning's views of the current administration's work on Smart Growth. Max Polsky '04 asked the Former Governor whether he had any advice to those people who live in, as Polsky put it, "un-smart places." Other students asked how to deal with abandoned houses, revitalization of urban areas, and his view of the Hummer, which Glendenning called "a great reflection of the male ego."

In his answers to the questions, Glendenning talked more about the importance of Smart Growth, the lack of commitment from the Bush administration, and the importance of building communities that are dense enough to allow more people to live in the city, but are attractive living environments at the same time. He also mentioned how his administration's Smart Growth idea made its way into the environmental position of presidential candidate Howard Dean.

Students were undoubtedly interested in the governor's speech, but seemed to have some mixed reactions to the content. "I thought he was a little biased and maybe could've shown both sides of the whole scenario," said Sophomore Lauren Rubin. "It sometimes seemed like he was being a little bit preachy, but the ideas were certainly good. I kind of felt like he was trying to guide us into doing

things," said Junior Molly Immelt.

At the end of the assembly, Glendenning emphasized his commitment to the future of the environment not only in terms of fu-

ture stewardship, but also in our ability to restore "precious natural resources," and ended with a plea to the audience: "I ask that you accept nothing less than that."



Parris Glendenning addresses Upper School assembly.

photo by Sarah Raifman '05

## News Briefs:

**Eighth graders attend leadership retreat** On Friday, October 9th the eighth grade traveled an hour and a half to Sandy Hill Conference Center to embark on a two-day leadership retreat. Five important elements to good leadership skills (leadership, self-regulation, social skills, "service and opportunities: taking it back", and empathy) were carefully described to the 8th graders. Through multiple exercises, including role-playing, skits, and discussions, the 8th graders grasped the concept of good leadership by the end of the trip. The trip concluded with a reflection session, where the students discussed the impact of their 2-day retreat.



8th Graders work on leadership skills.

photo by Sarah Raifman '05

**French Club sponsors movie "Monsieur Klein,"** on Thursday, October 7<sup>th</sup>. This was the first of many WWII Paris movies that will be shown because of the amiable project some seniors are participating in during the spring semester. The three courses that will be offered, Peter Warren's History of WWII Paris, Mr. Coll's the apartment, and Madame Broening's AP French class, will collectively create a world in a Parisian apartment building during the war. "Monsieur Klein" stars Alain Delon, and won multiple French awards in the 1970's. It tells the tale of an art dealer, Monsieur Klein, mistaken for a Jew during WWII. Seven people attended the film, which was accompanied by food and beverages.

**Middle School Government plans dance** while school party was cancelled because of Hurricane Isabel. According to Secretary Katie Matz, the money left over from the party is going to be kept for a later time. When asked if the Middle School students will ever get their free dance Matz states, "the government hasn't decided yet." In the government's meeting on October 16, officials talked about ways of fundraising for future events and began organizing the next middle school dance, set for November seventh. Government officials also decided that the dance would take place in the cafeteria with popular TK serving as disc jockey.

## Wyman Arts Center

Some have had mixed feelings about the new Wyman Arts Center. We were justifiably doubtful of another behemoth building at Park School. Pond field and the old swimming pool along with its tall wooden fence (remember that?) were staples of our Middle School life. We spent countless hours at the wall ball wall, big-toy, and foursquare area during recess. These were cornerstones of our school lives and we didn't want to see them bulldozed no matter how great the cause. Then, to add frustration, some of us aren't even "artsy." We had to rearrange our lives for its completion. Huge mounds of dirt surrounded our campus for months and juniors had to be shuttled to and from Meadowood. This was a lot to ask from the Park School.

The day the Center opened, we toured it with skeptical eyes, even looking for its faults and shortcomings. The tour started at the foot of the new building outside the theater and wound its way up the stairs to the countless spaces. We slowly began to shake off any misconceptions. We began to accept the idea of a whole wing for art and then started to get excited about it. The sheer proportion and splendor of the building took us by surprise, thinking, "This will be really great. I know someone who'd love this!"

Some of us didn't give the new building a chance and yet it still wowed us. The architects, planners, and Director of Arts Carolyn Sutton deserve much credit for their careful design. Students who've never been excited for an art class now can't wait to take documentary filmmaking or digital photography, both in the digital imaging lab. The AP Art class and dozens of other classes have the best facilities available to let their creativity roam free. The Macks-Fidler Blackbox Theater has already hosted an amazing Goldsoundz and gives students an opportunity to direct their own plays. Each of us can find a way to use the building during our years at Park. We hope you too will take advantage of our beautiful new space and add something special to our environment. Our sentimental attachment to the big toy will never go away, but the Wyman Arts Center is worth the sacrifices and inconveniences.

- JWW



## SC President on Community Board idea

When I ran for President, I promised to pay attention to the school's philosophy. One of the areas in which I feel we have never been inconsistent with our philosophy is discipline. Right now, Rachele Work and Mike McGill shoulder the disciplinary responsibilities of the school, dealing everything with academic dishonesty and vandalism all the way down to parking violations. This system has worked fairly well in the past, raising few complaints. However, the students' reliance on a handful of administrators to decide the standards of conduct in our community creates a fundamental

The Student Council has proposed the following "Community Board:"

A board of 6-10 students, headed by a moderator (either a Student Council or faculty member) would meet with a student who had done something wrong instead of having them meet with Rachele Work or Mr. McGill. The Board would make a recommendation to these administrators on what the student must do as restitution to the community. This would be passed by two-thirds. Then, it would be forwarded to Mr. McGill as a recommendation, who could reject it if he felt the punishment was unduly harsh or vindictive. The way students will be chosen has yet to be decided, but it is possible they will be either elected or chosen randomly for each time the Board must convene. This Board should go through a trial phase, which I suggest be until the end of this year, upon which we can review whether it has benefited our community.

The first question many raise is why we need this Board. The Community Board would be less

about punishment than dialogue between peers, a benefit our current system does not have. It is important that students get a clear sense from their peers that what they have done is or is not acceptable, and that if a student does something wrong, that they can explain to their peers why something happened. This would be a more sympathetic body, fulfilling the objective of the School to "encourage discipline and student behavior based on reason, on a cooperative sense of community, and on a sympathetic understanding of the rights and needs of others."

Furthermore, according to the school's Philosophy Statement, students are "capable and desirous of rational self-discipline and of acting towards others with respect, kindness, concern, and moral conviction," the community board would be more in keeping with our philosophy than the current system.

Having an adult figure discussing what someone did wrong certainly instills fear, yet it merely mops up the indiscretion so no one else in the community needs to deal with the issue.

The philosophy states "It is the objective of the school to encourage discipline and student behavior based on reason, on a cooperative sense of community, and on a sympathetic understanding of the rights and needs of others." Frankly, I can't read this any other way than see a clear mandate for a community board. Unless students feel that one person can make a more sympathetic and informed decision than they can, our current system is wrong.

As young people respond to the influence of these ideals, learning to trust and assert their own

intellectual and moral powers as they develop, they acquire a sense of confidence in themselves and others, which will inspire a productive adulthood.

Since the board would be in trial stages, it would be unfair to force a student to go to the Board. If there are mistakes or unfair judgments made by the board, the principal can reject the Board's recommendation. But to ensure that it never comes to this point, I would suggest a moderator be chosen either from the Student Senator the faculty.

Students have also argued that this Board could be a cause of humiliation for all students involved but especially the one going before the Board, thus undermining the community. It is important in our community that when a student breaks the trust of others or acts against the community, that they have a chance to explain why they did what they did. If there are intense pressures on the student, or they feel their behavior is acceptable, I feel it would be in everyone's interest to explain their side of the story. Assuming the composition of the board is representative, the student will be able to relate to their peers on the board much more readily than had they been in Mr. McGill's office, which, though at first may be uncomfortable, would build a sympathetic reaction on the part of the student's peers that could not be obtained otherwise.

I urge all of us to consider this proposal, since it strikes to the heart of our assumptions about our community.

