

Junior Class Selects Top Three Candidates

By DIANA JIANG (V)

On Tuesday, March 4, 2008, Upper School students will vote to elect a new Student Body President for the 2008-2009 school year.

The frontrunners—Giancarlo Riotto, Jack Muller, and Eileen Roach—were selected in a primary on Friday, February 8 by the junior class from a pool of six self-nominated candidates.

In the primary, juniors vote preferentially from among Form V students who have nominated themselves for the presidency. A system of preferential voting gives added weight to each student's top choice and lessens the chances of a multiple-person tie.

The candidates have two more weeks to win over the Upper School students and change the minds of the crucial undecided voters. Whether covering the halls with posters or stuffing

mailboxes with candy, they will need to make themselves into household names in the Pingry community.

According to the Student Government Constitution, the role of the Student Body President is to "call and preside over all government meetings, to maintain the necessary relationship with the administration, acting as the liaison between them and the student government, and to lead the efforts to instill pride in the student body for the school in addition to providing responsible leadership."

Additionally, the Student Body President must remain a neutral, non-voting member of Student Government unless his or her vote is needed to break a tie.

On February 25, the candidates will take their last shots at gaining voters by giving persuasive speeches to the entire student body. Finally, after weeks of hard work, their fates will be sealed on Election Day: Tuesday, March 4. Who will win? You decide.

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Christopher Shahidi '94 discusses foreign affairs with students and the Headmaster. Courtesy of the Development Office

Successful Alumni Inspire the Senior Class

By JENNY GORELICK (IV)

At Career Day on January 25, 2008, the senior class was given the chance to ask questions and hear advice about various career paths from successful alumni.

The day commenced with a rousing speech from the keynote speaker, David Gelber, class of 1959. Mr. Gelber,

the producer of "60 Minutes," spoke of how he was initially unsure of his career. After graduating from Swarthmore College, he knew that he

"wanted to write about what was happening in the world but, every bit as much, I wanted to change it." However, due to his parents' desire for him to become an attorney rather than a journalist, he enrolled

in Cornell Law School and later worked as a community organizer in Newark.

It was not until 1975, when he became involved with network journalism on Channel 4, that he embarked on his current career path. Accordingly, his most poignant piece of advice was to "consider career day an adult fixation foisted on you by well-meaning adults. Your parents want you to be an investment banker or a lawyer? Ignore them. It's your life, not theirs. In the end, the point is to find a passion, not a career. Find yours, even if it takes years, and then follow it for as long as you can."

All of the alumni were ex-

perts in their particular fields and had amassed a wealth of experience over the course of their careers. In the Media session, Gelber told the students interested in journalism "you don't have to go on to years of college and get an advanced degree to start telling stories. Just start." This was a recurring recommendation in all the sessions, as was the importance of networking and the necessity of finding a career about which one is passionate.

Maureen Brady (VI), who attended Media, Entrepreneurship, and Advertising/Marketing notes that, "the most useful

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Juniors Pursue Semester-Away Programs

By IAN MARTIN-KATZ (V)

From its campus in Leadville, Colorado, the High Mountain Institute offers high school juniors and seniors a fresh approach to education through the Rocky Mountain Semester (RMS). This four-month program allows "academically motivated" students to "spend a semester living, traveling, and studying in the mountains of central Colorado and the canyons of southeastern Utah." In December, Matt Ford (V) returned from his semester in the Rockies, and Rachel Adeleye (V) left for hers in January.

As a college preparatory school surrounded by nature, the High Mountain Institute strives to provide RMS students with the best of both worlds: a rigorous academic education and a genuine understanding of the natural world. Students learn through a

"traditional academic and wilderness curriculum" combined with extensive hands-on, or "experiential," development. They continue the math, foreign language, and history classes which they had been taking before the RMS, and in addition take Literature of the Natural World or Literature of the West and Natural Science to fill their English and Science slots. They also participate in the required Ethics of the Natural World elective. Ford says that his peers at RMS were "interested to learn," that the teachers "had great educations," that the "academics were challenging," and that his "grades and classes from Colorado translated fully onto the Pingry transcript."

In addition to the academic curriculum of the RMS, much of which already revolves around nature, students learn "to travel safely and comfortably in the field,"

skills which are necessary for their wilderness expeditions. Ford says that these expeditions taught him and other RMS students "to be self-sufficient," stressed "group dynamics," and were "really fun." "It was refreshing to live off what I could carry on my back for two weeks," continues Ford, "things like laptops, iPods, and everything else that we take for granted at home become ridiculous amenities." Overall, the wilderness experience that students gain through RMS offers a greater understanding of the natural world around us and, as Ford puts it, "a lot more gratitude for the comforts that we enjoy at home."

