

POSTSCRIPT

The Park School Brooklandville, MD October, 3, 2003 Volume LXIV Issue No. 1



Brown and White Day

by Laura Gordon '05

The time has come again for Park School to celebrate fall athletics on the annual Brown and White Day. While the celebration, which will be held on Saturday, October 4th, is highlighted by four athletic games, the entire weekend is devoted to Park spirit. On Thursday, October 2nd, the Junior Class sold Brown and White Day t-shirts they designed and also livened up the school with decorations. Following the Saturday afternoon games, the Upper School Student Senate will host a homecoming dance.



drawing by Liz Zack '04 and Jayne Levinson '04

Traditionally, the junior class "takes over the school" on the Friday before Brown and White Day. The eleventh grade began to plan for the day at the start of the school year by proposing ideas for t-shirts and forming decoration committees. After taking several votes, a design depicting a teddy bear playing each of Park's sports was selected for the school-wide t-shirt. The shirts were sold throughout the day on Friday for fifteen dollars.

Aside from the t-shirts, the juniors thoroughly prepared for their decoration of the school. While customarily the juniors usually trash the school, graffiti their names over walls, and prank teachers, the 2005 class advisors, Tina Forbush and John Acheson, encouraged the students to be organized and appropriate. The junior class organized a Brown and White Day committee, consisting of over fifty percent of the grade, and only those who helped plan were allowed to decorate the school Thursday night. On Wednesday, October 1st, juniors went shopping for decorations, and split the school into sections, which were decorated in different styles. The Upper School Commons served as a disco hall, the hallways became a jungle, and the front of school was decorated in "Go Park!" chalk.

Following the Saturday afternoon games, the Upper School will have a homecoming dance, with a Jamaican party theme. Tickets are five dollars prior to the dance, and seven dollars at the door. When asked how he chose the Jamaican Fiesta theme, Senior Max Polsky, Treasurer of the Student Senate answered, "I was looking for something lively and fun, as well as something culturally aware and paying homage to Bob Marley and the Wailers." All profits from the dance will go to the Student Funded Activities Fund.

Homecoming Sports Schedule:

Girls JV Hockey
John Carroll – 11:00 a.m.
Girls' Varsity Field

Girls' Varsity Hockey
John Carroll – 12:30 p.m.
Girls' Varsity Field

Girls' Varsity Soccer
IND – 12:00 Noon
Boys' Varsity Field

Boys' Varsity Soccer
Key – 1:00 p.m.
Kelly Field

News

AIMS
Parking
Partners

pages 2-3

Commentary

Jr. Parking Pro/Con
College
Expansion Impacts

pages 6-8

Editorials/Op-Ed

Eating during school
Grades at Park
The death of 104.3

pages 4-5

Reviews

Jeff Buckley
1984

page 13

Arts

Nicole Oidick
Carly Ries
Lauren Rubin

pages 12-13

Sports

Soccer
Hockey
CC, Tennis

pages 14-16

Go Bruins!



Park prepares for AIMS team visit

by Eric Gottlieb '06

Park School will be in the spotlight this fall as a committee visits us from the Association of Independent Maryland Schools (AIMS). AIMS, which is recognized by the

school. According to AIMS, this self study is "the heart of the AIMS evaluation process." Over the past year, Upper School Science Chair Bob Carter, and Lower School teacher Emily

getown Day School in Washington, D.C. Hjortsberg mentioned that Park Head of School, Dr. Jackson, has chaired two AIMS teams in the past two years. Branch met with his team at Park on September 22 to give out assignments for the committee members. They will return for a visit from October 20-22. Mr. Carter was enthusiastic about the visit, "It's a good opportunity for people to stop and look at what we're doing."

Chairs of the self-study sub-committees are: Philosophy, Christina Broening; School and Community, Nancy Fink and Traci Wright; Program Umbrella, Beth Casey; Program Committees; Arts, Caroline Sutton, Foreign Language, Christina Broening, History/Theme/Social Studies, Jon Acheson, Robbie Horowitz, Debbie Silverman; Language Arts/Reading and Writing/English, Greg Brandt Nadine Feiler, Julie Gill; Mathematics, Tim Howell, Dave Lowther, Marilyn Milton; Science, Paul Moos, Liz Baker, Rob Piper; Library, Susan Weintraub; Technology, Samira Phillips; Athletics and P.E., Ridge Diven, Robin Cardin Lowe; Co-Curricular, Rachelle Work, Bonnie Rosenblatt, Betsy Leighton; Counseling/Health/Affective Education, Jan Brandt, Debbie Dolan, Dave Tracey; Personnel and Academic Administration, Rebecca Malone, Jo Anne Yamaka; School Plant, Safety and Transportation, Joan Webber; Finance and Operations, Joan Webber; Governance, Mary Baldwin; Institutional Advancement, Sue Kohn. The complete AIMS Evaluation Self-Study report has been submitted to the AIMS evaluation team.

Biscoe, have co-chaired the steering committee of this self-study, looking at all aspects of Park School. Carol Hjortsberg, AIMS' director of accreditation services, commented that both the self-study and the AIMS visit will look at every aspect of the school. This fall, AIMS will look at the same things, but with an outside eye, as they visit Park in October.

When asked how the visit will affect students, Carter was quick to mention that this visit will mean "business as usual." The only exception will be the absence of tests and field trips as Park will not have a predetermined schedule of what classes the committee members will be visiting. He says that there is no danger of Park losing its accreditation, but among other things, the visit "gives us a stamp of approval," so Park can grant diplomas.

The visiting team of 23 is chaired by Peter Branch, Head of Geor-



Photo by Sarah Raitman '05

Bob Carter, Emily Biscoe, Co-Chairs, Park AIMS Steering Committee

National Association of Independent Schools (NAIS), is responsible for accrediting its 113 member schools in Maryland and Washington D.C. According to its website, the organization's three main goals are to provide professional support for educators, to support the exchange of information among members of its schools, and to be responsible for the accreditation of its member schools. This accreditation process, which occurs every ten years for each school, will happen this year at Park.

Specifically, the accreditation process is designed to serve several purposes. In addition to ensuring that schools are up to AIMS standards, they also want to encourage member schools to examine themselves with a self-study. Finally, they make sure that the school practices the ideals that are set down in its philosophy.

The first step in the accreditation process is a self-study by the

Juniors must park off-site

by Laura Gordon '05

Because of construction delays, Park School juniors started the year off with a new mode of transportation, and an alternate route to school. For the next several months, the eleventh graders must park their cars at the Meadowood Regional Park parking lot, where they are shuttled to and from school at designated times. The Tompkins field lot, where juniors have parked in past years, is currently unavailable because of cargo-containing trailers holding supplies for the Wyman Arts Center, and construction workers who also must park on campus. Upper School principal Mike McGill and Jim Howard (Director of Academic Support Services) assured the juniors that they would be back to their "junior lot," by Thanksgiving.

Arrangements were made with Baltimore Country to use the Meadowood Regional Park parking lot for the juniors for a few months. Junior drivers may drive their younger siblings or other members of a carpool to the parking lot, where everyone boards shuttle buses that take the students to Park. Currently, the designated morning times are 7:40, 8:10, and a late bus at 8:35, while the designated afternoon times are 3:10, 4:15, 5:15, 5:45 and 6:30. Team buses arriving after the last bus will stop at Meadowood to discharge any juniors before returning to school.

Because juniors are not allowed to leave school during the day, there is no reason one would need to park on campus; however, there are several consequences if a junior is found parking on campus. Primarily,

the student's driving privileges will be suspended for the first semester. Next, there will be a loss of driving privileges for the remainder of the academic year.

So far there have been mixed reactions about the shuttle situation. Ayla Zeimer comments, "The morning has worked out but the afternoon sometimes would leave too early or too late." Other juniors, such as Danielle Emmet, are finding it hard to get used to waking up earlier. Emmet states, "It's a pain because you have to get there really early." Other juniors only take the shuttle when necessary. For example, Erica Gelb decided "not to ride because [her] mom can just as easily take [her] when she drops off [Erica's] brother and sister."

Since the beginning of the school year, juniors have been providing input into making the shuttle more efficient and smooth. Junior class advisor Tina Forbush has been helping to come up with solutions to the common problems. She says, "I feel that there have to be modifications, but the administration is responding to the juniors' needs. The only real issue is how many buses and when."

For the next few months, juniors will be shuttling from sunrise to sunset back and forth to their cars. While this situation is only temporary, the transportation service and administration are constantly working to make the shuttle system work better for the students. Junior Rebecca Oring puts it simply: "The problem is that there are 70 people and not 70 buses."

Black Monday: Isabel powers down Park; school stays in session

by Michelle Madow '05

As Hurricane Isabel swept through Maryland on the evening of Thursday September 18, and as Baltimoreans hunkered down and prepared for the worst, the administration at Park made the decision to close school on Friday due to widespread lack of electricity and unsafe roads. On Monday September 22, the Park School opened its doors to students—still without electricity. Teachers, students, and parents questioned why Park seemed to be the only school without electricity that continued to run. Classes relocated outside, and some students were afraid of tripping over random backpacks in the hallways. The lavatories were pitch black; students were feeling the walls and having other people leave the doors open just so they could use the bathrooms. Witnesses reported that a Baltimore County Fire Marshall approached Jim Howard (Director of Academic Sup-

port Services) late in the day to discuss the lack of functioning fire alarms. If Park did not have power again on Tuesday, students would not have been forced to attend school that day because of the fire hazards as a result of no electricity, as well as the dearth of functioning bathrooms and other difficulties related to a power loss. To the chagrin of many students, action was taken that night. Electrical repairmen worked through a severe thunderstorm to ensure that school would be open the next day.

A week before Isabel hit the coast, it was rumored to be a category 5 hurricane, strong enough to demolish entire houses. With wind speeds of 155 mph, citizens were extremely worried. In stores such as Target and Wal-Mart, products such as flashlights and batteries were completely sold out because people were preparing for the worst.

Luckily, Isabel gradually lost speed, and by the time it hit land it was a Tropical Storm with constant winds of 23 mph and gusts up to 75.



Although this was much better than anticipated, residents of North Carolina, Virginia, Maryland, and Delaware were not prepared to deal with what was to become one of the worst

storms to ever hit the east coast.