-Caleb Karpay '04  
President, Student Council

## Postscript

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# Bosco's Brainwaves: Oversized speed bumps wreck havoc

by Dan Bosov-Ellen '04



It's an average Wednesday morning. I make a right off of Old Court into Park. My windows are down; though it's 45 degrees outside, I'm feeling good, enjoying the sweet, deep sound of my new exhaust system, the fruit of seven weeks of hard labor over the summer. As I approach the first speed bump, I slow down to what we can all agree is a totally safe speed of about 1/8 m.p.h.; I've already learned from painful firsthand experience

that if I take them at more than an absolute crawl, disaster will result. Suddenly, I hear the worst sound I can imagine (besides for the POP noise of my engine dying; that comes later on this fine Wednesday). The underbody of my beautiful car is making a hideous grinding noise. Words cannot describe the force with which cold terror and anguish gripped my heart. The noise made my physically sick. It was like nails scraping the blackboard of my soul. I raised my fist in the air and cried, "Curse you, Mr. Howard, CURSE YOU!"

Now of course I can understand why Park School would have speed bumps. It's mostly because of people like me, who drive too fast

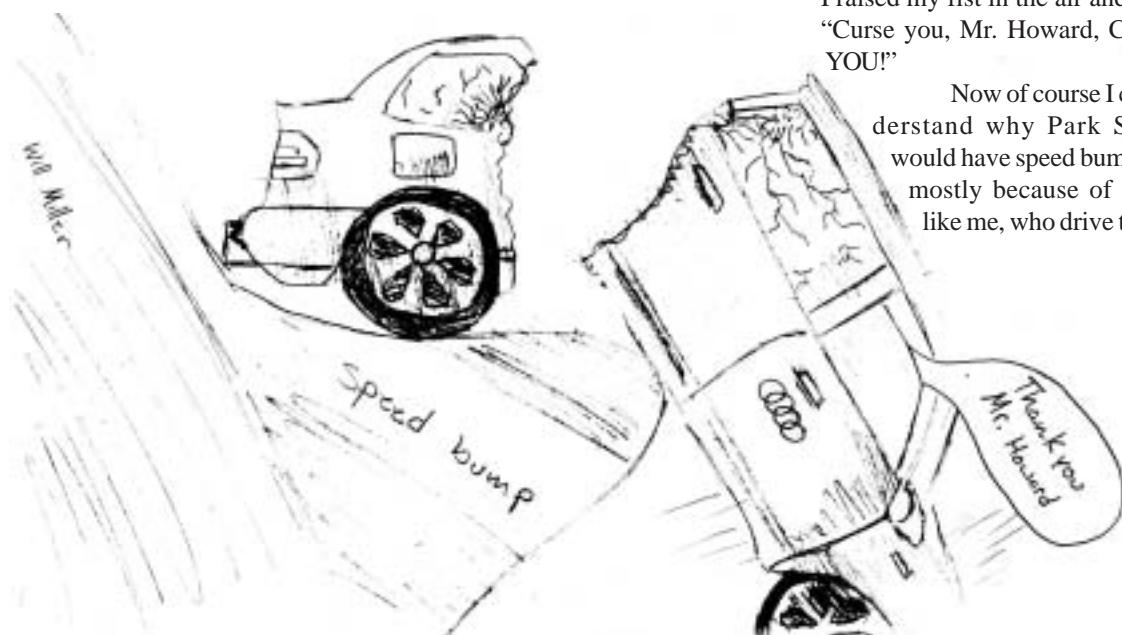
as a matter of course (although what Park should really be worried about is culling the painfully oblivious mothers chatting on their cell phones from the carpool gene pool, so to speak.) Clearly, Park has a vested interest in preventing little kids, and certain slower adults, from getting run over on their watch. So fine, great, put some speed bumps in. But why, in God's name, do they have to be so unspeakably HUGE? I've driven over a fair number of speed bumps, speed humps, and such in my day, and none have given me anywhere near the sort of trouble that our behemoth bumps cause.

I'm not the only one for whom these things have been a problem. One lovely, kindhearted faculty member, whom I suspect is no speed demon, has also felt the pain these asphalt mountains induce. "They're huge. They helped to destroy the bottom of my car and caused much higher car bills." Indeed, the technician who worked to repair her car said that he had *never seen an un-*

*derbody as scraped and scratched as hers.* Ouch.

She also complained that, "the speed bumps make driving to school with heavy stuff in my car a logistical nightmare." Amen. I can't drive more than two people in my car at Park without fear of my car literally breaking into two sexy pearl-white pieces (and believe me, my car's broken enough times already), never mind some scratching of the undercarriage. These speed bumps aren't protecting anyone; they're harming and discriminating against those of us who haven't given in to trendy idiocy and bought giant SUVs that guzzle gas like Rush Limbaugh downs OxyContin. I want to drive a car that can take turns at more than thirty miles an hour without rolling over; should this mean that I can't drive my car to school, the place I need to drive to more than any other? Car lovers beware; Park School Drive means death to your sweet ride.

der never seen an un-



## Offal Offal Everywhere!

by Ben Rowland '04



There are two things I remember from my first visit to Park in the 8<sup>th</sup> grade. I remember getting kicked out of a class I was sitting in on, and I remember the pond. I remember how it glittered and shined due to the reflected sunlight. I remember the fish, and the turtles, my heroes in a half shell. Oh, the pond. How could I forget it? I remember thinking to myself: "Hey, I could swim in there. Maybe even some of my classmates could take their yachts out, and we could all have a good time." But this is no longer possible. Why? Well, I decided to go on a hunt to find out the answer.

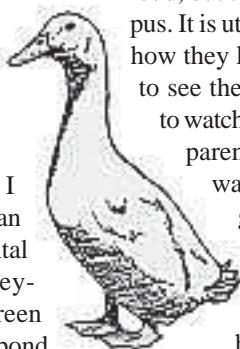
The first person I went to was none other than our very own environmental science expert, Ellen Reynolds. It turns out the green stuff accumulating in our pond is called pollution algae. Recent plankton samples have indicated a large growth in pollution algae, and now the stuff is dominating our pond. Good algae like diatoms are absent. Why? Guess! Geese.

Basically the geese have become feces factories, pumping out and dumping in more fecal matter than your average John Candy,

and it is their feces that are fueling these algae to bloom. The worst part is that someone (you know who you are!) decided to clip some of these geese's wings. Now they're here to stay, which means the problem is only going to worsen.

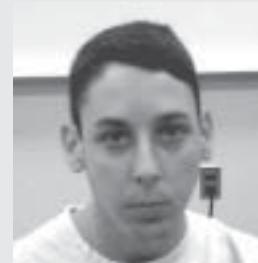
Is there a solution? Actually, yes, there is: get rid of the geese. The problem is, I kind of like the geese. I mean, yeah, they're ugly, and they drop their fecal matter all over our athletic fields, and they're loud, but they bring life to our campus. It is utterly fascinating to watch how they live over the school year, to see the birth of new geese, and to watch the little ones follow their parents around in the water. I want a clear pond, but I'm going to miss the geese if they're forced to leave.

I admit I have no solution. Luckily however, the AP Environment class will be monitoring the pond, and hopefully they will come up with a solution sometime soon. I did however talk to our President, George Bush, and luckily he sounded optimistic. "It isn't pollution that's harming the environment," Bush said, "it's the impurities in our air and water that are doing it."



## The World According to Me: I'm on Board!

by Jonathan Weese '04



Everyone is impressed with the new Arts Center. The large visual art studios and myriad practice rooms, as well as the black box theater, make great additions to the school. There is one aspect of the Arts Center, however, that I have heard almost everyone complain about: it's too far away from the Upper School.

I addressed this issue in a column a couple years ago, but it seems that the higher-ups were reluctant to include my suggestions in the plan. They must have thought the distance wasn't far enough to justify a second capital campaign to support a monorail, teleport system or moving walkway. After experiencing the interminable travel time, I think almost everyone will agree that it could be justified. However, I won't go into the specifics of a transport system here – for details, see my article of October 2001. The preceding was just a proof that more people should listen to me. Instead, I would like to discuss the Judicial Board.