Beyond academics and nature, students enjoy a "strong community" at the High Mountain Institute. They foster close relationships with their teachers, who act as leaders in the classroom and in the field, as well as with

their peers. During his RMS, Ford encountered "some of the most genuine and friendly people" that he had ever met, and thoroughly enjoyed the "mature" and clique-free social environment.

Several thousand miles east of the High Mountain Institute, in Cape Eleuthera, Bahamas, is the Island School. Like the High Mountain Institute's RMS program, the Island School allows students to take a semester away from their traditional classes.

In the Bahamas, students engage in an "interdisciplinary curriculum that links student classroom learning directly to field experience." Regular classroom academics such as math, English, and history are connected to research on and around the island, and students engage in community service projects. Furthermore, each student participates in a home-stay with a local family to gain "a more intimate connection to their temporary island home."

Ned Adriance (V) will leave for Cape Eleuthera in March. "The decision to go was born out of my desire to experience something inherently new," Ned says. He looks forward to the Island School's "experimentally-based learning experience that acclimates students to their environment and has a very unique curriculum." Most of all, Ned hopes to use the Island School as "a unique opportunity to expand [his] horizons and to recognize the largeness of this world." Indeed, the school's goal to expose students to the world beyond academics is directly expressed in its mission statement: "Students are forced beyond the quest for a grade - they face real problems and challenges in and out of class."



Courtesy of Matt Ford (V)

Matt Ford (V) with his class at the Rocky Mountain School in Colorado.

Inside The Record



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Writers visited the Short Hills Campus to share their work in honor of Black History Month. P. 4.

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Upper School students gave the Sadie Hawkins dance great reviews. P. 4.

Young Artist Travels to Miami

Senior Jenna Devine attended youngARTS week in Miami, Florida to participate in creative writing workshops. P. 6.

Alumnus Showcases His Art

IKEA designer Harry Allen '82 has his work on display in the art gallery. P. 7.

Basketball Milestone

Senior Katie Occhipinti scores her 1,000th point. P. 8.

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EDITORIAL

Choosing Wisely

As winter draws to a close, it is Pingry tradition to hand out curriculum guides, thus burdening students with an important decision: what classes to take next year. Seniors typically revel in this moment, smiling at the fact that this process no longer applies to them, but I spent some time thinking about my course selections over my high school career. I wondered how different my experience here would have been had I chosen to take different classes for whatever reasons.

Fortunately, the majority of students who overload on challenging courses do it for the wrong reason: college admissions. Colleges, understandably, have no problem with students killing themselves to impress the admissions officers. Our school, however, should have a problem with that. A community of stressed-out overachievers hardly makes for a productive and positive learning environment.

Because we have no A.P. English courses, colleges cannot hold it against a Pingry student when these classes do not appear on his or her transcript. In the same manner, if Pingry were to institute a policy that capped the number of A.P. courses a junior or senior could take (or at least require special permission to take three or more), colleges would have to alter their standards for what they expect of applicants from our school. It would not make our students seem any less "competitive" in the eyes of an admissions officer. This is confirmed by Head of College Counseling Mr. Tim Lear: "I think that colleges are very good about reading transcripts in the right context. Colleges look closely at each high school's profile [...] in order to determine the rigor of an applicant's curriculum."

In fact, taking a limited course load would help students: kids would put more thought into selecting which courses they want to take, and ultimately they would invest more time into each individual A.P. course.

Interestingly enough, Pingry students score remarkably well on both the A.P. English Literature and the A.P. English Language exams. Every member of the current senior class who took an English exam scored a 3 or higher. This is not necessarily true for other disciplines, including math, science, foreign language, and history, for which we do offer A.P. classes.

The lesson to be learned here is that students who excel in their Pingry classes (advanced or otherwise) and invest in a review book can score impressively on the Advanced Placement exams. The same is true for SAT IIs. Taking an honors or advanced course is not always a prerequisite for success on standardized tests, contrary to what the College Board may want us to believe.

So as curriculum guides are finding their way into mailboxes, I hope that underclassmen will consider why they are signing up for certain classes. I know that for many years, your schedules are predetermined, but when a parent offers to hire you a tutor so you can skip a math level or an overachieving friend begs you to take Honors Physics with him, consider the reason before you check off your selection. Realize that junior and senior year are difficult for many reasons, and loading up on classes you do not enjoy will guarantee a very stressful year-long experience. Whether the administration decides to help you out with this process or not, limit yourself to taking advanced classes only when they genuinely excite you.

