



B. Morrison '64

Coach Bugliari Celebrates 700th Win and Captures State Title

By ADAM JACOB (IV)

During Homecoming week, there was a buildup of anticipation on campus. Coach Miller Bugliari '52 was coaching for his 700th win in his 50th year as Boys' Varsity Soccer coach. "When you talk about coaching this long, you go into decades and pick five or six games from each decade that you can remember," said Coach Bugliari. "A lot of great memories...there have been a lot of great games."

On Homecoming day, a crowd full of Pingry alum, students, and fans buzzed with excitement. It was a wet, overcast day—not exactly ideal conditions for a soccer game. Pingry was slated to play Newark Academy, one of the top five games to watch this season, according to the Star Ledger. Up to this point, Pingry's record was 5-0-1, coming off a tie against nationally ranked Chaminade High School of Mineola, New York. The tie propelled Pingry into the top five in the state and onto the national scene. The stage was set for great soccer and a chance for the face of Pingry soccer, Coach Bugliari, to achieve his famous win.

The game started with a loud and boisterous crowd cheering the team on. Midway through the first half, the crowd was silenced by a Newark Academy goal. The team realized that this match was not going to be a walk in the park and that Newark Acad-

emy would not lie down and simply give Pingry the victory. The team had been too caught up in the importance of the game and lost their focus. As the halftime whistle drew near, order was restored with an immaculate strike off the foot of Matt Rybak (VI). The team's focus was regained by a stern halftime speech by Coach David Fahey '99.

During the second half, Pingry scored four goals, two by Brendan Burgdorf (VI) and one each by captain Will Stamatis (VI) and Randy Falk (IV), comfortably winning 5-1. "I think it was important for us and meant a lot to Coach to win his 700th on Homecoming," said senior forward Brendan Burgdorf.

If there was ever an opportunity to pour the cooler on the coach it was now. However, good judgment prevailed knowing the feeling of an ice cold bath on a wet Saturday afternoon would dampen Coach's joyous mood. Seven hundred wins only happen once every 50 years, and the team wanted Coach to look good for the multitude of pictures that would be taken.

"It's sentimental. It was a big day for Pingry soccer. It was a big day for me," said Coach Bugliari. The post-game celebration started as the team ate cake and cheered. Photographers were everywhere, capturing the moment for posterity. Players were given new jerseys with their number and "Bugliari" on the

back. A 50-year patch was on the sleeve to commemorate the occasion as well. These jerseys would be worn for the remainder of the home games. This moment was summarized by Stamatis: "This is like a dream. I can't even describe it."

Coach Bugliari has the second most wins as a Varsity Boys' Soccer coach in the state of New Jersey with 712 victories. He has been inducted into the National High School Federation Hall of Fame, the Hall of Fame of the National Soccer Coaches Association of America, and the New Jersey High School Hall of Fame. He has earned four "National Coach of the Year" awards and was named "New Jersey State Coach of the Year" seven times.

During his 50-year tenure, Coach Bugliari's teams have won 20 New Jersey state titles, 17 county championships (four in a row), and have had 13 undefeated seasons. This year's team has added to those numbers by going undefeated, winning a fifth straight county title, a New Jersey State title, and finishing #1 in New Jersey, according to the Star Ledger. ESPN Rise.com also stated that the team's national ranking has risen into ninth in the country.

When asked if 1,000 wins was out of the question Coach Bugliari said, "I don't know, but I'll be coaching for as long as I'm healthy."

Prince Cedza Dlamini Inspires Students to Take Action

By JENNIFER SOONG (V)

On October 15th, the Pingry community heard Prince Cedza Dlamini of South Africa speak about youth empowerment and the significance of taking action to improve the global community. Economics teacher, Ms. Leslie Wolfson, said she invited him to campus because he struck her as "unique and someone outside of the box." She liked how he "could tie into the economic piece and teach us something broader as well."

As the grandson of Nelson

Mandela and King Sobhuza II of Swaziland, Prince Dlamini specifically discussed his active role as a United Nations representative during the Friday Assembly. Likewise, he shared his own African background and informed the student body about the U.N. Development Millennium Goals through an instructive slideshow.

Prince Dlamini started the assembly by informing the audience about his own childhood. He described himself as quite a "naughty boy" who has since grown to appreciate his educa-

tion at Tufts University, where he received a bachelor's degree in International Relations. As a social entrepreneur, the Prince recently started his own non-profit organization called the Ubuntu Institute, which specifically helps Africa achieve the eight Millennium Goals: "eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality (and empowering women); reducing child mortality; improving maternal health;

Continued on Page 4

The Crucible Met With Rave Reviews

By JENNY GORELICK (V)

For this year's fall play, Pingry students revisited a classic piece of American theater and moved audiences in the process. With performances on November 13th, 14th, and 15th, the cast had only three short months to prepare "The Crucible" by Arthur Miller, an extremely difficult and mentally taxing drama.

Directed by Mr. Al Romano, the show was chosen because of its themes of the dangers of groupthink. Although the setting is in Salem, Massachusetts, during the Puritan Witch Trials, the play is actually an allegory about

Communism and the Red Scare of the 1950s. When the young girls of Salem begin to exhibit strange behavior, the townspeople believe that witchcraft is the cause. Therefore, when the girls accuse various townspeople of consorting with the Devil in order to mask their own wrongdoings, they cause pandemonium.

John Proctor, played by Louis Schermerhorn (VI), is caught in the middle of this chaos when his wife, Elizabeth Proctor, played by Sarah Paton (VI), is indicted. His decision to do what is morally right by combating the court puts his life and the lives of all of the girls in danger. By having his

servant and one of the accusers, Mary Warren, played by Kaela O'Connor (IV), confess to lying about the entire witchcraft issue, he threatens the plan of Abigail Williams, the leader of the girls, played by Remy Teicher (V). In addition, he risks that his secret affair with Abigail will be exposed. How the conflict unfolds leaves many of the characters and the audience despondent. Sean Salamon (V) said, "The Crucible is an amazingly intense and powerful play, and it is commendable that we left the audience in tears every time."

Because of the play's challenging nature, many of the scenes

were very demanding of the actors. They had to portray characters at various stages of terror, sorrow, and even insanity. Sarah Muirhead (IV), who played Betty Parris, had the difficult task of portraying a girl in the midst of an epileptic fit. However, even though "it was a challenging and draining show, the product was worth it because of the close and tight nature of the cast," said Julia Dowling (IV).

The cast was composed of more than just the actors. Without the efforts of head stage manager, Cassie Osterman (VI), assistant

Continued on Page 5



J. Freinberg (III)

Inside The Record



R. Hamm Conard (VI)

The Martinsville Campus has experienced many changes in the past 25 years.

Enjoying Senior Year

Ian Martin-Katz (VI) offers his take on the college application process. P. 3.

Happy Anniversary!

The Martinsville Campus celebrates its 25th year. P. 6.

Flying Ace

Lieutenant Rebekah Murphy '98 shares her experiences as a fighter pilot. P. 4.

Czech Artists Visit Pingry

Internationally acclaimed artists unveil their masterpieces. P. 7.

Making a Splash

Swimming hopes to repeat last year's state achievements. P. 6.

Sections

School News.....	1, 4, 5
Commentary.....	2-3
Top Story.....	6
Arts.....	7
Sports.....	8

EDITORIAL

Do you still remember the Polaroid? That white-bordered rectangle alluded to in the popular lyrics “Shake it like a Polaroid picture”? The one that captivated you as the black film magically transformed into a colorful snapshot? Well, get ready for its funeral. Though the Polaroid made its debut just 61 years ago, it no longer has a place in the new digital age and will not be manufactured anymore. The 33-year-old digital camera has quickly overtaken its predecessor, and, similar to what happens in many career fields, the more desirable, younger generation has replaced the old.

Even the digital camera has changed drastically since its introduction. From eight pounds to 13 ounces, the camera’s size and weight have shrunk significantly, yet companies continue to race towards creating the next “world’s smallest and lightest” camera. Soon, we just might have a camera that’s so small it won’t be visible to the human eye. Sure, that may sound absurd now, but so did computers back in 1940, and cell phones before 1947.