The Judicial Board – which, I've just been informed, is no longer called the Judicial Board – was originally supposed to be a

committee with student members that discussed appropriate punishments for infractions of the rules by other students. The student body president, Caleb Karpay, is still outlining a mandate. I believe the board is actually going to be named the Community Board; its objective will be to set standards of moral conduct for the community.

While we're at it, I think we should create even more committees. I'm sure we can find other issues to study at the school. Here are just a few ideas: The Student Subcommittee on the Necessity of an Arts requirement, The Special Non-Academic Computer Use Investigative Board, The President's Council on Inter-School Relations, and The Committee on Using This to Pad My College Application – students in this last committee would put it on their transcript for four years in an effort to help the college admissions process.

Some argue that a far-reaching Goliath of a bureaucracy is unnecessary for our school. On the contrary; I think it's important to get as many students as possible involved in the running of the school, only if it's in meaningless ex-officio positions. This way, students at least have a ceremonial stake in the administration of the school, and that's what's important. I volunteer to be Chairman of the Committee on Arts Center Transportation Options.

**The Freshman Perspective:****I'm not going to threaten you, but...**

By Cassidy Fein, Lucy Silver, and Carrie Young '07

As we came into the Upper School this September, we were greeted by some welcoming words from our upperclassmen: "I'm not going to threaten you, but if you don't get off this bench..." This is how we learned the rules of finding a place to sit:

1. Do not think about sitting on the senior bench.
2. Do not think about sitting on the other senior bench.
3. Do not think about sitting on the junior bench.
4. Do not think about sitting on the sophomore bench.
5. Do not sit in the math/science hallway. Just don't.
6. Even if it isn't a senior, junior, or sophomore bench, don't sit on it anyway.

Even with all these rules and regulations, we've finally managed to find a bench to call our own. Lucky for us, no one wants the atrium bench in the math/science hallway, so we decided to take it. Initially, there were some very nasty and violent 'arguments' involving being shoved off of benches, hearing shouts of "You have not earned this bench!" in the background. But, now, after these troublesome beginnings, we are working better with the other grades.

Speaking of which, we were almost immediately accepted into Upper school by most of the grades. It is not uncommon to find us perched, somewhat precariously, on their benches. A more difficult transition was from Middle School classes to Upper School classes. The most obvious of these changes is the introduction of grades. Suddenly, there was widespread fear circling through our grade: "Did you get an A? I got an A-! Oh my God, what did I do wrong?! Why do they hate me?" It is increasingly rare to find a person whose heart does not start beating 10 times faster upon hearing the words "You will be graded." This isn't to say that we all support the anti-grade movement roaming the halls of the Upper school; in fact many of us have found grades to be an inspiration to do better and try harder.

At orientation this year, we greeted 19 new faces, welcoming them into our grade. The number of new people was somewhat surprising, but by now we all know each other and every new person has

found a group of friends. However, since entering the ninth grade, we have separated more definitively into cliques. When all thrown together, we get along great, but, when we are left to our own devices, we tend to split up almost immediately.

Despite being the babies of the Upper School (we haven't forgotten the pacifiers, but we didn't mind them so much) we are all looking forward to leaving ninth grade and no longer being in the uncomfortable stage of I'm-not-a-middle-



Freshman Cassidy, Lucy, and Carrie

photo by Sarah Raifman '05

schooler-but-I-don't-feel-quite-like-an-Upper-Schooler. So, despite all of our complaints, we are all relieved to have finally made it to the Upper School.

**Don't Cough on Me**

by Rebecca Derry '04

It's a typical morning in the upper school. From every corner of the hallway one can hear the familiar sounds of shouted greetings, lockers being slammed, someone asking what the block schedule is, and a hundred people coughing and sniffing.

It's true. If you went around and asked random students and teachers how they're feeling, chances are that you wouldn't have to ask more than a few folks before you found someone who is sick. From mono to ordinary head colds, it seems that disease is rampant this fall. And it's no mystery how the illness spreads: all the sick people are suffering at school, instead of recuperating at home. This is unfortunate for two reasons: not only are contagious people transmitting diseases to their classmates, but it's harder for them to get better themselves, for people are pushing themselves as if nothing is wrong, so their bodies never have a chance to recover.

The obvious solution to this problem would be to stay home if you're sick. However, as most students will be quick to point out, missing a day has difficult consequences. There are four and a half hours of classwork to get notes on, including perhaps a conversation about what was covered

in class, as well as homework. With the new block schedule, each day missed now is equivalent to missing two days before for the three classes involved. Additionally, not having a class for six days straight (if you miss Thursday, you go from Tuesday until Monday without the class) significantly breaks up the flow of learning. Honestly, it's easier to just take some Advil and go to class.

Of course, between field trips, sports, and college visits for seniors, we miss class all the time, so we all know that it can be done. It's interesting to note that while these diversions are deemed necessary, illness is regarded on the most part as a mere inconvenience. We know that we can function even when not physically up to par, so we come to school, get sympathy from our friends (while they slowly inch away from us to avoid getting sick themselves), and stumble through the day. Granted, it's hard to contribute positively to class when one is sitting there feeling awful, but at least there's less work to make up later.

So until the next hurricane or water main break or other legitimate reason to miss school, just be nice to the sick people, and try not to breathe too much while you're around them.

**War on Terror: Under Guise of Patriotism, US Limits Freedom**

by Eric Gottlieb '06

Over the last two years the "War on Terror" has become a household phrase. Unfortunately, if nothing changes soon, it will be the second war that the US has ever lost. It is a war that is impossible to win by fighting, either literally or figuratively.

The war on terror has been used to pass a conservative agenda under the guise of patriotism. The most drastic policy changes are the laws like the liberty-reducing Patriot Act and the laws that relieve insurance companies of their obligations to pay for terrorism-related medical expenses. The Bush administration has also used the post-9/11 "stand behind your president" views to eliminate years of debate and aversion to policy issues.

The first agenda item in the "War on Terror" was the war in Afghanistan, where President Bush planned to "find the terrorists and smoke them out of their holes." From the beginning, the plan did not make sense. The idea of going into Afghanistan with fighter jets in order

to bomb several men, including Osama bin Laden, was flawed. Bin Laden could have been anywhere in the mountainous terrain, hiding in a cave or underground, assuming that the terrorist was even in Afghanistan. Two years later, Bin Laden is still at large.

The second item on the agenda was the massive governmental reorganization that created the Department of Homeland Security. The department was created to encourage better cooperation and communication between the government's many law enforcement and security branches. Yet the problems of pre-9/11 communication have not been fixed as the CIA and FBI have been left out of the organization. Intelligence is

no more synchronized with law enforcement than it ever was. The divisions that are included, such as the new TSA, rely more on racism than anything else to find "terror-

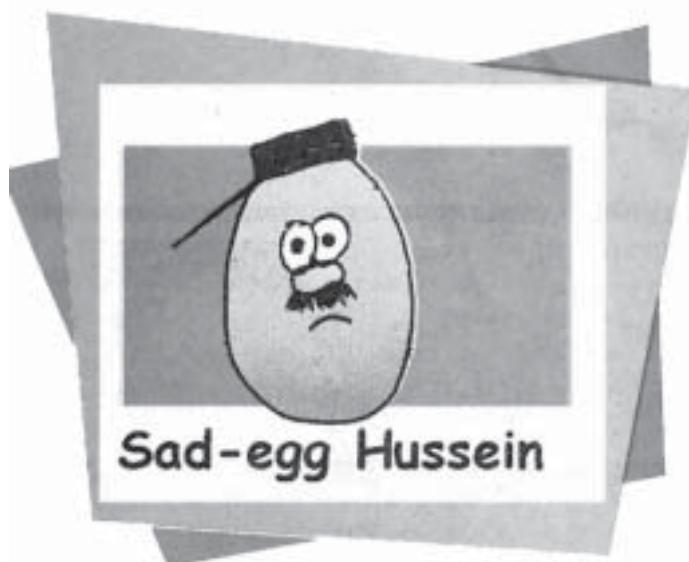
funding to projects such as port security.