As my own Pingry experience has begun drawing to a close, I have realized that the great memories I have from high school all stem from two places: learning something fascinating in the classroom or spending much-needed time with friends. Giving up the latter in order to spend more time studying is oftentimes quite difficult. Believe me, when you are slaving away at A.P. readings next year on a Saturday night, it will be comforting to know that you chose the class because you love the subject and not because somebody else said so.

Friendships: Holding On and Letting Go

By JESS ZHAO (VI)

When we were children, Winnie the Pooh taught us about the world, everything from the consequences of eating too much honey to the attributes of balloons. But the most profound teachings were those about friendship. Rooted in his many adventures with Christopher Robin, Piglet, and the rest of the gang, Pooh had much to say on the subject of friends. Thus, I look to him for help as I "ponder" the many subtleties of friendship.

As a senior facing graduation in roughly half a year, my mother often asks me, "Which of your friends will you stay in touch with when you go to college?" Although I blatantly ignore her, I can't help but wonder what the answer will be. Everybody says that making the transition between high school and college acts as a "friend filter" – the physical separation, along with the acquisition of new and different friends, will show you who your true friends are. I included two quotes from

year, and before leaving she told me that she wasn't excited. Naturally I was shocked, for isn't this the moment of which we all dream – to finally acquire independence, to be liberated from our parents and the many ways in which they frustrate and limit us? She said her reluctance was a result of having to meet new people, for it can be exhausting.

We are comfortable with the friends we have because they know us: our strengths, our vices, our peeves, our

cally grueling. So perhaps some of us may be asking ourselves why we must go through it all over again, putting ourselves out on the line at the risk of potentially being disappointed.

Yet we are also longing to relinquish the holds that high school, and everything associated with it, have on us. We jump at the chance to start over again, free from the characters formed by our past. The opportunity of making a fresh start through a new identity is rare in life. We can become whoever

"I wonder what Piglet is doing," thought Pooh. "I wish I were there to be doing it too."

"The hardest part is what to leave behind...It's time to let go!"

-Winnie the Pooh, A.A. Milne

It is a perpetual and often unanswerable question in all of our lives: who are our true friends? Furthermore, how can we determine who they are? For many of us, our insecurities and uncertainties result in the resurfacing of these questions. Life is mercurial, and as we move through it, we inevitably cross paths with many different people – some of whom we pass without much thought, while others take up more permanence in our lives – so which ones ultimately stay with us?

Winnie the Pooh because I couldn't choose just one; both reflect the two directions in which friendships can move after graduation.

The former is the mindset of the individual who is hesitant about meeting new people. Perhaps he's constantly on Facebook checking his old friends' statuses and recently uploaded photos to see what's going on with them; he does not want to lose them or the mutual places they hold in each other's lives. I had a friend who graduated last

passions. We have already accepted all (or at least most) of each other, taking the bad with the good, so there is no need to start over from the beginning again. After all, the parts we love most about our current friends are how real we can be around them, seeing as they've already made the choice to accept us, flaws and all. It's also highly likely that it has taken years and years to find the good and true friends we have right now, as the process can be emotionally and psychologi-

we want to be, but it's also frightening to stand before this tabula rasa.

So this is what it comes down to: should we try to hold on to our friendships from home at the risk of alienating those in our new environments? Or do we follow Pooh's astute words and accept that it's finally "time to let go!"? We should see that the actual question being asked of us is where our priorities and (at the risk of being saccharine) our hearts lie – in the past or in the future?

Second Semester: We're Still Working

By EVAN ROSENMAN (VI)

With the coming of school each September, every senior dreams of that late January day when he or she will finally earn the title of "Second Semester Senior." After the long, drawn-out suffering of the senior fall, a new era will dawn with the end of the first marking period – a brighter, happier time. Suddenly, grades will no longer matter and, to the dismay of parents and faculty, students will be able to relax, calm down, and perhaps even sleep. In short, it is a joyful prospect for the overstressed, college-minded senior.

The class of 2008 entered the promised land of Second Semester Senior-dom on Friday, January 18, and the transition did not disappoint. I hadn't even turned in all my work on that Friday, and I still could have

sworn that I heard the "Hallelujah Chorus" echoing through the hallways. As I have written repeatedly in this newspaper, the senior fall is an emotionally draining and physically exhausting experience, and I was more than thrilled to be finished with it. Yet as I have begun to move into this new era, I have been somewhat surprised by an entirely new challenge that second semester presents: the challenge to chill out and to begin appreciating my final months at Pingry.

