Juuls enter schools

by MONTANA LOVE ‘18

Noticed a sudden resurgence of USB drives recently? Those thin, rectangular, black devices popping up among teens aren’t used for transferring term papers.

Many are familiar with vaping, but Juuls have quickly and quietly cornered the vape and electronic cigarette market.

As one of the newest and increasingly popular electronic cigarettes, the discreet device has taken over high schools across the country. Park included.

In a survey of Upper School students, 75 of 272 respondents reported having used the device, also known as having “juuled” or “juuling,” at least once before—meaning more than a fifth of the entire Upper School has used the device.

The Juul hit the market in 2015, and it has quickly made its way into the hands of teens. The device, which is commonly filled with Juul brand “pods,” will set you back $50.00 for the fifth of the entire Upper School has used the device.

The variety of pod flavors is, perhaps, what has most significantly contributed to the popularity of Juuls amongst young people—the fun and familiar offerings make juuling more appealing than smoking cigarettes and a four-pack of pods.

Pod juice contains 5 percent nicotine by weight, lasts for about 200 puffs (roughly equivalent to a pack of cigarettes), and ranges in flavors from Virginia tobacco to mango to menthol by weight, lasts for about 200 puffs (roughly equivalent to a pack of cigarettes), and ranges in flavors from Virginia tobacco to mango to menthol.

Juuls have quickly and quietly dominated the Juul market.

Despite more than three-quarters of respondents claiming to know what a Juul is and 194 students reporting to know someone who owns one of the devices, the ubiquity of Juuls in the Upper School remains a relatively hidden phenomenon from faculty and parents.

“I actually think that juuling is totally foreign to most faculty, if I had to guess. And that most faculty—like myself before this fall—would be unable to identify one or even describe one,” Upper School Principal Nancy Dickson said.

“In general, adults have not chatted into that new technology, and some ninth grade parents have told me that they also would not recognize [a Juul].”

The school has recently moved to include electronic cigarette vaping education within the existing substance abuse curriculum for the ninth and tenth grades.

See Juuling, p. 8

Juuls, a sleek take on the electronic cigarette, have quickly grown in popularity throughout the country.

Neglected African artwork waits in limbo

by LIZZIE KANE ’18

Dozens of pieces of African art, given to the school over 40 years ago, are covered in sawdust, sitting on a high shelf in the theater’s set design shop.

In 1973, Samuel Holtzman, a parent of Park alumnus Joseph Holtzman ’75, and his family donated the bulk of the African artwork, including helmets, figures, stools, and drums, and a place to exhibit it.

The Admissions Office, in its previous location, was originally named the Holtzman Gallery. Other families also contributed to the collection.

“The idea was to take the collection, share it, and take it on the road,” former visual arts teacher Garry Cerrone said. “We had talked about making presentations at other schools to expose them to this wonderful collection of art, but we were never able to materialize the money to do all of that.”

Throughout the history of the collection, there has been a lot of confusion surrounding its value.

In fact, Head of School Dan Paradis was unaware of the value before recently receiving a file of relevant documents from the art department. Originally, in 1974, the whole African collection was valued at $22,625. However, former head of school Parvin Sharpless (1976-1995) was not convinced of this value, and eventually, he consulted an expert who did not believe the collection was worth as much as initially appraised.

“I don’t think it was ever really treated with the best amount of respect after that,” Cerrone said. Based on the files Paradis recently looked at, it was clear to him that the collection’s value remains uncertain. “There were widely disparate evaluations,” he said.

“There was a guy who had a business of putting together collections like [ours] and inflating the value,” Cerrone said. “People would buy these collections and then donate them to institutions to take a handsome tax write-off. That was the impression we had.”

There has also been confusion about the authenticity of the collection.

“The African tribesmen learned very early—because they were the subject of a lot of colonization—that the British and Europeans wanted to buy [native art],” Cerrone said.

See African artwork, p.10

Water main break cuts school day short

by LUCY DEMENTSY ’21

At the October 25 Upper School morning assembly, the student body erupted with cheers of excitement.

Luke Pound ’18 and Anna Conners ’19 had just finished delivering presentations about their summer work in South Africa and Argentina when Head of School Dan Paradis walked up to the podium and made a brief announcement.

Paradis informed his audience of nearly 400 teachers and students that there was a likely chance of school closing due to a water main break.

The cheers and sudden exuberance brought a smile to Paradis’s face, and he said, teasingly, “I am shocked and disappointed at your response!” Paradis later said, “I understand why people were excited.”

For the rest of G block many students grabbed books and bags and hung around waiting to hear an update from the school.

At 11:20, Upper School Administrative Assistant Dorrie Bright sent out an urgent email to the Upper School saying that Park would be closing and everyone needed to gather in the Meyerhoff Theater at 11:30. Students began milling about and making phone calls during the M block in the expectation of leaving campus.

The dismissal process was somewhat chaotic for teachers and students.

Upper School students were told to check in with their advisers to inform them how they would be getting home.

See Water, p. 3
Hateful but not violent

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We welcome letters to the editor, unsolicited op-ed pieces, and other contributions. Please send work to PosTscriPT@parkschool.net. We reserve the right to edit all submissions for language and length. Submissions are published at the discretion of the editors.

The PosTscriPT is a wholly extracurricular publication of the Upper School committed to publishing truthful, objective, and high-quality content that informs the broader community. Our purpose is to hold the school and the administration accountable, and if we make an error, we ask you to hold us accountable, too. We encourage all members of the community to contribute to the paper by writing letters to the editor.

THE POS TSCRIP T
The asbestos stories
Beginning in 1978, PosTscriPT editors and writers challenged the school to acknowledge potential hazards of asbestos, a known carcinogen, that had been used in construction of the building.

Today’s PosTscriPT reflects the efforts of student reporters to bring to light stories that are worth knowing and understanding, and, especially, if they can encourage thoughtful conversation among adults or administrators. (See articles on Judging and African Artwork beginning on p. 1, and criticism of the handling of discussions about racist Halloween costumes on p. 5.) These challenging stories are nothing new to PosTscriPT.

The series of headlines (right) from 1978 to 1981 focus on asbestos used in the ceilings of the Upper School hallways.

Postscript writers Michael Cader ‘79, Chris Rothko ‘81, Ellen Rapoport ‘80, Eric Saidel ‘81, Mark Lazca ‘82, and Gene Lipitz ‘84, working with editors-in-chief Cader and Ned Himmelrich ‘79, Sandy Silverman ‘80 and Pam Seidenman ‘80, Sharon Aichinstein ‘81 and Rothko, and Brenda Baker ‘82 and Edeye Fox ‘82, and guided by faculty adviser Rachelle Work (then Johnson) pursued a story that may have made administrators and Board members squirm.

The news reports and an editorial uncovering the existence of asbestos—whether it was dangerous, how the problem could be resolved, and how much it would cost—held school officials accountable to resolve a potential health hazard left over from earlier construction and placed in place when the school was built in 1959.

Head of School Parvin Sharpless (1976-1995) questioned whether the asbestos in the ceiling tiles was of immediate concern, and tasked Business Manager Louis Herstein and Middle School science teacher Jim Howard with investigating various methods of remediating the problem. In early 1981, two years after the initial news story, the Board of Trustees approved the expenditure, and work was then completed over summer of the same year.

“When we ran the 10/78 piece, I think we were calling attention to a significant piece of information,” Michael Cader wrote in a recent email as he reflected on his time as a 17-year-old journalist, “so we were a little bit disappointed by the modest immediate reaction.”

“As I recall,” Cader wrote, “it was that second piece [the editorial of Feb. 1, 1979] that drew a reaction from parents that started the process that led to remediation.”

“And I believe it was the editorial that put Rachelle and all of us on the line. There was some question as to whether we would be allowed to run the piece, and there was also some question about the role of the adviser—was it
Palumbi organizes first tech festival, student hackathon

by LEAH GENTH ‘18

On Saturday, November 11, the school was literally abuzz with the sounds of drones, 3-D printers, laser cutting, and over 40 excited students. The Park Tech Fest, organized by sophomore Bella Palumbi, included 14 shorter workshops for students looking to gain tech experience as well as a day-long hackathon for students who wanted to work on longer projects. “I’ve done a number of hackathons in Baltimore that were oriented toward adults,” Palumbi said. “They were really formative for me, so I wanted to bring that experience to people my own age.”

Palumbi began planning the event last spring with the help of Dean of Students Traci Wright, Upper School science teacher Mike Guarin, Di rector of Civic Engagement Rommel Loria, and Technology Coordinator Julie Medalie. Over the summer at tech center, Digital Harbor Foundation, Palumbi experienced her most focused tech ‘hackathon.’

“I want to offer something like [the Digital Harbor Foundation hackathon] to Park, but I realized there weren’t quite enough people with digital tech skills already,” she said. Instead, Palumbi introduced technology workshops along with the software programming hackathon so that the event could reach the community more broadly.

By reaching out to Park faculty and experienced students as well as outside companies Global Air Media and Balti Virtual, Palumbi organized workshops that ran the gamut from welding and laser cutting to augmented reality design and music production.

“The idea was to inspire interest in tech and show that it’s a lot more accessible now than it was five or ten years ago,” she said. “Park not only has computers…we’re able to quickly 3-D print and laser cut [on campus].

Middle School math teacher Dave Lovher ran a workshop on 3-D printing and CAD (computer-aided design) software. “[Palumbi] catered to middle schoolers’ interest,” he said. “The kids who were fired up by the idea—the word ‘hacker’ lights them up.”

Although there was a low turnout from the Upper School, the workshops drew many Middle School students who are familiar with Scratch programming from their curriculum taught by Middle School Technology Chair Samira Phillips.

“I thought it’d be a cool experience not just to do some of the things [I already knew about], but to learn more about different kinds of tech,” Violet Garibaldi ’24 said.

“A After the Tech Fest, I think I’m going to try to find programming websites and try to learn them and introduce [programming] to other people,” Ethan Kalvar ’24 said.