The third and most spectacular failure of the war on terror has been the war in Iraq. As in Afghanistan, this war attempted to take masses of troops in Apache helicopters and invade a capital city in order to find a certain enemy leader. Not only would it have been impossible to find Hussein as is, President Bush gave him months of warning and propaganda to flee from the US troops amassing in Kuwait. We managed to destroy Baghdad. We managed to cut the electricity and water of many Iraqis for months on end. But we haven't found Saddam Hussein. And as shown by the terrorist attacks occurring daily in Iraq, we haven't de-

feated terrorism either. It is apparent that the war on terror is fatally flawed. As long as President Bush is in office, no end is in sight.

The key to winning the war on terror is to destroy the anti-American, anti-western, anti-Jewish, and anti-Christian ideas that fill the heads of people who are suffering under oppressive governments in third-world countries. If we were to improve their standards of living then they would no longer see us as the enemy and would no longer be inclined to attack. The most practical way to do this would be with a massive foreign aid program.

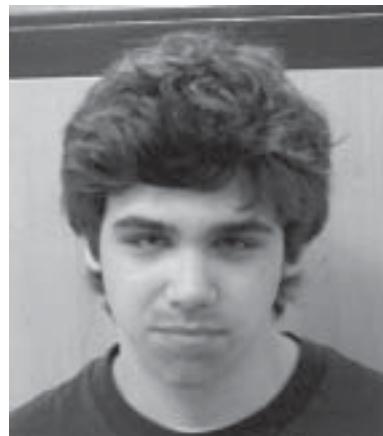
Financially, we could give far more aid to many third world countries without putting a dent in our budget. We could undertake this project with less money than the Bush administration has spent on tax cuts for the rich and failed military campaigns. Although effective security measures should still be taken, a large foreign aid program would greatly enhance America's image and therefore reduce terrorism.



cartoon by Daniel Gorham '04

**Why You Pay Too Much:****Take Our Money, Take Our Minds**

by Ben Warren '05



he spoke at length about his feelings that the poor students consistently turn out to be successful, while the good students get the bad jobs, like accounting. Given the religious background to which so many Park School students are affiliated, it is this columnist's opinion that some of the most successful careers of the future will be by Park alum who handle other peoples money. During one of the smaller Handelsman sessions, he bragged about

How dare you? How dare you Park School? You are responsible for hundreds of young minds, collectively, societies most valuable asset, and how do you influence them? By sending them to a mandatory showcase of leftist propaganda, and treasonous cartoons. By having us spend the day with a man who in all rights should have been exiled by now, and promoting him as a role model. How dare you Park School.

Walt Handelsman, this years resident Journalist, was charming, intelligent, and witty, and as he exposed these qualities to the students of Park School last month, they lapped up everything he had to say with out question. I ask you, is this really the kind of person we want having such a profound influence on the fragile minds of the students? A man who between jokes admitted to hitting his principal in the face with a snowball, and gluing Garry Cerrone's fingers to a telephone. Is this really the kind of destructive behavior students are supposed to model themselves after? Mr. Handelsman condemned taking notes and paying attention,

being suspended for smoking in the woods. Why don't we stop beating around the bush, and just bring back one of the seniors of 2002 as this spring's resident scholar.

Unfortunately, Walt Handelsman is not the first time Park has exposed its students to such dishonesty. In fact, many of the more severe cases of corruption are attributed to the current faculty. John Roemer, one of the more revered educators at this institution, is held as one of the best debaters to ever step foot on Park's soil. In fact, he once convinced me that the solution to homelessness is bagels, I don't remember how, or why, all I could remember after talking to him was that it was absolutely necessary that I buy bagels. But Mr. Roemer has another little trait that has made itself of less concern at Park. John Roem-

er happens to be the most destructive person I have ever met. Few of you may have been heard a story that Mr. Roemer has been more than eager to share with as many students as possible, about himself driving from Baltimore to Ocean City, without using the brakes once. Mr. Brandt, an intellectual by all standards, is just as enthusiastic about sharing a piece of his history with students. Mr. Brandt, after being inspired by a piece of "classic literature" removed himself from society for an entire year. What kind of message does this send to students, that being a productive member of society isn't an ideal? That society does not in fact depend on the citizens to thrive? This kind of disregard for our country should not be tolerated, let alone taught to our children, by an intellectual, or by a horse.

A few weeks ago, my driving privileges were suspended after I went home for a nap one afternoon and missed a fire drill. And yet, can I really be blamed for such a crime? Is It really I, who should be held responsible when I was so clearly influenced by Walt Handelsman, as well as a slew of other peddlers of misinformation throughout my years at Park School?

With such poor influences, don't be surprised, if Park students begin to flock towards drugs, rap music, and women, just as the rest of America's youth has. Don't say I didn't warn you.



Walt Handelsman '75

Walt Handelsman '75

**How to Shut Up**

by Caroline Barry '04

Assembly behavior. Okay. Yeah. I am perfectly ready and willing to talk about assembly behavior. I have a lot of opinions. But let me drink my coffee first. Okay. Now I'm ready. Here we go.

This is difficult to talk about.

Yeah. So, assemblies. We're rude in them. That's not good. Ask anyone you want, they'll tell you: rudeness is bad. Of course it is. I believe that it is. Talking when someone else is talking is impolite, as is eating and sleeping and generally treating the theater like some kind of lounge. It isn't one. If it was, it would have more comfortable chairs, and plants, and softer lighting. Maybe a pool table.

Anyway. Rudeness. I don't know what to do. I don't know what suggestions to make. I don't know that we can stop being adolescent idiots on command, and I do not expect us to. Teenagers are rude and stupid. Yes, I know that isn't a very progressive attitude, and young people are the future, and they're curious and creative and energetic and many other wonderful things, I'm sure.

And admittedly, there's something good to be said for a school that teaches students not to give automatic and unswerving respect to whoever happens to be at a podium. Fixing a skeptical eye on whomever or whatever is feeding you information is a good thing. But, really, you have to be at least hearing the information before you can be skeptical. It just makes good sense.

And there is a difference between listening attentively with a degree of contempt, and just putting your feet up and going to sleep. Here is the difference: one means you have an active, critical mind. The other makes you a lazy jerk. I'll

let you guess which is which.

So, rudeness, as many great philosophers have said, is not practiced by nice people during school assemblies. We must all admit that. But what do we do about it? I don't know: I'm never unpleasant during assemblies or unpleasant at any other time come to think of it. So while I certainly feel free to judge you all, a solution will be hard for me to find.

So let's see. I'll have some more coffee...there. Okay. I used to go to a school where, every time someone spoke who wasn't supposed to, that person got sent to see the principal. And this principal was a nun. She's not working there anymore; I suppose I could give her a call. Twenty minutes with this woman would knock the impoliteness out of anybody (and I'd rather not explain how I know this.) But, somehow, I don't think that's the answer.

I don't know that I have an answer, besides telling people to just pay some damn attention to how they treat other people, and that giving authority figures unthinking reverence is not the same as giving other human beings respect because they're human beings and we're all on the same level.

We all need to be better actors. If a speaker is insulting to our intelligence, or offensive, as can happen, they do not deserve consideration. But this is rare. Just try to pretend you're interested, okay? Convince other people you are. Smile and nod every once in while; it's not that hard. Just do it, so that I can stop feeling bad about it. I'm fairly certain I have other things to think about. And if it's truly, honestly, too hard for you to fake it, then I do have an answer.

Stay home.

**Park Students speak out:****California Governor-elect Schwarzenegger**

**Caroline:** I think he's kind of gross and I find his misogyny disturbing.



**Abel:** It's ridiculous that he just jumped into politics like it's his new favorite hobby.



**Arneau:** I'm not a great fan. He's not very smart at all. He's not a great actor, and he's definitely not a great politician.



