Seniors regain off-campus privileges

by Laura Gordon '05

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

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

Jackson stated, “It’s very important when dealing with a problem, not be arbitrary or prescriptive and just say, ‘something bad has happened, so you’re all in trouble.’ It’s also wrong to force or pressure people to confess or come forward. We might have locked all the seniors in a room and said ‘you’re not leaving until somebody comes forward.’ On the other hand, to simply say we don’t know who it is and turn our heads is also wrong.”

Jackson, the administration, and faculty have several major problems with the off-campus behavior. Primarily, it is illegal for students to smoke marijuana, and secondly, Jackson says, “it is dangerous to drive back and forth from school under the influence.” Next, Jackson believes that if a student comes to class under the influence, “they could not actively participate in class the way a student should.” Based on these problems, Jackson decided, “I can’t stand by and turn my head away and take no action because I don’t have solid proof.” Seniors’ privileges were suspended for a minimum of five days and Jackson added, “we’re asking them to come forward with something to stop the problem, but we’re not asking for anyone to come forward and identify.”

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

Juniors have also been involved in the discussion, as privileges will affect anyone to come forward and identify.”

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

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

8th Graders perform Dr. Arlecchino or the Imaginary Autopsy

by Ben Hyman ‘06

In their first bona fide performance, Park’s eighth graders overcame significant challenges and shined in Dr. Arlecchino or the Imaginary Autopsy. Members of the eighth grade, directed by Gina Braden, performed Arlecchino or the Imaginary Autopsy before half-filled auditoriums Friday night, Saturday, and Sunday at the Meyerhoff Theater. The play was mirrored after the Commedia dell’Arte, a type of 16th and 17th century Italian comedy. Although there is a basic outline to the script, much of the dialogue is filled by improvisation. Says Daniel Schwartz, who played Pantalone, “All of the songs [were improvised] and so were the references to Oscar Meyer and Party City.” Schwat burst into song in the middle of one scene to sing the Oscar Meyer Weiner song. Traditionally, the plays were outside in town plazas. The stage was portable and the troupe members carried it with them when they traveled to different venues.

One of the distinguishing characteristics of the Commedia dell’Arte is the masks actors wear. Six actors wore masks during the performances. Among them was Franny McGill, who played Capitano, “The hardest part was getting accustomed to the masks. The masks take on a personality of their own.” Says Braden, “the shape of the masks forces the actor to speak in ways that are uncomfortable and exhausting.” Nevertheless, the actors able to play the roles of their characters effectively, Gina Braden said: “They did a great job. They were finding their best.”
Students join campaign trail for Dean

by Alex Harding ‘04

When the rest of the Upper School was immersed in activities ranging from pencil drawing to French cooking, five students were embroiled in the political fray of the New Hampshire democratic primary elections. Alex Harding ‘04, Benjamin Rowland ‘04, Erin McAnulty ‘05, Alex Morgan ‘05, and Allison S. Brandt ‘06 flew into Manchester, New Hampshire early on Tuesday, Jan. 13. The students were chaperoned by English teacher Kirk Wulf and history teacher Tina Forbush.

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

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

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

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

To make the courses work, 11 students made a commitment last spring to enroll in all three classes. Christine Broening is continuing AP French, Peter Warren teaches the AP English, and Kevin Coll leads the AP History. The history component supplies the context for actual events and reactions taking place in France from 1939 to 1944. In English, class members learn creative writing techniques and apply them to writing letters, descriptions of people and events, and narratives about or from the point of view of the characters. The French course provides an opportunity to role-play and explore situations and reactions to historical events, to write letters and journal entries, in French, and to round out the characters and their stories.

The group of nine students and two faculty flew Air France from Philadelphia Janu- ary 16, the Friday before Immersion Week. The extra days gave them a chance to get accustomed to the time change. “Finding the right building was important,” said Amy Weintraub, “because one of the premises of the English class is that concrete details are imperative in creative writing. Having a particular building and neighborhood in mind allows people to write about the sights, sounds, and smells with more genuineness and believability.”

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

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

Parsians walk past the building. Park students chose as theirs.

And nights in volunteers’ houses. On Thursday night, the students went with all the other Portsmouth supporters on a chartered bus back to Manchester for a rally before the debate between all the presidential candidates. They stood outside in the cold for several hours chanting for Dean before the debate, and then went to a restaurant with several hundred other Dean supporters for dinner before driving back to the hotel around midnight. The next afternoon was interviewed by CNN International, a nationally syndicated radio show, the San Francisco Chronicle, the Portsmouth Herald, and the photoshoot with Joe Lieberman. All the students were given a tour of an ABC News bus and talked with an ABC producer about the job of the field producer. Rowland said, “It is a lot different to see it in reality rather than just on a TV screen. The people in the media actually get involved in the campaigns.”

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

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

Parsians walk past the building. Park students chose as theirs.

Winter Cabaret moves to Black Box Theater

by Laura Gordon ’05

Brightly colored steam fused with casual music as over 30 Upper School students performed in the winter Cabaret January 14. The performance, hosted by Senior Jon Bookstein and Junior Abel Fillion, was the first Cabaret in the Macks-Fidler Black Box Theater. Students from ninth to twelfth grade played instruments, sang, and rapped, individually and in ensembles.

Cabaret, which was originally separated into two acts, was compressed into one set due to a predicted snowfall, and a deadline to leave the building at 9 pm.

The Black Box Theater allowed for special effects and a performance that the former setting, the Middle School Commons, could not accommodate. Another opportunity Joe Lieberman controlled sound and multicolored lights for the performance, and there was also a steam machine on stage.

Junior Adam Huganir recorded the event, which will be formatted onto CDs and sold to benefit Park Arts.

Upper School music teacher Adelle Dinerstein and the Park Arts committee organized the event and provided food and drinks for the audience, who packed the theater. Parents and students paid three dollars for the show, plus a bar of soap for Community Support.

Due to the number of participants and the unusually early closing of the school, performers were limited to only one song per individual or group. Some students, like guitar-play- er Sarah Gold ‘06 and drummer Ben Goldstein ‘07 accompanied multiple acts. Senior Dan “D-Tox” Friedman rapped to a track of music, and Upper School English teacher Kirk Wulf sang and played a song on guitar. Saxophonist and Junior Matt Morgan accompanied Upper School English teacher Howard Berkowitz on piano to the song “My Funny Valentine.”
Some things you just have to experience for yourself. That was the concept behind a Park and City College Trip to historic civil rights locations.