On Thursday, September 18, 647,000 homes in Baltimore were left in the dark. Trees and power lines cluttered the streets, and traffic lights were not working, making it extremely difficult to travel. Baltimore Gas and Electric personnel were working day and night to restore power, but some homes did not see any light until a week after the storm.

Lack of electricity might be seen as a gift compared to what many families in Maryland have seen. Coastal areas have experienced severe flood damage; houses became swimming pools and roads changed to rivers. Homes lost walls and even their entire foundations.

On Friday, September 19, people left their homes and got a look at the devastation Isabel left. Lines for dry ice stretched for blocks—people were waiting four hours in line for

ice that would only keep their food from going bad for twelve hours. Restaurants lost millions of dollars in business. Alan Smith, owner of Lenny's Deli, said that he has lost entire stocks of food. Other restaurants were lucky. Nautilus Diner never lost its power, and on Friday morning—usually a slow period—business was busier than ever.

On September 20, President Bush declared Maryland in a state of natural disaster. While people were flooded inside of their houses, others flooded into hotels. FEMA and BG&E workers have been working around the clock in order to bring life back to normal. With 30 people dead and approximately 1 billion dollars of damage, Hurricane Isabel is certainly a storm that many people will never forget.

FACA summer work

by Nicole Cameron '05

This summer, FACA (Faculty and Curricular Advancement Program) completed its fourteenth year at Park. FACA is a unique Park program that enables selected faculty to work on projects of their choosing, which are approved after a vigorous application and proposal process. The faculty works from the end of June until late July with full-time salary and benefits. The collaborative efforts are

lished her book *Sex and Sensibility: The Thinking Parent's Guide to Talking Sense About Sex* in January of 2001. Additionally, Laura Schlitz (Librarian for Grades 2-5) has two books that will be published in 2005 by Candlewick Press. These two faculty members began their explorations into these areas during FACA summer programs.

Faculty can propose projects for varied FACA programs. Interdisciplinary study enables teachers to create new courses for Upper School students where more than one subject is addressed.

Assessment, mathematics, science, technology, reading and writing, foreign language, thematic studies/history, arts, physical education, and school philosophy and student life have all been intensely studied during the past 5 years of FACA.

Teachers at Park see FACA as an important way to increase awareness about pedagogy and to generally improve the quality of education at Park. In particular at a progressive school like Park, educators view a conscious and open attempt to improve education as a crucial aspect of the entire educational experience, and most faculty at Park agree that FACA has been successful in the past fourteen years in accomplishing this purpose.



Mr. Coll leads Faculty Writers FACA Project.

solely for "the service of providing the best possible education for Park students," as it states on the fact sheet for FACA. Louise Mehta is the administrator of FACA and also is the chair of the FACA advisory committee, which has the responsibility of monitoring the entire program.

Throughout the past 14 years, FACA has completed 116 projects, and maintained an 88% participation rate for the current faculty. Recently, products of FACA projects have or will soon be published. Park's Human Sexuality and Life Skills Coordinator, Debbie Roffman, pub-

photo by Sarah Raifman '05

AFS students experience Park

by Allison Gross '05

This year Park welcomed two foreign exchange students to the senior class, along with 35 other new Upper School students. It is a stated goal of the admissions department at Park to promote diversity, and the ad-



Italy's Marco Fontana and Spain's Arnau Villalbi now attend Park.

missions department sees foreign students as a crucial way to encourage cultural diversity. Marco Fontana and Arnau Villalbi, both with the American Field Service, are joining the senior class and Park School student body for the year.

Marco Fontana arrived for the first time in the United States on August 9th from Italy. Fontana is staying with Senior Alex Harding who Marco says is a "great host." He joked that his purpose for coming to America is to see if Americans are like "the people in the movies." So far, Marco is relieved to find out that the people in the United States surpass his expectation. Fontana noticed the "many differences between his school in Italy and Park." At Park the classes are small compared to the larger classes in Italy where the students listen to lectures

and rarely participate. Another difference between America and Italy, is that in Italy, sports teams are usually groups of friends who get together to play a game. Marco is surprised to see that at Park, sports are teams, not



photo by Sarah Raifman '05

of friends, but of people who have volunteered to play an organized sport. Even with this difference, Marco enjoys his Cross Country team and says, "I really look forward to the Basketball season."

Fontana's classes at Park consist of 20th Century History, Writing about Things You Love, Set Design, Acting I, and Astronomy, and CMIC III+. He finds homework difficult so far because "time is limited." After Cross Country practice he has dinner and cannot start his homework until late in the evening. That is a big adjustment because at his school in Italy, one completes homework throughout the day.

Arnau Villalbi arrived in America on August 7th. He comes from Barcelona, Spain and this is his second time in the United States. His first

time was five years ago when he traveled to San Francisco and Oregon with his family. Arnau is staying with Senior Jon Weese. His motive for coming back here was principally decided before and during the Iraq War controversy. While Spain was a proponent of the War, many of the Spaniards, similar to many Americans, had a different reaction. There was a tremendous amount of prejudice against Americans, and Arnau wanted to have an updated realistic image of the people in the United States.

Arnau is taking AP Calculus and Writing about Fantasy. He explained that reading is especially daunting because "it takes him a lot of time." Similar to Fontana, Arnau finds homework difficult, as there is not much time to complete it after Cross Country. The biggest difference about Park from his school is that "at Park everyone knows everyone," while his school was too big for that kind of familiarity. Another difference is Barcelona compared to Baltimore. In Barcelona, you do not need a car to get anywhere, public transportation is accessible. Here, a car is vital to get from place to place. Therefore, Arnau feels more dependant on other people than he did in Barcelona. But all in all he is greatly appreciative about being in Baltimore and he exclaimed that it's better than "being in a desert in Texas."

Marco Fontana and Arnau Villalbi are friends and speak to each other in English. Villalbi comments, "I hope to have many memories of America, and make lasting friendships."

Partners bowls in the new school year

by Sarah Dunn '05

In the past five years, the Partners at Park Program has become one of the most popular student activities, linking Lower School students with Upper School students. With a combined total of two hundred members, Partners at Park focuses on forming relationships between Lower School students of diverse racial backgrounds and new students, with Upper School buddies. The program has grown each year it has been in place, and with its new members come new activities and events for the students. On Friday, September 12, the Partners program took a trip to a bowling alley, allowing partner pairs to become better acquainted with one other. At 3:15, two hundred Park students gathered in the

old gym to find their partners, take a group picture, and then board the buses. After everyone had sprinted to the buses, the Partners community took off for the bowling alley. Once everyone had arrived at the bowling

Lower School partners was fierce, but everyone had a lot of fun, especially when it was time for pizza and soda. After everyone had eaten, they went back to the lanes, and finished out their last games before it was time to leave.

Young and old students got to participate in a fun-filled activity together, forming friendships, and feeling comfortable with one another, which is one of the main goals of the program. The Partners program will have four or five more events over the course of the year, and all of the students hope that through these events they will get increasingly well acquainted with their partners, and that the bond formed between partners will make the younger students more comfortable with their various ethnicities.



US Partners enjoy bowling with LS buddies.

photo courtesy of Brownie

News Briefs

Marine Biology/AP Environmental Science Trip: Students in Marine Biology and AP Environmental Science met at BWI airport at 6:00 am on September 20th to go to Cape Cod, Massachusetts. For the past fourteen years, this trip has been beneficial to students who take interest in environmental issues. A number of activities took place on the trip such as whale watching, working in the marsh, and a boat ride. After four packed days of work, fun, cooking and sight-seeing, the students returned Tuesday, September 23rd at 8:00 pm.

Sixth Grade Chincoteague Trip: The sixth grade trip to Chincoteague is an annual tradition that has been going on at Park for many years. This year's group of sixth graders headed off for the island Wednesday, October 1st, and will return on today. The purpose of the trip is for the sixth graders to bond as a grade, and for them to participate in many activities including studying the environment of the island. Some of these activities include a walk through the salt marsh, cycling, kayaking, Coast Guard lighthouse tour, and photography.

In all of these activities and many more, students build friendships with each other while reflecting on the island, and the environment that they are visiting.



MS bikers investigate Chincoteague.

photo courtesy of Brownie

Statement of Purpose

The editorial staff at *Postscript* holds itself to certain goals, and as a reader of this newspaper, there are certain expectations you should have for the quality of this paper. It is the responsibility of a progressive school to provide an open forum for the exchange of ideas and opinions, and a means to disseminate important information about the school. In order to accomplish this goal, *Postscript* will strive for complete accuracy of information and a balanced array of opinions.

Postscript is totally student-run and independent of the school administration. By being an autonomous student newspaper, *Postscript* is able to provide a reliable source of news to the student body in a form that has neither been edited nor censored by the Park administration. Students should expect the newspaper to provide intelligent, thoughtful criticism of Park where such criticism is warranted.

In addition, *Postscript* will write on important events that occur at Park, and will publish an issue every month so that the news in the paper is fresh and informative. In a progressive institution, it is imperative that the entire student body be knowledgeable about the school. *Postscript* will strive to do the job of informing the student body, so that students know about important events at Park and can provide input into the decisions made by the school in the future.

Postscript realizes that this is a large responsibility, but the editorial staff is prepared to accept it. As the sole student-run newspaper at Park, we recognize that a well-balanced view of the issues at Park is necessary. In the interest of a wide range of opinions, we welcome letters to the editor and articles from any concerned readers, and will do our best to represent the opinions of the entire school.



cartoon by Charlie Hankin '06

From the Oval Office: The Ice-Cream Man Cometh and Other Tales of the First Days

by Caleb Karpay '04

September was a month of variable weather.

With that understatement out of the way, I would like us to remember the beautiful September 5th, when the skies cleared and, for an entire X-Block, the generosity of the Class of 2003 and the assistance of this year's Student Council brought ice cream to the masses.

Last year's senior class made a gift of over \$300 to the Student Council for the purposes of holding such an event, and I am sure they would have been proud to see the 14 empty tubs of Ice Cream lined up in front of the Athletic Center. The unsung heroes were certainly the students who, after eating their regular lunches in the annex, commons, and other sanctioned eating grounds, made their way outside to gobble down the 14 gallons of ice cream. This accomplishment is even greater considering that as many as half of the senior class was holding their own ice cream social, reportedly at *Pepe's* and *Tropical*. It was feared that we would be on our way to an epidemic of overproduction, yet a crew of creamophilic underclassmen and a voracious contingent of seniors took on more than their share of the burden, and thus prevented what economists and ice cream scoopers alike would term a "meltdown."