Palumbi will be organizing another Tech Fest next year as well, and will be trying to optimize the timing for upper school students to increase their participation.

“Next year, I probably won’t do it during the [run-up] to the musical,” she said. “I’ll also try not to schedule it when seniors are really busy with college applications.”

WATER MAIN BREAK CLOSES SCHOOL FOR HALF A DAY

Breining said, “That is when Dan Paradis decided to send everyone home.”

Weeks later, the water in the school is white and fizzy due to oxidation. Many students refuse to drink the water since it fizzes and is white, but “it’s just air so all you can do is run the line until it gets out. It’s not harmful,” Breining said.

Many students are distraught by the oxidized water. “It’s so weird; it’s opaque and kind of cloudy,” Gheis said. “You shake it up and it’s fine, but it’s a little odd that we have to shake our water before we drink it. As long as it’s not poisonous, I’ll take it.”

The risk of a water main break happening again is high. The pipes carrying our water are very old and it would be too expensive to replace the whole system. “This type of maintenance is reactive maintenance and not proactive maintenance,” Breining said.

Debate Club sweeps opposition

Last month, Park’s Debate Club defeated four area school debate teams in its hosts, Loyola-Blakefield, Western School of Technology, and Westminster High School. The resolution for debate was, “The United States should require Universal Background Checks for all Gun Sales and Transfers of Ownership.”

World Soccer Project raises money for charity

World Soccer Project club members led by Xandi Egginton ’18 organized a soccer tournament which brought nine adult and student school teams to campus on Saturday, December 2. The tournament raised over $800 for “Soccer Without Borders” a national organization that promotes cross-cultural understanding for recent immigrants to the United States.

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Photo by N. Baur "18

Park Tech Fest organizer, sophomore B. Palumbi, watches a student ‘techie’ participate in the virtual reality workshop. Palumbi organized the Tech Fest held Saturday Nov. 11 for a broad range of interests and ages, including a software hacking development session. Palumbi ’20 is an award winning software innovator.

Many students will certainly be returning for another Tech Fest: “I think it would be a blast to do it again next year,” Charlie Kalvar ’24 said. “I’d definitely do it again,” Garibaldi said. “I think next year I might try the [programming] hackathon.”

P. Luljak ’19 wins marathon

Junior Peter Luljak won the annual Baltimore Road Runners Club NCR trail marathon in his age bracket with a time of 3:27:02. Top of the 19 and under cohort, Luljak averaged 7:54 a mile. This year’s 26.2 mile race began near Oldfields School the Saturday after Thanksgiving.

Postscript awarded gold medal

Postscript earned a Gold Medalist Certificate Award from the Columbia Scholastic Press Association for the 2016-2017 school year with a score of 956/1,000 points. The Press Association, which is affiliated with Columbia University in New York, uses journalistic standards to create the awards. Postscript has a long history of earning silver and gold medalist critiques from Columbia, with most recent golds in 2002, 2007, 2008, 2010, 2011, 2012, and 2013. Earlier this fall, Postscript earned a First Class honor rating from the National Scholastic Press Association, based in Minneapolis.

Neighborhood Revitalization Club named

Volunteer Group of the Year

The Upper School’s Neighborhood Revitalization Club was selected out of hundreds of volunteer groups at Civic Works as the Volunteer Group of the Year. They received the award at the Clifton Mansion Tower Lighting on December 12.

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Photo by L. Kane ‘18

Water from home (L) and water from an Upper School water fountain (r) that shows distinct oxidation effect persists one month after the water main break. Oxidation is usually the result of chemical treatment designed to remove organic materials.

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Photo by L. Kane ‘18

Water from home (L) and water from an Upper School water fountain (r) that shows distinct oxidation effect persists one month after the water main break. Oxidation is usually the result of chemical treatment designed to remove organic materials.
The Baltimore private school community found itself at the center of national and international attention in late October when, in the weekend preceding Halloween, photos of current and former Baltimore independent school students depicting the individuals in racially insensitive costumes went viral.

One photo showed a Roland Park Country School student and Gilman School student wearing orange inmate jumpsuits with the caption, “ur [sic] going to jail tonight.” The Facebook post and photos quickly went viral, garnering thousands of shares and a firestorm of comments.

The incident, and the culture of racism many believe it demonstrated, drew the attention of news organizations ranging from The Baltimore Sun to the Huffington Post to the British tabloid, the Daily Mail.

All of the independent schools with current and former students involved released statements condemning racism and intolerance, as well as the behavior exhibited in the photos.}

**Editors’ Note:** This news article was written to inform readers about an event that is referenced in the following three commentaries.

We must diversify discussion participants

by CICI OSIAS ’19

Park is known for having students who are exceptionally good at being engaged, whether that is in the classroom or outside of it. But another thing we are good at is actively disengaging.

It is far too common to see students checking out during an assembly presentation. They’ll pull their hood down to catch up on sleep, or play a game on their phone.

They simply do not care about whatever subject is being presented, and they do not care to learn more.

But the real problem is not that students aren’t paying attention, it’s that they don’t want to pay attention.

Immediately following the circulation of the controversial Halloween pictures, Black Female Forum sprung into action and urged anyone in the Upper School community who was interested to attend the discussion they were hosting about the incident.

There were a lot of ideas entertained during that meeting.

“...another thing we are good at is actively disengaging.”

For instance, how the implications of the pictures could have been different if the person who posted and captioned the photo were black instead of white; and, why there was no explicit acknowledgement of the two offending Halloween photos in the email sent to parents by Head of School Dan Paradis and Director of Diversity, Equity, and Inclusion Courtney Rollins.

But one idea brought up really stuck to me: it is always the same people from attending these discussions. Why is that?

Almost everyone is black, with the exception of a few white students who are vocal about social justice issues. This makes sense. As French teacher Jenny Sorel said, “It has to hit home for you. And of course, for things like this, it’s going to hit home more for the black community than it is for the white community.”

New voices, such as those that have had different experiences than the usual attendees, need to be welcomed.

We, as students, need to be willing to be uncomfortable.

And while people may shy away from discussions about topics such as these because of the discomfort they may cause, discomfort is only a part of the process.

“It can be uncomfortable. It can be hard. That’s okay,” Sorel said. “But at least people can talk about it and be like, ‘Wow. That was hard. It was really uncomfortable, but I learned something.’”

While a part of the problem is that the same set of people are always the ones involved in discussions, another part lies in the mindset. I want to encourage folks to engage.

“Discomfort can often be a sign of learning. The more we engage in these at times uncomfortable conversations, the better skilled we become at navigating them,” Rollins said.

We, as students, need to become more receptive to discussing new ideas, and the first step is to be willing to be uncomfortable.
**Why do white people fail to show up?**

by DAKOTAH JENNIFER ’18

On October 26, 2017, Black Female Forum hosted a movie night in the Upper School Commons. The controversial horror film, *Get Out*, directed by Jordan Peele, featured the literal use of the characters’ black bodies in the plot. The movie night was advertised in advance, and held on a night before a Friday of faculty report days, a day which all Upper School students had off.

I attended the film night but noticed something peculiar: the audience was not very diverse. Only a few members of Black Female and Male Forum were there, but there weren’t many white people. Of the approximately 25-30 people who watched the film that night, Lisa Eshleman ’18 was the only one that noticed the demographics. “There were more [non-people of color] than I expected, at least eight,” Eshleman said.

The next Monday at assembly, Black Female Forum announced that it had planned a discussion about *Get Out* to occur on Wednesday at X in its usual room, and invited all to join, adding that it was now open to discussion on the offensive Halloween costumes that had been revealed that weekend.

Asha Johnson ’19 and Bria Dorsey ’18, leaders of Black Female Forum, attended the movie night and the Wednesday meeting. “I thought there would be more people, but then again I’m not surprised. When it comes to issues like [prejudices against the African-American community], people don’t care as much as they should,” Johnson said.

Dorsey was a bit more optimistic. “I’d say there were a handful [of non-people of color],” she said. “I think when Black Female Forum hosts an event, most white students think that it’s only for the black students. We tried to not make it seem that way, like at assembly we said it’s open to the entire school,” Dorsey said.

In response to Dorsey’s comment, Johnson added a point. “But I also think white students use that as an excuse not to go.”

On Wednesday, November 1, I attended that discussion, along with Head of School Dan Paradis, Upper School Principal Nancy Dickson, and a few other students, teachers and administrators.

There were eight people who were not of color in the room, and five of them were teachers or administrators. In my opinion, the discussion was somewhat productive and fairly open. People expressed concerns about being heard and treated as a community, and very much spoke their minds.

The only problem is that the people who should hear our points weren’t there to hear it.

After the discussion ended, we talked about continuing the conversation. When I talked to my friends about the meeting, they gave reasons, but all of them were excuses.

This is when I started to notice a pattern. Perhaps people were too busy or wanted to work on college applications, homework, etc. That’s understandable. Of course people have other things to do, but the truth is: we all make time for things we believe are important.

So when people don’t make time for our concerns, are they really important to them?

Over the years, black students have hosted and attended a multitude of events, from a Breast Cancer Fundraiser attended only by Black Female Forum to Morgan Mile, a fundraiser for black boys to attend college at Morgan State University advertised by Solomon Stephens ’18.

These are only two examples of events that had poor turnouts by non-black Park students. “Black female forum planned a dance to raise money for an organization that benefits black teenagers invested in arts and furthering their education. I don’t remember the exact numbers but the turnout was pretty small,” Araiko 17 said.

“As a club, we had planned the dance a little later than ideal, but we thought people would want to support our cause. We were ofentimes getting people from our community, so why should black students have to suffer from it?”

I decided that I would contribute to at least try and say something I owed it to myself, as a black student, to at least try and say something like I owed it to myself, as a black student, to at least try and say something that would make the conversation productive. Personally, I believe it is nearly impossible for white people to awaken from this world of white supremacy without the force of black people.

