School moves to distance learning

Administration closes campus in midst of COVID-19 crisis

The Park School has closed campus to students and moved to distance learning in response to the global COVID-19 crisis. "This was not a difficult decision to make in that we were listening to and consulting with health experts," Head of School Dan Paradis said on April 6. "We were keeping our community members' health and wellbeing first and foremost in our minds," he said. "It became clear that social distancing was an absolute necessity."

"I am proud of how quickly we have been able to implement distance learning," Paradis said. "The Park School has moved to distance learning in a way that is thoughtful, educationally focused and responsive to the needs of our community." Paradis said the school has been working diligently to ensure that the distance learning experience is as similar to the in-person experience as possible.

The school has been providing daily updates to the community and has set up a distance learning website with resources and information for students, faculty and parents. The website includes links to online learning platforms such as Google Classroom, Zoom and Microsoft Teams.

"We are committed to providing a high-quality education for our students during this challenging time," Paradis said. "We are doing everything we can to support our students, faculty and parents as they navigate this new normal."
How our newspaper is adapting to the crisis

One of the Postscript moments we cherish most is seeing you all pull the papers out of your mailboxes, open them, and read them all the way through the school. As we walk through the halls, we see students reading the editorial out loud or discussing the reviews in the Arts section, we are reminded of why we pour so much time and energy into the paper.

In the last few weeks, a lot has changed, on the small level for the Postscript, on the larger level of The Park School, and, of course, on the global level as well. We all remember that last Wednesday of classes and the sense of uncertainty and unease that descended upon us.

Little did we know, particularly as seniors, that that would be our last day of classes on campus. In many ways, that sense of ‘something’s wrong’ has not dissipated, and we’re not sure when it will.

More than ever, we need community. And when much of what normally shores up and reinvigorates that sense of community within the school has not dissipated, and we’re not sure when it will.

Beyond that, we also stand by our belief, as we have all year, that the Postscript is a record for the school. We are experiencing a major historical event right now. In five, or twenty, or however many years, people will be able to look back and see how Park responded to this crisis. We hope they will be able to see how our community persevered as well.

For all your information on the COVID-19 response, head over to the front page to read about how our administration made speedy, difficult decisions about closing the school and moved to distance learning.

In future issues, we will cover how different departments are fareing and how students are feeling about these changes. Look forward to features on student projects (especially Senior Projects), faculty endeavors, and a robust Arts and Culture section with recommendations to help you enjoy your altered lives.

We know a lot of you are feeling scared, disappointed, and sometimes bored right now; we are too. This isn’t how we wanted to end our year as editors, as students, or a community. We hope that the Postscript can be a source of comfort, information, entertainment, and even a useful distraction for you. To that end, and to keep up with the rapidly changing news, the Postscript team will be working hard to digitally publish shorter issues more frequently.

As always, if you have any opinions, news, feelings, or hobbies you would like to share, we would love for you to write for us. Join us on Thursday, April 9, at 3:15 for a virtual brainstorming session, info below.

Meeting ID: 563 992 198
Password: postscript

We hope you and your loved ones are safe and healthy. Even in these tough times, we are still eager to give you the news.

As this email arrives in your inbox, we know it’s not quite the same as getting a physical newspaper in your mailbox at school, but we hope it will suffice for now.

The subject of some controversy, the film Like was shown at a March assembly. An Indieflix production distributed to schools nationwide, the film attempts to ask the question: “Are you using technology or is technology using you?” While the concept had potential, the execution left much to be desired for many students and teachers. “It could have been better if they had given more scientific evidence. They also blamed it a lot on the kids when they should have said: ‘Yeah, we created this, and now it’s messed you guys up,’ instead of saying it’s all our fault,” Cate Cochran ‘23 said.

Cochran brought up an interesting question of who is responsible for this problem of social media usage. Is it the students who use phones to communicate and connect, or the adult owned companies who take advantage of social media usage. Is it the students who messed you guys up,’ instead of saying it’s all our fault,” Cate Cochran ‘23 said.