I regale the readership of these heroics because it relates to the Student Council's large appetite for sponsoring and supporting social ac-

tivities within the school. Tomorrow, October 4th, Brown and White Day/Homecoming sporting events will fill most of the day, leading up to the much-anticipated, Jamaica-themed Homecoming Dance, which will begin at 8:30. On October 10th, ParkArts will host a concert in the Middle School Commons. GoldSoundz will be held October 24th as well.

By publication, the senior, junior and sophomore classes have chosen representatives to the Senate, and we have held three Student Senate meetings already. In the September 10th meeting, Principal Mike McGill stole the show with his proposal for a Community Board, made up of students and faculty, which would be responsible for determining standards for community behavior and dealing with violations. Senators were instructed to share this news in their class meetings and begin discussion over the idea.

On the 17th, the Senate met briefly to approve two requests for funding,

one for the ParkArts concert and the other to the Scrabble club. Treasurer Max Polsky, though earning a strong reputation as a fiscal conservative, will be responsible for delivering these funds.

With the enthusiasm of the Ecology Club, it appears aluminum and plastic recycling will return to the school, as Polsky has been urging since taking office. As I promised when running for President, we will explain our agenda to the students during coming assemblies in a brief and entertaining format. We are constantly looking for student input, and we will continue to do so throughout the year.

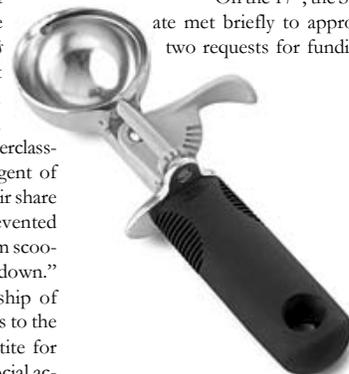
Student Council and Senate:
President: Caleb Karpay; Vice President: Matt Rogers; Treasurer: Max Polsky; Secretary: Jack Meyerhoff

12th Grade Reps:
Alex Harding, Abby Kolker, Jeff Moy, Aiyana Newton, Ben Rowland, Devona Sharpe

11th Grade Reps:
Vera Eidelman, Abel Fillion, Julie Hess, Michele McCloskey, Sarah Raifman, Scott Redding

10th Grade Reps:
Jackie Black, Allie Brandt, Jenna Breiter, Brad Mendelson, Adam Rogers, Alex Trazkovich

9th Grade:
Elections to be held soon.



Postscript

Brooklandville, MD 21022
October 3, 2003

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

Editors-in-Chief
Alex Harding, Aiyana Newton, Jeffrey Weinstein

<p>News Editors Laura Gordon, Allison Gross Ass't Ed: Ben Hyman</p> <p>Op-Ed Editors Dan Boscov-Ellen, Ben Rowland</p> <p>Reviews Editors Peter Schamp, Caitlin Stevens Ass't Eds: Yohance Allethe, Charlie Hankin</p> <p>Columnists Jon Weese, Ben Warren</p> <p>Circulation/Business Mgr. Jack Meyerhoff</p> <p>Internet Editor Nick Hudkins</p>	<p>Commentary Editors Vera Eidelman, Vitaliy Elbert</p> <p>Sports Editors Liz Webber, Sara Welinsky Ass't Ed: Brad Rifkin, Ezra Rosenberg</p> <p>Arts Editor Carly Ries</p> <p>Photography Editors David Al-Ibrahim, Sarah Raifman, Jill Papel</p> <p>Copy Editors Jack Meyerhoff, Liz Webber</p> <p>Faculty Advisor Rachelle Work</p>
--	--

Contributors
Caroline Barry, Nicole Cameron, Colin Campbell, Jenny Cooper, Rebecca Derry, Sarah Dunn, Ben Gamse, Erica Gelb, Jayne Levinson, Edwin Gordon, Eric Gottlieb, Andy Lillywhite, Michelle Madow, Rebecca Martin, Samantha Mehlman, Max Polsky, Lauren Rubin, Darryl Tarver, Liz Zack

We welcome letters to the editors via email: postscript@parkschool.net
www.parkschool.net/upperschool/postscript

Boscov's Brainwaves:

Late Lunch Periods - Not a Pretty Sight

by Dan Boscov-Ellen '04



Apparently, we Upper Schoolers are no longer allowed to set foot in the cafeteria until 12:15 P.M. Now I don't know about other people, but it is sometimes difficult for me to wait until 12:15 to eat (as Mr. Kessinger can attest). Some days this is because there is too little time between 8:00 and 8:10 A.M. (out of bed to out the door) for me to eat breakfast. Other days I try to blame it on my fast metabolism. But whatever the reason, often it will be only 11:15 by the classroom clock, but the alarm on my biological clock will go off. Usually I simply suppress the urge to run out of the classroom and gorge myself, but it can grow increasingly hard to focus on my work. First period I'll have English and we'll be talking about Frost, and I'll start to wish I had some Frosted Flakes, and it's all downhill

from there. By the time we get to Francis Bacon in philosophy class, my mind has succumbed completely to my digestive tract, and while everyone is trying to ponder the intricacies of rationalism and empiricism, I am reduced to the level of a dog in a dog food commercial, thinking "Bacon bacon bacon bacon bacon bacon!" over and over. It's not a pretty sight.

Perhaps some of you have heard that a teenager's natural sleep cycle is around 2:00 A.M. until noon. If left alone, that's when we would sleep. Similar studies, rigorously conducted by myself, have shown a similar pattern in eating-related behavior; thinking, or perhaps just sitting in a chair for a long time, makes me extremely hungry. Now you would think that a progressive school interested in having its students active, engaged, and immersed in the materials without extrinsic motivators or whatever would have a problem with those same students being half-dead from lack of sleep in the classroom (this is perhaps a discussion for another day). But to twist the teenage body's arm further, so to speak, and for dubious and questionable reasons, is impermissible. We don't need our student body veritably fainting of hunger in class on top of everything else. Whether or not it is worse for a student to miss 2 min-

utes of class snagging a Dr. Pepper and some Bar-B-Q chips from the cafeteria or to have that student disengaged and distracted for the whole 90-minute class is a matter open to debate, but that option should at least be there as a final recourse.

the new schedule to fill one single cafeteria table to capacity, and the few kids "pulling a Boscov" (i.e. taking bathroom breaks to get snacks) are certainly not enough to cause any trouble. What, then, is the issue? Are they afraid that we will intimidate the

need a chance to see that we are really just big kids playing grown-up, and that there's nothing the least bit frightening about us, for the most part (watch out for Postscript editors though, kids. They're the ones with the fangs and the horns.)

So it's not a question of crowds or capacity, because that's just ridiculous (to reiterate, the cafeteria opens after 97% of Upper School students are already in class, where they remain until the little kids are long gone). This, of course, means that at 12:15 there is a mass exodus; some days, no matter how close to starvation I may be, I'd rather fast than have to stand in the outrageous line and sit in the overcrowded cafeteria. Instead of ensuring that *everyone* in the Upper School eat at the same time, in my opinion the faculty should be bending over backwards to find ways to reduce the lines and make things bearable for us. So if an Upper Schooler has a free period and is hungry, there is no viable reason beneath the sun that he or she should be forced to wait for the huge flood of people that is bound to arrive when the clock strikes quarter past twelve. Give me a break.

Dammit, now I want a *Kit-Kat* bar. Anyone got seventy-five cents I could borrow...?



Boscov-Ellen liberates his Dew.

photo by Sarah Kaufman '05

And why not? On any day but Wednesday, there will be at most a handful of students who are not in class from 10:45 until 12:15 - certainly not enough to cause any sort of problem, assuming any credible use of the word. I seriously doubt that there are enough people in any free block with

younger children? Keeping us completely separated from them is certainly no solution. As an Upper Schooler, I almost never come into contact with kids from the Lower School in the daily course of events. Of course we're going to seem scary to them if we remain these mysterious figures. They

The World According to Me:

Dear College Admissions: Grade my Soul!

by Jonathan Weese '04



On Monday, September 15, Mr. Coll made a presentation in assembly about the use of grades at Park. The presentation was intended to continue the debate that began late last year. Mr. Coll outlined the various arguments in favor of letter grades, and then presented his opinion, describing what was wrong with each argument. He ended the presentation with a plea, asking students to discuss the important issue of grades

with teachers, administrators, and peers. I hereby add my two cents:

Letter grades do seem to be an ineffective way of providing feedback. "Numerous" studies, I am assured, show that students' work improves much more if specific written comments are used, rather than a letter grade. But an even bigger problem, at least in the minds of the students, is what happens to the college admissions process. Mr. Coll asserted that many colleges are flexible in their admission processes, often allowing narrative comments in lieu of letter grades for applicants. There seem to be no arguments left for the pro-grade contingent to stand on.

But on closer inspection, it seems that narrative comments might hinder more than help the college admission process. What protects helpless admissions departments from such-and-such a teacher, who is wordy, verbose, prolix,

or worse, uses too many words? It is likely to reflect poorly on an applicant if teachers heap page after page of comments onto already overworked admissions officers. You only have to hear that an applicant "is ready to work creatively and independently" so many times before you go insane. There has to be a better way. In fact, there is a way, which comes to us via a callypso singer.

Students in Dr. Lou's Western Philosophy class already know where I'm going with this, but for the rest of you, some background: *Cat's Cradle* is a novel by Kurt Vonnegut. Throughout the novel, numerous references are made to Bokonomism, a fictitious religion practiced by the fictitious people of San Lorenzo. I recommend you read *Cat's Cradle* before finishing this article. The Bokonomist ritual of boko-maru (meaning "the mingling of awareness") is very

simple to perform. The two participants stand back-to-back and touch the soles of their feet together. At the end of the ritual, the participants feel as if they have known each other forever. They understand each other perfectly. My suggestion is simple: members of a college's admissions department could visit the school. While they are here, the admissions officer would perform boko-maru with several of the teachers, thus gaining an innate understanding of the applicant's performance. The same process could even be used for college interviews: instead of a series of ineffective responses to their questions, the interviewer ends up with a deep understanding of the applicant's inner soul.