The phenomena that Polaroids and digital cameras are experiencing is rampant throughout the technological world, where the impossible becomes possible and nothing is truly out of reach. Take the Internet, which our grandparents’ generation can’t understand and our generation can’t live without. My parents, as I’m sure many others’ parents do with their children as well, constantly remind me of what they didn’t have when they were teenagers and how privileged my generation is. Armed with our cell phones, laptops, iPods, and portable DVD players, we are rarely ever alone. But is this all for the better? Or have we been overlooking too many of the negatives?

I have to admit that life is much more comfortable with electricity (bedtime no longer corresponds with the sunset), cars (imagine traveling in a horse and buggy during a downpour!), TVs (for live news coverage of course, and the occasional cheesy TV show), and word processor (handwriting 10 page essays would be painful). But gone are the days when people talked to each other face to face whenever they had something to say, when children spent free afternoons outside letting their imagination run wild by creating their own games, and when getting the mail meant receiving long-awaited, personal hand-written letters from friends and relatives. And what’s unnerving is just how fast technology has turned the world upside-down.

In the span of just one generation, electronic gadgets have gone from “non-existent” to “life’s necessities” status. How many of us have named a cell phone (or another similar device) as one of the three things they would take if they were stranded on a desert island? That shows just how hard it is for many of us to imagine life without our loyal gadgets by our sides. We want new information instantaneously, at the cost of being bombarded and overwhelmed by a deluge of it. Texting and instant messaging have taken away much of the intimate, personal sides of interaction and communication, with smiley faces a poor substitute for real faces with real expressions. How much we let technology invade and rule our lives is up to us. Will we let ourselves get blinded by the dazzling inventions and neglect to consider their side effects? Or will we use technology wisely and resist its mechanical pull towards impersonality?

As cameras become smaller and robotic helpers begin to invade homes and take on chores, I can’t help but wonder where technology is going to lead us next. What will we be saying to our children 20 years from now? Will they be gawking at the monstrosity of our old iPhones? Will we be the ones pointing out all their privileges that we lacked “back in the day”? Perhaps laptops will follow in the fate of Polaroids, replaced by a device that’s a million times more powerful and unimaginable to us now. Technology will undoubtedly continue to enhance our lives, but how much it will take away is for us to decide.

—Diana Jiang

Focusing on Native Americans

By CHRISTINE WILLINGER (VI) as 2004, the Bureau of Indian Affairs has executed land seizures, forced relocations, and the destruction of sacred sites—all flagrant human rights violations—under the guise of “policy actions.”

While Native American reservations are ostensibly sovereign, they are suspended in a state of limited autonomy, with the US government asserting its right to control certain reservation affairs. The terms of this unique “trusteeship” relationship leave tribal governments on their own to maintain schools, clinics, and a police force but extend to the federal government hegemony over the organization and distribution of resources and funds. This distortion of government power contradicts Native Americans’ rights as citizens under the Constitution and goes against the fundamental principles of democracy. Regardless, the Bureau of Indian Affairs maintains its history of resource manipulation through an inherently prejudiced legal structure.

My question to you is the following: Should Congress apologize? While the automatic answer is yes, it is important to remember that an apology bears no weight unless accompanied by an appropriate transformation in behavior. The continued failure of the bill, along with the myriad of injustices the Native Americans have continued to face, mirrors the federal government’s failure to change its obsolete approach to the administration of reservations. As recently

live below the poverty line than any other race or ethnic group in the US.

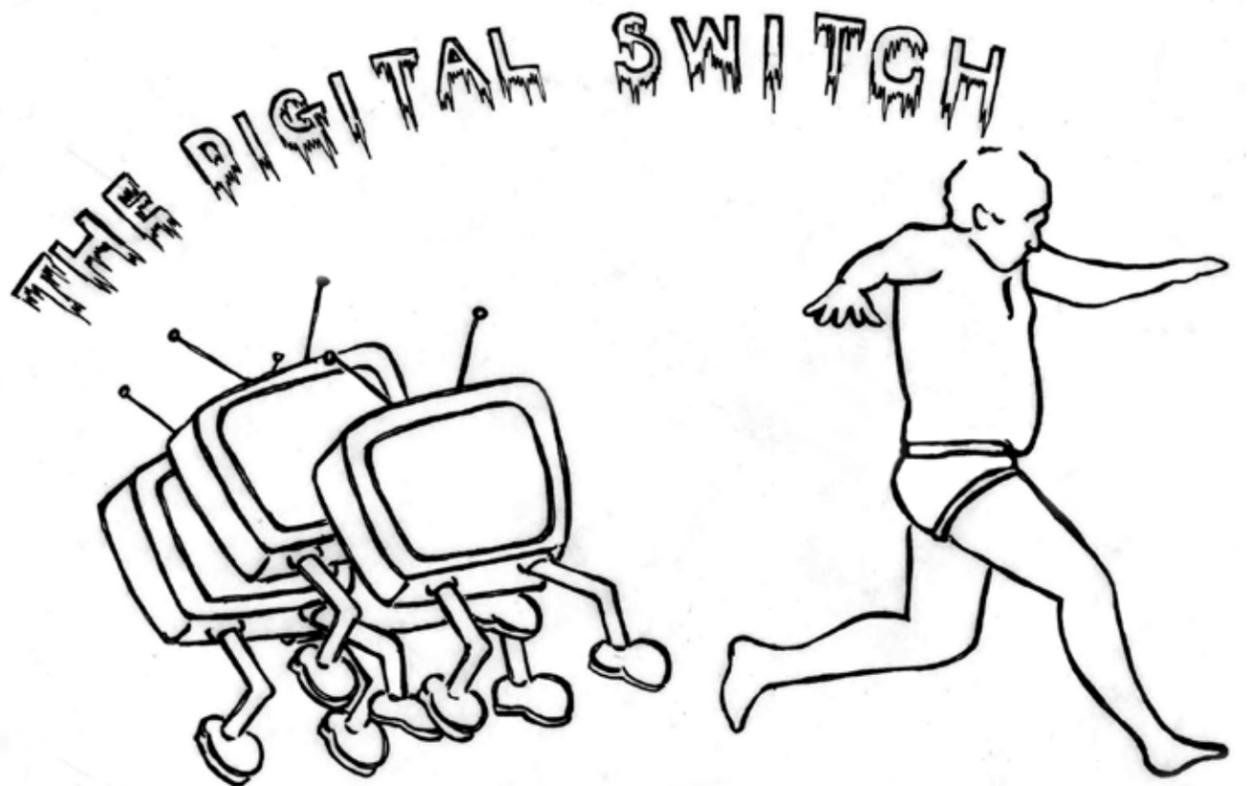
When I volunteered in Navajo Nation over the summer, I experienced the substandard conditions firsthand. Conditions in some third world countries compare favorably to those on the reservation, where polluted water, unpaved roads, and a lack of modern amenities and technology prevail. Over 40% of Navajos do not have running water, and about 60% have no household telephone. Because of its dependent economy and the fact that 50% of Navajo teens do not graduate high school, the Navajo Nation has an unemployment rate ten times higher than that of the rest of the US. The dire state of the Navajo Nation is representative of the standard of living on all reservations.

Although Congress should not apologize to Native Americans for past errors until they are ready to right their egregious wrongs, it is imperative to the survival of tribal peoples that the US government fixes its reservation policy. The political history of our relationship with Native Americans—an alternating cycle of paternalism and negligence—suggests that motivation will not arise spontaneously: long-term

change must be fought for. However, the majority of Americans, while passionate about the eradication of global poverty and an end to genocide, seem all too eager to disregard the tragic conditions on reservations. The plight of Native Americans is largely ignored in the media, and public opinion is overwhelmingly indifferent.

This neglect is reflected in the microcosm of Pingry. During morning meeting, everyone expects an announcement for some charity initiative to raise money for children in Ghana or to stop genocide in Darfur. But similar announcements about fighting to improve conditions on reservations are notably missing.

What I find most ironic is that, unlike foreign issues, which occur in distant countries under often inscrutable regimes, the domestic problems plaguing Native Americans are easily accessible. In this situation, we—the citizens of America—can affect change in our government’s Native American policy. Whether or not Congress apologizes to the Native Americans depends on us. Are we ready to take action, or are we willing to let our country, known worldwide as a defender of human rights, mistreat its own citizens?



K. Conway (V)



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You Know You're a Senior When....

....8:15 is the suggested time for the start of first period.

....You take the A to F lunch break.

....You spend most of your day sitting at Keating's table.