**Scott:** I hate him. Even worse than Schwarzenegger are the people who voted for him. They make me ashamed to be an American.



**Tina:** No man who gropes women without their consent or an apology should be the leader of any free state or country in this world. It's disgusting.

PRO

Community Board

## Living Up to the Philosophy

by Erin McMahan '05

Upper School Principal Mike McGill first proposed a Community Board as a way to confront bad behavior. His plan for the Board is a good one because it provides the Board with a specific agenda. According to his proposal, the board would review important issues, such as plagiarism, abusive treatment against another member of the community, vandalism, theft, smoking, and lack of respect as well as lesser issues such as repeated lateness, illegal parking, abuses of sign-out privileges, and driving violations. Four students and four teachers would comprise the committee. They would not be investigating infractions, but would only judge what should be done about them. Confidentiality would be an absolute and violations of it would lead to expulsion from the board.

Besides these few guidelines, nothing is definite

and many of the ideas proposed in the draft are likely to be changed. In my opinion, for the Board to be successful it must have certain elements. First, the student being reviewed by the Board, along with his or her advisor, must be allowed to defend him or herself before the Board.

The principal must be present during the "trial," but only to observe. Since each decision would be strongly recommended to him, the Principal must understand the Board's final verdict. It must also be his duty to value the Board's decision, although it would only be a recommendation. Also, the Board must document its decision and then present it to the student and parent.

Most importantly, the board members must be chosen by their peers. After a year of fulfilling their duties on the Board, the committee must write a group paper on

their cases and the decisions that followed.

When first elected, the Board must meet as a group to decide the standards by which they will make consistent decisions. There must be a basic set of laws to form the decisions. However, these laws should not be rigidly defined because each case would be different and would deserve a different interpretation and type of discipline. After a year of fulfilling their duties on the Board, the committee members should write a group paper on their cases and the decisions that followed. This would help address the social problems of the community and ways to deal with it.

A Community Board would not only allow for more innovation in dealing with problems, but it would also be consistent with the Park philosophy. By allowing an elected group to judge a case, we

allocate more power into the community's hands. The Board would allow for a consensus of ideas instead of an arbitrary decision by one person, preventing total control by the principal. In a quote from the Park philosophy, the need for a Community Board is clearly displayed:

"It is the objective of the school to encourage discipline and student behavior based on reason, on a cooperative sense of community, and a sympathetic understand of the rights and needs of others."

The details of the Board are not clear and there are many issues to be worked out, but the overall concept of a Community Board affirms the Park philosophy and helps the community as a whole. The first line of Park's philosophy calls for "rational self-discipline." How can we fulfill this phrase if we, as a community, don't decide the disciplinary actions of our school?

## Should your advisor be your one phone call?

by Sarah Dewey '05

It saddens me that many people think a Community Board to institute and enforce stricter guidelines for student conduct is necessary. So much trust is placed in students at Park that assumes we understand inherently right and wrong, and the idea of the board points to student abuse of that trust. We are blessed with an environment with very little structure, and too often we mistake privileges as rights. Why should we have strict written regulations to remind us to pick up trash in the Commons or not physically abuse someone? The solution to these current problems with trust should not be a board to delineate and strictly enforce expectations. Rather, it should be an initiative from the students to live up to the positive expectations we are all already aware of.

The supposed necessity of a board shows a loss of something large: communication and intimacy with the surrounding community. It is sad that the institution of the board might discourage students from talking to trusted faculty members when they are in trouble. Also, with our current static rules, students are less likely to really see the repercussions of their actions in the community on a personal level, and are more likely to be subjected to some standardized punishment.

To have a committee whose duties include recommending punishments to Mr. McGill is not

an ideal solution to issues at Park for several reasons: it implies that punishment is an easy solution to problems; it implies a lack of trust in the student; it removes the personality of the argument at hand and relies on what could become an impersonal disciplinary decision; it creates humiliation, which is never a positive reinforcer or necessary presence; and it creates a hierarchy among students.

Punishment is not the same thing as consequence. Consequence is a result, either positive or negative, while punishment is an action intended to put down the individual. To see the consequences of one's actions is to understand them; to be punished according to specific legislative guidelines set out by the board is to know that the action was arbitrarily deemed a "bad" one, without fully understanding why. It is scary that such a board might have the power and potential to metamorphose into a police force watching, in hopes of seizing upon what one has done "wrong."

The existence of this potential police force demonstrates the aforementioned lack of trust—which we as students may be killing with our current actions. Without this board, if a student does something inappropriate, it is the responsibility of those involved to point this out to him or her, then to decide accordingly what must be done to remedy the situation and help the transgressor understand his or her

missteps. It doesn't seem necessary or make sense to introduce a large team of completely unrelated individuals to arbitrate the conflict. Although to some people, Mr. McGill may seem to be an unrelated individual, it is in fact part of his job to deal with these issues. An entire board dedicated to this task is superfluous.

Going before such a board would be, in the very least, extremely humiliating. To converse with someone one trusts and feels close to such as an advisor or Mr. McGill is much easier and less painful than facing a room full of condemning faces. Humiliation, like punishment, is not a positive enforcer in the least, nor necessary, nor *appropriate* in a supportive educational environment.

To have students concocting punishments for other students is unfair. While this practice would support the principles of communal self-government and maintain the idea that Park students understand what is appropriate and can set their own standards for self-conduct, it creates an unnecessary hierarchy among students. Though strict confidentiality will be enforced, the humiliation factor enters again; a transgressor may feel embarrassed or uncomfortable around faculty or students serving on the board and normal relationships could be tainted. The fact that students on the board can choose not to serve in these situations indicates that stu-

dents *will* feel discomfort judging their peers at times. Since our community is small, students would have relationships with everyone on the board, and so the argument of similarity to the current real-world system of impartial juries, should the board use a "jury duty" system, is weak.

It is the students' responsibility to maintain the *status quo* of not having a Community Board which would dictate appropriate behavior to the community. If we want freedom from constraining legislation and tribunals then we should take responsibility for ourselves and *not* sexually harass, *not* plagiarize, *not* do anything we wouldn't want done to ourselves or we *know* is uncalled for; karma is especially relevant in a small community like Park's. And if we could all respect and take advantage of the strength of this community, maybe a student in trouble could find solace in it and not feel the necessity of being judged by a board. Think of personal freedom and privilege as a balloon: a balloon bounces back after you blow it up; the rubber unalterably expands. But keep in mind that a balloon does break if you push it too far. Do we really want to be mired in our own filth, unable to interact with each other appropriately, and with a broken balloon?

Somehow we must understand what supposedly necessitates a Community Board, and solve the problems ourselves.

CON

Community Board

## Goldsoundz: Boxed in?

by Peter Schamp '05

To me, Goldsoundz has a certain mood- it brings up specific feelings and memories. When I came to Park on October 24th for the 2003 Fall Goldsoundz, I had expectations, and in most respects, those expectations were surpassed- the new

was going wrong with the equipment. I liked being close to the bands because, after all, they aren't rock stars (yet). This Goldsoundz, however, felt too professional. I say move it back to the commons. It was more fun. With that said, the actual show

*Moonshiners*, which played a beautiful rendition of "You are My Sunshine." I mean it- it was beautiful. However, according to senior Jayne Levinson, Redding "stole the show" with his band, *Branded to Kill*. Redding disagrees- he thinks they "\$%#&\$% sucked."

The ever-popular jazz trio *LWP* also graced the stage. Again, according to Scott, "they kicked it old school, funky as %#\$@." Sophomores Spencer Casey, Ty Taborn, Jon Gill, and Charlie Hankin returned as *Staple This*, with a mysterious, new female lead singer.

This year's emcees were Ben Warren '05 and Max Polsky '04. Warren filled up most of the blank space while Polsky mostly remained silent, assessing most bands with a heartfelt "that was awesome." They, as the emcees always do, helped pull the show together, providing much-needed entertainment during the downtime between bands. Unfortunately (or fortunately, depending on how you look

at it) they weren't as busy as previous emcees, thanks to the reliability of the equipment this year. Hats off to Adam Haganir '05, Joe Rosenberg '06, and Matt Morgan '05 for ensuring that.