The idea for the trip started three years ago when Park faculty Traci Wright, Carol Kinne and Stradine Cu- bera went on a tour of the South and traveled to dif- ferent places where there was something to learn about the civil rights movement. “Once we saw the Civil Rights Mu- seum in Birmingham we were convinced that stu- dents needed to see this, to understand what the civil rights movement was really about,” said Kinne.

“I wanted to visit all of the sites I’ve read about and I want to gain further understanding by visiting them in person. I want to gain understanding about what happened before, during, and after the civil rights movement,” said Park Senior Dan Fried- man and Sophomore Alex Brooks who is the only white stu- dent from Park on the trip.

The trip took place dur- ing Upper School Immersion week. The students flew down to Atlanta, Georgia where they spent two days. From Atlanta they drove down to Birmingham to visit the Civil Rights Institute. Afterwards, they drove to Mont- gomery, Alabama, where Rosa Parks’s famous bus incident marked a major change in the civil rights movement. The group also went to Selma where they walked across the Edmund Pettus Bridge, and Tuskegee, Alabama, and they visited the Lorraine Hotel, the site of the assassination of Martin Luther King Jr. in 1968.

The trip cost approx- imately $600 for each student. Both schools wrote to different foundations seek- ing financial aid for students who couldn’t pay. Students raised money through bake sales and Kripky Kreme fundraisers. City College had bake sales and they did many of the same things as Park. Since the students from City College collected more money than those from Park, the students from Park had to pay $100 each.

“Offentimes, the Park School doesn’t get to spend time with public school kids and this will hopefully break down bar- riers and lead to better mutual understanding,” said Wright. Students were able to visit City College on the tour because they were looking for a public school that was academically on par with Park.

Nicole Love, a senior at Park and another organizer of the trip, said that she had taken a similar trip similar this year’s when she was in ninth grade. “I was excited and has big plans for this new space. This year is my first year in which he has a room to work from. Any activities were always done in regular classrooms or other places around the campus, but as of Thanksgiving, Piper and the rest of the Lower School’s science program has changed. New, as part of the many ren- on how they had read the history in school, but wanted to see for there- selves to learn even more. His- tory teacher

The school’s finalists were Elinor Hickey ’08, O’Keefe, Peter Treadway ’08, Jake Irwin ’08, Ty Sanders ’09, Rebecca Knowles ’08, Ethan Haswell ’09, Andy Marmer ’08, and Max Satan ’07. The most controversial question was, “El- lis Island, which served as a point of en- try for immigrants to the United States be- tween 1892 and 1954, is in the harbor of which major city?” Most students chose New York City, while everyone else said New York City. The judges took a while deciding on that one. Their final ruling was that Hickey was wrong. Knowles was eliminat- ed in the third round.

On the next question, “In the summer of 2003, light- ning sparked a massive wildfire in Glacier National Park, locat- ed in the Rocky Mountains in which state?” That question eliminated Irwin and Satan. O’Keefe won the Bee on the question, “Where is the Po Riv- er located?” and O’Keefe knew the answer was Italy. Says O’Keefe, “We had just finished a unit [in Social Studies] on Ita- ly, so I was confident.”

After the trip, attendees shared their memories and writ- ings at an Upper School Assembly. Their comments were accompanied with photos taken from the trip. WJZ-TV also aired stories about the tour. Throughout the trip, students documented their feel- ings after visiting the sites in an online journal. Entries and pic- tures can be found at the Park School website.

Middle School participates in National Geographic Bee

by Dan Malone ’10

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

The school’s finalists were Elinor Hickey ’08, O’Keefe, Peter Treadway ’08, Jake Irwin ’08, Ty Sanders ’09, Rebecca Knowles ’08, Ethan Haswell ’09, Andy Marmer ’08, and Max Satan ’07. The most controversial question was, “El- lis Island, which served as a point of en- try for immigrants to the United States be- tween 1892 and 1954, is in the harbor of which major city?” Most students chose New York City, while everyone else said New York City. The judges took a while deciding on that one. Their final ruling was that Hickey was wrong. Knowles was eliminat- ed in the third round.

On the next question, “In the summer of 2003, light- ning sparked a massive wildfire in Glacier National Park, locat- ed in the Rocky Mountains in which state?” That question eliminated Irwin and Satan. O’Keefe won the Bee on the question, “Where is the Po Riv- er located?” and O’Keefe knew the answer was Italy. Says O’Keefe, “We had just finished a unit [in Social Studies] on Ita- ly, so I was confident.”

Mikey Wecht ’10 con- tributed to this article.

New science classroom inovirates Lower School nature activities

by Emma Gross ’11

Creatures, mammified cucumbers, and a rug resembling a pond are just some of the fea- tures of the new Lower School Science Room. This classroom is located in the center of the Lower School and anyone pass- ing by can’t help looking in and noticing all that’s inside.

Lower school science teacher Rob Piper, a nine-year Park Senior, is very excited and has big plans for this new space. This year is his first year in which he has a room to work from. Any activ- ities were always done in regular classrooms or other places around the campus, but of Thanksgiving, Piper and the rest of the Lower School’s science program has changed. Now, as part of the many ren- on how they had read the history in school, but wanted to see for there- selves to learn even more. His- tory teacher

“I hope this is a room to visit the Civil Rights Institute. Afterwards, they drove to Mont- gomery, Alabama, where Rosa Parks’s famous bus incident marked a major change in the civil rights movement. The group also went to Selma where they walked across the Edmund Pettus Bridge, and Tuskegee, Alabama, and they visited the Lorraine Hotel, the site of the assassination of Martin Luther King Jr. in 1968. The trip cost approx- imately $600 for each student. Both schools wrote to different foundations seek- ing financial aid for students who couldn’t pay. Students raised money through bake sales and Kripky Kreme fundraisers. City College had bake sales and they did many of the same things as Park. Since the students from City College collected more money than those from Park, the students from Park had to pay $100 each.

“Offentimes, the Park School doesn’t get to spend time with public school kids and this will hopefully break down bar- riers and lead to better mutual understanding,” said Wright. Students were able to visit City College on the tour because they were looking for a public school that was academically on par with Park.