....You go to the bathroom for 30 minutes at a time.

....All your books are in your car and you don't know where your locker is.

....You just don't care.

Reevaluating High School Journalism

Catching the College Craze: Learning How to Handle the Stress and Enjoy Senior Year

By ANDREW SARTORIUS (VI)

You might wonder why I have two opinion pieces in this month's edition of *The Record*. Sparing you the specifics, I'll cut to the chase: two op-eds that we had hoped to publish by writers who have been regular and insightful contributors this year could not, for one reason or another, be published. I realize I'm already treading a fine line discussing these issues, but I hope to briefly explain the motivation for these articles and why they could not be published.

As much as we would like to believe we're already sagacious world-weary travelers, well versed in the ways of the world, let's face it: we're all inexperienced teenagers. It's in our nature to believe fiercely and passionately in our credos. For almost every teenage youth, a key component of this credo is distrust of authority, "sticking it to the Man," if you will. This past month, an event occurred that caused a powerful emotional response in our community.

I'll be honest: I'll never know the exact facts of the situation, nor do I want to know. However, two of our writers, both extremely articulate and thoughtful, took it upon themselves to try to learn the facts and impart their opinions on the community. As someone who has written for *The Record* for four years, I was really excited when these writers came to me with their ideas. For once, Pingry's serene surface had been breached. Initially there was an uproar, to the extent an uproar can exist in a small private school. Students organized, plans were drawn up, and a movement for action mobilized. For once, I hoped the spirit of student activism, which had lain dormant for perhaps, some would argue, forty years, would return in a tidal wave to sweep the school off its feet. In one day alone, five separate students came to me asking if they could write an op-ed for *The Record*'s next issue. One student even showed me a new draft of the Honor Code he had created.

Weeks passed and the great enemy of all journalists, time, began to take its toll. That initial enthusiasm that students had for vocally expressing opinions to the Pingry community began to fade, replaced by self-doubt and cynicism. Coupled with this was an even greater problem: no one in the school, except a few high-ranking individuals, knew exactly what had happened. All sorts of wild rumors were flying about so that those of us who did not know the facts could separate truth from fiction. It was in this environment that the writers began to formulate and write their opinions.

It was always a dangerous topic to explore, but even more so in these conditions. Because the administration could not legally provide information on the subject, the articles were basically dead in the water. Still, our writers forged ahead and submitted their pieces without solid facts. What else could they

do? As editor, I was frustrated watching the devolution of the whole situation. Here was an idea born out of excitement and a genuine interest in journalism that had become bogged down in what appeared to be administrative red tape. Interviews had to be held with tight-lipped officials, articles had to be checked and rechecked, and still it did not look as if they would be published.

So in the end we couldn't publish the articles, and I eventually came to my senses: it did not matter how articulate the articles were or how much controversy and activism they would stir up; the facts, the most important aspect of journalism, were fundamentally wrong. Now I'm not throwing any blame around here; to do so would be shortsighted and immature. In fact, there's no blame to be given; it's a well-known fact that as a writer for a high school newspaper, there are some articles that just cannot be written.

If there's one thing I've learned from this whole situation, it's that we, as journalists, cannot compromise the truth for our emotions. Sometimes (in fact, usually), the best analysis of a situation is usually made well after the fact, after one has had time to stand back and calmly analyze what has happened.

With the pace at which this school moves, the event seems as if it occurred a year ago, instead of last month. The serene surface is again unbreached. If you search for some souvenir of the event, one will be hard to find. Perhaps if you listen closely, you might just hear some words in passing one of these days.

By IAN MARTIN-KATZ (VI)

I was caught by the college craze as a junior. That third year of high school presented me with an environment that was more intense than that of any of the previous years. Suddenly, everything counted. I recently learned, however, that I was a late bloomer compared to the many students who start thinking about college much earlier than I did. At Peer Night a few weeks ago, I heard freshmen worrying about their academic futures. I was shocked that some fourteen and fifteen-year-olds were viewing every test and paper as factors that will determine the course of their lives.

The college process starts earlier each year. Diminishing admission rates, overzealous parents, the legacies of older siblings, and a plethora of other factors add to the pressure of the college search. As a result, people prepare earlier as a way to get ahead of the competition. But the whole thing is getting out of hand: there's *no way* that a student can profit from campus tours as an eighth grader or from studying for the SAT's as a freshman. The added stress of these measures outweighs their benefits (which is probably nil, anyway).

And what's the use of getting stressed? Sometimes, you can use stress to motivate yourself or put yourself in the academic zone—in the same way that an athlete converts his pregame jitters into game-time adrenaline. There's a point,

however, where stress is an obstacle. Maybe you're anxious because you want an A on that test tomorrow, but you're shooting yourself in the foot if the anxiety is obstructing your performance. So use cold, hard logic next time when you're stressed and realize that worrying too much isn't going to help your grade. Twenty minutes in Mr. Sluyter's room could be the true ticket to Harvard.

Mr. Sluyter has always been there for the stress-ridden. Lately, however, the administration has also tried to assume a role in de-stressing college-crazed seniors. I applaud the breakfasts and "stress-down days" that the administration has organized. At the same time, I've found that the administration's measures have not always been successful. It's not Mrs. Chatterji or Mrs. Hearst's fault that we're tense—there's just not much they can do. Stress is inherent in a competitive school like Pingry whose students' dreams rely on entry to highly selective colleges.

So the college process is stressful—what should seniors do? Enjoy the other aspects of life! First of all, we can bask in the perks of being seniors. The best couches, the best parking spots (sometimes), lunchtime trips to Nosh, big pages in the yearbook, hypnotic power over younger students, and four years' wisdom are only a few of our privileges. Another benefit of senior year is that our stress—however daunting—is short-lived. The end is in

sight: in a few months, our Pingry careers will be over and we will move on to the next stage of our lives. This is another reason to enjoy ourselves now because we might miss high school when it's over.

The college process can be enjoyable in itself, too. For those who love to write, application essays offer an opportunity to practice outside of an academic setting. For those who love to compete, the applicant pool is quite the proving ground.

And *everyone* can benefit from a key aspect of the college search: self discovery. In choosing schools, majors, etc., seniors make decisions that will have a great influence down the line; these sorts of decisions teach us about ourselves. In addition, college essays *force* us to coherently express what we have discovered.

Stress a little, play a little, and love it all. When it's over, we get to go to college. And we know how fun that will be.

EDITORIAL

Just the other day, I was standing in the tech office waiting for Mr. Quoc Vo to register my laptop for the new network when I suddenly realized just how much our school has progressed technologically, not only in the past six years since I've been attending, but also in the twenty five years since the school has been at the Martinsville campus. Of course, I wasn't there to see all the changes myself, but I've heard plenty of harrowing accounts from the old days.

For example, Ms. Laurinda Stockwell told me, as recently as ten years ago, "The Record" had its own dark room in which the photo editor would develop all the pictures for each issue. Today, we complain when our digital images are the wrong resolution. Also, Dr. Susan Dineen has described how Record editors used to pull all-nighters to get issues out back when computers and layout software were rare commodities. These days (knock on wood), we're home in time for dinner on the night we send our issue to press; all-nighters are something we happily leave to members of SAC.

Not only has the school undergone technological changes in my years at Pingry, but drastic physical and administrative changes as well. I spent my middle school years crammed in the foreign language wing beyond the cafeteria. I attended all upper school assemblies (except those that were deemed inappropriate for middle schoolers) and ate lunch at pale-yellow wooden tables that were the last vestiges of the Hillside campus. I even voted in the student body election in seventh grade (Nikhil Srivastava's '05 legendary "Chipwich" speech automatically won my vote).

The "bookstore," if it could be called that, was a cramped, cluttered storage closet around the corner from the math office. If you wanted anything from it, you had to ask Mrs. Nancy Wojner, who had to unlock it. I've lived through two headmasters and three upper school directors. More recently, I've seen the front of the school completely changed and a new turf field added. I'm sure I'm missing other basic changes, but these are the ones that readily come to mind.

Recently, I've heard fellow seniors complaining about change. Many of them say that the school has taken a turn for the worse. "The current middle schoolers are too sheltered," says one of my friends. "They would've never lasted a day in our shoes." They argue that a separate building and few interactions with upper schoolers have left the current generation of seventh and eighth graders isolated and unprepared for high school. Also, there are significant complaints and resistance to a few of the current administration's policies, such as the abolition of Field Day and the current format for morning assemblies. Some believe that the Pingry student is losing his freedom.