We sincerely hope that all Park students interested in advanced artistic inquiry will speak with any of the Arts faculty about current and future opportunities for advanced arts work.

Thank you and kind regards,
Deborah Hull

Dear Postscript:

I write in response to your February 26, 2020 commentary piece “Advanced humanities classes would allow for in-depth study.”

In the Arts department value advanced-level inquiry in both the visual and performing arts, and for that reason we offer several advanced level courses, one of which – Music Theory (Accelerated) and Composers Workshop can be taken as an AP and for college level expectations.

While Music Theory is currently the only accelerated arts class that includes the opportunity to take the AP exam as part of the course, we are exploring ways to improve the visual and performing arts, all of which, to quote your article, can “help students to distinguish themselves when applying for college…while experiencing greater academic rigor and being introduced to college-level expectations.”

Advanced study in Visual Arts is available in several areas: students interested in pursuing work in-depth should consider Junior Portfolio and Senior Studio. Both accelerated courses are designed for experienced students who wish to pursue work toward the completion of a portfolio for college applications or for archival purposes, and both require permission of the department.

In the Performing Arts, in addition to Accelerated Acting, we offer Advanced Acting, Dance, and several advanced level music performance courses, including the auditioned Park Jazz Collective and the a cappella group classes. All the accelerated classes I mention are listed in the course catalog and require the requirements for admission to them.

Additionally, the Upper School Arts faculty, nearly all of whom are practicing professional artists, are available to mentor students with particular passions and areas of expertise both through course work and independent study.

We sincerely hope that all Park students interested in advanced artistic inquiry will speak with any of the Arts faculty about current and future opportunities for advanced arts work.

Thank you and kind regards,
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Not everyone liked LIKExox

by JOHN APOSTOLO ’23 and ZOE PICKARD ’23

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The Postscript

Office of Tuition Assistance and Enrollment Mgmt. pursues equity first
by BELLA PALUMBI ’20

Mennette DuBose San-Lee, the Director of Enrollment Management and Tuition Assistance, has been leading the technology rollout on the family front, with an eye for equity. Along with Director of Finance and Operations Jason Webber and Information Technology (IT) Manager Julie Medalie ’01, San-Lee developed a “tech device loaner program as well as a school supported device purchase program for families participating in the Tuition Assistance program who might otherwise have difficulty quickly obtaining the necessary technology for effective distance learning,” she said. “Julie [Medalie] has been a rock star sourcing these devices in the midst of Chromebook inventory shortages. Our IT team is pretty amazing.”

A large part of San-Lee’s job these days is “making sure families have the technical resources needed for their students to fully participate in the Distance Learning” and “helping families plan for continuing to make a Park education an affordable part of their family’s financial picture in the wake of the COVID-19 crisis,” she said. San-Lee is also the person behind the management of international students’ visas; and additionally, is “in the world of taxes and finalizing tuition assistance awards for families who participate in that program for the upcoming year,” she said.

Exchanges to South Africa, France, Spain, cancelled
by JACOB HIRSCHHORN ’21 and CALLIE KROIS ’21

Three exchange trips scheduled to happen over spring break, travelling to Spain, France, and South Africa, were all cancelled this year due to the worldwide COVID-19 pandemic. All three trips were slated for Spring Break, so that students wouldn’t miss as little class time as possible. However, due to the fact that the coronavirus was spreading so rapidly throughout the world, Coordinator of Dan Paradis, with advice from experts as well as other administrators, made the decision to cancel all trips. “We were worried about taking students to Spain, in terms of transportation and the epidemic become out of control while host families for eight nights. Imhoff did,” Sorel said.

The three trips were to be made up next year. “This year, teachers are planning for the decisions collectively,” Imhoff said. “It was good for us to have consistency and financial aid offers. These meetings are now over the phone and on Zoom.”