Nicole Love, a senior at Park and another organizer of the trip, said that she had taken a similar trip similar this year’s when she was in ninth grade. “I was excited and has big plans for this new space. This year is my first year in which he has a room to work from. Any activities were always done in regular classrooms or other places around the campus, but of Thanksgiving, Piper and the rest of the Lower School’s science program has changed. Now, as part of the many renovations and additions from the most recent round of construc- tion, the Lower School has a brand new science room. Piper helped design the room that can be used to move around and do research. The students are al- lowed to come in, look around and observe. There are given times when they are there to work on classroom projects. Piper’s old space was a small office at the back of the Lower School library shared with librarian Laura Schlitiz.

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

“I hope this is a room to visit the Civil Rights Institute. Afterwards, they drove to Mont- gomery, Alabama, where Rosa Parks’s famous bus incident marked a major change in the civil rights movement. The group also went to Selma where they walked across the Edmund Pettus Bridge, and Tuskegee, Alabama, and they visited the Lorraine Hotel, the site of the assassination of Martin Luther King Jr. in 1968. The trip cost approx- imately $600 for each student. Both schools wrote to different foundations seek- ing financial aid for students who couldn’t pay. Students raised money through bake sales and Kripky Kreme fundraisers. City College had bake sales and they did many of the same things as Park. Since the students from City College collected more money than those from Park, the students from Park had to pay $100 each.

“Offentimes, the Park School doesn’t get to spend time with public school kids and this will hopefully break down bar- riers and lead to better mutual understanding,” said Wright. Students were able to visit City College on the tour because they were looking for a public school that was academically on par with Park.

Nicole Love, a senior at Park and another organizer of the trip, said that she had taken a similar trip similar this year’s when she was in ninth grade. “I was excited and has big plans for this new space. This year is my first year in which he has a room to work from. Any activities were always done in regular classrooms or other places around the campus, but of Thanksgiving, Piper and the rest of the Lower School’s science program has changed. Now, as part of the many renovations and additions from the most recent round of construction, the Lower School has a brand new science room. Piper helped design the room that can be used to move around and do research. The students are al- lowed to come in, look around and observe. There are given times when they are there to work on classroom projects. Piper’s old space was a small office at the back of the Lower School library shared with librarian Laura Schlitiz.

Almost any other resource a stu- dent would need. Piper also has several wireless laptops that can be used to move around and do research. The students are al- lowed to come in, look around and observe. There are given times when they are there to work on classroom projects. Piper’s old space was a small office at the back of the Lower School library shared with librarian Laura Schlitiz.
Final Days at Park

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

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

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

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

There have been many accomplishments in the senior class and each of us is capable of doing great work. Writ published its first edition this year as an independent French language magazine. Trés bien!

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

Let’s make the half-ways feel like Park use to feel: familiar spaces and familiar faces. Say hello, be polite, and make the most of the time we seniors have left here. Put yourself in a position to be remembered at Park and not just how close the closing curtain is to their heads. Their actions are too well justified.

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

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

We Break for Immersion Week

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

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

Immersion Week is exemplary of what Park School stands for. Instead of just viewing this time as a convenient break between semesters, let’s recognize its true worth as an opportunity to do something that few people are ever lucky enough to experience.
The Drug Generation--Just Say Yes! : A Rant in Three Parts

by Caleb “Steve McClean” Karpy '04

Call me crazy, but I predict that, in less than 20 years, so many people will be diagnosed with Attention Deficit Disorder (ADD) that it will be

cheaper to have Ritalin in our drinking water, like Fluoride.

I predict Park School, as a wealthier and more medically attentive (neurontic?) community, will be among the first to put Ritalin users in the majority.

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

The Problem

It’s obvious why it’s so much more difficult to concentrate now, in 2004, than it was in 1974. Kids today are simply given so many more distractions than their parents, that simple consciousness is multi-tasking.

Add in computers (with our parents never had), where I can listen to music, read e-mail, Instant Message, and do homework (that’s not even counting various Net-based “private personal moments” of the Jacksonian variety. But this is a school paper so I won’t bring those up). Now, I’m not (much of) a computer geek, so I wouldn’t be caught dead only being online; I’d also be opening up some English History Math Science French textbook, hoping to do my homework by osmosis or something. I might get hungry also, and try not to spill marinara sauce on top of Robert Frost’s disappearing visage. The point is, if you can navigate modern life without having your mind all a-chatter, you probably don’t have electricity in your house.

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

Furthermore, we exercise so little, and when we do, we spend more time driving to soccer practice than actually running. I assure you that Ethiopian children who run 10 miles back and forth to school all day have very little difficulty concentrating, lazy but exhausted little bodies reach the classroom. We, on the other hand, store up all our unused energy in a cushion of a body, a “nest” to bewaken, that Oscar Schindler would want a piece of.

So we’re a multi-tasking, sex-oriented, lazy, self-indulgent generation, and the ultimate result is that when it comes time to do school work, we are so out of it we probably look stoned most of the time (but more on that later). All three of these “modern” symptoms are really symptoms of success: we’re fat because we have so much food, and we have computers so people don’t have to trouble themselves with living. Therefore, suggesting that we abandon our cars so we can run to school, and shake our silly selves out every morning is ridiculous. However, with all this excess energy, and all these competing distractions, we are becoming more and more an ADD generation. So we treat it like the way we have left with: with the fruits of the modern age, pharmaceuticals.

The Problematic Solution

Pharmaceuticals are drugs that the government agrees are good for people need them. But in many ways, it’s hard for a teenager to understand the difference between Ritalin and say, alcohol and marijuana.

Both change the way a person acts, one for a more scholastically bable reason, but both have recreational benefits. Ritalin means Timmy can stop bouncing off the walls and have a conversation, and Alcohol takes the edge off the edgiest people around and helps them hang out with people who don’t like them as much. We wouldn’t like. We live in an artificial society, where emotions and behavior are doctorated and en-hanced by cocktails of drugs. The cure for ADD is Ritalin. The cure for ADD is Ritalin. We psychoactive friends, alcohol, marijuana, etc, are chores, and to claim any little thing from prudence is incredible.