For me, it comes as no surprise that people have such vehement opinions concerning the school's changes. Of course many of us are going to look back and say Pingry was at its peak in the past. That's human nature. Six years later, we've grown up, changed our worldviews, and become the seniors we once feared. We now have the ability to stand at the top of the mountain and see the long, rutted path that we've all come from. But even this is a distorted view. We think that our hindsight is perfect, our wisdom immaculate because we're seniors, and we act accordingly.

I'll tell you the truth: I feel like I'm almost as lost as I was the day I stepped through Pingry's doors six years ago. People turn to me now to make a decision, and sometimes I'll hesitate, wondering if I'm qualified enough to make that decision. I'll look back on Pingry seniors of the past and wonder if I'm even remotely as skilled and talented as they were. If anything, senior year is the year where we make the most mistakes, learn the most about our capabilities and limits, and gain the most insight into our personalities. It is the year that our view of the past assumes sepia-colored tones and begins to creep towards sentimental nostalgia.

So we say everything's changed. Yet buses of bright-eyed freshman and sophomores are carted off to the Foodbank each Rufus Gunther Day, Coach Miller Bugliari '52 continues to coach and win soccer championships, and Trem still reads *The New York Post* in the cafeteria each morning. I guess, to quote the old adage, the more things change, the more they stay the same.

—Andrew Sartorius



Prince Addresses Students

Continued From Page 1

combating HIV/AIDS, malaria, and other diseases; ensuring environmental sustainability; and developing a global partnership for development." Miss Wolfson said she "loved this combination of business and social responsibility."

After discussing these issues, Prince Dlamini opened the floor to questions from the students and faculty. Most students thought this was the most helpful part of the assembly. Phil Ryan (V) said, "Although the presentation in the beginning was slightly confusing, I felt that when he answered questions one-on-one, the assembly became much more dynamic and insightful."

During the Q&A session, many students brought up pressing issues that South Africa is currently facing. Grant Palmer (VI) asked if the World Cup in South Africa would help bring political and economic stability. Prince Dlamini said it certainly would, adding that "soccer is the best sport in the world." When Max Dechiaro (V), who visited Africa during the summer, asked about the high crime rate problem, Prince Dlamini responded that it is definitely a concern that

organizations and the government are slowly working on.

In response to the current economic crisis, Prince Dlamini expressed optimism, saying that the global problem was bringing leaders together and unifying the world. Although Yamini Nabar (V) wished "he would have discussed more ways for us to get involved and make a difference in the lives of African children," she found the economic part of the Prince's speech "very inspiring." She felt that "his sense of optimism and positive attitude regarding the importance of youth was refreshing."

Students in Regular Economics and A.P Economics stayed afterwards to talk to Prince Dlamini. Mac Cordrey (V) found that the "Q&A session after the assembly, when we talked about social entrepreneurship," was very "informative."

The majority of students had positive responses to the presentation. Sofi Barrionuevo (V) said, "The speaker gave a passionate speech about what he does and how it important it is to help the world become a better place. It only takes one person and one action to make a difference in the world, and Prince Dlamini is on that path. With everyone's help we can improve the world."

Therapist Jodi Poretskin Addresses Body Image Issues Through Personal Stories

By JENNY GORELICK (V)

On October 22nd, Jodi Poretskin spoke to members of the Pingry Upper School about eating disorders. With a bachelor's degree in sports medicine from Elon University and a Master's Degree in Psychology from Phillips Graduate Institute, Ms. Poretskin works as a therapist in Malibu, California and specializes in issues dealing with adolescent body image.

To open her talk, Ms. Poretskin asked students and faculty to squeeze themselves under the Hauser Auditorium seats. According to her, the purpose of this exercise was to demonstrate "what it feels like to have a body image issue." She went on to say that in our society, we think that if we look a certain way "we'll be happy. We are constantly trying to fit into spaces where we don't fit."

These dangerous percep-

tions about appearance, Ms. Poretskin said, are "moving across the world" and "touch on all races and genders." Furthermore, she asserted, "Here in America [this problem] is booming. It's sad, but the good news is that there is help."

Having overcome a 17-year long struggle with anorexia nervosa and compulsive exercising, Ms. Poretskin spoke from her own life experience. "Nobody wakes up in the morning and says I'm going to be anorexic tomorrow. It's this process," said Ms. Poretskin. The process started for her when she was very young, continuing until she was 22 years old and a patient in the Renfrew Center in Florida.

When her grandmother told her that she shouldn't eat as many Oreo cookies as her younger brother because her metabolism was not as fast, Ms. Poretskin began to develop an obsession with cutting back on

how much she ate, which evolved into a full scale eating disorder. Ms. Poretskin asserted, "All I cared about was how am I going to lie enough to avoid eating."

Although she did not appear healthy, she managed to hide her issues until her teenage years when she told her friend about her eating habits. "Holding it in can be scary," said Ms. Poretskin. "A part of me told my friend because I needed help."

Ms. Poretskin's friend informed her parents who in turn got Ms. Poretskin help in the form of therapy. Still, she did not completely overcome her body issues. It wasn't until she was enrolled in college that she finally admitted to herself that she needed to change her lifestyle. By checking herself into a treatment center, she was able to realize that "it's not about your exterior. Eating disorders at the end of the day are not about food."

While each eating disorder is slightly different, Ms. Poretskin stressed, they all share an "addictive quality." "There is a huge correlation between addiction and eating disorders. I would say 65% of people I work with who have an eating

disorder also have a co-occurring addiction," said Ms. Poretskin. Additionally, she emphasized the importance of getting help: both for yourself and for people you know with eating disorders. "I hope that you will take of yourself," said Ms. Poretskin.

Ms. Poretskin's presentation had a profound effect on the Pingry students. "I thought the assembly was very informative because I did not know much about eating disorders before. It was very interesting hearing about the experience of someone who did suffer from an eating disorder," said Brandon Brier (V). Neha Srivastava (V) agreed, stating, "The assembly gave me insight about the psychological factors of eating disorders and more compassion towards those who have them."

"It was disconcerting to think that there may be people around me secretly struggling with such a consuming disorder, that I or anyone else don't know about and therefore can't do anything to help," Srivastava added. "I really hope these people reach out and get help, like the speaker said."

Fighter Pilot Rebekah Murphy '98 Shares Experiences from Afghanistan and Iraq

By BRANDON BRIER (V)

On Friday, November 7, the annual Veterans Day assembly featured Rebekah Murphy '98 who is currently serving as a lieutenant in the American navy. Since she first spoke at Pingry eight years ago, Murphy has progressed through the naval ranks from being a cadet to flying the navy's premier fighting jet, the Super Hornet.

Over the past few years, Murphy has fought in Iraq and Afghanistan in Operation Iraqi Freedom and Operation Enduring Freedom. In her presentation, she recounted her experiences as a pilot, fighting to preserve American liberty. Because "she is very young and a Pingry graduate" she developed a "closer connection with the general audience," said Bozhena Lisko (V). Likewise,

she really delivered a powerful message that emphasized, "support for our troops and patriotism."

Ms. Leslie Wolfson, an economics teacher at Pingry for fifteen years, finds Murphy's transition from Pingry student to fighter pilot lieutenant remarkable. When she was a student, Murphy had a "happy-go-lucky" disposition, Ms. Wolfson remembers, unsure of what path she wanted to pursue in life. She decided to attend the U.S. Naval Academy, where she played soccer, and later took her first steps to becoming a premier naval officer.

When Murphy first spoke at Pingry eight years ago, Ms. Wolfson noted, she still had not set her focus on one path in life. She had "just started off" and was not "thinking about fighting wars yet." She had just

been selected for the pilot pipeline and had only started to drift towards what would become a very successful career as a leading naval pilot.

Over the years, Ms. Wolfson has watched Murphy progress in the navy and believes that many of the qualities Pingry has instilled in Murphy have helped shape her life. Her determination, Ms. Wolfson says, has driven Murphy through her career. She "set a goal and stuck to her mission" even when her father was fatally ill. As a military officer, she has "certainly given back to the community" and "puts her life at risk to protect our freedom," Ms. Wolfson says.