Three exchange trips scheduled to happen over spring break, travelling to Spain, France, and South Africa, were all cancelled this year due to the with travel during Spring Break. This was going to run for the first time this year. The trip was to be March 11 to March 19, and seven students – six seniors and one junior – along with a Park faculty member Leela Chantrelle and Upper School history teacher Katherine Arner, were planning to go. The students were going to visit the African Leadership Academy (ALA) in Johannesburg, South Africa, where Director of Civic Engagement and Service Learning Segun Olajunju helped pioneer the ALA’s “Build Program.”

Students from all over Africa attend the school to participate in the program, which is, according to their website, “designed to build and strengthen Africa’s youth-led entrepreneurship ecosystem by igniting an entrepreneurial mindset young youth and facilitating concrete opportunities for first-hand experience designing and leading social or business projects.”

Even though they were cancelled this year, teachers are planning for the trips to be made up next year. “The French students are now going to Paris in the fall over Thanksgiving. We had already planned a November trip for this year’s students, because we would never have so many who applied,” Sorel said. “Since we already had a group going, I asked if we could bring more students to a trip in Paris in February before we ultimately made the decision,” Spanish teacher Ileana Imhoff said. “When we finally met on [March 3], it seemed like we were all on the same page.”

The Spanish exchange trip planned to leave on March 12 and return to Baltimore March 23. For several years, a partnership with Colegio San Jorge has allowed Park students to be paired up with students from that school, located in the city of Montevideo. Students were going to stay with host families for eight nights. Imhoff and science teacher Mikey Guarraza were especially looking forward to the experience.

“We were worried about taking a group of students, and having the epidemic become out of control while we were over there,” Guarraza said.

“We were worried about a lack of information about the situation in Spain, in terms of transportation and the possibility of being quarantined in a different country,” she said. The students from Colegio San Jorge “were supposed to come to the United States from April 15 to April 29, and stay with Park students while in Baltimore.”

The trip was also cancelled due to the coronavirus. All of Spain is under ‘stay at home’ orders similar to the decrees issued by Governor Hogan for Maryland.

“We were also worried about the possibility of being quarantined in a different country,” she said. The students from Colegio San Jorge “were supposed to come to the United States from April 15 to April 29, and stay with Park students while in Baltimore.”

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“The virus has made it difficult to travel during Spr,” Hirsch said. “Even though the Spanish exchange doesn’t have the same backbone for the make-up trip, Park and Colegio San Jorge are still trying to make something happen.”

“Hopefully we can do it in the fall with this group,” Imhoff said. “If not, we’ll try the spring [of 2021]” she added.

Since the South Africa trip was mostly comprised of seniors, it is unlikely that it will be made up, but Chantrelle hopes to be able to have another opportunity to go.

“Were following the CDC guidelines for France,” Sorel said. “And it was the uncertainty of the situation that made us nervous. Things seem to be changing so quickly,”

Pandemic forces changes to college process
by TALIA KOLODKIN ’20

The epidemic has also caused standardized tests to be cancelled, which is still an issue for many students in the college process of many colleges. Many colleges, such as the University of California system schools and Tufts have moved to test-blind admission processes for at least the coming year. This means SAT and ACT scores will not be required to apply. Tracking these sorts of changes is another responsibility of the college counseling office.

Even for schools that do not become test-optional, what is considered in the application process will likely change. “I expect that colleges will be less likely to focus on standardized tests this year, as many students will not have as many opportunities to test as in a normal year,” Hirsch said.

The COVID-19 outbreak could interrupt campus activities such as painting, light renovation, deep cleaning, campus mulching, and other improvements,” Director of Facilities and Transportation Loraine Brein said. Facilities has also sanitized the school. Even before the COVID-19 outbreak, the Maintenance Support team was cleaning common areas of areas of the school during Spring Break. This process, which they do every school break, entails cleaning lockers, floors, carpets, and furniture. In light of the epidemic, “we reviewed the [Center for Disease Control] guidelines for cleaning and found that we [already] incorporate the suggested cleaning procedure in our normal cleaning, so we felt really good about that,” Brein said.

They are also occasionally responsible for bringing items, such as the hand sanitizer that the building is the request of the community members, as the campus is closed to the broader community.