If teachers (or admissions representatives) are uncomfortable with touching their bare feet together, other arrangements will have to be made. For example, teachers

could write an original song or epic poem describing the achievements of the applicant, and send in a recording. It might take a while, but at least the admissions people would be entertained. I don't know about other people, but I wouldn't mind a song extolling my virtues to the tune of "Davy Crockett." The problem with this approach is it requires a lot of original work by the teachers. Isn't there something simpler?

We could take a page from the AP exams and award students a number grade in each class. This combines ease of use by teachers with an easy ranking system for the students. And don't tell me it's the same thing as a letter grade. Numbers are completely different.

A- ≠ 4.7

Impacts of Expansion

by Rebecca Derry '04

Over the last several years, Park has witnessed a steady growth of its student population. In just the last year, we have added more than 40 students to the Upper School alone. While on the surface, it might seem like as long as the student-teacher ratio is kept constant, adding students will bring the school more tuition

gether. Because of this increase, the sense of community that comes from knowing everyone else is endangered.

Also, the sheer size of the student body makes it impossible to have rational discussions with the entire Upper School, or even with an entire grade, so conversations and debates – an important part of the

proach him or her.

Park's general case-by-case basis of discipline also becomes stickier when faculty and students don't know each other. Ideally, "plain speaking, honesty, and authenticity govern all relationships" at Park, but this statement from the philosophy practically *assumes* a level of familiarity. If a teacher sees someone doing something that she disapproves of, and said teacher knows the student, then it's possible to have a rational discussion. However, if there is no connection between the two, it becomes much more of an "arbitrary authority figure rebuking student" situation.

This lack of personal relationships governing discipline can be seen on a wider scale also: the more people in the school, the less practical it is to have conversations with individuals about every issue, so more "arbitrary authority and prescriptive codes" (which, according to the philosophy, should be avoided) have to be established.

This inevitably brings increasing bureaucracy. This can be seen everywhere from rules about everything from parking, to when and where to eat, to independent study proposals. This leads to a lack of our right to exercise "rational self-discipline," which is a freedom that we've all come to cherish.

The negative effects of expansion are subtler than the positive effects, having less to do with immediate results and more with the ideals of the school. But because of this subtle connection to the foundations of our school, these effects, in reality, fiercely undermine the positive ones.



Park's B-hallway is heavily crowded by Upper Schoolers at break time.

photo by Sarah Raifman '05

money and not hurt anything, expansion does pose some serious problems to the most fundamental principles of the school.

An important aspect of the way that Park functions is the manner in which people relate to each other: everyone should basically know who everyone else is, which allows a higher level of informality and trust. However, it's no longer true that every student knows even the name of every other student in the Upper School, not to mention the whole school. With increasing grade size, there will be more peers who never share a class to-

school's decision-making process – are generally limited to smaller groups of people. This makes division-wide communication and understanding more challenging, as well as lessening the sense of collective purpose.

Additionally, as the student body grows, more students become meaningless faces to each faculty member, which also breaks down the intimacy of the school. Teachers can't talk as freely about students with their colleagues, for there is no mutually understood context. Students who need to talk to a teacher whom they've never had might be more hesitant to ap-

A Fresh Perspective on Homework

by Andy Lillywhite '07

After school, I enjoy roaming around with my friends, playing cards, watching sports, reading, and doing most of the things that students my age like to do. Unfortunately, I can't find time to do any of these because of the excessive amount of homework I am assigned.

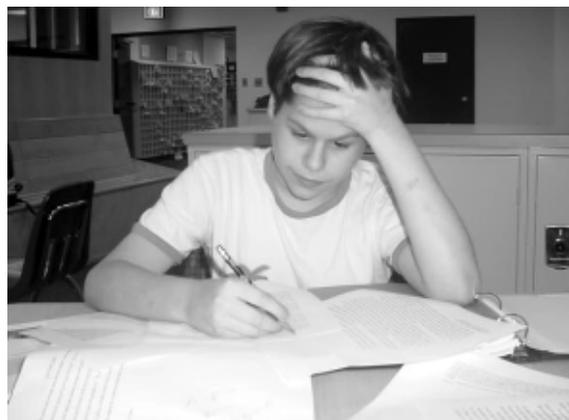
In total, six regular freshmen classes will be assigned about three hours of homework per night. This is insane! At a progressive school like Park, academics cannot be the sole purpose of our lives. According to our philosophy, we should become deeply involved in intellectual activities as well as extra curricular activities. I am unable to immerse myself in anything

other than my tedious homework.

If you participate in sports, you get home at 6, and by the time you've cleaned up and eaten dinner it's 7:30. After the three hours of homework, it's 10:30; a time that any medical professional will tell you adolescents should be getting to sleep. This leaves no time for any activities.

Besides limiting our cultur-

al and social experiences outside of school, this absurd amount of



Andy immerses himself in seemingly endless homework.

photo by Jeffrey Weinstein '04

Getting In

by Caroline Barry '04

I would like to skip this process. I'd like it all to be over. I'm filling out forms and remembering all my test scores and practicing sincere smiles and perfecting the Oh-What-A-Lovely-Dining-Hall-You-Have face, and I am tired.

I like to think I have a fairly solid grasp on reality. The reality being, of course, that I will get into a college, make a decent living, and stay out of the poorhouse. These are the realistic goals I like to set for myself. You have your dreams and you make them happen, I say, and my dream, at the barest minimum, is to go to a reasonable school and to not end up completely destitute. It's been my experience that most people my age want these things. So you'd think they would make it easier.

I am tired of many things. I am tired of going on tours that all blend together, and of trying to find multiple ways to articulate, "Well, um, mostly I like books and stuff, yeah." I am tired of worrying about which teachers I can convince to write flattering things about me, and how in the world to approach someone for that anyway. I'm tired of looking for interview clothes that make me look intelligent but easy-going. I'm tired of the pile of stuff on my desk that gets larger and more terrifying every day.

I'm tired of working on all this, and I'm tired of putting it all off. I'm tired of putting off other things because of it; things that I want to stay important, things that others insist are important.

I'm sick and tired of pretending that all this doesn't really get to me: that "sure, I can handle it easily, and many other things as well." Sometimes I am painfully irritated by the fact that it does get to me, because I am white, and upper middle class, and well educated, and not that stupid, I guess. Going to college is a lot easier for my friends and me than it is for people who are none of those things.

Mostly though, I'm glad that it's getting to me. I think it means that that I take it seriously, which I think is a good thing. But it would all be easier if a little more understanding came this way. I don't ask for much. Only for the realization that every time I look at the Common Application and *resist* the urge to throw in the towel and just go to Prague or somewhere for life experience, I have won a small victory. When I say I'm applying to college, I'm not just saying that I've managed to stumble my way through High School, I'm saying that the application process has not yet managed to drive me insane.

I'd like a pat on the back every now and then. I know I'll get them once I have gotten in someplace, and again once I graduate, and those are fine too. But often, encouragement during stressful times is more helpful than encouragement afterwards. I would like to put off the going insane as long as I can. It won't take much. Just something like, "Atta girl: not quite crazy, not quite yet. Way to beat the system."

homework can have significant repercussions in our community. We're supposed to have a close group of people we know and trust. How are we supposed to form such a community if we don't have any free time? Some argue, "But we have X and G blocks for that!" Hopefully, this isn't true.

At Park, we're lucky to have a wide vari-

ety of activities offered during X and G blocks, enough to keep even a student with the most obscure interests occupied. This leaves no time to see friends or meet new people besides on the weekend.

Luckily the problem can be easily fixed. Teachers should stop assigning such an excessive amount of homework. Of course there should still be some homework, just not three hours worth. About an hour would be more reasonable. That way we'd have about two hours to expand ourselves socially, intellectually, and in any other way we wish.

No Parking at Park

7:40 --- 8:10 --- 8:35 ————— 3:15 --- 4:15 --- 5:15 --- 6:45



PRO

Junior Parking: Not Such a Big Deal

by Erica Gelb '05 and Vera Eidelman '05

During the last class meeting of our sophomore year, our class advisors, Jon Acheson and Tina Forbush, informed us that we would not be able to park on campus during the beginning of our junior year. As soon as these words were spoken, our class flipped out. We had been waiting for the day we could drive to school for many years, and now we must would have to wait even longer. We were among the students who were appalled by the injustice. But, now that this year has started, we've realized that there are other solutions to the problem and it no longer seems like such a big deal.

Yes, we're juniors and a good amount of us are lucky enough to be owners of both a license and a car, but most of us still have access to the same means of getting to school as we always have. We can have our parents drive us, we can ride the bus, we can carpool, and we can even leave our cars at a senior's house and get a ride with them. But because, for some, even those means seem out of date or too expensive, we have been provided with a parking lot near school and a shuttle to bring us to and from school. It's just like parking at school, but you have to get up ten minutes earlier.

We should be optimistic and look at ourselves as lucky. Not only have they given us an alternative solution, but when people had trouble with shuttle times, their opinions were heard and soon new times were instated.

Another thing to keep in mind is that this isn't a permanent situation. Within a few months, at most, we'll be enjoying the privilege of parking in the traditional junior lot. Because, remember, it is a privilege to park on campus, not a right. So, as annoying as it may be, just wait it out.



Sarah Dewey '05 boards the junior shuttle from Meadowood.

photo by David Al-Ibrahim '05



CON

Parking Problems

by Samantha Mehlman '05

This school year started the same as always for most of the Park School community. There were the same crowded hallways and the typical carpool line that snakes all the way out to Old Court Road. But it was different for one select grade. Unlike the traditional first day of school for the Junior class, a day fervently looked forward to for all the years preceding the 11th grade as the first time students are allowed to park on campus, the tradition was sorely ripped from us like candy from a baby. It seems as though we've been bumped back to kindergarten, for every morning we drive to the Meadowood parking lot where we are picked up by a yellow Park school bus and taken to school. That's right: this year, because of the prolonged Arts Center construction, the junior lot has been turned into a trailer park.

The new parking situation has caused some junior animosity toward our school because we feel as though we have lost many similar privileges that were given to classes above us. Our traditions seem to end right before we get the chance to experience them. Not only have we been shafted out of the 7th grade lock-in, but also the end-of-year 8th grade trip to Six Flags and the 9th grade overnight excursion to Harper's Ferry.