Overall, the Fall Goldsoundz 2003 was swell. Although I miss the old format, I have to hand it to the performers, emcees, and people behind the scenes who made this one a success. Well done and I look forward to Cabaret.



photo by David Al-Ibrahim '05

Matt Morgan '05 jams along with the rest of LWP Trio at Goldsoundz

Macks- Fidler theatre (or Black Box) was a much more spacious venue. The acoustics were good, there were no technical difficulties as there have been in previous years, and there was even a visual screen with psychedelic effects. However, I found myself uncomfortable and unable to relax. I was used to coming into the Middle School Commons and sitting down on the floor or on a table. I used to enjoy the filler provided by emcees when something

wasn't bad.

The thing that's always been great about Goldsoundz is that bands from all throughout the upper school perform. The freshman band *Catalyst* played, along with *Gaetano's Guys*. There was also a *Metallica Tribute*, comprised, in part, of veteran Goldsounders Jon Bookstein '04, Dave Carlton '04, and Scott Redding '05. Redding and Bookstein also appeared in *Willis Avery and the West Tennessee*

### Book Review:

## Fight Club- a Total Knockout

by Rebecca Martin '06

I once remarked to my friend that I wanted to see the movie *Fight Club*. They immediately turned to me and declared, "Don't see that movie until you read the book. Don't." Two days later she brought me a copy of the book, written by Chuck Palahniuk; 24 hours later I had finished it. The first words out of my mouth when I was done were: "completely mind blowing." I still think so. *Fight Club* is totally absorbing.

The plot is simple: the nameless narrator and Tyler Durden, the disaffected anarchist, start a "fight club" in the basement of a bar, a place for discontented men to go

and release their aggression. Over time, members of the club become a group of guerilla anarchists under Tyler's leadership. Of course there is one incredible twist, but I won't tell you that.

Palahniuk creates striking characters who have a deep impact on the reader. The narrator is sick of his yuppie life and finds relief only in going to support groups for diseases he doesn't have. Marla Singer, who is also a hypochondriac, adds an interesting additional relationship to the mix. Tyler, the book's raging central character, is especially determined to hit bottom and take the narrator down with him.

The book is really about alienation from materialism and consumer culture. Tyler hates everyone who buys into a life dedicated to acquiring things and wants nothing more than to bring society to its knees. A caution: this book is filled with violent images. Chuck Palahniuk's staccato prose—his short sentences, stripped down prose and repetition of key phrases makes the book ripple with Tyler's destructive intensity. Palahniuk's rapid-fire language hurtles you through the story, so you feel as if you couldn't stop reading even if you wanted to. Dark, intense and magnificent, *Fight Club* is a must-read.

### Music:

## Obie Trice Emerges from the Shadows

by Zachary Leacock '05

Obie Trice has blazed mix tapes, dropped verses on D-12's *Devil's Night*, Eminem's *Eminem Show*, and has his own hot video to promote his debut album, *Cheers*. And yet, you probably still know him best for the six words he spoke at the beginning of Eminem's "Without Me": "Obie Trice- real name no gimmicks." That kind of recognition has its benefits and its downfalls. Can he come out with his own sound and separate himself from label-mates Eminem and 50 Cent? Being connected to one of the biggest rap superstars and being on the same record label as 50 Cent is great promotion for him, but it will be much harder for him to step out of their shadow and avoid the temptation of imitating their sound in order to sell records.

The album jumps right in to the Eminem-produced "Average Man," which has a dark, Eminem type feel to it. But Obie's flow and lyrics are different from Eminem's, and this song was a great way to start the album. Other standout cuts are "Cheers," "Hand's On You," and "Got Some Teeth," where Obie tries not to be a fake Slim Shady and

brings lyrical heat in his own way which is sure to get your head nodding. When Obie talks about his mother on "Don't Come Down," it isn't at all the way Eminem does. Instead of attacking, Obie asks his mother for forgiveness and expresses his love: "Even though I left the house wrong/ Seventeen years old on my own, using these streets as my home/ There's no need to prolong this beef dear I love you/ Miss Eleanor Trice, I place no one above you."

*Cheers* has several guest appearances, but the guests don't outdo Obie on any song. Eminem gives two verses on "Hey Lady," G-Unit helps out on "We All Die Someday," and Dr. Dre puts in with a double lyrical assault on "Hits The Fan." Still, Obie stands out.

Overall, *Cheers* is a success, allowing Obie Trice to establish himself as his own artist and come out of the shadow of other Shady Records artists. With 18 solid tracks, *Cheers* is one of the hottest CDs that has come out recently, and is definitely not a waste of your \$15.

### Book Review:

## Kesey's Classic Story

by Yohancé Allette '05

*One Flew over the Cuckoo's Nest* is an extremely insightful parody of the society of the 1950's. The story was inspired by Ken Kesey's work at a hospital in Menlo Park, Virginia, where he was introduced to LSD by a government-sponsored program researching the effects of hallucinogenic drugs. This experience led him to continue his drug use and further develop his opinions of society, which we can read about in this excellent book.

The story starts when Randall Patrick McMurphy is admitted into the mental ward. The book is the story of the patient's struggle against the strict policy and rules of the ward. Under the leadership of McMurphy, who will do anything to anger the authoritative Nurse Ratched and disrupt the rules of the ward, the adventures of the mental hospital occupants include everything from rowdy poker games to a completely against-policy late night party in the ward, complete with alcohol and prostitutes.

The narrator of the book is the paranoid Chief Bromden, a sev-

en-foot Native American giant, who fakes being deaf and mute in order to hear everything and yet remain safe. It is his narration that keeps the book interesting. Bromden, always standing in the corner with a broom, watches everything that goes on around him; he is a paranoid schizophrenic at some points in the story, and he often hallucinates. The imagery that he provides is usually mechanical and largely metaphorical. For example, he depicts society as a combine, and all of the patients at the hospital are broken parts needing repair. They are the parts that didn't fit into the machine, didn't fit into the conformity of society.

Kesey portrays the occupants of the ward in such a way that you begin to feel that they are not as crazy as you were initially led to believe. In fact, it seems that most of the patients could function quite well in public, and maybe even better than some people you may know. An excellent book, and a must read if you are looking for a change in your library.

## Boys' Varsity Cross Country running strong toward MIAA playoffs

by Ezra Rosenberg '06

At the final home meet of the year for the Boys' Cross Country team, they faced second place Spalding, who had only one loss this year. The race for the three top spots was close until the final lap around the track when Caleb Karpay '04 pulled away from Spalding's top runner Brian Parker who slowed down, gave up, and accepted the 2<sup>nd</sup> place finish to Karpay who won his 5<sup>th</sup> race of the year. Anders Hulleberg '07 finished 3<sup>rd</sup>. Unfortunately for the boys, Spalding packed in several runners before Park's fourth and fifth runners, and Park lost 34-25.

Their next match was against the Gilman Greyhounds, who were struggling, with a record of 1-5. Park finished strong, taking the top three places, which automatically clinched the meet. The top three were Karpay, Thomas Perkins '04, and Hulleberg.

This victory brought Park's record to 3-4, which tied them with McDonogh for fourth place in the MIAA Cross Country A-Division. The Bruins faced the Eagles the next week, in their final meet of the year. The Saturday before the race, Park participated in a large invitational meet at Glenelg School.

Park got its top three runners before McDonogh's second man at the invitational, and was therefore hopeful that it could come away with a win at McDonogh the next Tuesday.

Instead, McDonogh had a strong race and beat Park, 25-34. Karpay, normally Park's top runner,



Alex Harding '04 and Marco Fontana '04 prepare for championship.

finished behind Hulleberg, and fourth overall.