Our generation is in-credibly confused about these arbitrary distinctions between drugs. But parents used drugs as a tool of rebellion, but for us, drugs are a product of confusion, a revolt against a way of life, to the greatest extent in human history, our minds are no longer inviola-

ted. The situation grows murkier when we are told by adults not to use drugs because we are not yet responsible enough to drink alcohol, or that the government thinks no one is ever going to use marijuana responsibly.

However, we are responsible enough to drive two tons of heavy machinery at 65 miles per hour, and at the age of 18, we’re responsible enough to liberate the Israeli people, but not to drink alcohol because we have reasons only infuriate us more; even “liberals” can only take so much of a paternalistic government.

The Personality Fix

But the hypocrisy has been there for a long time. Now, I must say, most people can still feel themselves free, for we are told we can “fix” our personalities with certain drugs, but with not others, because, though both could severely injure you from an overdose, one is more necessary than others for a safe and secure state, a politi-

cal, as well as personal, state, one where we are a constant comm-

dandents without thinking of Jessica Alba and the BCS system at the same time.

In the end, this society has always existed, and human progress has almost always meant living less natural lives. The answer may not be to “legalize, simplify,” but instead to analyze what social mores are pushing you to become, decide for your-

selh whether these are rational to you, and then decide on your action a blend of your society and your val-

es--such would be the ideal “life skills” education. If we can do things for the right reasons, we will have a clear conscience, if not always a clear head.

Senior Gift Ideas

by Jon Weese '04

Senior Gift Ideas is a once a year event, and is decided by you. There are no limits or restrictions, your suggestions (as seems to be the case), are there many other possible uses for the cash: the publications room, for example, could use an overhaul. As it is, the “pull” is limited to the stuff of Postscript and Brownie. These privileged writers enjoy immense free space amid computers and myriad back-issues of their respective publications. I figure, if we add a few more chairs and another computer or two, we could allow the work.

ers of both Xenop and Write to avail themselves of the facility.

A rather less inclusive suggestion was to create a “senior lounge.” I think it would be a wonderful idea: after classes, what more could seniors want than to relax in their own space, perhaps enjoy a game of bridge or baccarat? Those wait-

ing in line for the shuffleboard court could avail themselves of coffee or pastries and discuss the national workplace of Hemingway or Fitzgerald. The only issue left to be decided: should we force ev-

eyone to wear a monocle and adopt an affected British accent? I certainly would classify the place up a bit.

I hope that this bulletin regarding the senior gift for this year brought more of you “into the know.” If you have any sugges-

tions about what to do with a cool fifty grand, please take it up with a senior.

The United States of Hate

by Ben Rowland '04

The United States of Hate
count. I guess I am lucky to live in a family who has good values, such as acknowledging that all citizens are equal members of our society.

So is there a solution for us liberals? The only pos-

sible one I can come up with is to castrate all conservatives. Would it be better for all of so-

ciety? Yes. Is it viable? Unfortunately, no. So I guess all we can do is head out to our local
grocery store, stock up on loads of junk food and soda, go back home, plop in front of the television, flip on CNN (or FOX News if you hate gays) and watch it all unfold.

Ah yes, I almost forgot. In a statement Wednesday, Pres-

ident Bush condemned the Massachusetts court’s latest ruling, saying, “Marriage is a sacred institution between a man and a woman. If activist judges insist on redefineing marriage by court order, the only alternative will be a constitutional pro-

cess. We must do what is legally necessary to defend the sanctity of marriage.” Think about that when you go to the polls in No-

vember. Unless of course, you’re a gay-bashing chauvinist as well.
I’m finally there! Second Semester, senior year... and I just like everyone else. Surprisingly, I’m not even into any college evidence, but still feel like it’s time to be a slacker. This summer, I heard a college student say, “You’re never smarter than your 18th birthday because of the high school.” I think it’s true. After completing FOURTEEN English self-assessments, I have never been so wrong. But splendidly, at least I can write about my writing. I can watch Saving Private Ryan and Apocalypse Now and recognize which war was which. I have higher French science literacy than anyone in my immediate family, even if I don’t have the grades to prove it. My French? Je le parle.

And, of course, I’ve also taken a marvelous quarter of Drug and Alcohol Seminar, and an even better Sexual Health and Decision-Making Seminar, so everything is sufficiently scared about the world to never try having fun again. Oh, the places I’ll go...

Getting through 11 years of park is not a single task, nor should it be. But I did it, or at least am close to having done it, and now the beautiful college life awaits me, with thousands of new people to meet and things to think. I’m ready for that.

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

However, it is understandable that senioritis will cause performance on tests to drop. Most students don’t see tests as a learning activity but a knowledge manipulation test that quantities, by an agreed-on standard, the “learning” that we wish to show to colleges. And, of course, with the specter of college take for granted at Park. In fact, being faced with the end of our Park career, we are going to appreciate and take stock of everything we’ve accomplished. But – and this is a big “but” – we, as seniors, now see Park in context.

After countless hours researching or visiting colleges we hope to get into and attend, we realize that there are other places out there with much more diverse groups of people. This is why, perhaps, senioritis is so severe (harmful, friendly and multitudinous other adjectives) that atmosphere that I have come to love at Park. I can’t wait to go to a school where I can get into fistfights over abortion parts of school that have less to do with learning than college admission are no longer necessary.

“Responsible” senioritis, however, does not reflect a change in the respect the student has for the teacher or the rest of his/her community. Just because I’m ready to go to college and leave Park doesn’t mean I don’t still love my friends and think my teachers are some of the best and smartest people I’ll ever have the pleasure to meet; to be sure, I feel that I’ll never be able to recreate the namic, friendly and multitudinous other adjectives atmosphere that I have come to love at Park. I can’t wait to go to a school where I can get into fistfights over abortion parts of school that have less to do with learning than college admission are no longer necessary.

In this way, I want something more than Park, but, this desire to experience more of the world is a great compliment to Park, that I would now want to be an “active” member of whatever community I happen to belong to. In these ways, senioritis is almost inevitable at a small school that teaches the kind of community consciousness Park does.

The college way of life also seems much more attractive than the current set-up. I get to live with friends, not the same two or three classes a day, sleep in, eat at buffets everyday, and I won’t need to bother going more than a few steps to find something to do any night of the week. In that way, I suppose the yearning for college may imply some supercessionism; I’m a grown up now, I don’t need college. But to assume students hold the same attitude for their teachers is a dangerous, and hurtful, assumption.