"We're sick of this," states Sara Welinsky, a fellow junior who feels as though our grade coincidentally misses out on many important events that all seem to end the year before we are to take part in them.

Not only has the privilege been taken from us, but also the conditions of the supposed solution are appalling. The bus is sticky, hot, and inconvenient. The shuttles run at 7:40, 8:10, and 8:30; however, the only bus that seems to allow students to arrive on time in the earliest one. In order to make the 7:40 shuttle, you have to "leave the house at 7:10," stated a rider of the earliest bus, Laura Gordon. The 8:10 shuttle allows its riders to walk through the front doors of school at around 8:30, leaving barely any time for a trip to a locker or any other place one might go in the morning. Frankly, the transportation system is a problem, not only because we dislike the idea, but also because it is untimely.

We juniors have still not been given the privilege of bringing our cars on campus. Yet again, this is just another misfortune that our class has to suffer. "They say that we'll be given our lot back by October. But who knows?" voiced Allison Gross. And what a totally valid statement that is. Why should we trust that **this** time we'll get what we should get: privileges that all other



Warren's Whines: Fight the Power

by Ben Warren '05



I'm sorry. So my last article wasn't so funny, as it turns out. A lot of jokes are much funnier when I say them on Saturday night than when I read them Monday morning. Anyway, that's behind us now, new year, new articles.

Well, lets get right into it shall we? As an upper classmen, I have been affected by the onslaught of sheep herded into our classrooms, hallways, sports teams, and X-block activities, as much as anybody else. But complaining about freshmen is pretty well-worn territory. We all find their presence intrusive and obnoxious, and we all wish we could simply bask in our own exclusive, and much more mature, company. This problem, however, is just one example of the selfish, manipulative, and downright evil schemes of Park's political regime, and the corporate power, whose tentacles are tightly wrapped around it.

Every year each grade votes on class officers, and every year the entire Upper School votes on officers to represent us. Like a flower, democracy is a beautiful yet delicate process. The implications of democracy are fair elections, and a satisfied majority. But democracy also makes it very easy for students to take advantage of the system for their own political gain.

Every student gets a vote. But who counts these votes? Most students assume that the teachers count the votes, and they are right, but which teachers? How are these teachers chosen? I'll tell you which teachers count the votes, the ones chosen by the "elected" Upper School president.

With such a sensitive and precise job, can we really trust these teachers who are essentially employed by the reigning president? Many of the presidents we see at Park are elected as juniors, and are in office as seniors, so why does it matter if a president has the power to alter the results of the following year's election, if he or she won't even be at Park? That's where the corporate power shows its ugly face. A little known fact is that Coca-Cola sponsors the campaign of one student every year, in return, if the candidate is elected, he or she is responsible for not only keeping the cafeteria stocked with Coke, but they are also in charge of spreading Coca-Cola's corporate logo feces all over our hallway walls. If you have ever wondered how Park School can afford both a beautiful new athletic center, and an architecturally stunning arts building in a five-year span, if you have wondered how we afforded that new bench at the end of the hall, or if you have ever wondered how Park School has afforded any of its luxuries, well, you can just thank our good friends at Coca-Cola.



Which brings us back to the vote counters. The president, who decides who counts the votes for next year's election, gets money from Coke; Coke sponsors one candidate for next year's election (keep in mind that the elections are held the year before the elect-

ed candidate takes office) and if Coke's candidate doesn't win, Coke can decide not to keep the current president fresh with funds. A poor president is an unpopular president, and an unpopular president is an unpopular student, and no one wants to be unpopular.

If you are not convinced that this potential Coca-Cola dynasty is "the real thing baby" because the vote counters happen to be pawns of the Coca-Cola company, then how about the fact that many students, who sit in the auditorium every year, and circle their vote just like you and me, get benefits, from both the current president, and Coca-Cola, benefits such as free coke, ensured parking spaces close to school, and spots at the front of the line on class registration day to name a few. These little perks are given to students along with, shall we say, an encouraging campaign advertisement. These benefits are revoked after certain periods of time, for some smart voters, however, that period of time is much longer.

Whether or not the negative affects of an operating under Coca-Cola politics are excruciatingly obvious to you, let me illustrate a couple of the things that Coca-Cola has been responsible for in the past years. One is the upper lot. Why? Because that's an awful long walk to school; a man could get pretty thirsty on such a long walk. Another is assembly two days a week, instead of one. Assembly is a gold mine for advertisement opportunities. Not only can the president speak at any given assembly, but the enormous red curtain draped behind whatever antics take place onstage is Pavlov's bell to Coca-Cola's dog, the students.

The most dangerous enemy to the system is a well-informed populace. I encourage all of you to take the extra time to research the student government at Park, know what's going on, and always fight the power.

The Rowland Reality: The Death of "The Colt"

by Ben Rowland '04



— really sick. And I am not alone. Joseph Levitan '04 said calmly, "@#\$\$@!\$#@%." The worst decision any radio station has ever made. "#@\$!@#@\$!@" Maximilian Polsky '04 expressed his outrage to me saying: "The end of the summer came for me when I woke up got in the shower and turned on my shaper image radio and I heard DMX's "Up In Here" playing on my rock and roll station. I wanted to throw up all over myself then send the shirt to the radio station. DMX is very far from Zeppelin, The Who, or Ted Nugent. Later that day they changed officially to elevator music, not jazz, but elevator music. I now look to 100.7 to fill the void in my heart."

Everything has turned upside down. All hell has broken loose. I'm talking complete darkness throughout the city; I'm talking massive, uncontrollable riots throughout the streets. And it will never stop. Not after what has happened. Not after what they did to us. Us — the people of Baltimore. They have deprived us of the one thing we had left: Dignity — And by dignity I mean classic rock.

On the morning of September 5th, 2003, a plague was sent down upon us as 104.3 FM prepared to change its format from classic rock to smooth jazz. For two hours before the switch was made at 10 a.m., the station played artists as varied as Christina Aguilera, Frank Sinatra and Metallica while teasing: "B104.3. What will it be?" Those bastards!

This leaves only one question banging around in all our heads: just what *did* happen to "The Colt"? Well it turns out that B104.3 didn't have a lot of growth in the past year. In fact, the format switch came after our only classic-rock station, formerly known as WXFB, finished at No. 10 in recent Arbitron ratings.

That makes me sick. Sick like a sick dog, and dogs get sick I tell you

"The Bay," I admit, has made some minor changes by including more classic rock into their lineup and less of those deep cuts that no one has ever heard of except some random listener who remembers when he made out to that song in his 1973 Dodge Dart.

Still, it can never be the same. "The Colt" is dead. But who are we to just sit around and wait? We must fight back with full fury. If anyone feels compelled to join me, I have decided to start a phone-a-thon. Yes, a phone-a-thon. I'm talking nonstop calling too. We'll call 104.3's *smooth jazz* headquarters, and demand they play "Freebird". Just keep shouting until they hang up. Then call back. If we call enough, they'll undoubtedly switch back to classic rock.

My friends, it's time to get in your car, press channel one, press seek, wait until you find something worth listening to, then hold on channel one until you hear a beep, because 104.3 is no longer worthy of being *any* channel in your car's radio.

My Condolences: The Bums have Lost

by Maximilian Polsky '04

This summer my peers did absolutely nothing. The warm weather brought laziness and boredom for many a kid. I strongly dislike these slackers who think that it's socially acceptable to do nothing during the summer. Do what your parents did and get a job! What kind of person would sit in his friend's backyard lighting random things on fire, and wash his car four times a week? I myself worked in Manhattan for a successful hedge fund. It was a good *investment* of my time. I learned a lot; I grew a lot as an investor; and most importantly I went to Starbucks and got coffee for stock brokers. Summer is not something to waste by sitting in a backyard.

(A little bit of advice: supermodels aren't interested in seventeen-year-olds with keys to their grandparent's penthouse on Madison Avenue).

This past summer, I often found myself looking out on the terrace of my grandparent's apartment, looking out onto Central Park, and thinking to myself: "These slackers need to be stopped! They are the only thing holding this world back from pure efficiency." The tyrannical hippy movement of the school has taken us from Brooklandville to the White House and back. Fighting the conformity of being a slacker isn't a one-man job; it takes many a great author to use as a guiding light through your

summer of working and those nights where nothing seems to happen. *Picking up a book* is always a good idea! The average slacker has never even been able to finish a comic book. He or she is simply ranting and raving about the latest Quentin Tarentino picture, the only movie someone with a bad case of A.D.D. can actually sit through.

The power that rules all of us takes control of our time, making it un-cool for one to study during the summer or do something more constructive than wal around without a shirt on, and making the occasional run to The Bell. Kids don't have enough work ethic. They need to get out there and see world. I can't think

of one person from my class that went out of the country this summer. Slackers, unlike communists, cannot be spotted when sitting next to you on a bench or while reading in the library. Slackers travel incognito, often posing as intellectuals who pretend to know a lot about everything, but are most of the time just compulsive liars who love to hear the sound of their own personal story. These folks make me sick. You know the ones I am talking about—they work for maybe three weeks or a month of the summer for one of their own parent's businesses, think they've paid there dues, come back to Baltimore, don't sign up for an SAT course, and do nothing until

the start of school. You people make me sick! If you didn't work this summer, you're spoiled and that's the end of it. Allowance didn't come for me during the school year and it didn't come during the summer. I pay for my own car insurance, window tinting, cold air intakes, turbo timers, Quizzo's, ZR rated Pirelli super sport tires, and for my own gas. But here's my advice to the rest of you: Take dead aim on the rich kids. Get them in the crosshairs. Just remember, they can buy anything but they can't buy backbone. Don't let them forget it.

The Wyman Arts Center: Close to Completion

by Sarah Raifman '05



Interior design beings to take shape



Decorative tiling in Arts Center



Remnants of Lower School playground



Gleaming glass exterior greets drivers



Tour group enjoys seeing Arts Center



Raymonde Arseneau is teaching Upper School French fulltime at Park. She taught at The Lawrenceville School, a New Jersey boarding school, since 1990. She has taught a vast range of levels, teaching students from first-grade to adult. Despite enjoying her time at The Lawrenceville School, she felt that there were too many responsibilities: "You have to be a house-master, a coach, and a teacher."