Thomas Perkins, however, had a good race, ending up just behind Karpay. Perkins's success in the last two races of the season left Park's coaches expecting that he would come on very strong in the championship. Karpay said that, "the key to performing well in the championship is for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> runners to have a good showing". Coach Jon Kessinger had more to add about the championship race. He was confident that "Caleb would finish in the top five and that Anders would be the first freshman in the league to cross the finish line". Kessinger was also positive that the Bruins would beat all of the MIAA-B conference teams, the conference which the Bruins competed in until this year.

The whole team realized that it was very important to defeat each team that the Bruins had already beaten in the regular season. The team also thought they may have been able to surprise either McDonogh or Calvert Hall. The team is growing into the new division which they were aiming for when they set foot on the course for the championship.

Note: the results from the Championship race came in too late to be published in this edition of *Postscript*.

## Money can't buy the World Series

by Brad Rifkin '05

The notion that money can't buy happiness, or success, was forming over the course of the World Series. As Josh Beckett fielded Jorge Posada's ground ball and tagged him for the last out, this notion was solidified. The Florida Marlins were the Anaheim Angels of last year: a team with a smaller payroll, yet a team filled with players who had the will and desire to win.

Although it may be true that almost everyone in the country was pulling for a Red Sox vs. Cubs finale, the Yankees' loss to the Florida Marlins added some sweetness to the bitter taste left in fans' mouths. As Jon Bookstein, an avid Park baseball fan, put it, "I would have died to see the Red Sox play the Cubs...Harry Carry would have come back to life." However, we all knew in the back of our minds the curse of the Bambino - the Red Sox's curse - and the curse of the Billy Goat - the Cub's curse - were far too powerful

## Girls' X-Country runs out of time - literally

by Colin Campbell '05

The Girls' Cross Country team came a long way since the beginning of the year. At first, it seemed that it would be a rebuilding season, having had two of their top three runners graduate, and only eight girls on the team this year. But the runners remained optimistic and consistently worked hard in practice. Coach Kent Walker kept them motivated and pushed them constantly. With the help of a new junior, Celine Manekin, who previously ran at St. Paul's and now consistently runs in the top spot for the team, they were propelled to a 6-4 season. Laura Gordon said, "Our season went really well, we stayed positive and Coach Walker really encourages us."

With the season winding down, and championships looming ahead, Coach Walker tried to mix speed work with "rest days" so that the girls would peak on October 29. "Our weekly mileage dropped off," Coach Walker told me, "and the focus shifted more to speed training. A good balance is key."

For captains Rachel and

Elizabeth Zack, the only two seniors on the team, the championship race was their last race of high school. Because of the success of the team this season, they "were very excited about the championship," said Gordon. As a team, Coach Walker was confident that they would place fifth of the eleven teams in the B-Conference Championship, but says that if the girls had a really good race, fourth place would have been achievable. A disastrous miscommunication, however, ruined the girls' hopes for the championship. They thought that the Varsity

race was at 4:00 when it was actually 3:00. They arrived for the race after it had begun, which forced the team to run in the JV race instead.

Many of the girls were disappointed with missing the Varsity race, but they were still happy with the success they had during the regular season. In agreement with the attitude of the runners, Coach Walker has similarly "had a great time coaching this year." The girls will continue to work hard during the off-season, and hope to redeem themselves in the championships next year.



R. Zack '04 caps career.

photo by Jill Papel '05

## Captains motivate tennis

by Sara Welinsky '05

This year's Varsity Tennis Team was composed of a solid group of girls willing to work hard and do what it took to accomplish their goals for success. With Abby Kolker '06, Ray Bacharach '06, and Alex Khachatryan '06 as the team captains, the girls were led confidently through each practice and match. "Our captains served as an important source of motivation," says Sam Mehlman '05.

Playing competitive teams such as Glenelg, St. Timothys, Mount Desales, Friends, and Oldfields was challenging for each girl. Nevertheless, with the solidarity and hard work of the entire team, Varsity Tennis was victorious with 5 wins

and 3 losses for the season. "We had a fairly inexperienced team, so going 5-3 was quite an accomplishment for us" says Julie Hess '05. Park's only defeats were to Friends twice and to St. Timothy's once. Park beat St. Timothy's in the first match of the year, but for the second match St. Timothy's moved their #2 singles player down to the #2 doubles spot which enabled them to win that individual match and the game as a whole.

The playoff games took place Wednesday the 21<sup>st</sup> and Thursday the 22<sup>nd</sup>, with the championships on Friday the 23<sup>rd</sup>. The Park girls made it to the semi finals where there was intense competition and only Allison Gross '05 was victorious. She went on as the only Park player to play in the finals, but unfortunately lost her match 6-2. "My match was challenging, but it was a learning experience," said Allison. After a great season, Allison was named All Conference and an All star.

Park's Varsity Tennis team had tremendous success throughout their season, both at an individual level and a team level. "We were excited to make it as far as we did." said Alex Golden '05.



photo by Jill Papel '05

Allie Gross '05 rallies in final.

# Girls' Varsity Field Hockey reaches second round of playoffs

by Liz Webber '04

Park School's Varsity Field Hockey team had a terrific season, with wins over tough competition, including Garrison Forest, which was ranked fourth in the state, and long-time rival Roland Park Country School, which, before this season, Park had not defeated since the early eighties. With the end of the regular season, and a record of 5-5-2, the Lady Bruins headed into the playoffs with confidence and determination. They were unable to advance beyond the second round.

On October 22, the Bruins played Garrison Forest, the fourth seed team in the state, and although the game was technically a tie, Park considered the game a win. Captain Jenny Cooper '04, the team's only goalie, put on an excellent show in goal with 37 saves. She kept Garrison's score to zero, and because of her efforts Park was able to hold onto a tie. Head Coach Barb Purkey said, "It was really a win for us and a loss for them: they thought they should have won, but we stopped them." This win put Park at fourth out of thirteen,

giving them the home field advantage for the first round of the playoffs.

On Friday, October 24<sup>th</sup>, a healthy Bruins team faced Friends School on their home field for their

first playoff game. Since Park beat Friends in the regular season without Captain Katie Frankel '04, the team knew its chances of advancing past the first round of the playoffs with her were good.

A dedicated group of Park fans attended the Friends game, and Assistant Coach David Golaner said, "It was the best turnout of the season." Golaner asserted that a strong fan base helps a team's momentum and confidence.

When asked how the team played, Coach Golaner explained that, "While the game was pretty even the first half, we definitely dominated the second." Newton had the only goal of the game, but Coach Golaner emphasized that, "Everyone on the team played really well." Captain Jenny Cooper '04, the team's goalie, had few shots taken on her throughout the game but blocked the attempted ones with diligent confidence.



Sarah Raifman '05 prepares a shot.

photo by Oliver Reid



Amy Weintraub '04 outmaneuvers opponent.

photo by Oliver Reid

At the end of the game, it was announced that Frankel and Cooper, both veterans of the varsity squad, were All Conference All-Stars in their respective positions for this season.

Park's semi-final game, against Spalding was Tuesday October 28. When asked what the team's expectations were, Newton stated that, "I think we're really ready to play Spalding. We're a completely different team now than when we first played them. We're determined to leave with another victory." Despite the efforts of the entire team, Spalding squeaked past Park, 2-1, to make it to the championship.

When asked how the team

played, Coach Purkey stated, "We hardly subbed throughout the game and the girls played great to the very end. The quality of play was exceptional to the last second." Purkey emphasized that, besides winning, she has two goals for every season: "to play with passion," and "to never give up." The Lady Bruins definitely did both of those things against Spalding.

Next week the All Baltimore City and All Baltimore County All-Star players will be announced. Also, Frankel will be playing at College Park on Monday, November 8<sup>th</sup> in the Maryland All-Star Senior game.