For while we may study subjects at a “higher level” in college, the quality of teaching still needs to be made, if not better, to be the same. Instead of having teachers help us write papers on the importance of...
Seniors: What Kind of Behavior Are We Modeling?

by Jenny Cooper ’04

The last month of the Senior Class has been a trying one for my faith in progressivism at Park, filled with one bizarre development after another. A senior, one of those who aren’t “in the know,” here is a brief summary of recent events.

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

I thought this rather was peculiar, since just a few weeks earlier, in the midst of another embarrassing incident for the school, Mr. McGill gave a speech in assembly about how students should not put any stock in rumors, because most of the time they were either greatly exaggerated or just flat-out wrong. I agree with him! Also the Bureau of the Department of Homeland Security.

Tell me, is the Pot Smoking Alert at code orange? Or perhaps it is just a bad joke...green anyway, the point is, I still don’t see how these rumors gave them the authority to act so harshly.

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

Regardless, however, a great concern for the well-being of our fellow students, we tackled the problem and discussed what we thought needed to be done. Lots of good that did us...and I’m quoting from here when and where it is ok to smoke up), and yet we pushed them away and reverted to the level of third graders. Instead of having a plan of action and a plan of action, we wasted many class meetings as members of the class vehemently denied that there was an issue and whined about our lost privileges. And on top of that, people constantly interrupted their classmates, yelled at their classmate, and showed no respect for their teachers, and the Park community in general.

We are the Seniors, and as 17 and 18 year-olds we are the oldest students at Park. We are supposed to be leaders of the school and role models for the younger students. We are supposed to hold ourselves to higher standards than the younger students, and look up to us. Our actions are seen by younger students as the “cool” and “acceptable” things that happen at Park. Do our actions champion our values? Are we modeling? Coming to school stoned, not using free time productively, lashing out at one another, lashing out at the administration without good reason, shirking responsibility. Are these the footsteps that we want the underclassmen to follow in?

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

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

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

A Treating Time for the Senior Class

by Dan Boscove-Ellen ’04

The administration winced... when they suspended our privileges, innocently believing that we would be as reasonable and rational about the whole ordeal as they were. We are the Seniors, and we have on our community. With this power comes a great responsibility and self-reflection. What is really going on here? This situation is not a war between the Seniors and the Administration; rather, it’s a battle between the Seniors and ourselves. We shouldn’t be wasting our time bickering with the administration and teachers; we should be discussing matters amongst ourselves and coming to terms with the fact that complaints and concerns were coming from fellow classmates and that mistakes were made. We, as a grade, need to take responsibility for our actions.

In our last 40 days together in the same building, my hope is that we can all open up to one another and discuss our differences, and simply act civilly. We don’t all need to be friends, we don’t all need to like each other, but we need to respect one another, and we could but please just treat each other with civility, and maybe even respect? Is that really asking too much.
Upper School students left their heavy backpacks at home from January 20 to the 23rd, for Immersion Week, which marks the one-week break between the first and second semesters. After a five-day weekend, during which teachers compiled grades and wrote comments, students participated in on and off-campus activities to immerse themselves in something new. Upper School Scheduler Kim Wecht, who was in charge of Immersion Week, stated the purpose of the week is to “dive into something unfamiliar, experience something new at an intimate level and come away with possibly a new skill or an appreciation for something.”

This is the second year in which the emphasis on art had been removed, and other areas of interest were offered. Until last year, Immersion Week was known as Arts Immersion Week devoted solely to art activities. Following complaints from students who did not want to spend four days just on art activities, students and teachers formed a committee to evaluate other alternatives. The committee decided to maintain the notion of delving deep into a single subject, but not just through a limited definition of art. The first thought was to redefine or expand what art truly means. “Most think of Pencil Drawing as art, but what about this year’s offering of Rock Music History Video or history combined with the art of movie making?” said Wecht. Thus, one goal for Immersion Week was to take new areas and apply them to art, such as history, rock music, science or food.

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

Many other activities such as Journeying and Journaling, Mountain Biking, Rock Climbing, Animals in Captivity, and Urban Issues met off campus. Other activities included field trips as well. For Spanish Immersion, students dined for lunch at Tio Pepe’s. Others who were in the activity Hey Mr. DJ visited a radio station, recording studio, and met a DJ.

The week ended with a one-hour assembly. Some activity participants showed the audience what they had done for the past week. During the assembly students watched a short play, The Tick Tock Man, which was adapted from Harlan Ellison’s short story by Junior Andrew Schaeffer in his first semester Play-writing class. The Rock Music History video was presented, as well as the Animals in Captivity slide show. Senior Vitaliy Elbert remarked that the play in the assembly “was really interesting, and it’s amazingly impressive that it could be pulled-off in a week.” Junior Ahava Vogelstein, appreciated the break. She said, “It was nice to stop thinking about work and to focus on something that I have never tried before.” Junior Alexandra Golden responded, “The week was one of the most memorable experiences of the year.”

by Allison Gross ’05
The Week in Pictures

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

photos by Kim Wecht
So, here’s an idea for a new T.V. show; let’s call it “something funny. As the viewer watches, the camera unroll unfurls: stubbing up, lying, cheating, admissions of love. And here’s the amazing part: it all happens through AOL Instant Messenger. It’ll be beautiful. No joke.

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

But, screennamegirl doesn’t have time to answer. Screennameboy, too afraid to wait, signs off with a quick “g2g lw. “Always.” And then screennamefriend types in frustration to screennamebestfriend as the screen fades to black. We’ll be sure to tune in next week.

Okay, maybe this TV series seems a little preposterous, a little hyperbolic. But the thing is, it could very well happen. With all the drama Instant Messenger creates, all the false relationships, such a show would be the most real television out there. Let’s say you never talk to person X. But when you get online and person X’s screenname pops up on your buddy list, you ignore them. The impersonal computer screen that stares back at you rather than person X’s face gives you courage. You IM person X, “hey… what’s up?”. Maybe there will be no substance in your conversation.

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

Here’s another example: let’s say you have a friend who’s a huge fan of Doctor Who. You’re trying to talk to her, afraid to look at her. You’re even afraid to call her. But IM…well, you feel fine on IM. You IM her and you can say everything. I mean, there’s no way she’ll know what you actually mean because there are no intonations or facial expressions. Other than the “:D”, but you’re at least able to type out what you’re feeling. And, so you two make up. But you haven’t talked, and you haven’t seen each other. So, when you see each other that next day it’s awkward. Because, after all, what do IM conversations really mean?