Why should we expect white people to lead a productive conversation about an issue that they don’t benefit from or understand?

Therefore, I decided to question Stephens on his decision. Stephens, a leader of Black Male Forum, believed that we, as black students, would dominate the conversation because this is a topic about which we are all passionate.

However, white students at local schools caused this “Halloween incendiary” so Stephens said, “it shouldn’t be left up to as black students to see how we as a school can fix this problem.” This is a valid point. As Dickson and Wright said in one of their emails, the purpose of this conversation was to “focus on... the fact that we need to make it here at Park that perhaps perpetuates behavior or beliefs that we outwardly condemn,” so why should black students have to determine how to rid our school of racism, when we are the ones who suffer from it?

In other words, why should the oppressed have to educate the oppressor?

After listening to Stephens’s explanation, I am still opposed to staying silent. How beneficial is it to keep quiet?

I decided that I would contribute to the conversation, and while I admit I was still apprehensive, I went into it with little hope. I felt like I owed it to myself, as a black student, to at least try and say something that would make the conversation productive.

But I realized after talking more with Stephens following the discussion, that we both agree that black people sharing horrible experiences with racism is necessary to the conversation.

In fact, Stephens said, “If I knew that the conversation wasn’t going to be productive, I would definitely say talk and push the conversation.”

Where I believe Stephens and I differed was in how we initially saw a black student’s role in a Park conversation. While I saw it as an opportunity to help white people understand the pain and depth of racism, Stephens, and many others, saw it as the call for black students to teach white students and solve issues of racism.

These are both rational views, because believe it or not, not all black people think alike, but right now I want to call attention to the latter one. The fact that so many black students and black people in general feel that we are expected to take on the responsibility of solving racism is horrendous.

At Park, the faculty needs to realize the importance of these conversations.

What I mean is that when we have these conversations, even if it is once in a blue moon, they don’t just throw it together at the last minute.

When little to no thought is put into these conversations, the lack of upsets by the students makes it comfortable in their bubble, when this is a topic where everyone should feel a small percentage of how many black students feel daily: uncomfortable.

With a free-for-all conversation, many black students are looked to in order to try and have a productive conversation. Some black students are fine with that, while others are not.

Whether you agree with Stephens’s decision to stay silent, you cannot discount the fact that many black students are not pleased with this school’s approach to condemning racism.

Administration, the next time you decide to have a conversation, one, don’t just have one every time a story like this comes up. Because there are about a thousand more that just don’t make it to social media.

And two, try and put a little more effort into the discussions because, honestly, it just seems like we are thrown into them just so that the school can pretend it cares.

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**Black voices are necessary in race conversations**

by ALICIA WHYE ’18

In response to the Baltimore Halloween “incident,” Head of School Dan Paradis and Director of Diversity, Equity, and Inclusion Courtney Rollins sent an email to parents in order to discuss the Baltimore Halloween events, a event which addressed the hurt, anger, frustration, and even confusion that members of our community are feeling about the behavior itself or reactions to it.

Minutes before the discussion, my phone buzzed, and I read a text from Solomon Stephens ‘18 that as black students have off.

After we had mandatory advisory meetings to discuss the Freddie Gray Halloween costume controversy, I encountered students who would’ve rather had their advisory time free than the required discussion on costumes and their implications.

At my time at Park, I’ve even heard a student jokingly say he “wanted a break” from talking about brown people in X block club.

The discomfort some people of color feel at Park is not wholly to blame on white apathy. I would like to thank you to everyone who has shown up and supported the black and brown students and faculty at Park. Thank you for accepting the invitation.

But for the people who haven’t and continue not to: remember that Park’s institutional culture allows you what is important, and make time for it.

If our concerns and safety as people of color are not a part of that, then we are important to you? And if not, then why?

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“...it is nearly impossible for white people to awaken from this world of white supremacy without the force of black people.”

It sucks this is even a question, but it is truly an issue. It’s so tiring to listen to ignorant comments made by white peers about the severity of racism, and not understand how deeply it affects us.

What’s even worse and unproductive is hearing these remarks, and not being able to respond to them and call them on their bull***

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Ducking around
by ETHAN ADLER '21

It’s a time-honored tradition at Park School—the acceptance of alternate perspectives, even when the perspectives differ significantly on any given topic. For the most part, Park’s student body does a good job of this, with an open willingness to consider the diversity of perspectives that exist across race, gender, and sexual orientation.

“Anthropocentrism has no place at Park School…”

But the other day, while walking by the Park pond, a thought stopped me dead in my tracks. Why stop so maintaining a diverse perspective across race, gender, and sexual orientation? Why not just go one inclusivity-step further and consider perspectives across species?

“Quack.” To most, that would have been no more than a guttural, avian utterance with no purpose beyond its very production. But shame on me! What had become of my indefatigable sense of Park pluralism and open-mindedness?

For all I know, that quack spoke volumes. For all I know, that quack was no different than my sigh at the end of a busy day. For all I know, that quack was a reference to upcoming evening activities, no different than my upcoming homework assignments. Maybe that quack was telling a story, lamenting the night’s dinner choices, asking another duck on a date, or maybe the quack was his feeling about President Donald Duck (oh, I mean Trump).

And that is what made me realize that the quack’s story stopped me dead in my tracks.

For all I know, that quack spoke volumes. For all I know, that quack was no different than my sigh at the end of a busy day. For all I know, that quack was a reference to upcoming evening activities, no different than my upcoming homework assignments. Maybe that quack was telling a story, lamenting the night’s dinner choices, asking another duck on a date, or maybe the quack was his feeling about President Donald Duck (oh, I mean Trump).

Ah! To be the duck watching with curiosity at the absurd parade of cars at pick-up and drop-off. What human folly to line up, wait up, and pick up twice a day every day! And who is that important-looking man fist-bumping everyone in the morning drop-off line? Does he not see us wing-wacking over here?

It’s all perspective. Considering another’s perspective is such an important lesson to master, and I am glad that our school emphasizes its value. We must always be willing to acknowledge that another’s perspective is another’s reality—no matter how different from our own.

I’m glad I stopped to think about the duck and, maybe, just maybe, he’s glad he stopped to think about me. My perspective on him is no less real than his perspective on me. Anthropocentrism has no place at Park School or Duck Pond (depending on your perspective, that is).

To me, I have a new appreciation for that duck’s story, even if to him I’m no more than a quack.

Science requirements are unknown

by ELI ASDOURIAN '18

The Upper School science department currently requires a full year of physics and a full year of biology to graduate.

Though the majority of students take chemistry in between physics and biology, in the past there has been a minority of students who want to get their science graduation requirements done early, and take biology as sophomores.

This year, however, a change in science department offerings closed off that path to students.

“The biology [without chemistry] class was very under-enrolled compared to kids going from physics into chemistry,” said Upper School science department chair Julie Rogers, “so this year, we thought we would offer a Skills in Chemistry class, instead of biology, so that students could stay with their grade level.”

With this change, every biology class currently offered has a chemistry prerequisite, leaving students in the Class of 2020 with no choice but to take chemistry, extending a three-year science requirement to a three-year one. Most students are unaffected by this change.

“I would’ve taken all three [physics, chemistry, and biology] anyway,” Sammy Braverman ’20 said. “Nothing changed in my schedule.”

Many students view the change to take two years of science as risky, and according to Rogers, they may be right to worry. There are already a few de facto three-year requirement for many colleges. Basically nobody graduates from Park without three years of science,” Rogers said.

However, for a few students, a required extra year prevents them from doubling in the things that they’re passionate about.

“Last year, when I came to this school, I looked up the Program of Studies, and it said you are only required to take two years of science,” Elijah Williams ’20 said. “I knew that physics was required and finished it last year, thinking, next year is my last year of science, and after that I’ll be able to double in math, and still be able to take an art class.”

The change in course offerings means that Williams will have to wait until senior year to do this. Department chairs and faculty were told of the shift, but the Class of 2020 was not.

“We don’t generally have a discussion with students about the required classes. They have a ton of choice over our elective program, but not over the graduation requirements,” Rogers said.

While it may be true that the science department doesn’t technically need students’ permission to change graduation requirements, it only seems fair to have a conversation before going ahead with such a decision.

The fact that it only changes the plans of a few students doesn’t make it any less real than his perspective on me. Anthropocentrism has no place at Park School or Duck Pond (depending on your perspective, that is).

To me, I have a new appreciation for that duck’s story, even if to him I’m no more than a quack.

As a school, we have previously chosen (and hopefully will continue in the future) to let students double or triple in the things they actually care about, even if it means dropping other academic subjects.

Multiple schools in the area require pre-calculus and three years of science to graduate; they also have many, many fewer electives.

Would we rather be like that?

It is still undetermined whether there will be a biology without chemistry class next year, and this change will likely only affect the Class of 2020.

As Rogers points out, the vast majority of students are like Braverman, and will take biology whether or not it’s required.

The problems that this change poses affect a small percentage of students, and there’s a clear solution that would also only affect a small percentage of students.

“I think it would be pretty nice if they required chemistry instead of biology for our class,” Williams said. “There was some sort of lack of communication last year, but if they required chemistry instead, that would be fine with me.”

Students like Braverman won’t know the difference, and the very few students like Williams who were counting on having a two-year science requirement will still take two years of science, just a different two years.

Park is not overly keen on unbreakable rules. The science department should take responsibility for its “lack of communication” and bend them a little bit here.
Record class sizes lead to overcrowding

by ADDIE FLEMING ’21

With the Class of 2021, the largest grade in school history, entering the Upper School, the building is now bursting with students. It’s hard to imagine that this doesn’t create any fire hazards.

While sitting in the Meyerhoff theater for assembly, students are spilling out of the seats and onto the stairs. According to the fire code, the room can only hold 300 people.

Recently, Upper School Principal Nancy Dickson told us that we would need to have a fire drill to practice getting all 360 of us out of the theater.