While students, faculty, and administrators take on the challenges of distance learning, the Facilities staff “still go to campus every day, working to improve our school. In fact, an empty building allows Facilities to work on projects that otherwise might not get done.”

Due to the major campus renovations completed over the past three summers, there is plenty of maintenance work to do. “In the past was delayed to make room for bigger projects. “We are operating in ‘school break mode’ where we are able to work on projects that would interrupt campus activities such as painting, light renovation, deep cleaning, campus mulching, and other improvements,” Director of Facilities and Transportation Loraine Brein said. Facilities has also sanitized the school. Even before the COVID-19 outbreak, the Maintenance Support team was cleaning common areas of areas of the school during Spring Break. This process, which they do every school break, entails cleaning lockers, floors, carpets, and furniture. In light of the epidemic, “we reviewed the [Center for Disease Control] guidelines for cleaning and found that we [already] incorporate the suggested cleaning procedure in our normal cleaning, so we felt really good about that,” Brein said.

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Facilities team continues on-campus work
by TALIA KOLODKIN ’20

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Resident Writer: Steph Cha talks race
by ISAAC MARGULIES ’20 and CHIMA OKORO ’20

We were fortunate to host Resident Writer Steph Cha for a day of learning and discussions surrounding writing, specifically about her new book Your House Will Pay. After hosting an assembly before Upper School students on her March 4 visit to Park, Cha held workshops discussing the significance behind identifying as African American or Asian in the United States and the relations between the two. Her workshop with the new students overlapped, we were only able to attend a select few of them.

Before she wrote Your House Will Pay, Steph Cha wrote a series of mystery novels, the Juniper Song trilogy. English elective Black Guilt/Asian Innocence was notably exceptional, with students of the elective — who are currently reading her novel — asking questions that created a profound discussion. Cha grew up in Los Angeles — where her novel is set — with two Korean-American parents. In her early childhood, racial injustice in America was at its peak. At five years old, Cha lived through two unforgettable events within a span of weeks: the brutal beating of Rodney King by police officers, and the fatal shooting of Latasha Harlins, an African American family, with every chapter flip-flopping from the story of one family to the other. Although they are two distinct families, their plot lines end up intersecting with one another. Cha faced a difficult task trying to authentically portray two different cultures and families in such a delicate setting; however, Cha was able to translate her own genuine voice onto her characters, providing them with a natural sound. Writing the book was a meticulous task. “Every sentence was looked over five times before being finalized,” Cha said. “I held many discussions with friends for approval of certain characters I couldn’t identify with,” she added. In addition to carefully choosing her wording, Cha had to make deliberate choices about family structure, stereotypes, and authenticity. It is this stringent focus on authenticity that makes Cha’s novel so great, and it is this thoroughness that students in Black Guilt/Asian Innocence were so incredibly fascinated by.

Cha’s final message of wisdom as she left Park was that “the personal and the political are not separate,” an inspiring phrase that she hopes was the largest takeaway from her novel.

Resident Scholar: Jal Mehta ’95 seeks deep learning
by TALIA KOLODKIN ’20

This year’s Resident Scholar was Jal Mehta ’95, a professor at the Harvard Graduate School of Education and co-author of In Search of Deeper Learning, a book that draws on hundreds of hours of observation of American classrooms to determine what makes for a meaningful educational experience for his students. On March 6, Mehta posed the question: “How can we build communities of deep and powerful learning?” Upper School English teacher Marie Spiegel took notes that were projected at the front of the theater while students engaged in an assembly-wide discussion, guided by Mehta, about the answer to this question at Park. Mehta believes that the keys to “deep and powerful learning” are “rigor and joy,” and that this sort of learning often occurs in the elective space.

From there, it is a question of how to channel those educational successes into the classes that all students take. “[If] both the faculty and students are more excited about these electives, why don’t we move some of that into the core spaces?” Mehta posed.