Instant messaging makes it so easy to create fake relationships, advance superficial ones, and alter meaningful ones in meaningless ways. Sure, in the IM world, all of these fake, superficial conversations can shatter your dreams or make your life worth living. But back in the real world, where you actually talk to people, those conversations never happened. Not even if you saved them on one of those log things. Seriously.

As two proud members of SETA, (Students for the Ethical Treatment of Animals), we don’t have time to answer. Screennameboy, too afraid to wait, signs off with a quick “g2g lw. “Always.” And then screennamefriend types in frustration to screennamebestfriend as the screen fades to black. We’ll be sure to tune in next week.

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

The rovers also serve as test specimens, worthy of a mission used to create improved Earthly technology, such as that envisioned in a futuristic world. But President Bush, unfortunately who has influence over NASA funding, cannot distinguish between learning valuable science and venturing into the realm of science fiction. His new space proposal to land a man back on the moon by 2020 and launch men from there to Mars is absolutely absurd. Manned space exploration was seen as necessary during the Kennedy administration, but things have changed since then and it’s no longer important.

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

In addition, the 1960s provided no alternative to manned space flight for in-depth research and exploration. Our only computers were mainframes, the size of buildings and the height of several stories. Today, we can fit that technology into space. But today, we have advanced rovers with 20/20 vision and a plethora of multi-million dollar instruments that can automatically natively navigate dangerous terrain and handle –180 degree terrains to provide more insight into the discovery of a cure for cancer. However, we believe that the testing of cosmetics on animals should never be legal. Horrible, inhumane, cruel, and pointless, they never perform on animals to see if a particular brand of eyeliner runs when wet.

In the huge flaw in the human rights movement is just creating more moderate bunch, working with the rest of the world to build bases on the Moon and Mars and even more expensive to build rockets on the Moon, as Bush insists. Mars is an ambitious goal, and a valuable one, but our research can be accomplished by using the current equipment and equipment used by lunar and Martian rovers. We may learn whether there was ever life on Mars, but we have no right to go beyond our own,” but we don’t need to send people into space. Not to mention the dangers, it is too expensive and provides no benefits. Sometimes, science fiction must remain in the realm of science fiction.
Free Time Immersion
by Abel Fillion '05

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

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

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

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

A reduction of homework poses a logistical problem for teachers because there is a predetermined amount of material that each course must cover. This problem can be solved, however, and the potential benefits for students are worth the change. Teachers could probably lessen the overall homework load while preserving its essential content. Ultimately, however, if reducing the amount of homework means that courses are forced to cover less material, so be it. The overall quality of students' lives is more important than any class. It is right for school to command so much of our time.

Park School should live up to its philosophy and "prepare students in the broadest sense, not only for further academic achievement, but also for the continuing process of choosing for themselves from the widest range of possibilities life offers." We need more free time apart from school to explore our own interests. Let's make the amount of homework a school-wide discussion.

No Business like Snow Business
by Kate Ewald '05

The alarm goes off. Outside your window, you see a beautiful landscape: clean, unpolluted snow in a perfect, quiet world. Hope wells up within you that school might be cancelled! Spurred by your hope of going back to your gloriously warm bed, you dial the school's number, pull up the school's webpage, or eagerly listen to the radio. The hope wells, wells... until that hope is brutally murdered by Jim Howard's voice on the Park School Events and Information Line saying that school is in order.

Sound familiar? Well, lucky for me, at the end of the message, Mr. Howard tells us that school only to realize that school went on without you and that you now have double the workload than before.

Now, sitting at home enjoying my most recent "snow day," something came to me: if it's not safe enough for the precious busses to be running, is it safe enough for students to be braving the icy, snowy conditions outside? Do high school drivers (or their parents, for that matter) have better driving skills than trained bus drivers? Why would icy roads be safer for students in cars versus students in busses? I'll just put it this way: if buses aren't safe enough, the risk of being outside in a car probably mirrors the risk of a five-year-old running (with scissors) through a roomful of butter knives.

Plenty of Park students are riding school buses every day. That means those kids can't make it to school when buses are cancelled unless parents go out of their way to drive them. Sure, have school closed, none of this in-between stuff. If the roads are truly disgusting or unsafe, Park should be closed. They're not bad. Park should run as normal.

The only thing resulting from the school's decision to cancel the buses is more cars added to the carpool lane, which could be used to harm millions. These facilities are the ones that are being laid off.

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

The tax cuts are the second biggest issue. The Bush tax cuts give almost half a trillion dollars to the richest one percent of Americans. This means that Bush's tax cut plan, if each of these families would receive about $342,000 over the next decade. If these tax cuts continue to be implemented, the rich will keep getting more. Right now, the top 1% of Americans get about 20% of the funds. In 2006, the top 1% will receive more than 40% of the tax cuts, and by 2010, they will be getting more than 50%, yet the average American gets about $350 this year from their tax cuts. Why should Bush be giving our tax dollars to the rich for themselves from the widest range of possibilities life offers.

Uproot Bush!
by Andy Lillywhite '07

The Democracy Project is taking this country back from George W. Bush, and they need to do it by telling everyone what's really going on. The economy, in my mind, the number one issue. "This is a jobless recovery," is what analysts say. It's not a recovery at all, though. The stock market is rising because companies are moving their jobs overseas. This provides for cheaper labor so the companies get more profit. But eventually this practice will destroy our economy. What these companies don't seem to realize is that the people who purchase their products are the ones that are being laid off.