“Assembly is the greatest challenge in terms of overcrowding,” Dickson said.

On November 29, the drill took place at a leisurely pace. Everyone knew it was drill just for the Upper School assembly, having to imagine the alarms going off. The fire drill became a sunny walk out to Tompkins field through four exit points.

With new students and faculty, the Upper School is about 25 people larger than last year. Assemblies were a major concern at the beginning of the school year, but ultimately no major changes were implemented to solve the issue.

“We thought about whether we should be thinking entirely differently on how and when assemblies meet and what happens to our community if we no longer meet as a full Upper School. Fundamentally, we decided that our numbers hadn’t increased enough from last year to justify that change,” Dickson said.

Overcrowding also takes a toll on our resources. More students mean more people using the Wi-Fi, which is already a somewhat overused resource. In addition to this, we have more classrooms to accommodate them.

“As far as space in the classrooms, with students and furniture and those things, it can get somewhat crowded, and everyone is aware of that,” Director of Facilities Lorraine Breining said. This growth in the Upper School calls for more planning around what spaces can and cannot be used.

Students have also noted the overcrowding. “I notice overcrowding most in classrooms. Most classrooms aren’t built to hold more than about 15 kids, so it can be really hard to work in classes of that size,” Anna Connors ’19 said.

Many in the administration don’t believe that the overcrowding takes a toll on students and faculty’s daily lives, but rather on programmatic things. And for the most part, they are right.

Since enrollment has gone up, access to off-campus activities has gone down. The systematic and academic issues that overcrowding causes are far worse than crowded classrooms.

The Master Plan is supposed to fix the concrete overcrowding issues, like classrooms and assembly spaces. “The Master Plan will be the key to determining what the Upper School will look like in the years to come,” Breining said.

New building projects resulting from the plan will only last a few years better it will return to closer to 300 or 330,” Dickson said.

At the same time, overcrowding does show a higher enrollment demand. The real issue then becomes: do we respond to this demand and compromise resources in the process, or keep enrollment steady and stick with what we know?

“The more students we bring in, the more tuition income we have, the more we are possibly able to turn back into programs and opportunities for our students, so it’s sort of like biting the hand that feeds us. If we lose who we are as a community simply to grow and bring in income, then we have a problem,” Dickson said.

The school is already struggling with this dilemma, and the administration is at a crossroads in how to deal with it. While the answers are still unclear, one thing is for sure: the thought of even more students in the Upper School is unfathomable.

Upper Schoolers should prioritize Viva House

by TALIA KOLODKN ’20

Park’s invitational culture differentiates it from so many other schools and encourages students to be independent, but this culture also encourages students to set their own priorities, for better or for worse.

For over two decades, our community has collaborated with Viva House, a small organization in southwest Baltimore that combats hunger by providing meals and non-perishable food to its neighbors who struggle with food insecurity.

Viva House was founded in 1968 by Willa Bickham and Brendan Walsh, a married couple who, to this day, work alongside volunteers to help out the members of their community.

While Viva House serves meals on a regular basis, Park contributes to its efforts by donating food bags. “[These food bags contain] non-perishable food items that can get their family through the end of the month until the next paycheck, maybe until food stamps come through,” Director of Civic Engagement and Service Learning Rommel Loria said.

The entire student body is invited to donate food throughout the whole year, however, the heart of our collaboration with Viva House lies in the fourth grade, where Loria worked with the fourth grade teachers to weave participation with the organization into the curriculum. Because the Viva House program lives in the Lower School, it is no surprise that the younger students bring in the most donations.

In order to engage the Upper School, which is somewhat lacking in participation, the Park Service Club plans food drives in the form of advisory competitions, where the advisories that bring in the most completed food bags win prizes.

The year started off with one of these competitions. Collectively, the high school brought in 13 full bags and up to 20 more which had some amount of food. Those 13 bags were brought in by just four advisories; some advisories did not participate at all.

So, it is clear that the majority of Upper School students do not bring in food for these drives, even though the majority of students could most likely buy a box of pasta or a jar of peanut butter; without too much difficulty.

It would be easy to explain this lack of participation as a simple lack of caring, but few students would say that food insecurity is just not an important issue.

Students, in general, care about food insecurity and are able to help out; yet, the majority do not bring in food to help the people suffering from this issue.

It is fair to assume that donating to the food drive is not a top priority. This is definitely not a situation which is unique to Park and it is somewhat understandable.

For students struggling under the weight of homework, extra-curriculars, and college, bringing in a can of vegetables is not going to be at the forefront of their minds. It is also important to mention that many Upper School students do not know what Viva House does and how it benefits people, and this affects donations as well.

For the students who did participate in the most recent food drive, many reported their advisors facilitating the donations. Advisers who asked their advisories if they would like to participate inspired their students to work together to produce donations.

To use Park’s metaphorical Viva House food drive was an open door, an invitation, but forgetful, stressed high school students had trouble walking through it on their own. Just a nudge in the right direction from an advisor allowed students to make it to that door, one which they are happy to walk through.

“The work that we [have done over the years] is a significant percentage of the amount of donations that Viva House receives for their neighbors,” Loria said.

It is clear that the work the Upper School is doing through the advisory competition is important, but our invitational culture allows for activities like Viva House to sometimes get overlooked.
Juuling: high schoolers’ best kept secret

by ELI DRACHMAN ’20

A line of cars waited patiently in front of the drive-thru at the popular Krispy Kreme Doughnuts in Owings Mills where the well-designed red and green logo towered above the establishment. As I drove past the side of the shop, a bright red light caught my eye. That is the “Hot Light” sign is on, warm doughnuts are available. The store is exactly where it used to be. Years ago, when I lived closer to Owings Mills, my mom and I went regularly to Krispy Kreme. We were there on its final day, too, where I recall getting free doughnuts. That property stood vacant until the doughnut shop returned this past October.

I was thrilled when my mom told me that Krispy Kreme would reopen this fall. I entered the store, tingling with excitement. It was clear that the store had improved from their previous, more traditional model. A table with high chairs sat feet away from the doughnut-making process, making customers feel hungry with each passing second. The setting is comfortable, and the space is not too small. I stepped up to the window, watching as perfect tori were flipped in scathingly hot oil, becoming golden brown. Cheerful music rang in the background. The doughnuts continued on the conveyor belt, passing through a thick shower of icing. On the other side, they reappeared, the fresh glaze reflecting the lights above.

After intense visual stimulation, a staff member relaunched our hunger pangs. They brought out ‘Doughnut Holes’ (my mom almost made the unforgettable mistake of calling them ‘Munchkins’), which were nothing short of delicious-a delicate and sweet glaze on the outside, fluffy cake on the inside.

We ordered a dozen doughnuts for our family, including the company’s staple doughnut, the Original Glazed. It’s a masterpiece. But with rich chocolate icing on top! Forget about it! The unique taste of the ‘Doughnut Holes’, as well as all of the glazed doughnuts, sets Krispy Kreme apart from the rest of the fried dough industry.

On paper, Krispy Kreme is in the same boat as other doughnut franchises such as Dunkin’ Donuts. But this comparison does not do Krispy Kreme justice. I definitely recommend Krispy Kreme to anyone interested. With their innovative shop design, energetic culture, and magnificent products, Krispy Kreme has shattered the humble expectations of a doughnut shop.

The senior class was also talked to about it separately,” said the principal. The phenomenon is by no means unique to Baltimore. “Probably over half of the school has one,” said a senior at Highland Park High School in Texas. “We buy them at vape shops.” JUUL Labs, the producer of the electronic cigarette, claims on its website to be working to minimize the underage use of Juuls: “Underage use of certain product categories remains a persistent problem, and at JUUL Labs we are committed to combating underage use of our product.”

But with only 18 survey respondents aged 18 or older—not all of whom even reported using the device—the numbers clearly demonstrate that minors are more than capable of getting ahead of the student-friendly electronic cigarette.

Although more modern than traditional cigarettes, the addictive effects of nicotine from juuling take no less of a toll on users.

“Personally, I don’t think I’m extremely addicted now, but there was a time when I could get a little anxious if I didn’t have it on me or I hadn’t used it in a few hours,” the anonymous female junior said.

Many users also claim that they don’t believe their frequent use constitutes an addiction.

“I don’t think I’m addicted, but I do juul probably every day,” the Park senior boy said. “I go through probably a pod every week and a half to two weeks.”

The two students from Park, however, are not alone in the frequency with which they juul—34 students reported juuling on a weekly basis or more often.

And as the device only continues to grow in popularity, it appears as though Juuls are here to stay.

New Owings Mills Krispy Kreme is killer

by DAKOTAH JENNIFER ’18

This year, a new semester-long independent study combines history and health. Jack Kalvar ’18 is using his E-block to study “Structural Racism and Health Inequities.” Kalvar’s semester was split into two quarters: one with history teacher Peter Warren, and one with science teacher Carla Guarraia. He started with a historical analysis of the topic and then moved on to studying scientific health and significance of racial inequality.

But Kalvar’s interest in the history of inequality and its implications did not just develop in the fall. Kalvar has been passionate about the problem of social inequities for a while, and this independent study is just an extension of that drive.

“The [idea] came from a culmination of activities I’ve done at this school: SDLC [Student Diversity Leadership Conference], the Civil Rights Trip, and working with the ACLU [American Civil Liberties Union] this summer,” Kalvar said. “It started with my term paper last year, which was the ‘Making of Mass Incarceration.’ I found that there were many health disparities between [categories of] race, and I thought that would be a very interesting topic.”

Peter Warren worked with Jack during the first quarter. “Jack was excited about pursuing his interest in race and social justice, and I definitely recommend Krispy Kreme to anyone interested. With their innovative shop design, energetic culture, and magnificent products, Krispy Kreme has shattered the humble expectations of a doughnut shop.