Susan Asdourian enjoys group work in her English classes, "I'm the most happy are when I end up in situations when students will where the work we're doing is somewhat collaborative. I taught AP Art History in New Orleans for five years. By the last year we had two-fifty, three-hundred people watching these plays that kids had written. Many of them had not had theater experience before."



Tony Asdourian is teaching full-time in the Upper School Mathematics Department, while his wife, **Susan Asdourian**, is teaching part-time in Upper School English. Susan is teaching part-time to care for Elijah, their three-year old son. The Asdourians have taught in Brooklyn, Sao Paulo, and New Orleans.

Tony's favorite teaching moments are different from most teachers because his wife is in the same school, "My wife team taught a Humanities course at our first school. We did a performance/lecture. I played a stuffy lecturer and my wife was Ms. Rococo. It was an argument between the stuffy lecturer and this fantasy figure who was elaborating on what the meaning of the Rococo was. It was a play combined with a lecture. Students were rather into it. It was fairly risky and we enjoyed doing a lot."



Dorrie Bright is joining the Upper School Science Department full-time this year after teaching at The Holderness School in New Hampshire. Bright has an AB in Physics from Dartmouth College. While at school, Bright visited Eastern Europe on an environmental project. Of the trip she said, "It was absolutely wonderful. The other part of it was just hanging out in people's kitchens and trying to communicate. Folks were so impressed when an American comes and tries to speak the language."



Pamela Fitzgibbon is teaching Upper School History in a part-time role at Park. Unlike other new teachers, Fitzgibbon's teaching experience has come from the Baltimore region. She has taught at Gilman, St. Paul's School for Girls, and Bais Yaakov. She is also the mother of Zach Rickman '09 and Nicholas Rickman '15. She says that she has no problem handling the roles of Park parent and Park teacher: "It's kind of fun. My Middle School son actually stopped by to visit me yesterday. I had assumed he would never come anywhere near his mother. My first grade son wants me to visit regularly. It's really nice knowing as much as I do about the environment that they're going to school in, and feeling that it's such a wonderful environment."



Hector Guzman will be teaching Upper School Spanish part-time as he works at McDaniel College in Westminster. Hector has studied Spanish post-War poets. Hector has taught Spanish to a variety of groups, ranging from high school students in a public high school in Mexico City to American businessmen. He has also experimented with varied methods, including a summer course at a school in Cuernavaca which used theater as the basis for classroom activity and involved creating and performing a theatrical piece.



Reuwai Mount Hanewald joined the Upper School Science Department full-time this year. Her last job was at the International Community School in Abidjan, Ivory Coast. She was airlifted out of the Ivory Coast because of a civil war in the region. Despite being surrounded by political turmoil, Reuwai enjoyed the Ivory Coast, "I loved living in the tropics. I taught kids from eighty different nations, but West Africa has a lot of problems."



Douglas Jameson will be teaching Upper School Music part-time this year. Jameson has done sound engineering for corporate events, festivals, and concerts and is the principal cellist with Prince George's Philharmonic Orchestra. His varied background was apparent in the class he taught during his visit to Park.



Monica Donnelly joins the Upper School Foreign Language Department as a part-time French teacher. Last year, she was a long-term sub for MS French teacher, Fathim Craven who was on maternity leave. Prior to teaching at Park, Monica, a desert chef, and her husband ran a café at the Inner Harbor.



Courtney Hobbs is currently teaching PE in the Middle School. She is a recent graduate of the University of Maryland. She was a member of the lacrosse team where she won three consecutive NCAA Division I championships. She was given the honor of being First Team All-American for NCAA Lacrosse. She coached the Maryland Stars Club, a lacrosse team for Middle and Upper School girls, and she has coached at several lacrosse camps. She enjoys the faculty, the students, and the laid back teaching environment of Park.



Tom Malone is teaching sixth grade Language Arts and Social Studies. His previous teaching experiences include a co-ed and an all-boy's school in Toronto and at Maryvale Preparatory School. He was the chair of Social Studies there since 1999. When asked why he picked Park he replied, "I believe in progressive education and I believe in the school's community service mission and I see that the school values excellence in teaching and learning." He likes the love of diversity and "the sense of joy for learning for learning's sake" that Park has to offer.



Angela Munitz is teaching Art History for sixth graders. Her two children recently graduated from Park; Jessica graduated in 1999 and Adam in 2002. She used to teach at an art institute in North Carolina. She is a docent at the Walter's Art Museum. She is a painter and a designer who has put on several solo exhibitions, with shows at Gallerie Francaise and Park. The teachers and the kids are what she likes most about Park.



Susan Eisner is Hillary Barry's new partner teacher in the Kindergarten. She brings to the Park position extensive formal background and experience in early childhood education. Susan, a graduate of Hood College, holds two advanced degrees from the Harvard Graduate School of Education, a Masters Degree (Ed.M.) in Human Development, with a concentration in language acquisition, and a Ph.D. (Ed.D.) in Human Development and Psychology. In addition, she completed an M.S. degree in Communication Disorders at The Johns Hopkins University.



Andrew Suseno is teaching dance to students in grades 1 – 5, offering a Middle School dance elective, and choreographing the Upper School musical. He graduated from Wesleyan University with a major in Dance in 2002. At Wesleyan he received the Emily White Pendleton Scholarship, an honor awarded by the faculty for most promise in the field of dance. In his personal statement and in conversations during his visit to Park, Andrew spoke about ways he believes dance can enable students to clarify intentions and make connections.



Nicole Winner is a second grade classroom teacher at Park. She has been at The Midtown Academy in Baltimore for the past two years, teaching science, social studies and health to grades 2 – 5 and serving as leader for the intermediate team. Prior to her time at Midtown Academy, Nicole spent one year at Pot Spring Elementary School in Baltimore County as a third grade teacher of all classroom subjects. She graduated from California State University in Sacramento, with a Bachelor of Arts Degree in Communication Studies. She completed a Masters of Arts in Teaching at Towson University.



Kerri-Ann Anderson graduated in May from Yale University, where she majored in Political Science and International Studies. Both at her secondary school in Kingston, Jamaica and subsequently at Yale, Kerri-Ann has received numerous awards. Two travel awards, the Frank M. Patterson Travel Prize from the Political Science Department and the Tristan Perloth Travel Prize, supported Kerri in spending the summer of 2002 in Buenos Aires doing independent research for her senior essay. She writes: "I am now delighted at the prospect of being able to offer these younger students my resources and to help them realize their potential."



Edlyn Chao graduated this spring from Middlebury College, where she pursued a joint major in Psychology and Chinese. At Middlebury, Edlyn has been on the Dean's List and was named a College Scholar (highest distinction awarded). Edlyn is a young woman with multiple interests and talents. She studied modern dance and ballet while a high school student and, at Middlebury, has been Co-Director of the Riddim World Dance Club, a troupe which performs diverse dance styles ranging from modern to Afro-Caribbean, reggae, stepping and hip-hop.



Farrah Merchant graduated this spring from Emory University, where she majored in Psychology with a minor in English. Before entering Emory in 2001, she completed an Associate of Arts Degree at Oxford College of Emory University. Her professors comment on her "intelligence, poise, and passion to articulate her ideas well," her "strong work ethic, conscientiousness, and friendly, personable nature." All note her dedication to working with children and the array of volunteer activities she has engaged in during her college years.

The moon is half an orange
 And there's no sound between us
 And all your stars shine brighter
 Than the ones up in the sky
 I can see the moon's reflection
 In the backdrop of your eyes
 But all I see is you

The moon is half an orange
 And there's no love between us
 And all my scars show clearer
 Than the ones you cannot see
 I can see the moon's reflection
 In the water that's beneath me
 I can see you in the water
 And all I do is jump

- Lauren Rubin



photo by Carly Rtes '05



photo by Carly Rtes '05

Relating to incoherence
 When I don't sleep
 When I don't breathe
 And the shapes
 Make their own pictures
 And speak their mind to the
 darkness.
 Eyes peer forth
 From behind open doors
 And some darkness
 Is darker than the rest.
 And every crack
 Is surely a sign
 That the shadows are moving
 So I cannot.
 And I'll just grip tighter
 And my breath gets quicker
 And I'll watch the doorway
 Incase new shadows

- Lauren Rubin



photo by Nicole Oidick '04

I float adrift
 In a sea unknown
 Carried by the current
 And under me I feel my words
 Easily translated
 Into the language
 Of the tide
 And the rhythm
 Climbs up beneath my
 And stirs in my womb
 Waiting for a substantial paradise
 And I knew that my body had longed to be here,
 For this moment
 Alone with my water,
 Alone with my paradise
 And I writhe in it,
 Burdened by the emotions
 I carried with me
 Out to sea
 It fills me
 And I am free in my
 Paradise
 Adrift in the sea.

-Lauren Rubin



photo by Nicole Oldick '04

Jeff Buckley: Back to Life

by Caitlin Stephens '04

A few weeks ago Jeff Buckley came back to life. Well, almost. Sony Records re-released Buckley's groundbreaking *Live at Sin-E* album, which I consider to be the ultimate fan album. This album, along with his debut album *Grace*, is the acme of Buckley's career.

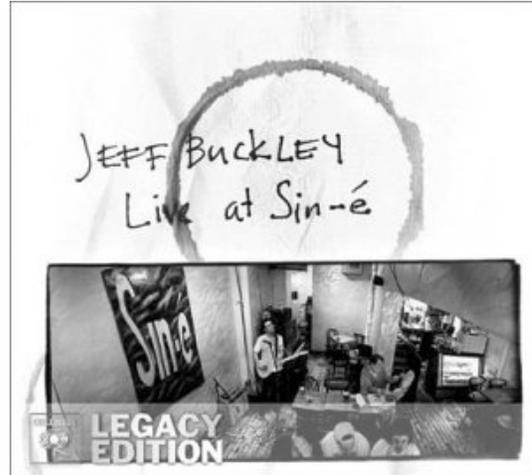
For those of you who haven't heard of Jeff Buckley, he was one of the most talented artists of the past generation. His music encompasses the passion, beauty, and talent that many artists strove for during the 90's, only his work was much more personal than that of his counterparts. Buckley, who was virtually unknown at the time, released *Live at Sin-E* in 1994 followed by his "Mystery White Boy Tour" that gave him a big name in the business. Shortly after his tour, Buckley released his album *Grace*, which is considered by many people to be one of the best albums of the 90's. As he was rehearsing for his follow-up album, *Sketches for my Sweetheart the Drunk*, Buckley tragically drowned in Memphis. His death rocked the music world; many people felt they had been robbed of a prodigy.