The "challenge of chilling" was certainly not something I was anticipating. Over the past week, I've heard the refrain "When do I get to stop caring?" repeated again and again on the senior couches. It's not so much that we are all still getting our work done in a timely and efficient manner (I know that I am certainly finding it difficult to motivate myself to do any work at all), but rather that we still care about the outcome. Despite ourselves, many of us still want to get good grades. Perhaps it is because we are so used to aiming high, or perhaps it is merely because we have been taught to fear failure, but letting go is hard to do.

Yet perhaps there is more to be learned than merely the power of relaxation. I know that many teachers fear the coming of second semester, as they assume it means their students will simply check out and stop thinking at all. Yet with the pressure to do well now significantly reduced, maybe we can begin to learn solely for the purpose of our interest and our enjoyment. In my ten years at Pingry, I do not think I have encountered a single student who has zero

interest in academics. Every student at Pingry is talented, bright, and curious, yet many lose sight of their passions in the struggle to attain high grades. Second semester provides a unique opportunity to focus, with renewed vigor, on the subjects that fascinate us. Perhaps these next few months can be an entirely radical learning experience.

The biggest challenge that second semester poses, however, is not really academic at all. It is the challenge to detach ourselves, ever so gracefully, from a school that has been our home. True, the prospects of college are bright and exciting – and for some, this anticipation will make leaving Pingry relatively easy. Yet for many of us, Pingry has provided the foreground, the stage on which our youths have played out. It has been within

these walls that we have come to know ourselves, and Pingry has thus become a central part of our identities.

These next few months are therefore just as much about saying goodbye as they are about anything else. These are the months to tell teachers what they have truly meant to us and to glean from them some final pieces of wisdom. This is the season to spend time not only with our friends, but with those people we have always thought of as "really cool" but who we never really got to know. With our newfound free time, at last the opportunity has arrived to discover hidden facets of Pingry and to make the most of our time as high school students. That's the strange thing about second semester – the pressure is off, but the countdown begins.



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CORRECTION

We neglected to include senior Chris DeMeo in the list of tutors for the Writing Center in our December issue.

Time Management: A Vital Survival Skill

By DAVID YOUNG (VI)

If there is one thing I've learned from all my years at Pingry, I would have to say it is time management.

That's right. Time management. In fact, I dare say that all of us have learned to become good time managers at Pingry.

So much for all the talk about alleviating stress—at the end of the day, we still need to survive the grueling demands of an intense curriculum, which include hours of homework and sports and who knows how many other extra-curricular

activities. We are all over-achievers in our own ways. But when does one find the time to do so much?

Talking to my peers, I have noticed that all of us have learned time management purely due to the

instinct of survival. Without compressing everything in record time, I can't help but wonder how much less sleep any one of us would have gotten during the year. Not that any one of us sleeps enough anyway.

Interestingly enough, wise time management has become so ingrained as part of our Pingry culture that—and you may have noticed this too—we tend to talk fast, write fast, and think fast. There is practically zero tolerance toward those who behave otherwise—a sad reality that is deeply representative of the no-nonsense culture that has become a part of most of us.

We can, and we do, procrastinate at times. Sure, we all wish for a slower pace and a more forgiving curriculum, but the ugly truth is that none of this will happen, at least not in our lifetimes.

What we can do is cope with all the madness surrounding us. Coping with it all means allocating time properly. One useful outcome that stems from this kind of time pressure and allocation is that Pingry students tend to be more objective. In other words, trying to get things done to meet deadlines has resulted in our tendency to get to the point without dwelling on circumlocutions, emotions, and anything that can be deemed superfluous. Accordingly, we learn to become more professional in all our communications.

At Pingry, we tend to talk fast, write fast, and think fast. There is practically zero tolerance toward those who behave otherwise.

To manage time wisely also means that we have to listen more attentively. This includes listening to what teachers and peers are saying, sometimes in between lines, so

that we do not need to go back to the same issue twice. It all further enhances the economy of time. Looked at this way, it would appear that managing time wisely is not so bad after all. It may, in fact, turn out to be the most important asset that we acquire at Pingry. I can only imagine that proper time management will become even more important in the future, be it to survive college or any kind of career pursuit thereafter. As for the other countless details and facts that we may have learned at one point during our school years—well, they will have long blurred into the background of our memory by the time we leave, lost somewhere and, more than likely, never to be retrieved again.

Time management.

Mark these words. They will come handy before you know it.

Striking a Balance on the Dress Code Issue

By ZARA MANNAN (V)

Tension between the student body and the administration is rising over a long-disputed issue: The dress code. The students feel as if they must tolerate an unbearable and close-minded watch: they argue that the Dress Code is unclear, inconsistently monitored, or unrelated to the fashion trends that have become popular in the culture at large.