After watching Murphy grow over the years, Ms. Wolfson now admires her as "one of the most patriotic people" she has met in her life, displaying

"courage that [she] would never have."

Ms. Wolfson explains that although the media may not always show the positive effects that Murphy talks about in Iraq, Murphy truly believes she has "left it a better place than when [she] got there." Ms. Wolfson reinforces this attitude and truly believes Murphy is "making a big difference."

"Even if people don't agree" with the war, I still believe it is important to have "huge respect for her and those who fight for our freedoms," Ms. Wolfson says.

Many students agreed. Lisko, after only an hour of hearing Murphy speak, attests to her evident "dedication, strong will, and perseverance." Yamini Nabar (V) noted that her "bravery, selflessness, and patriotism" were clearly evident.

Early Application Numbers Decline

By KATE DREYFUSS (V)

In recent years, the popularity of various college early application programs has skyrocketed. Pingry seniors consistently prove this statistic true. Roughly 85% of the Class of 2009 has submitted or plans to submit some form of an early application. Percentages of early applicants in recent years include 86% in 2008, 87% in 2007, 82% in 2006, and 95% in 2005, an all time high. Out of the 86% of the class of 2008 who applied early, 61% were accepted, and attended schools such as Vanderbilt, Yale, Wake Forest, Dartmouth, Emory, Bucknell, Franklin and Marshall, Richmond, and Washington and Lee, among others.

There are two main early application programs, Early Decision and Early Action. According to Mr. Tim Lear, the Director of College Counseling, the majority of Pingry seniors tend to apply Early Action. This year, however, the ratio between Early Decision and Early Action applicants is more balanced, with about 40% of the Class of 2009 applying Early Decision (out of the 85% of the class applying early).

Early Decision is unique because it is binding. If students are accepted to a school through Early Decision, they are obliged to withdraw all of their other applications and attend that school. The Early Decision program is made up of two categories, Early Decision I and II.

Students who apply Early Decision I submit their applica-

tions by early-mid November, and are notified by the school by December 15th. There are three possible outcomes: admission, rejection, or deferral. If a student is deferred, their application is reconsidered with the Early Decision II applications or with the regular applications.

Early Decision II is similar to Early Decision I, except with later deadlines. Students must submit their applications by January 1st or January 15th, and hear back from schools about a month later. According to Mr. Lear, Early Decision II is the best recent change to the college admissions process because it truly favors the students. "Early Decision II is great because it gives students more time to raise their grades and test scores and more time to research schools before they commit."

Early Action programs have the same deadlines as Early Decision, but are non-binding. Depending on the school, however, there are some restrictions on Early Action. Yale and Stanford operate under the Single Choice Early Action program. If students decide to apply Early Action to these schools, they are not allowed to apply to any other schools under any other early action program.

According to Mr. Lear, there are no disadvantages to applying early because there are "so many options." The biggest advantage to applying early, he believes, is "the relief of the completed application and knowing that you have completed the first step of the college process."



R. Hamm Conard (VI)



Seniors lead freshmen in annual boat building contest.

Courtesy of L. Dungo (VI)

Peer Leadership Program Kicks Off At Lake Bryn Mawr Camp

By SHAAN GURNANI (IV) & ANISHA MOHIN (IV)

During the last week of September, the freshman class joined the senior peer leaders for a Peer Leadership retreat at Bryn Mawr camp in Honesdale, Pennsylvania. As a long-standing Pingry program, Peer Leadership pairs together seniors, one boy and one girl, who co-lead around eight freshmen to help make the transition into high school easier. Peer groups meet once a week and just “hang out, play board games, and talk about whatever we want to talk about,” said Jason Ring (III).

A few main events at the beginning of each year help jump-start peer group. One of the most anticipated was the Bryn Mawr retreat, which the freshmen attended from September 24th to 26th. Loaded buses left Pingry on Wednesday, September 24th. Once they arrived at Camp Bryn Mawr, the students settled into their rooms with people from their respective peer groups.

The main activity on Wednesday was a dance, which included a special performance from the seniors. “The dance was probably my favorite part! The seniors did a great job and I got to know the people in my group,” Grace Putman (III) said.

Dan Keller (III) agreed, saying “the seniors were awesome and the dance was probably the best part.”

Thursday was packed with trust and bonding activities, which the people in each

peer group did together. For example, there was one game where everyone in the group was blindfolded, and they were given a rope and told to make it into the shape of a square.

The next Thursday activity consisted of building boats out of cardboard boxes, garbage bags, and lots of duct tape. Each boat had to be capable of holding one member of the peer group and going about twenty feet in Lake Bryn Mawr without sinking.

Cassie Osterman (VI) enjoyed the boat building, saying “the freshmen had a great time with this activity.” Osterman also said, “It was one of the first problem solving challenges they were confronted with as a peer group, and they seemed to get a lot out of it.”

Thursday night, the students’ last night in Bryn Mawr, was spent performing rehearsed skits around a campfire. Friday morning was the boat race, where the peer groups were finally able to show off their hard work from the previous day. After lunch that day, the students headed back to Pingry.

Julia Donnantuono (VI) said, “Bryn Mawr was by far my favorite part of peer group because our group really bonded and got to know each other better. I love being a peer leader because not only have I gotten close with the seniors, but I have a lot of fun with the freshmen as well.”

Another peer leadership program event was Peer Leadership Parent Night, which

was held on Thursday, October 30th. This event enables parents to understand what peer group is all about.

The night started off with the seniors presenting skits and then picture slideshows from the peer leadership retreat at Bryn Mawr. Finally, the parents and students split up into groups so that the parents could ask the peer leaders questions about peer group.

As James White (VI) put it, “the peer retreat was a great success and a great start to peer group and we look forward to the rest of the peer leadership program.”

Arthur Miller’s Classic Play Captivates Pingry Community

Continued From Page 1

manager, Jeff Baum (IV), English teacher Mrs. Victoria Grant, Physics teacher Mrs. Ronalee Newman, and Technology teacher Mrs. Shelley Hartz, who helped with procuring costumes and props, Pingry parents Mrs. Laura Muirhead and Mrs. Christine Sheehan, who made the programs and assisted the set crew and the technical crew, the show would not have been possible.

Moreover, the production greatly benefited from Mrs. Jane Asch’s set design and the leadership of the set crew, which was comprised of Mr. Tom Varnes and various students and parents. Ben Hamm (IV), a member of the set crew, asserted, “The set turned out to be amazing, but that was mostly because of Mrs. Asch.” Composed of multiple large moving pieces made to look like Puritan architecture, the wooden

walls and vast amount of stones took a lot of time and effort.

Overall, the cast had a great experience putting on such a challenging show. “Even though I joined late, I still had a lot of fun. It was a great bonding experience,” said Hamm.

Maggie Bonadies (VI), who played Ann Putnam, agreed. “Out of my eight Pingry productions, I’ve never felt more connected with a cast than I have with this one,” she said. “The production was a challenge, and I’m so blessed and honored to have been able to share such a wonderful experience with these beautiful and marvelously talented people.”

The show garnered rave reviews from audience members on all three nights. James White (VI) believes that the production “should have won an award for being so good.” Likewise, although Susan Contess (IV) was not a big fan of “The Crucible” when she had to read it as part of

the eighth grade English curriculum, she also praised the show.

“The main thing that shocked me was that I wasn’t bored during the entire play. Basically, the Drama department did an amazing job,” she said. Simon Greene (V) concurred. “The play was very fluid and held the audience’s attention well,” he said.

The cast is very pleased with its efforts. “This year’s production of ‘The Crucible’ blew me away. Everyone in the cast brought something extraordinary to the play, the set was outstanding, and the talent was above and beyond,” said Lillie Ricciardi (V). Joel Behrman (VI), who played Reverend Parris, summed it up when he said, “As a senior, I don’t think I could be any prouder of the underclassmen for giving this show their all, and I could not be any prouder of my fellow seniors for leading the cast to what I thought was the best Pingry play we have put on in my time here.”



Courtesy of J. Freinburg (III)

Students Dress Up and Give Back to Community on Rufus Gunther Day

By AMANDA HALTMAIER (IV)

On October 31st, students and faculty participated in the annual Rufus Gunther Day through a number of activities including community service projects, an SAC assembly, and the annual costume contest. The winner was Dylan Sun (III) who dressed up as “Sunny D”.