As students brought up their experiences and concerns as high schoolers at Park, especially about Core 9 and Core 10, Mehta responded with anecdotes from his career here and his vision for successful schooling. “Not everything is going to be interesting, but it would be great if more things were interesting more of the time,” Mehta said.

In his presentation, Stern covered everything from the frequency of touchdowns to the probability of winning the game. He also reflected on the lack of regulation as high schoolers at Park, especially about Core 9 and Core 10.

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Mehta’s work is extremely relevant to Park as a progressive institution that is always looking to improve itself.

In preparation for each week, Stern works on to Yale University, where he worked for three years as an analyst with their football team. Upon graduating Yale, he immediately became part of the Ravens organization.

In his presentation, Stern covered the basics of expected points for each play, or how many points overall each play is expected to earn, and how that differs based on field placement and downs.

He then delved deeper into the more complicated calculations and factors that he and his colleagues have to consider in order to determine how each play affects the team’s probability of winning the game.

In preparation for each week, Stern helps to compile data on each potential play and overall win probability. During a game, Stern continues to analyze this data and communicates it to Head Coach John Harbaugh on each first down.

In particular, he brought up the idea of “communities of belonging” as integral to powerful learning. He argues that this is where the critical role of teachers fits in. “I think fundamentally the teacher is a sort of community builder,” Mehta said.

Mehta finished the assembly with these two connected questions: what do you want to change about Park and what do you wish to give up to do it? As students’ answers to the questions were written down in separate columns, it became clear that the student body had far less to say about the latter.

Mehta’s first seminar was ‘Lived Inequalities in School.’ Students and faculty who attended were asked to read excerpts by authors Ta-Nehisi Coates and Angela Valenzuela. The session focused on how students of color experience school.

After a question and answer session with students over lunch, Mehta led his second seminar: ‘How Best to Improve Teaching in America’s Schools: Professionalization or Decentralization?’ The session, which was attended mostly by faculty, explored what the field of education should do to improve teaching, both for students and as a career, on both small and large scale.

Mehta’s work is extremely relevant to Park as a progressive institution that is always looking to improve itself.

BRAIN sPARK brings famous figures
by LUCY DEMSKY ’21, ADDIE FLEMING ’21, CALLIE KROSIN ’21, and LIZA SHEEHY ’21

BRAIN sPARK is a signature Park event that occurs every three years to showcase talented and important people in the community. Parents, alumni, students, and faculty are invited to attend and participate in a variety of conversations and presentations by fellow community members.

It was an opportunity to “kindle, ignite, and electric” the mind, according to the event’s tagline. This year there were over 50 sessions covering politics, law, business, science, food, art, sports, and so much more. As sessions overlapped, we were only able to attend a select few of them.

Former Park parent and granparent Senator Ben Cardin spoke on the topic of ‘Restoring Trust in America.’ He discussed that while it may not be apparent, there is much motivation within the Senate to collaborate and pass legislation. The Senator shared his experiences and successes with bipartisan partnership, along with difficulties that occur when President Donald Trump plays a role in policy-making.

He also reflected on the lack of Republican willingness to challenge Trump, and shared his insight on impeachment. Senator Cardin participated in 70 hours of impeachment hearings, in which he could not speak or ask questions.

He expressed that the lack of a proper trial in the Senate was one of the greatest failures of the Senate in American history. After sharing his vision for a fair and proper trial in the Senate, he also conveyed his hope that the Senate can improve itself.

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Also focusing locally was Baltimore Magazine’s food and dining editor Jane Marion, who is a former Park parent. Marion, who has been a writer for 33 years, reflected on her career as a journalist and talked about her food and dining experiences in Baltimore.

In her role as food and dining editor, Marion is in charge of putting together Baltimore’s Best Restaurants List.

While taste and presentation are central features of her reviews, Marion is curious, and left smarter and inspired!

data and statistics are used to make gametime decisions. After Park, Stern went on to Yale University, where he worked for three years as an analyst with their football team. Upon graduating Yale, he immediately became part of the Ravens organization.