Administrators find the issue burdensome as well. They argue — out of a concern for appropriateness and decency — that students are taking advantage of the dress code and not respecting the faculty and school in their attire. In this stalemate, I see nothing but tension, unnecessary bitterness, and mass resistance. Perhaps, it's time that both sides rethink.

My own feelings about this issue have been shaped by personal experience. When I first arrived at Pingry, I was looking forward to academic challenges and opportunities, but didn't yet fully understand the dress code. In fact, the dress code simply intimidated and confused me. When I first read about the different dress requirements in a letter sent home, my parents and I, quite misled by the emphasis on tucked in shirts and "tailored" clothes, rushed to the humongous New Jersey Gardens Mall to buy collared and fitted shirts, khaki pants, and straight-cut blouses that I would only consider wearing maybe to a college interview, a breakfast at the Short Hills Mall, or perhaps a tennis match.

On my first day of school, I remember wearing a tucked-in, pink, Ralph Lauren tailored shirt, with Ralph Lauren khaki pants. I looked like a school teacher, a male one in fact. And

I remember how embarrassed and horrified I was to see that other students actually wore skirts, fashionable blouses, and black jeans. I had certainly hit the mark with the Ralph Lauren trend, but my overall sense of fashion seemed sadly deranged. Clearly my parents and I did not know how to interpret the dress code letter that had been sent home. Now we'd bought a whole set of new clothes I would never see or wear again.

Then, two years later, the year I turned thirteen, I confronted another hurdle in dress code awareness. At that point, my mother threw out or gave all my dresses to charity because in line with our Pakistani culture, I was expected to dress more modestly. I remember quite well that it took me days before I could speak to my mother without an undertone of hiss and bitterness.

Then, when I hit the sweet sixteen mark, my mother threw away all my special beaded skirts, whose lengths were around one inch below my knee. Our culture requires that kind of modesty for women. At this point I was even more frustrated, because I was so attached to these skirts. From then on, my mother said, I could only wear the long skirts that either fell to the floor or reached just above my ankle.

Daily, my mother began scanning my attire top to bottom, first determining how much make up I had used, then examining my collar line, then checking to see if I was showing skin in the back when I sit down, and finally determining the length of my skirt. Why did she analyze me so much? Trust me, for years I couldn't even say. But as painful as it was to me, I eventually found out that it was just as painful to her.

"It's embarrassing for me, Zara, to have to tell you what's appropriate and what's not," she finally explained. When I heard her discomfort I appreciated that she was actually trying to protect me and make me into a decent person.

When on the Tuesday morning that began the second semester, the female faculty decided to speak to all the girls on the issue of the dress code, many of my reactions were shaped by these experiences. I know that just as I used to get upset by my mother's rules

about my dress, many students became instantly alarmed, frustrated, and quite offended. Though I too initially shared all these emotions, the level of concern the faculty had for our safety and decency also fascinated me. Dr. Dineen lightened the heavy discussion with the casual statement, "Hey guys, just be thankful that you're not in Iran or Afghanistan, where you would be forced to wear a burka or chador." Though this statement appeared factually incorrect to me and some others at first — as many Muslim girls choose to cover themselves out of personal principle or reverence for

The administration needs to acknowledge that the Pingry spirit is based on student body and administration liaison.

religion — Dr. Dineen was highlighting regimes where all females — whether they choose to wear head-coverings or not — are legally required to comply with mandatory dress codes and punished with beatings and jail if they refuse.

As a Muslim girl, I really appreciated the situation Dr. Dineen was referring to. I have many cousins living in Pakistan who are pressured into wearing hijabs, which are just the head coverings. Pingry students may get detentions and scolding talks from administrators and faculty, but we're not suffering more draconian punishments. Also, some of what administrators said was right. While appreciating the level of freedom that we do have, we should maintain a level of respect and decency.

Still, while the student body has much to think about and respect in the adults in our community, the administration is at great fault as well, for its lack of clarity and perhaps a lack of understanding. Though I truly appreciated the careful effort with which the female faculty approached the girls in the school about the dress code, the fact of the matter is that at times the gravity of the situation felt like a reprimand rather than a discussion, as it should have been.

A secondary problem is that many of the girls were embarrassed by the candidness with which the faculty addressed the matter of showing cleavage, midriff, or skirt length, especially using the argument that these styles made the male faculty quite uncomfortable. Though it was

a necessary point to make, it certainly made the girls very uncomfortable, and that day, many girls couldn't move or bend without feeling horribly guilty and embarrassed.