The various community service programs took place on and off the Pingry campus. The Form II chorus traveled to Peapack to perform songs at the Matheny School. Also off campus, senior and junior drama students went to Chatham to attend ECLC, a school for the disabled. Some students went to the Deirdre O’Brien

Child Advocacy Center in Morristown, a trip that included painting a wall, cleaning a shed, and planting a garden. Similarly, other students painted, moved, and set up computers at the Link Community School in Newark. Lastly, some students went to the Lamington Presbyterian Church to help out in their cemetery.

On campus, students spent the time organizing mailings for FOP, Bridges, Wellness Community Mailing, Wellness Community Origami, and Wellness Community Bracelets. Pamphlets were also sent out on behalf of the JTB Foundation. Other students contributed to the Bryan’s Dream Foundation by creating blankets to be donated to children with brain tumors.

In the Multi Arts Room,

students cut out large hearts and decorated them for the American Heart Association fundraiser. The field hockey team participated in Operation Jersey Cares, which included writing letters of hope and respect to the soldiers and marines from New Jersey stationed in Iraq. Students in the Green Group club rid the campus of evasive species and planted bulbs.

One student who went to the food bank, Kristen Tripicchio (IV), reflected, “I went to the food bank and was part of an assembly line that packed boxes with different kinds of food. It felt great knowing that as a whole we were helping other families out there, even though our efforts seemed so small in comparison. I find it so

nice that our school goes out and helps other all together on Rufus Gunther day. It’s also cool how we help so many different organizations instead of just one.”

The SAC assembly this year was extremely funny and there was never a dull moment throughout the entire performance. Tripicchio comments, “I really enjoyed the assembly, it was funnier than I expected and the opening act was incredible! The Akademiks really got creative and it was one of the coolest things I’ve ever seen in my life.” In addition to this dance, a few teachers put on a skit imitating one of the Presidential debates, which was a collective favorite of the assembly.

Word in the Hall: What’s your favorite college mascot?



CAMERON LAN (VI)

“Trinity’s the Bantams. It’s a hilarious name.”



NED ADRIANCE (VI)

“Stanford Pine Trees.”



CATHERINE LIPPER (VI)

“The Fighting Quakers because Quakers are pacifists.”



JOEL BEHRMAN (VI)

“Carnegie Mellon Tartans because it’s plaid.”



HANNAH GOLDSTEIN (VI)

“MIT Tim the Beaver because my name is Hannah. Think about it.”

Celebrating 25 Years Since the Hillside Move

Looking Back on Martinsville Milestones

By NEHA SRIVASTAVA (V)

Pingry has made enormous progress over the past twenty-five years. Founded in 1861 by John Pingry, the school was created to give a thorough and principled education to boys. In the 1970's, the school moved from its original campus in Elizabeth to Hillside, and in 1983, it moved to Martinsville. Pingry became co-educational in the 1970s, and now occupies two campuses with 1,057 students from twelve counties.

The number of sports offered in the athletic program has increased to include ones such as skiing, and new facilities have been built. The Bugliari World Cup soccer field, now a prominent feature of Pingry's history, was built in 1994 to serve as a practice field for the Italian national soccer team in preparation for the World Cup. The John Taylor Babbitt '07 Memorial Field was added in 2008 as a gift from the parents of the Class of 2007. Gerry Vanasse, Director of Athletics, said, "The size and range of sports and facilities Pingry offers makes it one of the most comprehensive sports programs of high schools in the state."

Likewise, Pingry has expanded its arts program and facilities, most notably with the addition of the Leola and Amos Hostetter Arts Center, which includes the Macrae Theatre and other art studios. Built through the stimulus of former headmaster John Hanly and a strategic team and finished in 2003, the arts center developed into an incredibly forward-thinking facility.

Mr. Myles Boyd, Head of the Arts Department, said, "The arts center has enabled Pingry to challenge and develop students creatively and has validated the importance of all types of learning — not just scholastic and athletic, but also artistic. It is one of the best arts facilities in New Jersey."

A major development in the past decade is the construction of the Middle School. In 2006, after seven years of planning and 13 months of construction, the Middle School opened on the upper school campus. The sixth grade moved from Short Hills to Martinsville to inhabit the new building with the seventh and eighth graders.

Mr. Phil Cox, Principal of the Middle School, said, "Pingry now addresses the needs of middle school kids in a crucial stage of development, and the Middle School plans its activities and curriculum to best tailor to their interests and their development." The Middle School fosters a close-knit environment and the independence that students will need in high school.

Pingry has made efforts to keep up with technology to promote technological literacy. Milestones include getting the Upper School wired with Internet service, providing all faculty members with their own laptops, and building two computer labs.

"Today Pingry has been aggressively pursuing advances in modernization as well as capital changes in the technology lab, photo labs, and science rooms," said Mr. Mike Virzi, Director of Facilities. Pingry has been working to add facilities and lower consumption, using high efficiency heating, heat recovery, and policy changes. The central chilled water system, which was created in 2000 and now cools Hauser Auditorium and the middle school, is being expanded. Though the cost of private secondary education has been rising, Pingry strives to make itself affordable to future generations by stewarding its resources and becoming more

sustainable.

Over the past twenty-five years, Pingry has aimed to promote a more global perspective among its students. Indeed, the very definition of diversity at Pingry has evolved considerably. Twenty years ago, Pingry accepted its first Jewish students, and today, 32 percent of students are people of color. Currently, students come from different religious backgrounds, live in 106 communities, and come from public, private, and parochial schools. Pingry also seeks to advance multicultural thought in its curriculum and outreach efforts. Numerous student-run clubs, including Amnesty International and Gay/Straight Alliance, all promote diversity. Headmaster Mr. Nathaniel Conard said, "Diversity is crucial to develop perspectives.

Twenty-five years ago, Pingry was preparing its students to be successful in a relatively static economy and a more localized setting. Different skills are needed in today's and tomorrow's workforces, such as agility, adaptation, and problem solving. The skills to understand and collaborate are key."

Assistant Headmaster Mr. Jonathan Leaf said, "Consistent throughout all private schools, there has been a move away from "teaching behind the podium and towards interactive learning. Pingry's emphasis is to promote understanding and to create people who are problem solvers, scientific leaders, and good citizens." The addition of Harkness tables, new research classes, and the SMART team, has emphasized this hands-on type of learning.

Pingry has also evolved to reflect students' interests. New student-run co-curriculars are constantly being formed as students' interests and motivations shift. Over the past years, the number of clubs has multiplied, spanning from Quizbowl to debate to community service.

Although Pingry has changed, it is still consistent with its ideals. "The core of Pingry is maintained," Mr. Conard said. "We have always emphasized honor, character, intellectual engagement, and high standards."

Coach Miller Bugliari '52 noted that Pingry kept the clock tower in its new design. The clocks, which were used in the school's past two buildings, serve as a symbol that links Pingry's past with its propitious future.

Then and Now: Mrs. Castaldo Remembers Two Campuses

This year the Martinsville campus celebrates its 25th anniversary. For current students, alums who have graduated in the past 25 years, or faculty who have worked here for less than 25 years, it is the only campus they know. But those who have been here longer remember the Hillside campus. It is difficult to imagine a school without all these wonderful fields, bright hallways, and beautiful auditoriums.

Though the Hillside campus looked like a real country day school, it was smaller and didn't have many of things we take for granted here in Martinsville. There was a tall, white tower that dominated the front of the building. The front doors were large, solid, white, and wooden—with a doorbell that was used when one came back late from a game. We gathered together as a community in a room called the chapel where the students sat in pews. It was so small that the entire Middle School sat in the choir loft and the faculty stood in the back. When we had a really well-received assembly, the Middle School would stamp on the floor and I always thought that the choir loft would come down on us all. When we exited, it was always seniors first and freshmen last.

We ate in a cafeteria where the food service was located in the dining room. On the walls hung large reproductions of Bruegel's peasants eating. Hillside had no intercom system, so communication was very limited during the day. If the Deans wanted to see you, they stood in the hall and waited for you to go by. It usually worked. If there was *big* trouble, the Dean of Boys came to lunch. He flicked the lights on and off and everyone knew that there was going to be some yelling.