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Regardless of whether you are a student, faculty member, parent or alumnus, BRAIN sPARK provides something for all to enjoy and experience. Everyone certainly came curious, and left smarter and inspired!
Featured artist: cartoonist and actor Sam Cochran

by ALINA GLASS '22 and LEAH PICKUS '22

Name any form of art, and senior Sam Cochran probably does it. He has the most experience with drawing and cartooning, but is also interested in theater, film, painting, ceramics, woodworking, metalworking, blacksmithing, and music. “Drawing is my bread and butter,” he said with a chuckle. Cochran has always had a love for cartooning, which began with reading comics in elementary school. “Cartooning is a life-long passion for me, because I love comics, and I've loved comics since I was very young,” he said.

Inspired by The Adventures of Tintin and Calvin and Hobbes, he started drawing comics at a young age and continued to make comics throughout Middle and Upper School.

While at first cartooning was just a fun way to pass time, at a certain point he started working on improving his drawing techniques and learning cartooning styles. “Seventh grade was really the point when I started taking an active approach to improving my art, like seeking out examples, copying things, and kind of trying to develop my own way of looking at the world,” he explained.

Cochran draws cartoons both for fun and for the Postscript. For his personal cartoons, inspiration can be found anywhere, but often comes from something funny that someone says in class. When drawing for the Postscript, he pays attention to a striking moment in the article or the general feeling it gives him. Cochran then draws a few thumbnail sketches and chooses one by asking questions like: “Is it visually interesting?” and “Is it a comic I would want to read?”

Over time, Cochran has taken on many different cartooning styles from different artists. Although he doesn’t think of his art as having a specific style, he mentioned that his friends can hardly tell his drawings apart from others. “Even so, he still tries to keep an open mind about his drawing style.

“For me, style has been something that I've tried to let go of thinking about,” he said.

For a guaranteed laugh, be sure to look out for Cochran's cartoons in the Postscript.

The Invisible Man succeeds as a monster movie remake

by BRANDON ZAYON '22

The Invisible Man (2020) is a remake of the classic 1931 horror film of the same name, which was originally based on a story by H.G. Wells, though the plot has been modified and updated significantly. After Cecilia (Elisabeth Moss) escapes her abusive husband Adrian (Oliver Jackson-Cohen), she struggles to come to terms with her new life. That is, until she finds out that Adrian committed suicide, and is giving her a fortune.

She starts to put her life back together, until she notices some weird things happening that cause her to suspect that Adrian might not actually be dead, but has somehow turned himself invisible.

The directing, by Leigh Whannell, and the cinematography, by Stefan Duscio, are highlights of this movie. There are several parts where the scene is framed as if someone were in the frame, even when no one is there. There is a scene where the camera is following Cecilia, but then stops as if it were following someone else. The cinematography keeps you on edge and keeps you second guessing if the characters are really alone or not.

The acting is also great. Moss does an incredible job conveying a person who is being pushed to the verge of insanity. Jackson-Cohen has a creepy, foreboding voice that makes your skin crawl, but it is subtle enough to feel like it’s inside your head.

The supporting cast (Harriet Dyer, Aldis Hodge, Storm Reid, Michael Dorman) is also great, if a little underdeveloped, but they all do what is needed to advance the plot and they’re still fun to watch.

The script is a little hit or miss. There are a lot of expertly-crafted scenes that make you feel for the characters and a lot of great ‘shov, don’t tell’ moments, but there are also a few confusing and unclear sequences, especially towards the end. In the final third, the entire tone of the movie shifts from subtle thriller to slasher action movie, and while the action is amazing and there are still some very tense scenes, it never reaches the peaks of the previous two thirds.

The only aspect of the movie I really didn’t like was the score. It was pretty generic overall, which is disappointing coming from Benjamin Wallfisch, whose previous work includes Blade Runner 2049, Shazam, and both IT movies, which have great and iconic scores.

Overall, The Invisible Man is a great slow burn thriller, but I believe it could have had a more fitting end. The directing and cinematography are top-notch, and the acting picks up the ball where the score would have dropped it.