The original release of *Sin-E* only had four tracks, and although they are all amazing, the release of *Grace* made *Sin-E* seem like it was only a fraction of Buckley's worth. Now, al-

most ten years later, the new *Sin-E* has early versions of many of his amazing pieces from *Grace*, like "Mojo Pin", "Love, you should have come over" and "Last Goodbye." There are plenty of versions of these songs available on his other releases like the "Mystery White Boy Tour" album, but there is a slightly virginal quality to these tracks—they are fresh. Buckley's version of "Hallelujah" is on the new

been groomed and cleaned up, comes out in the new *Sin-E*. The combination of the vibrancy of these songs with the monologues on *Sin-E* after almost every song makes this album extraordinarily personal. When you listen to this album you feel like Buckley is right there in front of you performing his music. All of Buckley's music tends to reach into its listeners and produce a positive emotional re-

sponse. Was it the tragedy of his death that makes the new *Live at Sin-E* album seem so emotional? Was it his youthful voice and his graceful songs, the likes of which are no longer being produced, which make this album so precious? I have to hand it to Sony Music. For producing this album 6 years after Buckley's death they have done an excellent job of keeping his fans and



Sin-E, and it is the best-recorded version of the song ever made. The original *Sin-E* tracks are also on the new disc, including his cover of Van Morrison's "The Way Young Lover's Do", which is truly one of the sexiest songs you will ever hear.

The raw emotion of Buckley's original songs, before they had

sustaining the life of his short career. You will want this album. Listen to the re-mastered *Live at Sin-E* and you will fall in love with Buckley. And after you listen to *Sin-E*, you'll buy *Grace* and the DVD for "Live at Chicago", a demo that Sony used as a promotional video. Watch and you will fall in love with Buckley.

Know a Good Book to Read? Try 1984

by Rebecca Martin '06

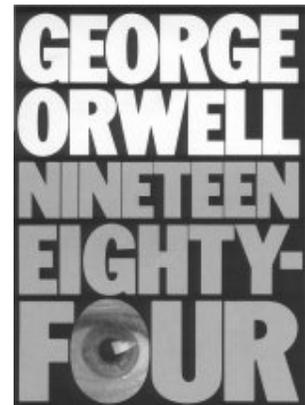
When asked the question, "Know a good book to read?" my response invariably includes *1984*, George Orwell's classic tale of censorship and totalitarianism. In fact, *1984* is one of few books I recommend universally: everyone should read it. Everyone.

In *1984*, Orwell creates the nightmarish world of Oceania, and provides a dire admonition of totalitarianism and, especially, communism. In Orwell's "utopia", the government's "thought police" have the technology to arrest you if you so much as think an unpatriotic idea; the masses have been so brainwashed that the government can rewrite history at will. Yes, 1984 has passed and the government has not implanted electrodes into our minds or monitors in our homes. But it is not an accident that phrases from this book, such as "Big Brother" and "thought police" have slipped into our language. That censorship could become a way of life

and patriotism a 24-hour-a-day requirement is still a threat—even an imminent one, just as it was when Orwell wrote his novel in 1949, and not only under the communist system.

But it is not for political reasons that I recommend *1984*; it is because of its devastating emotional impact. The plot's essence is simple: one man, Winston Smith, rebels against the totalitarian system he lives in and hates. Despite its simplicity, the book is compelling because Orwell makes Winston's struggle to maintain his inner integrity (along with his newly found lover) your own. Orwell draws you into Winston's world, slowly revealing its suffocating capacity to manipulate every aspect of his life. He makes you hate it, and want nothing more than for Winston to defeat it. The slow realization that Winston's struggle for independence is doomed to fail is what makes this book so harrowing, and its final sentence is possibly the most shattering

in literature. This book creates an image of what could become of our world almost too convincingly. I sincerely believe that political complacency is impossible after reading *1984*, and that is why everyone should read this book.



Girls' Varsity Soccer plays hard; looks to repeat championship season

by Darryl Tarver '04

As many champions will tell you, defending a title can often be more difficult than the ascent to the top. Everyone is aiming at your throat, preparing to knock you off, motivated to take your title. In order to fight against this, it takes hard work and focus. The Park Girls' Varsity Soccer team, which is the returning C-Conference champion, seems to be up and ready for this challenge.

According to coach Jeff Zerhusen, this year's squad is different from last year's, although the core twelve from last year, which consisted of no seniors, remains intact. However, this year's team boasts a roster size of twenty-three (six freshmen, five new students, and twelve returning players), which is almost double the twelve players from 2002. This means that, where they had one substitute last year, they now have incredible depth on their bench; this enables each lady Bruin the opportunity to go 100 percent for every minute she's on the field.

Although the team suffered an early season loss with the absence of their All-Conference goalkeeper Julie Scherr '04 due to a broken pinky, who had surgery placing screws in her

finger to stabilize it, fared well with Sarah Gold '06 in goal. Scherr has since returned to her starting position. Scherr and three other seniors – Nicole Oidick, Lydia Parrott, and Drew Fidler – all bring great leadership qualities to the table.



Erin McMahon '05 looks to assist.

The team's talent level is incredible; top scorers All-Conference

Oidick, Meghan McMahon '07, All-Conference Allison Zerhusen '05, and assist guru Erin McMahon '05 lead the way. In addition, Coach Zerhusen claims that his team has "a good work ethic, and are always upbeat." These girls are also incredibly confident in their ability, though not cocky. Fidler says, "With all of our returning and new players, we have a good chance to repeat the championship."

Although Coach Zerhusen has increased the difficulty of his team's schedule by adding ten B-Conference games, he feels that his incredibly talented and dedicated team is up to the test. Of their conference competitors, their most difficult opposition was expected to be Towson Catholic, who went undefeated last season in conference before losing to the Bruins in the championship; however, last week the Lady Bruins dominated the entire game and won 5-1.

The team has since played and won two conference games. When asked how he expects the rest of the season to turn out, coach Zerhusen asserted that, "If we play our best soccer, no one should be able to beat us."

photo by Jill Papet '05

Girls' Varsity Cross-Country rebuilds; has high hopes for the season

by Jenny Cooper '04

The Girls Cross-Country team began their season with an away win over Palotti. With five returning Varsity runners, the team is looking to maintain its strong presence in the B-Conference.

Though the team feels the void left by the two seniors who graduated last year, morale is high and everyone has great hopes for the season.

Every runner on the team

has a lot of potential, and as Senior Co-Captain Elizabeth Zack says, "We have already improved a lot since pre-season." Co-Captain Rachel Zack commented on the team's camaraderie and work ethic, noting that "We all run to have fun. We always try hard in races, even if we seem outmatched." The runners to watch this season are Celine Manekin '05, Laura Gordon '05, Rachel Zack '04, and Rachel Brown '06. Newcomer Celine Manekin has already clocked a 24 minute 3.2 mile run.

Coaches Kent Walker and Patti Porcarelli continue to guide the progress of their rebuilding team, with the team members running daily and lifting weights once a week.



Lucy Novick '05 and Rachel Zack '04 practice for upcoming track meet.

photo by Jill Papet '05

V. Tennis upholds title

by Liz Webber '04

The Girls' Varsity Tennis team, the defending IAAMB-Conference Champion, is working hard this year to uphold their title.



Dahlia Silberg '05 and Emily Azrael '06 prep for doubles match

photo by Jill Papet '05

After losing a number of strong seniors, two of whom were undefeated for the season, new captains Alex Khachatryan '04, Rae Bacharach '04, and Abby Kolker '04 are working hard to fill in the gaps. Juniors Allison Gross and Ahava Vogelstein, the number one and two singles players, are also attributed to adding invaluable talent to the team.

Both the Varsity and Junior Varsity teams practice together, and captain Khachatryan states that, "practicing together establishes a certain sense of unity in the program. There isn't a ridiculous hierarchy; we all play tennis because we love it, and it doesn't matter whose on Varsity or JV." Most of the team's practices are made up of intramural scrimmages, and Bacharach exclaims, "We can have fun in practice without being super competitive, yet at the same time, we're really productive."

It's obvious that the team's practice strategy is working, as the team has only lost one of its first four conference games. Coach Betty Medalie expresses her concern that, "losing valuable players would hurt the team," but assures us that "the team has held strong, experienced, and competitive." Coach Medalie asserts her team's success to "being physically fit" and "improving in general as athletes."

The team's next big match is October 10th, against Friends School, where Coach Medalie hopes to be successful, but admits that it's going to be a tough set of matches. Her team goal is to be "as successful as possible," but she says she'll only be satisfied if they end, "at the top of the B-Conference."



Julie Hess '05 finishes her strong forehand.

photo by Jill Papet '05

Varsity Cross Country: Running against all odds

by Ezra Rosenberg '06

To say that this year's Boys' Varsity Cross Country team is "good," would be an understatement; they're sensational. Long term head coach Paul Hulleberg confidently stated that, "This year's team is the best Cross Country team Park has had in the past 20 years." Knowing the team's abnormal strength, and anticipating a great season, Coach Hulleberg boldly decided to move the team into the MIAA A-Division, which includes powerhouses like McDonogh, Loyola, and current division leader Archbishop Spalding. Coach Hulleberg explained that, "We knew the B-championship would have been easily won by the Bruins. We wanted a better challenge and knew we would get it in the A-Division." Coach Hulleberg's decision has obviously forced runners to train harder and run faster than even previous years, but the whole team seems to be up to the task.

The running season began for Park with a meet against Mount St. Joseph's. The weather was downcast and the course was muddy; what a way to start off in the A-Division. The Bruins first match

was a tough loss, but there were definitely positive aspects that indicate good things to come. Park claimed the 1st and 3rd spots and lost by only six points, 32-26. The Mt. St. Joe's squad consisted of 51 runners, whereas the Park running program only consists of about 20. Unfortunately this is how most of the teams Park will be competing against are manned; Coach Hulleberg knew he'd have a small but strong squad and was willing to take the risk.