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Students turn vendors in the Annual Holiday Artisan Market

by LILAH LICHTMAN ’19

What do teacup bird feeders, wooden spatulas, jewelry, ornaments, decorated cigar boxes, and frames have in common? They were all sold at Park’s 13th Annual Holiday Artisan Market. These crafts were made by Sam Cochran ’20, Ruby Elbert ’19, and Madeline Wolf ’19. On November 30, Park students and artisans from the greater Baltimore community had the aforementioned items and more for sale. From 3-3:30 p.m., the Middle School Commons all the way to the Richman Gallery was filled with 38 vendors selling original, hand-made crafts, such as ceramics, jewelry, and sculptures. In addition to the crafts, there were a number of food vendors handing out free samples and packaged goods in case anyone got hungry while they were shopping.

Some of the artisan food vendors included Woot! Granola, Dear Coco Chocolate, and my personal favorite, Sol’s Crepes. They made sweet and savory crepes on site, which included our very own “Park School crepe,” made of peanut butter and marshmallows.

The market started as a showcase for student art, but when some other vendors outside of Park expressed interest, the market was opened up to the community.

“The market has evolved into a bigger event now, so there are more outside, semi-professional vendors now, but my favorite part is still seeing the vendors from the Park community,” Elbert said.

Twelve of the vendors were Park students, parents, grandparents, alumni, former faculty, or members of the community. The customers were “Anyone interested in beautiful, hand-made items,” Parent Program Coordinator Ellen Small said.

According to Small, the three students definitely contributed “beautiful, hand-made items.” Cochran, who made teacup bird feeders and wooden spatulas, told me about how he built them: “The bird feeders are made by gluing the saucer to the cup, then drilling a hole through them both with a tube drill bit. I then put a metal hook through the hole and attach a wire to the hook.”

He made the spatulas by using a band saw to cut the wood and then sanded down the edges. He cut strips into the face of the spatula, sanded the wood again, and doused it in a coat of olive oil. “The quality and diversity of the items for sale is amazing, everything from chocolate to prints,” he said.

Adding to the list of student-made crafts were jewelry and ornaments made by Elbert, and decorated cigar boxes and frames by Wolf. Elbert made the jewelry with piers, a hammer, and a wire jig. Her most popular ornaments were her wool acorns, which were made by gluing felt to acorn caps.

“All of this does take a fair amount of time, but I craft a lot throughout the year leading up to the market,” Elbert said. “I’m really excited for the market, it’s a really fun event.”

The market was a success this year. The hallway was packed with Park students, parents, grandparents, teachers, people from the community, and even kids from other schools. It’s amazing that we have a place to show case and sell crafts we make during the year while shopping for community-made holiday crafts and artisanal food. If you missed it this year, be sure to check it out in 2018.
TEACHING COUPLES SHARE WORK, JOY, AND TRIBULATIONS

by ABIGAIL GROSS ’21

What is it like to be a teaching couple? What is it like to teach at the same school? Park has several working duos. Three of these couples, Tom Brown and Archer Davis, Carla and Mikey Guarraia, and Traci Wright and Maria Lawson, shared their thoughts about working at the same school.

Tom Brown (Upper School Math) and Archer Davis (Upper School Modern Language) met at a boarding school in New York. “The fact that we both lived on campus in such a small community meant that we got to know each other really well as friends and colleagues long before we started dating,” Davis, who teaches Spanish, said. They left together and came to Park the same year.

“I think there are many advantages to us working together,” Davis said. “Selfishly, and from a practical standpoint, it is tremendously convenient to have the same schedule and to understand the pressures that we face at various points of the year. But it goes beyond that; we understand one another’s lives on a level that I think many couples simply can’t.”

In fact, Brown and Davis agree that their relationship affects their work positively. “When quarter grades were coming out, we read through one another’s comments,” Davis said. However, sometimes the talk about work can be too much. It is inevitable for school to constantly come up at home. “It actually takes a conscious effort to not talk about school all the time,” Brown said.

Brown and Davis do not actually spend much time together at work. Brown explains that this is, in part, for the students’ benefit. “We spend so much time encouraging students to use that time to see us, that if we are then making ourselves unavailable, it is not what we want to happen.”

Carla Guarraia and Mikey Guarraia, (both Upper School science teachers), met at Loyola University as undergraduates. They went to see “Alkaline Trio” together — “a 90’s pop punk group,” according to M. Guarraia, but did not start dating until after graduation.

The Guarraias have not noticed any reaction to them as a couple within school, but there has been some reaction from outside of Park. “In our regular life outside school, [someone] really can’t believe we would choose to be working together in the same department,” C. Guarraia said. “That is a lot of togetherness.”

Like Brown and Davis, the Guarraias are not able to spend much time together at school. “We ate lunch together once last year, maybe twice,” M. Guarraia said.

Talk of school comes up all the time at home. “I often have to tell her to hang that coat up at the door before she comes in,” M. Guarraia said. “I do not want to talk about school at home.”

Carla and Mikey Guarraia both work in the science department.

“Overall, working together has been beneficial according to these science educators. ‘A stronger department makes me happier, and I am proud of Mikey’s work,’ Carla said. ‘It has not been negative at all, only positive.”

Traci Wright, Upper School Dean of Students, and Maria Lawson, Director of Upper Elementary and Middle School Admission and Outreach, met at a work conference in Colorado 10 years ago. Wright has been at Park for 21 years, and Lawson came to Park in 2008.

“[People are] surprised. They don’t see us together often, so they don’t really know that we are together,” Wright said.

“We do not participate in school-related conversations at home. Students and teachers sometimes even forget that there are actually working couples because these adults function independently while at work.

African art collection poorly stored, uncurated; value uncertain from African Art p. 1

“So they didn’t necessarily sell the best examples of pieces that were still used traditionally in ceremonies, but they made ones that were just like those, and that’s what the late Richard H. Randall, Director of the Walters Art Museum, thought a lot of our pieces were,” Cerrone said.

According to Cerrone, Shortless then deceased the pieces inauthentic, since they were made for Westerners and tourism; once the school uncovered this information, the pieces ceased to be used for educational purposes.

The words confusion and African art collection seem to go hand in hand because questions about value and authenticity still remain to this day. Although the art has not been treated with care, “The work has value to it,” Cerrone said. “There are probably collectors out there now who would love to buy some of those pieces at a price evaluated today.”

Given that the majority of the collection has been haphazardly placed on a shelf in a room full of dust and debri, nothing has been done recently to determine its actual value.

Cerrone wanted to curate the African art collection, but he did not have a chance before his retirement in 2015 to get the collection ready for proper reappraisals. Restoring all the pieces would be a massive undertaking that includes photographing every item from three different angles. Those hundred of photos would then need to be edited in Photoshop, in order to pieces at a price evaluated today.

Shields, masks, headgear, statues, and other items await some decision regarding its educational value.

“I think I am currently the only faculty member who uses the pieces in class,” visual arts teacher Christine Tillman said. “I can use anything as a still life object—all objects made and designed by people can be exemplars in class—but they are interesting and it gives me a chance to talk about the collection with students.”

Nonetheless, Tillman went on to explain that, “My understanding of the collection from when it was evaluated before I got to Park was that these tourist pieces are authentic and rare, but parts of them were exaggerated.”

“I think there are questions and concerns when you are teaching at a school like Park that values diversity and inclusivity, and you are teaching from objects that are essentially not just inauthentic but also overdone a little bit,” Tillman said.

The Postscript Features December 13, 2017

by ABIGAIL GROSS ’21

What is it like to be a teaching couple? What is it like to teach at the same school? Park has several working duos. Three of these couples, Tom Brown and Archer Davis, Carla and Mikey Guarraia, and Traci Wright and Maria Lawson, shared their thoughts about working at the same school.

Tom Brown (Upper School Math) and Archer Davis (Upper School Modern Language) met at a boarding school in New York. “The fact that we both lived on campus in such a small community meant that we got to know each other really well as friends and colleagues long before we started dating,” Davis, who teaches Spanish, said. They left together and came to Park the same year.

“I think there are many advantages to us working together,” Davis said. “Selfishly, and from a practical standpoint, it is tremendously convenient to have the same schedule and to understand the pressures that we face at various points of the year. But it goes beyond that; we understand one another’s lives on a level that I think many couples simply can’t.”

In fact, Brown and Davis agree that their relationship affects their work positively. “When quarter grades were coming out, we read through one another’s comments,” Davis said. However, sometimes the talk about work can be too much. It is inevitable for school to constantly come up at home. “It actually takes a conscious effort to not talk about school all the time,” Brown said.

Brown and Davis do not actually spend much time together at work. Brown explains that this is, in part, for the students’ benefit. “We spend so much time encouraging students to use that time to see us, that if we are then making ourselves unavailable, it is not what we want to happen.”

Carla Guarraia and Mikey Guarraia, (both Upper School science teachers), met at Loyola University as undergraduates. They went to see “Alkaline Trio” together — “a 90’s pop punk group,” according to M. Guarraia, but did not start dating until after graduation.

The Guarraias have not noticed any reaction to them as a couple within school, but there has been some reaction from outside of Park. “In our regular life outside school, [someone] really can’t believe we would choose to be working together in the same department,” C. Guarraia said. “That is a lot of togetherness.”

Like Brown and Davis, the Guarraias are not able to spend much time together at school. “We ate lunch together once last year, maybe twice,” M. Guarraia said.

Talk of school comes up all the time at home. “I often have to tell her to hang that coat up at the door before she comes in,” M. Guarraia said. “I do not want to talk about school at home.”

Carla and Mikey Guarraia both work in the science department.

“Overall, working together has been beneficial according to these science educators. ‘A stronger department makes me happier, and I am proud of Mikey’s work,’ Carla said. ‘It has not been negative at all, only positive.”

Traci Wright, Upper School Dean of Students, and Maria Lawson, Director of Upper Elementary and Middle School Admission and Outreach, met at a work conference in Colorado 10 years ago. Wright has been at Park for 21 years, and Lawson came to Park in 2008.