8/10. See it whenever you have the time.

The Handmaid’s Tale is a slow-burn, dystopian masterpiece

by ERIC SMITH '22

The course of events in The Handmaid’s Tale is terrifying to think about. Across our own country, we have heard the outcry from those who think America is being ‘corrupted’ as its people turn away from more religious and ‘traditional’ values. The Handmaid’s Tale, by Margaret Atwood, depicts a imagined society where a group of such people manage to suspend the Constitution and replace the government with a religious oligarchy that places women in a state of submission, and eliminates the national birth rate has dropped precipitously, for her old life with her husband and young child, from whom she was forcibly removed and is forbidden to ever mention. Offred also regrets that she did not react quickly enough to the warning signs that marked the beginning of Gilead. This is until Offred finds just the smallest sliver of light in the doorway, light that takes her down a path that she could never have imagined.

The Handmaid’s Tale is a shockingly powerful book that takes the reader through the rawest of human emotions.

The book starts off slow, but it truly needs to, because once the characters are introduced and the stage is set, you will be forced to contend with what is like to be in the shoes of someone who is trapped in a scenario that many could not even begin to imagine.

You experience the barely-contained fear as Offred walks under ‘The Wall,’ a red brick wall on which traitors to Gilead are hung to rot in the open. You will come to understand the savagery of ‘The Red Center,’ as Offred witnesses a woman lose her mind and grapples with a newfound complacency.

You will appreciate the hope of a woman who had not been allowed to read finds the Latin phrase “Nolites te bastardes carborundorum” inscribed in her room. (You dear readers, will have to read the book to find out what that means.)

As painful as it might seem to read a novel about humanity pushed to the limits, it goes without saying that this book is a modern masterpiece, one that required complex worldbuilding like the likes of Tolkien, and humanism the likes of Tolstoy. I entreat you to read this book, and delve into this Seventh Circle of Hell.
A strong run to the MIAA “C” Conference Championship did not have the ending the Boys’ Varsity Basketball team had hoped for. To a group that was together for long practices after school and even on weekends, a 58 - 50 loss to #2 seed Cristo Rey was a bitter end to a very impressive 2019 - 20 campaign.

After securing the first seed against Cristo Rey, Park earned a home semifinal versus The Key School. The game appeared to be over when Jonah Friedman ’21 had a shooting spree late in the fourth to extend the Bruins’ lead. The Obezags, however, would not quit, and charged back to tie the game at 56 - 56 with less than a minute to go. When the Bruins needed a basket to advance, they counted on their All-Conference point guard Ryan Adams ’21, who delivered on a drive to the basket. Key only had time for a long buzzer-beater, and fell short.

In the championship game, the Bruins fought extremely hard, but it just wasn’t their day. Typically a strong team from behind the arc, Park had an off day, shooting-wise. Ryan Bradley ’20 had a noticeably strong performance on both ends of the court. In a game where Park led by one at halftime, Cristo Rey was able to distance themselves in the second half.

The momentum from the Bruins’ strong season should carry into next year, as they will retain All-Conference players Adams and Ry Hermann ’21, along with a solid group of other contributors from this season. They will need to overcome the loss of Bradley and Chima Okoro ’20 to be true contenders.

Remembering the Boys’ Varsity Basketball Season

by QUINN SEIDENMAN ’21

I will never forget our semifinal game against Key when we just hung on to the win after conceding about 12 points in the final minute. It shows our foolishness at times, but also our resilience. Ultimately, we worked hard all season and brought Park to its first championship game in over a decade. Though we didn’t win, I’m confident that they’ll get it done next year.

-Chima Okoro ’20

Being able to hustle with such a tight knit group was truly a blessing in my last year. I really felt like I was a part of a family during every practice. We were not just teammates, we were a brotherhood.

Some of my favorite memories from Upper School have come from being on the team, and as I leave, I am certain that my fellow ballers will strive on.

-Ryan Bradley ’20

photos courtesy Communications