Park's second meet, an away game against the John Carroll Patriots, ended in an amazing win. "The win against John Carroll was a huge moral booster for both the Varsity and the JV teams" says freshman runner and upcoming star Anders Hulleberg '07. Bruin runners Caleb Karpay '04 and Anders Hulleberg '07 placed first and second in the race and Park won impressively 35-20.

Park also participated in an invitational meet, which was



photo courtesy Mr. Reid

Star runner Caleb Karpay '04 shows off his stride.

held at John Hopkins University on Saturday September 12th. They ran against 21 other schools, both public and private, and there were two other MIAA A-Conference teams participating in the meet: Loyola

placed 8th out of the field of 22 teams and Park placed 13th, just ahead of Gilman at 14th. Park's top runner, Caleb Karpay '04 had another impressive performance, placing 7th overall and just four seconds behind Loyola's top runner. Jesse Naiman '07 was the top runner on the newly formed JV Cross Country team at John Hopkins, but has now been moved up to the Varsity squad because of his impressive performance. The coaches believe Naiman is a good addition to the team, giving it more depth, as well as promise for the future.

In another recent meet, against Archbishop Curley, the defending MIAA A-Division champions, Park ran beautifully. In a close race at Curley's home course, the Bruins came out victorious, 28-27. The heroes of the race were Italian exchange

student Marco Fontana '04, and Thomas Perkins '04. Marco had a personal-record time, and came in fourth place on the team. Perkins passed a crucial Curley runner on the home stretch, which sealed the victory for Park against the defending champions.

For this season to be successful in Coach Hulleberg's opinion, he would like the team to win 3 or 4 meets and hopefully have a .500 record going into the championship race. His goal is that the Bruins claim third place in the championship. This goal may seem slightly inglorious, but as Paul points out, "We are competing against all boy's schools and schools with higher enrollment than ours, so we are greatly outnumbered."

The Bruins latest meet was this past Tuesday, and although Park's lead runner, Caleb Karpay, won the race, it was not enough to overcome the strong Loyola team. Park lost 25-35.

The next Bruins meet is against a "weak Gilman team," which Varsity captain Alex Harding '04 describes as "a meet that Park must win."

Boys Varsity Soccer still looking for defensive leadership

by Colin Cambell '05

The first obstacle the Boys' Varsity Soccer team had to face this year was the absence of an experienced defensive team: coach Lucky Mallonee is depending upon three sophomores to keep pressure off their inexperienced goalie Paul Weitz, '05. "Last year, four strong seniors played physical defense to keep our team in games. This year, we have a much stronger and more productive offense, but I'm still waiting for a leader on defense," stated Coach Mal.

Looking solely at the numbers, one would predict a rebuilding year for the Varsity team. Eleven seniors, eight of whom started, have graduated. Now, only one senior starts, with three sophomores and one freshman filling the gap. But there is an unusual amount of talent considering the youth of the team.

On offense, three leaders stand out. Joe Levitan '04, and Ben Ryugo '05 are two "special players. Soccer is their game. It's beautiful to

watch them play," Coach Mal said. In their game last week against Boys' Latin, after trailing 3-0 early in the first half, the Bruins rallied on goals from

came when fullback Ty Taborn, '06, dug the ball out of the goalmouth as a B.L. goal seemed inevitable, and then on a long throw-in, Stefano Calvello

'05 headed in the winner for Park. Calvello, who is new to Park this year, already plays an important role on the team. "He is a strong player and obviously has played a lot of soccer," added Coach Mal. Coach Mal enthusiastically said of the other players, "Everyone else has similar abilities. It is really nice because it gives our team a lot of depth."

For the season, Coach Mal is hanging for more players to step forward and fill the leadership gaps. With a young defense, and goalies Paul Weitz and Nicko Libowitz, both juniors who have no varsity experience between them, growing



Joe Levitan '04 receives throw in.

Levitan and Ben Gamse '05 to make the score 3-2 at the half. In a hard-fought second half, Ryugo scored to tie the game. Overtime was marked by several dramatic moments. The first



Stefano Calvello '05 vies for the ball.

pains are affecting their defense. "The preseason is what I expected. We avoided injuries. Now it's time to get serious," said Coach Mal.

The boys seem to enjoy improving. Attendance, Coach Mal said, has been excellent all season, better

than average. Young players have greater room for improvement—with the firm grasp of the fundamentals, the Boys' Varsity team hopes to excel. With continued hard work and a positive attitude, the team shows promise to be a factor in the playoffs.

photo by Jill Papel '05

Girls Varsity Field Hockey starts strong; defeats RPCS 1-0

by Edwin Gordon '04

Last year the Girls' Varsity Field Hockey team had a lot of success; they did an exceptional job stay-

This year's team is returning only seven players from last season. If this year's team wants to be successful, its captains, Amy Weintraub, '04, Jenny Cooper, '04, Yani Newton, '04, and Katie Frankel, '04, must take control of the team and lead the way. These four players have the most varsity experience and need to pull the young and inexperienced team together.

Although the lady Bruins' season has been looking bright, they took a huge blow early in preseason when star player Yani Newton was sidelined with mononucleosis. Newton is the only player who has been on the team for four years, and she was a member of the first team City/County last year, as well as second team All-Metro. With Newton sidelined a lot of the offensive pressure is left on the shoulders of Amy Weintraub. She is capable of carrying the offensive load, but obvious-

ly two experienced players is better than none. With Weintraub carrying the offense, the defense will rely on Frankel and Cooper.

joining the team, things are looking good for the lady Bruins. The team's success can be attributed to underclassmen stepping up and filling big shoes.

seem to be high. I'm confident we'll do very well this season."

Apparently Weintraub is right; the team opened the season with an impressive 3-1 victory over Maryvale, a conference opponent. This past Wednesday, when Park teams won five major varsity wins (see other articles for details), the Girls' Varsity Field Hockey team had a 1-0 win over Roland Park Country School; this was the first time Park has beaten RPCS in twenty years, and it has been rumored that long-term head coach Barb Purkey was so happy with the win that she cried after the game.

If the team keeps playing as a cohesive unit, like they did against Maryvale and Roland Park, the rebuilding process should be short. The team has a lot of heart, and hopefully that heart will take them far.



photo by Jill Papel '05

Jenny Cooper '04 blocks goal against RPCS. ing competitive in the fierce IAAM A-conference, and although this year that success will be very hard to match, the team is putting up a great effort so far.



photo by Jill Papel '05

Amy Weintraub '04 scored the lone goal against RPCS.

The team has some experienced players, but in order to build the program, coach Barb Purkey will rely heavily on her new players; with Nicole Cameron, '05, Tara Gelb, '06, Jen Ries, '06, and Sara Dunn, '06,

the season. It took us all some time to get comfortable with each other and learn to play as a team, instead of 12 individual players. Despite this being a rebuilding year, and us being called the 'underdogs,' people's expectations

Girls' JV Field Hockey strives to win

by Sara Welinsky '05

The Girls' Junior Varsity Field Hockey Team has a promising season ahead of them. With a team consisting of mostly freshmen, their team chemistry is better than many other teams. The girls are excited for the months ahead and already "are getting ready for a great season with much success," says Tessa Emmer '07.

Their coach, Sarah Valesky, is a new coach to the Park School, but a former student. She has had no problem getting the season started. Already the hard work she has strived for is becoming apparent in the girls: "Our coach pushes us to our potential and it reflects in our playing," said Stephanie Lerner '07. Their JV practice mostly consists of practicing the essential field hockey skills, working on their set plays, and occasionally doing sprints to keep the girls in their best condition.

This Junior Varsity team has brought up an enthused 8th grade goalie, Courtney Taborn. "She has the talent, drive, and determination that is needed at the High School level," stated Calla Jamison '07. Courtney has

focused time for the JV team and it has prepared them for the season ahead of them. The girls have had three games thus far against Maryvale, Bryn Mawr, and NDP. The JV team lost all of the games by a close score. "When we learn to work together we'll achieve our goals," says Bonnie Kenny '06. They have not lost their spirit for the season, but instead look towards future competition. Both the girls and the coach feel the season ahead of them will be a successful one.

C o a c h

Courtney exclaimed that the team has "a lot of heart and energy. When we work together things will work out great."



photo by Jeffrey Weinstein '04

All for one, one for all!

done great in their games so far, and is really able to get along with the team and "to step up to the JV level," said Coach Valesky.

The fall preseason was a fo-

Boys JV Soccer plays strong

by Ben Gamse '05

This year the boys JV soccer team is trying to shake off previous disappointing seasons by getting off to a great start. Coach Chad Joseph came to Park in 2001 and has since provided the team with stability, motivation, and a new perspective toward the kind of soccer that the team needs to play in order to be successful.

If the team's current record is any indication of the rest of the season, they



photo by Jill Papel '05

with Joe Press '07. Alex Brandon '06 is also a strong defensive player that the team depends on to take aggressive control in their tightest situations.

When asked what the team's goals for the season are, Joseph made it no secret that he wanted to win the championship. Captain Bloom put it well when he said that, in order to be a championship caliber team, they must "process their raw talent into teamwork and intensity and emerge as a strong, cohesive squad."

The team has a lot to look forward, and when asked what he was most excited about, captain Rosenberg said, "the ability to utilize our coach's teaching skills and understand the way he wants us to play." During preseason the team practiced hard to polish the small things — short passing, smart running, and creating space — so that when it came down to close games they could persevere. At the rate they're going, the championship might be in reach.

seem to have a legitimate shot at the playoffs.

Currently, the Bruins' record stands at 5-1; their only season loss was to Boys Latin last week. The Bruins were down in the first half 3-0 and came back two goals in the last quarter, to only lose 2-3. Despite this loss, the team is looking solid with returning starters Gus Bloom '06 and captain Ezra Rosenberg '06 as well as

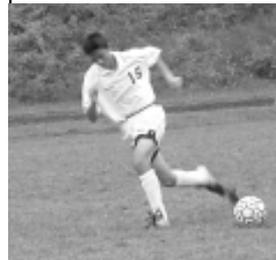


photo by Jill Papel '05

Non-Profit Organization
U.S. Postage
Permit No. 2

The Park School
Brooklandville, MD. 21022