# Boys' JV Soccer charges into playoffs

by Ben Gamse '05

After getting off to a strong start, the Boys JV soccer team fell into a string of tough losses; however, the team believes their fate has begun to turn around.

effort put forth often came up short, resulting mostly in losing late in the game by one goal." Sophomore Gus Bloom added, "We couldn't seem to play a full game." They often lost

however, something needed to be done if the Bruins wanted to have any kind of success. Coach Chad Joseph shuffled the positions of his players toward a more offensive formation. This included switching captain Ben Weinstein '06 from midfield to forward. In practices, the team worked on strengthening the offense. They spent time practicing switching the ball, short passes, and finishing. Coach Joseph stressed playing more aggressively, especially in the midfield and in the opponent's goalmouth. The team's hard work paid off, as there last two games are evidence.

On Friday October 24, the JV had their last regular season game. They beat Pallotti 3-1, due to goals by Gauss Cohen '06, Rosenberg, and Freshman Joe Press.

On Monday November 3, Park faced St. Mary's to determine who would play in the semifinals. St. Mary's got out to an early 2-0 lead, but the Bruins came back with three goals to pull away with a thrilling win. Press, Rosenberg, and Michael Levy '06 each scored goals, and Weinstein had two assists. The win earned them a playoff berth against Boys' Latin on Wednesday November 5.



Tyler Weinberg '04 drives the ball upfield.

photo by Oliver Reid

Over the last seven games of the season, the Bruins were 2-5, leaving them with an overall record of 5-7, but the team remained optimistic. The games were close, and looking solely at the stats would have been misleading. Four of their last five losses were by one goal. When asked why the team wasn't playing up to its potential, captain Ezra Rosenberg '06 replied, "The

focus in the second half and could not keep up the intensity that would allow them to win. Rosenberg also commented, "It might have started when we were down 3-0 to Boys' Latin, we came back 3-2, but we came up short. Since then we haven't been playing well."

Although the team had faced many losses, their hard work secured them a spot in the playoffs;

## Teams find success in off-season workouts

by Daniel Gorham '04

A number of Park Basketball players who were not involved in a fall sport began an intense pre-season workout program designed by personal trainer Rob Slade in late September. Girls and boys from 9<sup>th</sup> to 12<sup>th</sup> grade are being prepared for a winning winter season Mondays and Thursdays from 4-5 pm.

Junior Brad Rifkin sees the workouts as more than just preparation for the winter season: "Without a doubt, these workouts are just another example of how Park is becoming more athletically aware." The workouts stress the need for agility on the court, by implementing certain exercises such as suicides, double suicides, and cone slaloms. Other strength building techniques are also used, which include things such as sit-ups, lunges, timed sprints, harness running, and jumping rope. Darryl Tarver, a participating senior,

said, "These workouts are not only great preparation for the physical demands of the upcoming season, but they are also preparing us mentally, in order for us to have the mindset to work our hardest during the season."

Last year, JV Coach Dave Tracy attributed much of his team's success to the demanding workout that many of his players participated in. When athletes are in great shape, valuable practice time is not used on running and conditioning, but rather on designing plays and building skills. Rob Slade continues to be an invaluable member of the Park community with his striking enthusiasm and resolve. In a short interview, he said, "The last thing that this season's coaches are going to have to worry about is if these kids are in shape."

### Girls' Soccer Wins Championship for the second year in a row; dominates Towson Catholic 4-2 in final; fields four all-stars

by Darryl Tarver '04

The Park Girls' Varsity Soccer team defended their title as C-Conference champions on Sunday November 2 when they defeated Towson Catholic 4-2. Sophomore Sarah Gold scored two goals; Nicole

they lose sight of their goal: to repeat as champions.

These girls started off the season with two tough losses in their first five games, both to B-Conference teams. The losses came to

starting in the next game a winning streak that is still intact. Perhaps the most impressive aspect of their record is the fact that the girls absolutely dominated the IAAM C-Conference with a perfect record of 8-0 against conference opponents.

ed."

The team's successful winning formula stands on a strong talent foundation to stand on. "We have the talent we need; there's not just one star player," Scherr asserted. This, indeed, seems to be the case, as four players were voted IAAM C-Conference all-stars (Oidick, Allison Zerhusen '05, Erin McMahon '05 and Meghan McMahon '07).

The third essential element that made them so successful was their depth of talent. Intangibles like team leadership and chemistry were very important, but the girls couldn't

have done what they did without a strong talent foundation to stand on. "We have the talent we need; there's not just one star player," Scherr asserted. This, indeed, seems to be the case, as four players were voted IAAM C-Conference all-stars (Oidick, Allison Zerhusen '05, Erin McMahon '05 and Meghan McMahon '07).

The Girl's team is confident that it will have tremendous success in the future as well. The players are look-

ing forward to facing B-Conference teams next year, where they will have more competition, which will give them more motivation to push themselves as hard as they can.



photo by Oliver Reid

Girls' Varsity Soccer team celebrates victory in second IAAM Championship.

Oidick and Meghan McMahon each scored a goal. Julie Scherr also had 9 saves. From the very beginning of the preseason they were focused, and not for one moment since did

Friends and Palotti who are ranked number one and two in the B-Conference, respectively. Disappointed yet not discouraged, they responded with extraordinary resilience,

last year's championship season. Another ingredient was the team's chemistry. "One of our biggest strengths is the closeness of our team," said Fidler, "we are really unit-



photo by Oliver Reid

Nicole Oidick '04 out-guns player in championship.

### Boys' Varsity Soccer goes into MIAA playoffs as number 1 seed

by Liz Webber '04

In early September, when the Boys' Varsity Soccer team started its fall training, no one thought the team would end the season in first place: they had an inexperienced goalie, young defensive team, and few senior starters. Despite all of these potential problems, the Bruins managed an almost flawless season with a record of 11-2-1 and head into the playoffs as the favorite to take the championship.

Defense has been a pivotal part of the team's regular season success. Because the entire defensive team graduated last year, including the team's veteran goalie, the de-

rising sophomores and juniors had big shoes to fill. The team's strong offense, comprised of captain Ben Ryugo '05 and Brad Gaber '05, was forced to carry the team in the beginning of the season. Halfway through, however, Coach Mallonee made a starting position change that would end up being crucial to the de-

fense's success: he moved halfback Joe Levitan '04 to sweeper. Joe offered the leadership and aggressive-



photo by Oliver Reid

Ben Ryugo '05 slide tackles opponent.

ness that was needed to motivate the defensive team, and soon the defense was working just as cohesively as the offense. Fullback J.J. Baylin '05 says about the change, "Joe's commanding presence on the field really helped. It wasn't just his skill; we couldn't have done it without his encouragement."

With the team's defensive improvement came more wins, and the last two Bruin games are evidence of that. The Bruins beat Key School last week 2-0. Although, statistically, Key School is the worst team in the league, the Bruins struggled to control the game in the first half. Baylin attributes that to the team "playing down to the level of their competition." He said that the team didn't usually play down to another team's level, but for some reason, they did with Key. Luckily the team was able to pull itself together in the second half, and Junior Stephano Calvello scored both of the team's goals for their tenth win.

The team's last regular season game was this past Friday against St. Mary's High School, and although the Bruins defeated St. Mary's 3-1, it was again a rough battle. St. Mary's scored off of a way-

ward header in the first half of the game and dominated until halftime. It wasn't until the second half, after a pep talk from Coach Mallonee, that the Bruins were able to pull it together. Captain Ben Ryugo '05, who had two goals and an assist in the second half, said, "We were struggling a little in the first half, just like last game, but we were able to hold them to one goal and come back from halftime twice as strong." Along with Ryugo's two goals, John Gill '06 headed a deflected goalpost ball in to clench the team's win.

The team is working diligently to prepare for their first round playoff game against either #5 seed St. Mary's or #4 seed Palotti on November 4<sup>th</sup>. The winner of Thursday's match will advance to the B-Conference Championship game on Saturday, November 8 at 2:00 at UMBC. Coach Roger Seidenman said, when asked what his expectations for the first playoff game were, that, "The team has worked for every minute of every game, and that's why we've had some of the success that we've had. That's what we need to do in order to be successful in the next, hopefully, two games. We'll see what happens."

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