My greatest point of criticism for the administration goes to the inconsistencies of dress code monitoring. Girls are not the only ones currently violating the dress code. Many boys constantly walk around with shirts untucked, and the male faculty has not addressed them. Furthermore, many students concur that some people get away with dress code violations more than others. Though I am certain that the administration does not intend to allow these inconsistencies, the truth is that they still exist. If some students are given lighter punishments for dress code violations or not approached about them at all, then the rest of the students do not feel motivated to stand by an institutionalized principle that is contorted within itself. Consistency requires strength, support, and positive results.

I suggest a series of actions. First, the administration should encourage debate on these issues, and students should voice their opinions about the dress code to the Student Government, who can propose reasonable changes to the code.

Second, I encourage administrators to rethink the new harsh detention policy. A policy that includes warnings might be more suitable, giving students a chance to think about what they are wearing, before they actually get a detention.

Third, the administration needs to acknowledge that the Pingry spirit is based on student body and administration liaison. Pingry students are not accustomed to scolding. We are a bold group, encouraged to voice our opinions and not stand for strict punishments. If the negotiations and discussions I propose do not bring positive results, then perhaps the administration would be wise to institute uniforms. I personally would rather not have to wear the same outfit everyday, but it is certainly a possible solution for students and faculty to think about.

If this idea seems detestable to you, then think about this: how much of our personality comes out in what we wear? If we all enjoy this freedom, then it's time to take a real stand and protect it not as students, and not as the administration, but as a community.

Reflecting on My Presidency: Self-Confidence and Hard Work

By JESS WESTERMAN (VI)

I cannot imagine my senior year without the myriad of responsibilities, opportunities, and privileges of the Student Body Presidency. Aside from the obvious perk of exchanging cell phone numbers and personal emails with a few select administrators, this position has given me more fulfillment than I ever could have dreamed.

Around this time last year, as I prepared to deliver my campaign speech and designed posters with glitter and paint, the prospect of winning the election — let alone being in charge for the next ten months — seemed like an insurmountable challenge. After all, I was up against over a decade of male predominance. I doubted that I, in my oxford and Ugg boots and chandelier earrings, could overcome the odds stacked against me. While I wondered what exactly I'd signed myself up for, I tried to remain optimistic. This is my first piece of advice to this year's junior contenders: take on the challenge. This student body deserves the best that you can deliver, so deliver the best that you can.

Once the election results

had been announced and my name topped the list, I was overwhelmed not only with excitement but with an incredible sense of confidence. I felt that, with the support of the student body, teachers, and administrators, I could make a lasting contribution to the school.

Over the summer and during the fall semester, I worked to enact one of my campaign promises — to bring the Con-

This position has given me more fulfillment than I ever could have dreamed.

vocation Honor Code ceremony to life and to help organize another successful, spirited Homecoming week.

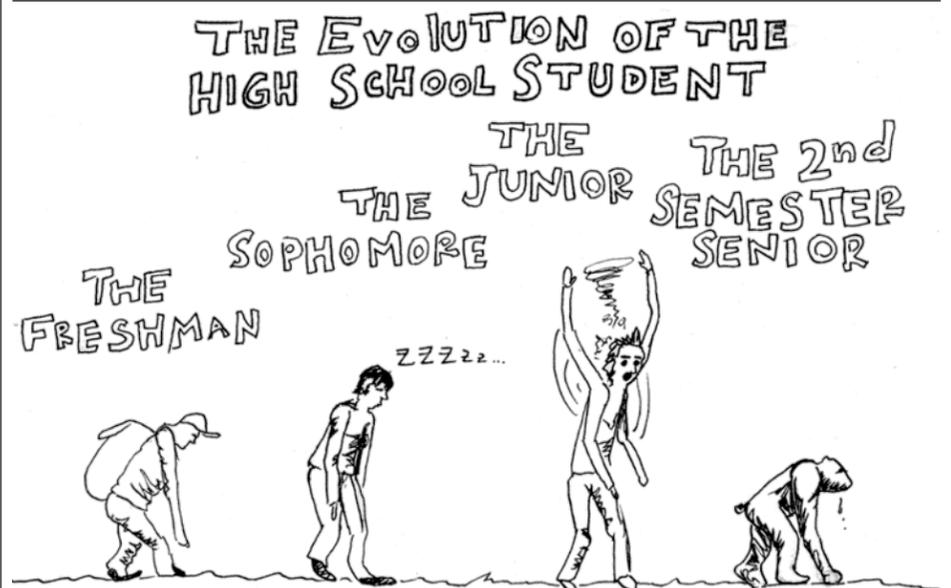
Here is my second piece of advice to the candidates: if you do win, trust that the Pingry community has confidence in you. You have the power and resources to achieve the goals you've set for yourself, so set forth with conviction; you will make changes happen. Yes, there will be roadblocks, and those cannot be avoided. Use the ingenuity that the student body saw in you to work around

them.