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

The tax cuts are the second biggest issue. The Bush tax cuts give almost half a trillion dollars to the richest one percent of Americans. This means that with Bush's tax cut plan, each of these families would receive about $342,000 over the next decade. If these tax cuts continue to be implemented, the rich will keep getting more. Right now, the top 1% of Americans get about 20% of the funds. In 2006, the top 1% will receive more than 40% of the tax cuts, and by 2010, they will be getting more than 50%, yet the average American gets about $350 this year from their tax cuts. Why should Bush be giving our tax dollars to the rich?
One of the Immersion Week activities was *Point of View*, a photo course offered by Gina Brocker, a student at Maryland Institute College of Art. She posed the question: “Suppose this was your last day on Earth, what would you take a picture of?” These photos are a sampling of students’ responses.
**Return of the King: Epic filmmaking**

by Yohancé Allette '05

Disappointing. Overblown. Anti-climactic. Bungled. These are just some of the adjectives one might use to describe the third part of the Lord of the Rings trilogy. How about amazing, stupendous, jaw-dropping after an hour? Well, depending on when you are reading this review. Return of the King is the greatest adaptation of literature into film ever. Unlike other adaptations of books, Return lifts the script directly from the book, giving the story itself great accuracy. Director Peter Jackson only cuts away the most boring parts of the book, and does not try to make it more appealing by adding sexual content, or violence, or unnecessary violence.

The film works on both massive and intimate scales. Epic battles contrast with the struggle of a single soul. Monstrous violence contrasts with moments of solitary grace. Armies upon armies swarm across the screen, yet the fate of Middle-Earth depends on whether a tiny person named Frodo will drop a ring into a volcano, or whether the story itself will blow away in Return. Gollum is one of the best character and characteric ever made, next to Yoda, and with voice acting that is incredible. Between that and the character’s organic looking movement, it is easy to mistake him for a real actor. And for those who read the books – you will know of Shelob. I won’t give away too much, but Shelob has to be the best giant, killer-flesh-eating spider to ever appear on the big screen. Period.

Return of the King is indeed the “crowning glory” in what is quite possibly the best film trilogy ever made. For over three hours I sat spellbound, watching the stupendous saga come to fruition. Director/prod-ucer/screenwriter Peter Jackson has done a fantastic job of bringing the spirit of the characters and vissual feel of the magical places to vibrant life once again.

Return is undoubtly the darkest, most epic, and most satisfying installment of the three. A definite must-see.

**Aqua Teen Hunger Force: Fast Food Fighters**

by Charlie Hankin '06

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

It’s an interesting premise, and a hilarious show to watch. The complete first season is now on out on two-disc DVD set. Fans can now watch all episodes in suc- cequence and see the evolution of the characters over time. You can finally figure out what that joke about Ted’s white cheerleader was re- ferring to in episode six, and you can listen to the theme song as many times as you need to figure out what rapper Schooly-D is saying. The special features, unfortunately, don’t really live up to expectations. The most touted feature on the discs is the director’s cut of episode one, “Rabbot.” It’s not as good as I had hoped it would be. I wouldn’t be surprised if the film was released on Blu-Ray with a bunch of bonus features.

**You Got Served serves up bad cinema**

by Peter Schamp '05

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

This movie is so bad it’s surreal. The story follows two friends, Dav- id (Marcques Houston) and Elgin (Omari Hardwick), as they form a dance “crew” as they compete (or “battle”, as they say in the film) in underground dance competi- tions. Their dance crew is based on their local circuit until Wade (Christopher Jones) shows up with his comically spiked hair and Orange County rich kids. He puts up $5000 to compete with David and Elgin, who struggle to get their $5000, only to lose it to Wade in the competition.

Classically, the rest of the story would center around the two friends working and practicing to win the money back; this would be bad enough. Instead, they get in a fight over David’s romantic involvement with El- gin’s sister, Liyah (Jennifer Freeman), Elgin gets beaten up while dealing drugs to make money, and the two split up, forming different dance crews. From then on, all their friends try to get them to make up, to no avail.

**Angels in America mixes fantasy with reality of AIDS epidemic**

by Rebecca Martin '06

When Angels in Ameri- ca was transformed from a play into a made-for-TV movie (re- leased on HBO), someone high up decided to remove the subti- lest Gay Fantasia. I don’t know why, because I can think of nothing better to describe the movie. The opening credits feature Angels on High, which features a thrilling digital flight over the North American continent to New York City, set the pace for the rest of the movie. The story is a sweeping epic, encompassing the real and the surreal. It melds the emotional intensity of people coming to terms with addiction, sexual identity, disease and death with Alice-through-the-looking-glass effects, and a man who rises through an icebox, ghosts, and an angel (Emma Thompson) de- scending from the heavens to declare one of the protagonists the next prophet.

This mixing of fantasy and reality is mirrored in the weaving of the plots. The movie begins with three seemingly iso- lated stories. There’s the pill-popping Harper Pitt (Mary Louise Parker), whose uptight Mormon husband, Joe (Patrick Wilson), struggles with admitting he’s gay. There’s Prior Walter (Justin Kirk), who is dy- ing of AIDS and is comforted by a male nurse who roams freely be- tween hospitals (Ben Shenkman), who would rather run from illness than deal with it. And there’s Roy Cohn (Al Pacino), the real-life prose- cutor who sent Ethel Rosenberg to the electric chair in one of the defining cases of the McCarthy era. Always a bully, he ends his life alone and dying of AIDS.

As the movie unfolds, these plots become progressive- ly intertwined into one complex story. This transformation is cre- atively assisted by casting one person in multiple roles—a technique that is often used in theater, but rarely in movies. For example, Meryl Streep is the ghost of Ethel Rosenberg, the proud yet concerned mother of Joe, and, in a sensational trans- formation, an old orthodox Rabbi who presides over a funer- al at the start of the movie. Another thread that pulls the sto- ry together is the character of Belize (Jeffrey Wright), a gay male nurse who roams freely between hospitals with a cold and with AIDS. With a pitch-perfect perform- ance by Wright, Belize is also one of the highlights of the film. Finally, the production value is great, with an original score played by Tony Kushner when AIDS was a new epidemic and still ignored by the Reagan administration. Due to the change in climate since, the HBO adaptation occasion- ally seemed a little heavy handed. The overall cheese-factor of the film. I can’t begin to describe how dumb everyone looks and acts 100% of the time in this movie, but for a sample, just watch the previews. This mixed with the jumbling of the plot makes the movie so ri- spiralious I couldn’t help to believe.

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

by Ezra Rosenberg '06

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

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

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

Tara Gelb ’07 awaits a pass.

The Bruins were determined and came out of the locker room for the second half electrified. Park opened up a lead that they would never relinquish to capture their second win of the season from the Quakers. A key performance came from Ashley Robinson ’07 who scored 19 points in the game.

Captain Tara Gelb ’06 commented on the game, saying, “We showed excellent effort in our win against Friends and it shows our continued improvement this season.”