I was only on the Hillside campus for four years—not a very long time, considering the longevity of many other faculty members there. As a result, there were places whose purpose I never quite understood. For instance, there was a room called the Whitlock Room. It had couches and comfortable armchairs and long wooden tables. It was a warm and welcoming room but I never knew what it was for. Sometimes you went in there and there were teachers talking and sometimes there were students sleeping—

sometimes both. It overlooked the seniors' "smoking garden," which was another concept I never really understood.

When we initially moved to Martinsville, the students were not happy. Their trips to school were longer. The building was space-age modern compared to the school they left behind. There were no playing fields for the first year, so the spring sports had to play *all* of their games away. When we moved, the Hauser auditorium was not finished. Combined Rehearsal for the Festival was held in the Lower Commons and on the stair landings. For the first few years there were no flowering trees. That was something ev-

eryone missed from Hillside.

However, there was light everywhere in the building and many more classrooms. There was finally space for the girl's lacrosse and field hockey teams to have their own fields. There were girl's locker rooms which replaced the converted Middle School locker rooms that the girls used in Hillside. Although they took some years to function, the clocks here in Martinsville tell us the time and the intercom alerts anyone who needs to be found. Now that we have spent 25 years in Martinsville, the building exudes the energy of the people who spend their days—and often, parts of their evenings—here.

Faculty Interviews

Mr. Peter Delman:

How did you feel about the campus change before it happened?

"Very few people outside of the trustees—from the headmaster, down—really understood what we were moving into."

How was the move itself?

"The move was fine. It was very well organized. Everything was coded by room. Everyone in the community came over the break and pushed boxes for about eight hours."

How was the new campus initially?

"It was definitely an adventure. Things were amusing and entertaining. It seemed the architects had experience in institutions, like hospitals or prisons. They made a few funny mistakes. On the original baseball field, they actually put the permanent benches inside the foul lines. On the football field, they had permanent, concrete benches about six feet from the sidelines. Some of the classrooms were open. Teaching a class with no walls. You could imagine what that was like."

What do you think about this campus now?

"I think some of it is taken for granted. The exposed ducts, for example. That was revolutionary at the time."

Mr. Pete Thompson:

How did you feel about the campus change before it happened?

"Well...this is closer for me. I used to come up Route 22 and hit a lot of traffic. It could take two hours. Plus, I drove a bus. I actually used to come through this area [Martinsville] to pick up kids. I even drove Naz. We had a snowball fight on that bus once."

How was the move itself?

"We had two weeks for Thanksgiving, when we moved everything in. I thought it went smoothly. Whoever did this assigned us all an area to tag, so things went to the right place."

How was the new campus initially?

"We planted daffodils...I couldn't tell you what year it was...or even where...but we planted flowers in a quagmire. There were open classrooms that I taught in one period. You can imagine what that was like: a waste of time. I thought it was a great building. If you go back and look at the old building, it just feels claustrophobic. I think it worked out fine."



Top: Courtesy of Bluebook '78; Bottom: R. Hamm Conard (VI)

World Renowned Czech Artists Hold Workshops For Art Students

By MARISA WARNER (III)

This past week, on Tuesday, December 2nd, and on Wednesday, December 3rd, the Pingry School hosted two internationally acclaimed artists, Jindra Vikova and her husband, Pavel Banka, both from the Czech Republic. "We're unlike any other high school because of our unique art program," said Art teacher Mr. Myles Boyd when explaining what attracted the artists to the school. These two artists, whom Mr. Boyd calls "masters of their fields," gave lectures, hosted workshops, and worked with the stu-

dents during their visit.

Vikova, a world-renowned sculptor, is regarded as one of the Czech Republic's most important ceramicists. Her art is displayed in museums around the world such as the International Museum of Ceramics in Italy and the National Gallery in Prague.

In 1970, Vikova graduated from the Academy of Applied Arts. Since mastering her craft, she has traveled the globe giving lectures, teaching workshops, and participating in international competitions. She is best known for her ceramic and porcelain plastics.

However, beginning in

the 1990s, she began to assemble collages of all types. This past year, one of Vikova's many collages was displayed in the Arizona State University Art Museum during the Ninth Annual Summer Family Exhibition, entitled Exploring Dreams: Images from the Permanent Collection. Her collage depicts people's nocturnal dreams. With the collage, Vikova attempts to define her own personal view of "dreams", and attempts to decipher the meaning of dreams. She currently resides in Prague, where she was born and educated.

Currently a professor at

the Faculty of Art and Design in the Czech Republic, Banka is also a widely acclaimed artist with photographs displayed in numerous museums, including the International Center of Photography in New York and The Art Institute of Chicago.

Banka's photographs are generally very somber and semi-abstract; however, he has subtly changed his artistic style over the years. He began drawing with light and then transitioned into photography. After photographing an object or scene, he would go back and add new objects to the picture. Then he would photograph

it again. Subsequently, he began taking self-portraits of himself.

After experimenting with different types of art, he is now best known for taking pictures of women in a studio surrounded with unusual, yet simple props. These props include a metal spring or a metal bar. The central figure in Banka's pictures will almost always be glowing or surrounded by a halo. Anne Arden McDonald, creator of the website Czech and Slovak Staged Photographs said that to Banka these "pictures are nostalgic because eventually the model will age and die; they are records of a

moment that is passing." Banka's most recent series are pictures which depict the brutal memories of Terezin, a concentration camp near Prague.

In terms of student opinions on Banka and his art, Tanvi Gupta (V) said, "I felt that his powerful black and white long exposure shots are what set him apart from most other photographers." Similarly, according to Beth Garcia (V), "I found it interesting that he said art was supposed to be personal. You should take pictures of what you find interesting, and if you like it, there is a good chance someone else will too."



Czech sculptor Jindra Vikova and photographer Pavel Banka.

Courtesy of J. Bratek



Pavel Banka's photograph captures a unique landscape.

Courtesy of Google

New AC/DC Album, "Black Ice," Remains Loyal To Early Style

By DAN ABEND (III)

The Australian rock band AC/DC released their fifteenth studio album on October 20th. The last album, "Stiff Upper Lip," was released in 2000, making this the longest gap between two AC/DC albums in the band's history. The band began working on "Black Ice" as far back as January, 2006, but the release was pushed back by an injury to bassist Cliff Williams in addition to their record label switch from Albert Records to Sony Music, and then to Columbia Records. "Black Ice" is their longest album, with 15 tracks totaling around 56 minutes.

Although "Rock 'n' Roll Train" was released August 28th, a few other tracks were leaked online before the album went on sale. Even with the band and record label attempting to get rid of the leaked songs, they were spread too quickly, giving fans a nice

sample of "Black Ice."

In its first week, "Black Ice" sold around 1,762,000 copies and went number one in 29 countries such as the United Kingdom, Australia, and the United States. It received three times platinum certification in Australia. Yahoo Music has called the album's success "the biggest debut ever by a mainstream hard rock album." So, what is it that makes "Black Ice" so good?

Like a typical AC/DC album, the band sticks with its no-nonsense, just-heavy-metal approach. Although this style has received a lot of criticism, it is a commitment that fans both respect and enjoy. Most of the songs are not memorable in themselves, with the exception of "Rock 'n' Roll Train" and "Black Ice." However, all the tracks seem as though they mesh into one continuous song: a great characteristic of AC/DC.

Cliff Williams' strong,

heavy bass beats can be heard especially in "Decibel." The band's co-founder and lead guitarist Angus Young delivers solid riffs, solos, and even some slide guitar in the song "Stormy May Day." The drums are a bit stale and repetitive, which is now almost normal for AC/DC, having gone through numerous percussionists since their start in 1973.

The lyrics of the songs were written by the Young brothers, a tradition that has been going on since "The Razor's Edge" in 1990. Brian Johnson delivers the lyrics in "Black Ice" with a bit more soul and singing, rather than screaming, a different approach than the vocals on other albums.

"Black Ice" has an overall effect similar to the earlier works of the band, such as "T.N.T." Strong, powerful chords and an emphasis on the delivery instead of the lyrics of the songs characterize the album. Critics may not like the techniques used in these songs, but I enjoy the band's loyalty to the styles that have made it famous, and the fans seemed to be pleased too.

All in all, if you are looking for a new, unique approach to a hard rock album, this is not for you. AC/DC are not conformists and in no way look to adapt to the new metal ideas and techniques. However, if you enjoy that original material that brought this band and other early 80's heavy metal bands to fame, then I strongly suggest you pick up a copy of "Black Ice."