“[People are] surprised. They don’t see us together often, so they don’t really know that we are together,” Wright said.

“We do not participate in school-related conversations at home. Students and teachers sometimes even forget that there are actually working couples because these adults function independently while at work.

African art collection poorly stored, uncurated; value uncertain from African Art p. 1

“So they didn’t necessarily sell the best examples of pieces that were still used traditionally in ceremonies, but they made ones that were just like those, and that’s what the late Richard H. Randall, Director of the Walters Art Museum, thought a lot of our pieces were,” Cerrone said.

According to Cerrone, Shortless then deceased the pieces inauthentic, since they were made for Westerners and tourism; once the school uncovered this information, the pieces ceased to be used for educational purposes.

The words confusion and African art collection seem to go hand in hand because questions about value and authenticity still remain to this day. Although the art has not been treated with care, “The work has value to it,” Cerrone said. “There are probably collectors out there now who would love to buy some of those pieces at a price evaluated today.”

Given that the majority of the collection has been haphazardly placed on a shelf in a room full of dust and debri, nothing has been done recently to determine its actual value.

Cerrone wanted to curate the African art collection, but he did not have a chance before his retirement in 2015 to get the collection ready for proper reappraisals. Restoring all the pieces would be a massive undertaking that includes photographing every item from three different angles. Those hundred of photos would then need to be edited in Photoshop, in order to pieces at a price evaluated today.

Shields, masks, headgear, statues, and other items await some decision regarding its educational value.

“I think I am currently the only faculty member who uses the pieces in class,” visual arts teacher Christine Tillman said. “I can use anything as a still life object—all objects made and designed by people can be exemplars in class—but they are interesting and it gives me a chance to talk about the collection with students.”

Nonetheless, Tillman went on to explain that, “My understanding of the collection from when it was evaluated before I got to Park was that these tourist pieces are authentic and rare, but parts of them were exaggerated.”

“I think there are questions and concerns when you are teaching at a school like Park that values diversity and inclusivity, and you are teaching from objects that are essentially not just inauthentic but also overdone a little bit,” Tillman said.
Cafeteria employees come from a wide variety of backgrounds

by TALIA KOLODKIN '20 and BELLA PALUMBI '20

Our cafeteria has a lot of moving parts, but the dining services team is always up to the challenge. Park makes much of its food from scratch, including some unusual items like salad dressings and honey mustard.

Reddick was born and raised in Baltimore, but she loves to travel. She has gone on around 10 cruises to places like Cancun, Aruba, and Barbados. She also enjoys listening to music and likes all genres except hard rock. In addition to her job here, Reddick works at Walgreens at the Quarry.

Working the register allows Reddick to interact with dozens of students every day. I have a pretty good relationship with pretty much all the students,” she said. She’s seen some students move from Lower School all the way through graduation.

Reddick tries to be kind to everyone that comes through her line. “For the most part, every student is respectful and very nice,” she said; although, “Everybody has a bad day sometimes.” She enjoys getting to know the students and hopes that new faces will stop to chat. Reddick loves Park, and said, “I wouldn’t have been here 15 years if I didn’t.”

Ramsey plans to retire from Park; she would love to live in Gatlinburg, Tennessee. Gatlinburg is home to beautiful wildlife and a national park. She loves hiking there and taking in the peaceful setting.

Ramsey, like Reddick, gets to interact with the students when she works at the register throughout the day. Although she only sees each of us for a few moments, she takes it upon herself to brighten our days. “If I get one or two people happy and smiling, that makes my day,” she said.

And whether she is dealing with the kindergarteners or faculty, she treats people with complete respect and expects that they will do the same in return.

The people working in our cafeteria are exceptionally kind and patient, and they deserve our recognition and gratitude.

Dawn Ramsey and Michelle Reddick have spent a combined 40 years at Park.
Sizzling, surprising, and bursting with flavor: cafeteria food brings rave reviews

by HARRY LEVINE '18 and ANTON SHTARKMAN '20

My friend Anton and I have spent our formative years during lunchtime looking at the cafeteria bagel and side, gawking at the serpentine line extending from the kitchen.

What do the students wait for? What’s on the other side? Sent by our Postscript higher-ups, we were the meal fresh out of the oven. Buttered to perfection, and seasoned just right, the panini was a definite hit—an out-of-the-park home run.

For one week—five meals—we left the brown paper bag life behind for the world of the cafeteria, and I, for one, left the endeavor entranced.

On the first day, Anton and I got in line, excited and nervous. As we slowly shuffled our way towards the interior, I saw something out of the corner of my eye: a tomato mozzarella sandwich, gleaming, clearly straight out of the oven. It tasted like a Tahitian beach, with the gooey cheese and the tangy tomato brushing up against each other perfectly like sand and ocean.

On Tuesday, consuming a fajita wrap with unexpectedly well-seasoned chicken, I felt my whole day change for the better. Each bite was reminiscent of Anton Ego’s notorious flashback to a young age; it shows us the history of the culture of the play because they get lost in the music and drama.

We begin our story in New York, 1957, the perfect setting for a new take on William Shakespeare’s Romeo and Juliet, with an unsteady rivalry between the Puerto Rican gang, the Sharks, and the first-generation Polish gang, the Jets.

Though on opposite sides and with different family values but the same fear, the characters are dedicated to, and protective of their turf. Our two lovers, Maria, played by Ani Burnet ’18 and Tony played by Daniel Cody ’18 meet at a back-to-school dance, where the Jets are planning to challenge the Sharks.

When I asked Burnet what it was like to play the role of Maria she said, “It was intense and emotional to get into that character and the play was heavy, but it was such an honor to have such a big role.”

An honor indeed, as each song was filled with a seriousness that could not be duplicated yet playful enough to be catchy. When the Jets did “Cool,” I was so excited because I first heard the song in middle school. Later, I found myself humming “America” out of the theater. The touching moment between Tony and Maria when they meet, to when Riff (Luke Pound ’18) and Bernardo (Bennett Densmey ’18) are killed, captivated the audience, and the theater was silent, right up to intermission.

As soon as everyone burst out of the theater doors, they were swept into excited conversation.

The heartfelt moments between Tony and Maria weren’t the only highlights; the moments when the Jets talked to each other, animated and excited, also stood out, as did the feisty attitudes of the Shark girls (Taura Zarfeshan ’19, Dakota Jennifer ’18, and Via Phillips ’20) and the serious moments with all of them facing the detective (played by Meg Jacoby ’19) and Officer Krupke (played by Mahay Gheis ’18).

One thing I loved was how well the choreography, created by Anwar Thomas, worked with the theme and words. It suits the play wonder-fully and gave it a flavor of excitement, from the songs “America” with its Hispanic passionate flair to Officer Krupke, a jazz-filled 50s reminiscence. Congratulations to Theater Director Peter King and Music Director Adele Dinerstein who grappled with the most challenging musical score in American theater.

The feelings and determination of the actors in this play made a wonderful production to start the school year off right. West Side Story is a representation of the struggle of how hard it is to understand fear and pressure of a threat at a young age; it shows us the history of the melting pot that is our country.
Resident Artists discuss rape culture

by DASHA KRISTICH ’19

“Stand up if you have ever heard the words ‘bitch,’ ‘ho,’ or slut, said in a song.” “Stand up if you think your classmates know what consent is.” “Stand up if you think your classmates practice consent all the time.”

These statements were read aloud by this year’s Resident Artists (s) Hannah Brancato and Shanti Flagg to Upper School students, setting the tone for an explanation of their work in an organization called FORCE: Upsetting Rape Culture. Brancato and Flagg are two of the art organization’s three leaders.

After Brancato and Flagg defined sexual assault, rape culture, and consent in order to set the terms for the remainder of their assembly talk which explained how their work in FORCE confronts rape and rape culture in society and promotes healing.

Brancato and Flagg talked about culture jams—projects that work to interrupt advertisement, and present ideas in spaces that normally wouldn’t allow for them. “Consent underwear” is a project that mimicked a line of underwear released by Pink with suggestive phrases like “unwrap me” and “no pecking.”

The FORCE artists version created a line of underwear with phrases like “ask first” and “no means no.” Subverting traditional sex-driven advertising in this way is only one example of the arts collective’s work.

F ORCE’s main project is a large installation that will display the words “NOT ALONE,” which will be displayed in Washington D.C. The letters will be made up of red 4x4 foot quilts, several of which were made by Park students during the visit.

These quilts feature the stories of rape and assault survivors and their loved ones, phrases of support and encouragement, and images that break down rape culture.

Brancato and Flagg also ran two workshops. The first was with a smaller group, who came together to discuss the social and sexual environment at Park, and to increase the awareness of rape culture, and the obstacles that stand in the way when students discuss gender, sexism, and other issues, including the concept of rape culture.

Celka Rice ’19 attended the first seminar, where students came up with words and phrases for the monument quilts that would later become a part of the larger “NOT ALONE” work. Some of these phrases were “We believe you,” “We want to help,” and “You deserve love.” During this seminar, students talked about the interpersonal culture at Park—the ways victims can be empowered, but also responses or omissions that can make it more difficult for these issues to be treated and exposed.

“Rape and rape culture can be really difficult to discuss for a number of reasons. The biggest reason is to have these conversations at all,” Flagg said. “Once we start talking about rape and rape culture, the list included topics like fatigue, a common feeling for students who feel that the conversation on sexual assault has gone on for too long, and dismisses the conversations before they even begin. Other barriers included discomfort with the truth, defensiveness, and distancing, which students at the seminars agreed seemed to be the case among students in the community.

“I think the first reason, victims feeling traumatized, is totally legitimate. Victims of sexual assault and harassment deserve every courtesy from our community. However, I am sometimes concerned that we spend too much time worrying over the sensitivities of other groups,” Rice said.