The most important facet of the job is, of course, the amount of responsibility it requires. At each Monday assembly, five hundred upper schoolers look to the stage for a reason to start their week. The President, standing in place beside Mr. Leef and exhibiting perfect dress code execution, sets the tone for the days to come. Whether it be with humor, inspiration, or some intensely personal, embarrassing disclosure, it is the job of the Student Body President to bolster the spirits of the school.

My third and final piece of advice to these three brave juniors is to accept the responsibility of this position and run with it. The respect you will have earned is an invaluable tool in leading the student body; use it to lead with flair. Make this school one you will be proud of.

I'd like to wish the best of luck to this year's candidates in the upcoming election, and also to thank the community for their support of my endeavors thus far. The skills I've learned and the people I've been fortunate enough to work with in this position will remain with me for many years to come.



CHARLOTTE CONWAY (VI)



M. Shtrakhman (4)

Writers Visit Lower Campus

By NEHA SRIVASTAVA (IV)

On Monday, February 4, the Lower Campus joined over one million readers in celebrating the African American Read-In by hosting guest speakers who read literary works by African American authors. The purpose of the day was to make literacy an important part of Black History month and to celebrate literature by African-American authors.

African American Read-In is sponsored by the Black Caucus of the National Council of Teachers in English and endorsed by the International Reading Association and the Global Literacy Project. This year was its nineteenth event.

Lower School librarian Mrs. Ann D'Innocenzo planned this event. The ten guest readers included Mr. Collins, Dr. Edward Ramsamy, Ms. Kara, Ms. Jade

Green, and Pingry parents.

Mr. Collins is a teacher at the Washington School in East Orange. He wrote the book "Kid Power."

Dr. Edward Ramsamy is a professor of Africana studies at Rutgers University and is also on the Board of Trustees of the Global Literacy Project.

Ms. Kara is originally from Sudan and currently lives in New Jersey.

Ms. Jade Green is a salesperson for Bowker Books.

Ann D'Innocenzo said, "My goal in hosting this day was to increase awareness of the importance of African American children's literature and to celebrate the African American culture in our Pingry community."

First, there was assembly for kindergarten through fifth grade presented by the Carver family, who spearheaded last year's

Global Literacy Project book drive and traveled to South Africa last summer. They gave a presentation about their experience building a library and delivering books to African students.

Afterwards, all classes visited the library where the guest speakers read aloud books written by African American authors.

Then, students watched a short video teaching the Zulu alphabet and numbers created by children from the Thabasile School in Soweto, South Africa. There, students also explored a multicultural box of items from Africa, including an ostrich egg.

At the end of the day, there was a final all-school assembly by the Children of the Sun Cultural Group, who gave a multimedia presentation of the book "The Path: An Adventure in African History" by Michael Markman.

96 Seniors Hear Back From Early Admission Programs

By THE EDITORIAL BOARD

This winter, 78% of the senior class applied to an early admissions program, and 48% of the class was admitted. This number includes binding early decision, nonbinding early action, and nonbinding rolling admission programs, but does not include early decision II programs. As of January 16, seniors had received 79 admits to 36 different colleges and universities.

As anyone walking by the senior Christmas tree could see, there were many disappointments during this admission season. One of the more difficult elements is that so many students will now have to wait until April to know which school they

will be attending next fall. Partly to blame is the lower-than-usual early application rate for the class of 2008; the average rate for the past three years was more than 10% higher than the rate for this year's class.

Mr. Tim Lear, Director of College Counseling, believes this is because "some students wanted the best academic profile possible," which to some, meant waiting for their first semester grades to come out. According to Mr. Lear, another reason was that students simply did not know where they wanted to attend. "They have been busy with sports, activities, and tests and wanted to visit the schools and take their time," he said.

Yet senior uneasiness

does not result entirely from fewer early applications. Many colleges were also more selective this year than in previous years. The Ivy League, responding to a massive increase in early applications, accepted only six Pingry students. This was a mere 19.4% of Pingry's early applicants to these schools.

Yet Pingry still had some bright spots in its early admission field. Villanova accepted the most Pingry students, with ten admits, while Georgetown and Boston College were tied in second with seven. Boston College was perhaps most exceptional, as the school admitted a full 100% of Pingry students, against an overall acceptance rate of 35%.

Career Day 'Helpful' to Form VI

Continued From Page 1

piece of advice I received was to take advantage of summer internships, make contacts, and most of all, to do something I enjoy doing."

Jessica Zhao (VI) concurs, saying, "At the sessions I attended, the speakers all emphasized the importance of being passionate about what you do, and that passion is requisite to succeed."