By MARY KATE MARTINSON (IV)

To the delight of thousands of Stephenie Meyer fans, the film *Twilight*, starring Robert Pattinson and Kristen Stewart, was released last month. Based on the popular book of the same name, this film is the story of forbidden love between a mortal and a vampire. When the mortal, 17-year-old Bella Swan (Kristen Stewart), moves in with her father in Forks, Washington, she meets Edward Cullen (Robert Pattinson), a handsome, aloof classmate. Immediately, she feels drawn to him while he seems repulsed by her. When Edward risks revealing that he is a vampire to save Bella from an untimely death, he can no longer deny his attraction to her. Distrusting his ability to suppress his desire to drink her blood, he repeatedly warns Bella to stay away. Bella learns of his secret but nevertheless loves him. As the movie progresses, this unorthodox love intensifies. However, this fairytale relationship is threatened when the vicious vampire James enters the Cullens' territory and thirsts for Bella's blood.

The cinematography, costumes, and cast create a magical yet creepy feel that mirrors the tone of the book. Die-hard *Twilight* fans were pleased with the cast selection. The film enhances the novel's depiction of vampires as beautiful, strong, and agile creatures. Their appearance is almost painfully stunning, and their presence is ethereal and graceful.

Despite their less than

academy-award winning performances, the actors are surprisingly captivating with their pale white skin, flowing wild hair, and sweet voices. Peter Facinelli, who plays Carlisle Cullen, sent a faint gasp throughout the theater when he first appeared onscreen.

Stewart is perfect for her role as Bella. Although her lack of emotion in certain scenes is unsatisfying, it demonstrates her character's inner conflict. She makes Bella's feelings of unworthiness and passion believable. Likewise, Pattinson is excellent as Edward—his incredible appearance and haunted expressions help enhance his character's love for Bella.

The film's screenwriters successfully condensed the 1000+-page book into an enjoyable, action-packed romance; some critics believe the movie is even better than the book. The fight scenes and music selection give this romance an exciting edge.

However, some of the dialogue is confusing and unintentionally funny. When Edward tells Bella he watches her sleep and "finds it very interesting," ripples of laughter filled the theater. Despite some editing flaws and mediocre acting, "Twilight" succeeds in adequately portraying a very popular book and pleasing its target audience: young teenage girls.



Courtesy of imdb.com



Courtesy of wikipedia.org

Basketball Poised for Successful Campaign

By GIANCARLO RIOTTO (VI)

Despite several critical losses, the Pingry Boys' Basketball team is looking forward to a successful 2008-2009 season. Replacing last year's captains, Jeff Tanenbaum '08, a career one thousand point scorer and one of the greatest players in school history, and Tyler Parsels '08, a three year starter who averaged thirteen points per game last year, will not be easy. Also finding replacements for Andrew Cala '08 and his deadly outside shooting ability and Cary Corrigan '08, with his rebounding and interior defensive ability will be difficult. But under second-year coach Mr. Jason Murdock, the team is nonetheless confident that they can match or better last year's 13-13 win-loss record and make it into the county and state tournaments.

Over the summer, the team competed in the Bound Brook Summer League, playing against some of the most athletic and skilled teams in Somerset County on a regular basis. Coach Murdock felt the league was a great way for the team to build towards the upcoming season. Likewise, several impressive team performances against county powerhouses Bound Brook and Immaculata have given the team the confidence to compete successfully against upper echelon programs.

In the middle of the fall, Coach Murdock announced seniors, Todd Feldman, Godfrey Best, and Cory Babcock as tri-captains.

All have three years of varsity experience and will be counted on not only for their abilities on the floor, but for their leadership and guidance to a relatively inexperienced, but talented, roster. The captains are not only talented offensive players who can find creative ways to score, but more importantly, are also skilled and aggressive defensive players.

Also helping to carry the scoring burdens will be forward Scott Sowinski (IV), who will try to build on an impressive freshman debut and multiple dazzling performances in the Bound Brook Summer League and guard Willie Lovallo (VI), who is capable of replacing Cala's three point shooting ability. The team also hopes that Greg Guest (VI) will demonstrate Corrigan's interior defense and rebounding ability. Babcock said, "I guarantee that Greg Guest will have at least one dunk this year." Giancarlo Riotto (VI), Eric Oplinger (VI), Will Pinke (V), Jon Brenner (V), Harlan Shangold (IV), and Dan Keller (III) also hope to contribute to this year's season.

The team looks to begin the season on a strong note in match-ups against Montclair Immaculate and Cedar Grove. They will also compete in the annual David Breatly Tournament in Kenilworth over Winter Break. Three years ago, the team took home the championship trophy, and they expect to do the same this year as they prepare for what is sure to be a challenging, yet exciting season.



R. Hamm Conard (VI)

With Strong Senior Core, Boys' and Girls' Swimming Looks to Defend State Title

By JULIA NOSOFSKY (V)

The Girls' and Boys' Varsity Swim teams are coming off of a strong 2007-2008 season and feeling optimistic about another winning season. Both teams are anticipating winning seasons under head coaches, Mrs. Judy Lee for the girls and Mr. Bill Reichle for the boys.

Though both teams are expected to be successful, the

true challenges will be against Chatham and Scotch Plains. Last year, the girls' and boys' teams beat both these teams, although Chatham was very close and came down to a final relay. The only losses for the boys in the regular season were Seton Hall, Lawrenceville, and Montgomery, while the girls only lost to Montgomery.

Having lost some seniors, these meets will certainly

be difficult, but with experienced swimmers such as captain Taylor Demkin (VI), Becky Krakora (V), Christina Daquila (VI), Maja Feenick (VI), Regan Fink (V), Alysia Tsui (V) for the girls, as well as captain Charles Fraites (VI), James Roth (III), Nic Fink (IV) and Brandon Moy (V), this year's team is ready to step up in their place.

In addition to the regular season, the team will compete

in the State Preps meet, Somerset County Championships, the Colonial Hills Conference Championships, and state dual meets. Krakora said, "We hope to go undefeated in our regular season meets and place well at all our championship meets and definitely win the Colonial Hills conference again." The team is prepared to meet these goals and have a strong showing for the 2009 season.

After Promising Start, Boys' Hockey Hopes to Take Home First Mennan Cup

By CAROLINE DREYFUSS (III)

The 2008-2009 Boys' Hockey team is looking forward to a successful season. Led by Conor

Starr (VI) and Ryan Kiska (V), the team's main goal is to win the Mennen Cup. "That is the one thing I want out of this year and my high school career, a chance to win the title," said Kiska. "And I think we have a good shot this year. We are looking really good."

As captains, Starr and Kiska hope to bring the team closer while keeping the team motivated. "Every game is going to be a battle, and we always want to come out on top," Starr said.

As Coach Mr. John Magadini

said, "The guys have been working really hard, and I think we're going to have a good team. All of the veteran players have gotten better, and the rookies are fitting in well."

Younger members of the team are also enthusiastic about the upcoming season. "I'm really excited for the season," said Nick Branchina (III). "I think we're going to win a lot." Patrick Lackey (III) agreed. "I think we're going to do pretty well," he said. "Like everyone else, I really want to win the Mennen Cup."

So far, the team has made a promising start in the season despite a close loss to Princeton Day School in its first scrimmage. Regrouping, they won against perennial powerhouse Pope John 4-0 and beat Summit 4-3 in the annual game the day after Thanksgiving. Though they suffered a close loss to rival Chatham in the first league game, they rebounded with a win against powerhouses Randolph, 2-0. Ultimately, the team remains focused on their upcoming opponents and seeks to take home the Mennen Cup.

Upcoming Pingry Athletic Events During Winter Break...

December 22nd: Boys' Varsity Basketball vs. Cedar Grove

December 29th: Winter Track - Somerset County Championships @ Lehigh

January 3rd: Boys' Varsity Wrestling - Newark Academy Tournament

After Winter Break...

January 5th: Girls' Varsity Hockey vs. Summit @ Mennan Arena

January 6th: Boys' and Girls' Varsity Swimming vs. Scotch Plains

January 8th: Boys' Varsity Squash vs. Delbarton

Note: All games, except Winter Track and Wrestling, begin at 4 PM.

The Editors would like to thank Mr. Bruce Morrison '64 for taking sports photographs and allowing the Record to use them.



B. Morrison '64