Last week JV had a difficult schedule of four games in one week. Despite their efforts they went 0-4. On Monday the Park faced off against Catholic High and won their third game of the season.

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

by Wes Jamison ’05

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

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

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

Alyana Newton ’04 puts up a jump shot.

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

A season that has begun 2-11 would bring despair to most teams, but this team is different, and Mr. Coll is not ashamed to say: “These are the best girls in the world. I love my team, and I would go to war with them.”

The team’s spirits still shine despite an unfortunate record, and Newton sums up the team’s attitude: “This has not been disappointing even though we’ve only won two games. We’re having fun and improving, and that’s what it’s all about.”
Boys' JV Basketball heads towards repeat championship

by Jen Webber '07

The Boys' JV Basketball team at Park has historically been at the top of its conference. With a championship under their belt, and only one loss in two seasons, the Bruins have been, and still are, the team to beat. With an in-conference record of 16-1, and an over-all record of 21-1, the Bruins are the favorite to take the championship for the second season in a row, and as Head Coach Dave Tracey says, "Our objective this season is to preserve the crown." The team, which is made up only of sophomores, runs a high-pressure offense, often pressing for the entirety of a game. This seems to be the team's key strategy, as it often comes strong in the beginning and maintains its lead throughout the game. This strategy worked remarkably well against rival Calvert Hall; Park dominated the whole game, out-rebounding and shooting their opponent, to win it in the end.

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

Something else unique about this JV team, aside from being able to maintain such a high level of play for an entire game, is that every person on the team is able to score during a given game. There are, of course, a few players who consistently rack up points – Alex Brooks, Zack White, and leading scorer Jake Rigons – but Coach Tracey emphasizes the depth of his bench and explains that, despite keeping a starter on the court at all times for guidance and leadership, he can count on any guy to get the job done. Coach Tracey's expectations are high this season, and despite their one conference loss to the second-seeded team, Beth Tilib, he is confident that his team will go all the way. In order to prepare for the playoffs, Coach Tracey says that his team is keeping three important things in mind: selfless play, tending to their hunger, and preserving the crown. Coach Tracey asserts that, "this team has jelled very well," and because all of the players always "work very hard," he knows they are mentally and physically prepared to dominate the playoffs.

Indoor Soccer has strong season, loses to IND in semifinals

by Ben Gamse '05

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

In the semifinal game, the Bruins looked lethargic from the start. They gave up a goal three minutes into the game, and the play of the Bruins deteriorated from there. The end result was a devastating 10-1 loss that matched their level of play, but not the season as a whole. The Bruins faced a well-skilled opponent in IND, and Park was never able to elevate their game to the level that they needed to win. By the half it was 5-0. Goalie captain, Julie Scherr was constantly bombarded with shots.

Captain Katie Frankel ’04 and Junior Erin McMahon ’05 turned in strong efforts in the midfield, showing hustle and determination. Overall, the team just looked tired. One of the few bright spots for Park was a second half goal by Sophomore Natalie Brown ’06. It was not enough of a spark, however, as the team had already begun to unravel. They had not fully recovered from their first playoff game against Bryn Mawr. This frustrating game was not one that they’d be happy to end their season on. Until this point, the Bruins had stormed through the season without looking back. Often playing multiple games a week can be draining and requires tough preparation to match up against other A-Conference teams. Since a shaky start they have driven forward, continuing to make practices productive and efficient. Now they stand having finished the season at 6-7-3.

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

Earlier this season, they played St. John’s. It was a tight game, tied at four for a long time until St. John’s scored the winning goal with five minutes left. The next day, Park played IND, one of the toughest teams in the A-Conference, and was able to tie 2-2. In both games they put up a strong effort, and it was a strong way to end the season.

The four senior captains of the team have led the Bruins throughout the season. When asked why the team decided on having four captains, Coach Geoff Hoffman was quick to emphasize that getting to this point was a team effort and that "each captain brought something different to the table." Captain Nicole Oidick ’04 had come back from illness to lead the offense. Captain Katie Frankel anchored the midfield, and Drew Fidler ’04 was the captain on defense. Sara Welinsky ’05 commented that Julie Scherr "was a huge component of the team and kept them in every game." The game against Bryn Mawr was perhaps one of their best games. The game was intense, with the crowd roaring in the stands. The game ended regulation tied 2-2 with goals by Nicole Oidick and Leah Bacharach. They went into a five-minute overtime where each team played their best defense, as no goals were scored. The game resorted to a shoot out. Five girls shot for each team, and Julie Scherr made three saves. As Erin McMahon made the fifth goal, Julie Scherr came out with her fourth save to win the game.

Reflecting on the season, Coach Hoffman says they have, “bonded as a united front with the common goal to win.” Since the beginning of the season, one of the team’s main goals was to stay united, since the team is relatively young and has a new coach. This season has been a good one. The girls have showcased some strong soccer. With a quarterfinal win under their belt, they have a lot to look forward to next year.
As the returning champion of the MIAA C-Conference, the Boys’ Varsity Basketball team has struggled to stay in first this season. Despite this, the Bruins are strong, with an 11-6 conference record, and remain a formidable opponent in the league. As Head Coach Josh Wolf affirms, “The team is really starting to come together.”

On February 6th, the Bruins defeated Sts. Peter and Paul High School for the second time this season at Park’s Annual Program Night. The night, which is dedicated to the seniors as it is their last home game, was a great success: alumni, parents, faculty, and students attended. The concession stand, proceeds of which are given to Park’s Habitat for Humanity program, was open, and the junior class sold “Rally-Towels” to fundraise for their prom.

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

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

On Tuesday, Park pulled off a nail biting victory over Our Lady Mount Carmel, winning in the fourth quarter by six after being down in the third. Weitz scored a staggering twenty-nine points, with thirteen points in the fourth quarter alone, he went 7 for 10 from behind the arc and had four rebounds. Porter also had an outstanding game, with seven points, 12 boards, five steals, and five assists. Rifkin also had six points and nine rebounds, five of which were offensive. Dia Clark had three critical assists. The Bruins are taking this year’s playoffs seriously and are doing all they can to prepare for the fights ahead of them. As Coach Wolf stated during his pre-game speech at Program Night, “We’ve had three tough practices in a row. These guys did 43 sprints yesterday before we even started practice.”

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

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