It’s ridiculous because boys in general already have a leg up, so protecting them at the expense of people in the form of silencing is not fair. Either way, it’s an uncomfortable situation, an anonymous junior girl said. “I think there’s a big difference between rape and rape culture. Rape culture is almost always directed towards females, and seems to hurt females more. No matter which way a conversation about rape or rape culture is leaning, there is always going to be a group of people that will feel uncomfortable. It’s important to understand who needs to be heard and who needs to listen.”

Another barrier that was discussed was blame, and the fear of being attacked for the mistakes you’ve made in the past.

Many students in the seminar agreed that everyone can contribute to the ongoing problem of rape culture, and that it was difficult to participate in exposing it if you felt like a perpetrator. There should be spaces for students to make mistakes, but also for them to talk about rape and rape culture, and the obstacles that stand in the way when students discuss gender, sexism, and other issues.

Quilts are currently on display in the Richman Gallery, and will later become part of FORCE’s larger installation.

The Sixth Gun series is one worth reading

by SAM COCHRAN ’20

Before you stop reading this article, uninterested by this graphic novel’s cheesy title, let me assure you: it gets better. The Sixth Gun is a series of supernatural wild west comics created by Cullen Bunn and Brian Hurtt, with guest art, and is one worth reading.

“Stand up if you think your classmates practice consent all the time.”

The Six, as they are collectively called, are basically the One Ring from Lord of the Rings. They are what everyone in the story is questing after, and they corrupt all who hold them. The similarities don’t stop there. Becky and Drake set out on a journey to destroy the guns once they learn of their true purpose: the Six can remake the world however their wielders see fit. Along the way the pair make allies that include, but aren’t limited to, a nine-foot mummy, a deaf shaman, and a suave gunslinger.

Of course, what is a protagonist without a great antagonist? Griselda, the Grey Witch, has pursued the Six for centuries.

During the Civil War, her son, Oliander Bed ford Hume, summoned the Six into our world for the purpose of recreating it in his image. For a short time, he possessed the Sixth gun, but was defeated before he could complete his plan. His wife, Missy Hume, possesses the Fifth gun and has sworn to finish the work Oliander started.

While this series has a fairly simple plot, the execution and formatting can make it confusing at times.

There are times, particularly in the final three books, Not the Bullet But the Fall, Hell and High Water, and Boot Hill, where the scene changes suddenly and it almost feels as if there’s a page missing.

There is no transition page, title card, or even a text box to tell the reader that the scene has changed, they must infer that on their own. While I am all for this kind of experimentation, it is overused to an alarming extent.

Another formatting issue lies in the fact that the reader must be familiar with the spinoffs, Sons of the Gun, Days of the Dead, and Dust to Death, to understand certain plot elements in the main story.

The spinoffs started. Not the Bullet But the Fall

The main transition element in The Sixth Gun is the use of the final line of dialogue from one character appearing in the opening panel of the next scene. The art style is a sort of semi-realism, with a heavy reliance on color and black ink. Black ink makes up the darkest shadows, with the color adding a lighter level of shadows. This is particularly noticeable on characters’ faces and in the folds of their clothes.

In the spinoffs, a much more watercolor-esque style is used to indicate a deviation in time from the core story. The spinoffs are where the guest artists’ styles are used instead of Hurtt’s.

To those of you who enjoy supernatural worlds, this is a unique and very well-written odd characters, an ever shifting storyline, secret organizations, fascinating villains, and beautiful art, I highly recommend The Sixth Gun.
Plagued by injuries, senior finds value in being a part of the team

by XANDI EGGINTON '18

Playing soccer and being part of the Boys' Varsity team has been one of the highlights of my time here at Park.

Coming into 9th grade, I didn’t know anything about the high school except for one thing—that Mr. Mal was the Varsity Soccer coach and that I would do all I could to play on his team.

I made the cut, but before the season even started, I suffered a stress fracture in my foot. After the injury, weeks seemed to fly by like seconds.

Initially, I found myself looking at the situation with hope and positivity for a quick return, but it didn’t take long for me to realize I was being unrealistic. When my foot healed a lot more slowly than I thought it would, I lost hope.

But it was, after all, my freshman year, and there was still a whole lot to be excited about, not to mention the three years of soccer I had ahead of me.

But those three years I had imagined turned out to be a mere season and a half, and that was thanks to more injuries. Last year I partially tore my MCL. This year I suffered a concussion—my fourth in four years.

The concussion this year impacted me in a different way than my previous injuries had. The reality was that I had the privilege in prior years to detach myself emotionally and hope for the next season.

Sure, I always remained invested in the team; there’s nothing that I love more than soccer, and that includes watching games, but it never felt the same when I wasn’t on the field.

Truthfully, the pain of my injuries—the emotional pain, that is—was never something I had the courage to confront. I took the route of passivity by checking out and waiting for next season because it was easier. It was less tolling.

I didn’t have that luxury this year. I tried at first, I started taking things less seriously, started distancing myself from the team. But after a certain point, I realized that this was it. Whether I was injured or not, this was my last season playing soccer for Park.

Passivity is an easier route for a reason; this season was the hardest I have ever experienced. It was a good season. Since we won the 2016 championship last year, the 2017 team had a lot to live up to. While we didn’t repeat as champions, the team put up a great defense of the title. As the season came to a close, most of the guys on the team had their best races ever at the MIAA championship meet.”

JOHN KESSINGER, HEAD COACH

Late season sickness holds back Girls’ Varsity XC

Girls’ Cross Country started this year with much enthusiasm in August under the leadership of Sam Brooks [‘18] and Yifei He [‘18]. Two first-year runners found their places quickly in our top five: Alicia Whye [‘18] and Isabelle Segel-Landon [‘20]. The end of the season was challenging due to a variety of illnesses, but each girl ran with her head held high and made a new commitment for what she hopes to gain out of Varsity Cross Country next year.”

CARLA GUARRAIA, HEAD COACH

Boys’ Varsity XC fails to hang another banner

It was a good season. Since we won the 2016 championship last year, the 2017 team had a lot to live up to. While we didn’t repeat as champions, the team put up a great defense of the title. As the season came to a close, most of the guys on the team had their best races ever at the MIAA championship meet.”

JOHN KESSINGER, HEAD COACH

Boys’ Varsity Soccer hampered by injuries

The season started with great promise as we jumped out to a fast start. Unfortunately, a spate of injuries to key placers proved too much for the team to overcome. There was universal disappointment with our final record, but several outstanding performances provided a few bright spots during the season.”

ROGER SEIDENMAN, ASSISTANT COACH

A Conference Girls’ Tennis records losing season

Our players competed, worked hard, and grew. Playing in the tough A [Conference], there are no easy wins—we finished with three wins and [six] tight losses. We learned a lot about what it takes to compete at this level, and all players improved significantly. Seniors Joi [Haskins], Noë [Wolf], Catherine [Robbins], and Ilana [Miller] set a great example by staying positive and focused throughout the season.”

ROMMEL LORIA, HEAD COACH

‘WHETHER I WAS INJURED OR NOT, THIS WAS MY LAST SEASON’
FEATURED ATHLETE
KARINNE SUMMERS
by ZACH MITTELMAN ’21

For Karinne Summers ’19, soccer is more than just an afternoon activity. “It’s a pretty big passion of mine. It helps me unwind when I am feeling stressed, and I just love the sport,” Summers said.

Summers recorded yet another stellar year for the Girls’ Varsity Soccer team, earning All-Conference honors. “The outdoor season was phenomenal,” Summers said, underscoring the team’s undefeated season and conference championship title. Serving as one of the key ingredients to the team’s success, Summers put up 23 goals for the season.

Summers’s soccer success can largely be attributed to her dedication. She has played her whole life, starting when she was only five-years-old and pushed by her father to improve her game and reach her full potential. In addition to being an integral member of the Park soccer teams, Summers plays for Baltimore Celtic Soccer Club, a year-round endeavor. Between club and school, however, Summers prefers being a Bruin for one specific reason. “The team,” she said. “I love playing with players on the team because they are so supportive.”

While Summers has high praise for her team, the team has nothing but the same for her. Head coach Samantha Schlosburg acknowledges Summers’s unwavering contributions. “[Summers is] a clutch player and very dependable. She is extremely important to our attack and is a consistent goal scorer,” Schlosburg said.

Senior teammate Isabel Berner saw Summers’s skills and effort. “She has a great shot, she plays really hard, and she is very enthusiastic,” Berner said.

Going forward, Summers will have a major role on the Girls’ Indoor Soccer team, looking to have a successful winter after a picture-perfect outdoor soccer campaign. “I am very excited for indoor soccer, and I have high hopes for the season.”

Girls’ Indoor Soccer picks up where it left off
by LIZA SHEEHY ’21

After a tough 3-2 loss to St. Paul’s School for Girls in the championship last year, Girls’ Varsity Indoor Soccer is eager to return to its spot in the playoffs. “Last year’s near-championship season gave us a lot of confidence for this year,” senior Maddie Willis said. “We know what we’re capable of achieving, and we are working hard to have another successful season.”

Last season, the Bruins beat the St. Paul’s Gators twice during regular season play, but lost to them in the finals, so a hard-fought battle is expected on December 14, when Park goes head to head with St. Paul’s at DuBurns Arena.

With overwhelming interest from freshmen and other new players, coupled with the return of many talented contributors to last year’s competitive squad, expect the Bruins to contend once again this season.

Boys’ Varsity Basketball to get back on track
by AIDAN PARKS ’21

After a disappointing 5-11 season last year, Boys’ Varsity Basketball looks to bounce back and start over. The team parted ways with six graduating seniors, leading to a completely overhauled roster. “There are a lot of things we lacked last year that we now have, and a lot of things we lack this year that we had last year. But I think we’ll adapt well to all the changes,” Oluwatoni Elewa-Gidado ’18 said.

Elewa-Gidado is one of six seniors on the team who have stepped up to ensure the roster turnover goes smoothly. “So far all the seniors have done a good job of establishing a positive culture on the team, while still holding each other accountable,” assistant head coach Dia Clark ’06 said.

Despite many changes, the Bruins have their eyes on the prize: an MIAA C Conference championship.

Girls’ Varsity Basketball turns to defense
by ARLO NEMERSON ’21

After a shaky 2016-17 season, the Bruins wound up in fourth place out of six teams in the IAAM C Conference, finishing far ahead of the bottom two schools: Friends and Key.

The Bruins posted a 6-9 record, and, in fact, they let up the 616 points over the course of the season, good for the second most amount of points surrendered in their conference. Under head coach Jenny Brennan, the team will look to build off last year’s campaign, starting with some stronger defense.

“This year, we’re trying to play fast-paced, aggressive games. We have athleticism and speed, so we’re working on using that to our advantage,” captain Noi Wolf ’18 said.

Coed Varsity Squash continues improving
by QUINN SEIDENMAN ’21

Finishing at a conference record of 4-10 last year, another rebuilding season may be in store for the Coed Varsity Squash team. The squad was winless just two seasons ago, so it’s clear the program is making progress. As one of Park’s only MIAA A-Conference teams, the group has to endure an extremely tough schedule, including some of the most athletically competitive schools in the area, such as McDonogh, Gilman, and St. Paul’s.

Despite many changes, the team has nothing but the same for the future of the program. “I think that everyone on the team is dedicated to becoming better players,” Inglesby said.

“This year, we’re trying to play fast-paced, aggressive games. We have athleticism and speed, so we’re working on using that to our advantage,” captain Noi Wolf ’18 said.
Field Hockey ‘breaks the Quakes’ in championship game

by CALLIE KROSIN ‘21

On November 5, 2017, a rainy Sunday afternoon, the Girls’ Varsity Field Hockey team beat Friends School to take home its second consecutive IAAM C Conference Championships.

Following a 12-2 season that ended in a C Conference Championship last year, the team had high hopes for this season. “We [had] been talking about winning a back-to-back championship since the beginning of preseason,” head coach Kara Hickok ’95 said. “It was a major goal that the team set out to accomplish. It is always an incredible feeling when your hard work, time, and commitment to something pays off.”

The championship game began with a goal shot off of a corner from co-captain Sydney Lowe ’19. The Bruins were able to maintain a 1-0 lead over Friends at the half, in large part due to a crucial defensive save right in front of the goal by goalie Ceci Diani ’19. For most of the first half, Park kept the ball on its side of the field.

During halftime, the team found their second wind. “We re-grouped and regained our compose and took control of the game,” Hickok said.

And it’s true; Park quickly took over as gameplay resumed. Just about two minutes in, forward Megan Stombler ’18 scored off of a rebound, assisted by forward Julia Russel ’19. After just two more minutes, Russel and Stombler switched places: this time, Russel scored off of an assist from Stombler.

Nearing 22 minutes remaining, Lowe put up another point on the scoreboard with an assist from fellow captain Montana Love ’18, giving the Bruins a 4-0 lead. Friends grew more aggressive as minutes passed, but it only resulted in fouls, further benefiting the Bruins.

Unassisted, Stombler put another in the goal on a coast-to-coast play with 16 minutes remaining in the game. Stombler’s goal brought the score to 5-0.

Goalie Mollie Post ’19 was one to thank for the team’s defensive shutout, recording three saves. “Our passing, communication, and overall work ethic grew throughout the season, [resulting in] another championship plaque in our possession,” Post said.

Hickok was impressed with the team’s resurgence in the second half. “The second half, in particular, was fantastic. The components of the game that we [had been] working on throughout the season clicked, and we played a true team game,” Hickok said.

The season was not just an undefeated cruise to the championship, though. The Bruins lost three times: they dropped the opening conference game against Glenelg Country School by a score of 3-1. They also fell at the hands of Severn before going on a five game win streak. Their last loss came against St. Timothy’s by a score of 2-1.

But the Bruins were able to bounce back with a shutout 3-0 victory over St. Tim’s in the IAAM Semifinals. By the time they were left with Friends in the end, they had been able to prepare with experience, as they had played Friends two times prior to the championship.

This win served as the fairy tale ending for the seniors’ field hockey careers at Park. “That’s it; that’s come to the end, but I am beyond proud of my team and what we have accomplished, pushing ourselves and giving it all for our last game,” Stombler said. The loss of these seniors will surely be felt. “We are losing four seniors who were very committed to the program and will have big shoes to fill,” Hickok said, already looking forward to a successful 2018 campaign.

Soccer claims conference title, finishing undefeated

by JACOB PERES ‘21

After cruising through conference play with a perfect 10-0-0 record, the Girls’ Varsity Soccer team came out on top in the championship game against St. Timothy’s, giving the Bruins their second championship in as many years.

The Bruins were under different leadership after former head coach and Upper School French teacher Malick Mbengue moved to California.

With new head coach Andrew Gillis, assisted by biology teacher Jeff Jennings and Middle School math teacher Jeff Zerhusen at the helm, the team knew right away that this was a team capable of repeating last year’s success.

Even though the composition of the team was similar to that of last year’s, there was a gaping hole to fill: the head coaching position. The team is inevitably influenced by an alternative coaching style, a different personality, and, possibly, a new team dynamic.

These factors can certainly be difficult to overcome, but the team conquered this complication flawlessly. “Malick [Mbengue] had been the head coach for a while, so there can be some hiccups [with a new head coach], but I think that the team and coach Andrew [Gillis] handled it really well,” Jennings said.

Led by captains Leah Genth ’18, Simone Nikitina ’18, and Maddie Willis ’18, the team started off strong with two convincing victories over Indian Creek and Oldfields.

After the initial victories against C conference competition, the Bruins faced a bigger, out-of-conference challenge in the form of Glenelg Country School.

“We were having an off game with our passing, but we came out in the second half and in the final moments, we got it done,” Jennings said.

The Bruins were able to maintain a large part due to a crucial defensive save right in front of the goal by goalie Megan Stombler ’18, giving the Bruins their first championship since 2016.

“Maddie Willis ’18, the team’s one and only goalkeeper, had a great game and made several saves, one in particular that was huge to hold on to in the second half,” Jennings said.

The Bruins’ perseverance through the season allowed them to claim the championship plaque for the second time in two years. "It's a testament to the hard work, time, and commitment the team put in," Jennings said.

The coaches’ hard work is not going unnoticed either. "We are beyond proud of our team and what they have accomplished," Jennings said.

The Bruins lost their last game of the season against St. Timothy’s in a score of 2-1.

For the team, the championship was a major goal that the team set earlier in the season. It was a defensive first half, with both teams playing with two powerful goalkeepers. With 16 minutes remaining in the first period, however, former Park student Lauren Stuecker capitalized on a scoring opportunity to take the lead for St. Timothy’s 1-0.

Nearing the end of the first half, Park was in need of a goal to tie up the game. With two minutes left, Lexi Mantilla ’19 gave the Bruins the win, scoring off of a deflection to even the score at 1-1 heading into halftime.

For the majority of the second half, it was a back and forth affair with countless shots on goal, but seemingly neither team could put up a point on the scoreboard.

With the clock winding down, Bella Palumbi ’20 shot a slow, rolling ball that curled around the goalkeeper to give Park the 2-1 lead with only five minutes remaining.

“Time was ticking down, and I just wanted to play my heart out and try to win the game,” Palumbi said.

Park sealed the game with a goal from Abby Stubb ’18, and the Bruins were crowned champions once again.

The Girls’ Soccer program isn’t done, though. Both the junior and sophomore classes are notably talented, and, despite the loss of many integral seniors, the team will look to continue its reign for years to come.

An open letter to Roger Goodell, Commissioner of the NFL

by ZACHARY STERN ‘19

As you well know, Mr. Goodell, your league’s ratings the past two years have taken an unprecedented nose dive. Viewership in 2016 already declined from 2015, and this season, and this year, ratings have plummeted even further. Whether the culprit is head injuries, encouraged violence, or anthem protests, what both of us know, Mr. Goodell, is that low ratings are bad for business.

As a loyal, life-long fan of your sport, I hate to see the NFL losing popularity, and I want to do everything I can to help. Lucky for you, I have gone to The Park School of Baltimore for the last 13 years, a place where we can empathize with your lack of attendance at sports games. So let me share with you a few of the methods we have used to fill seats, so that you may do the same.

First and foremost, every team needs to have a rival. Sure, teams like the Ravens and Steelers may hate each other, but that’s hardly a rivalry. A true rivalry is born only when it is declared by executive administrators, such as yourself, and then given a specific day for the rivals involved to compete (you can make up jerseys, too). Call it something catchy and creative like “Antagonism Day” or “Rivalry Match.” It’s a guaranteed seat filler, tried and true.

Here’s another classic: Centennial Blue hadn’t won on all of the uniforms. Not the team’s one hundredth year of existence! Nothing to worry about; it still makes sense. Consider that a turquoise-esque shade of blue won’t go well with the other colors? You’ll get used to it; just use an accent to trim the uniforms! We’ve won six championships since making the switch; that’s all the proof you need.

Maybe a reason that ratings are down is because so many NFL hopefuls have stopped watching the game after they couldn’t make it in the league. Just take a page out of your playbook and eliminate cutouts, and your attendance limits altogether. Anyone who wants to play should be allowed to play. No more viewers lost out of resentment, and no more phone calls from angry prospects. I’m not even worried about what those changes may lead to that are far too great in number, but trust me, Mr. Goodell, that has not been our experience.

And I have one more idea for you. I know you are always on the conference callers: the “AFC” and “NFC.” But, consider dropping the “AF” and “NF” and making one big “C” Conference. After being in the C Conference for countless years at Park, unimaginable bumps in ratings abound if you make this change.

I hope this helps; I look forward to seeing these changes implemented in the years to come. Maybe once all of these issues with ratings are solved, we can talk about the advantages of introducing two more commissioners with confusing, overlapping job titles.

THE STERN TRUTH