Louis Riccardi (VI) believes that the most imperative recommendation he received was from Mr. Gelber at the Media session. Mr. Gelber told the students to "take a year off of school and to take a step away from the learning environment."

Overall, Career Day was

a success. Not only was it an enjoyable experience, but it also assisted many seniors in taking some of the first steps to choosing a future career. Zhao benefited from the exercise in the Finance session "when we were split into groups to act out different roles in a hypothetical business situation." Similarly, Trevor Topf (VI) enjoyed the Public Service session because he found the speaker, Christopher Shahidi '94, to be fascinating. He notes that

no one "left Shahidi's session without wanting to jet around the world in the service of his or her country."

As a whole, all the seniors agree that they benefitted from the Career Day. Brady found "Career Day to be very helpful because it opened my eyes to the different career paths out there." Likewise, Career Day gave Topf "a better idea of what to expect from certain jobs, which gives me a better idea of what I want to do."

Semi-Formal Snowball Well-Attended

By AMANDA HALTMEIER (III)

On Saturday, January 26, all Upper School students were invited to attend Snowball for a night of dinner and dancing. Snowball, the winter semi-formal dance, took place at the Martinsville Inn.

Many students were enticed to go after spotting the eye-catching signs, designed by the student government, that were posted up all over school. The posters advertised that the

dance would be held Sadie Hawkins style: the girls would ask the boys.

As Snowball began, students entered the front lobby and were immediately greeted by the energetic music provided by David Martin (IV). Mrs. Hearst, who signed the students in as they came through the door, enthusiastically commented, "Tonight is one of my favorite dances that Student Government has held. I like that it is Sadie Hawkins, too."

After entering, the attendees made their way to the bar area, where a variety of refreshments were served. Food was served buffet-style and included pecan-glazed chicken and ravioli. Throughout the evening, teacher chaperones Mr. Burkhart, Mr. Jenkins, and Mrs. McGrath took numerous pictures of the students with their friends. The dance floor remained completely packed throughout the night.

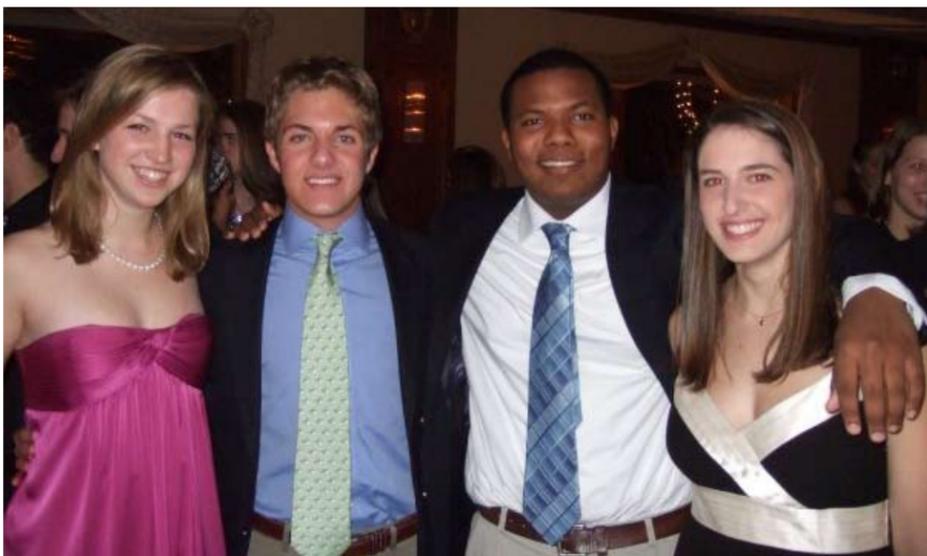
"I really thought Snowball

was a huge success this year, with a great turnout," said Leah Dungo (V). "I hope the dance gets better every year and people continue to take part in the spirit."

Biff Parker-Magyar (VI) commended the student government on a job well done. "Snowball was a lot of fun," she said. "I think that everyone who attended really enjoyed it and that student government did a great job in getting so many people to come."

When asked what was changed from last year's Snowball, Student Body President Jess Westerman answered, "We moved the food further from the corner of the room so more people would know it was there. We also had a student DJ, who I think did a great job of keeping everyone energized on the dance floor."

Freshman class president Will Bartlett, summing up the whole Snowball experience, said, "Overall, I feel that Snowball was a huge success. It is one of the few social occasions that the whole Upper School can come to all year, and the fact that it can be such a hit really demonstrates that the four grades can come together with ease – and with great results!"



Courtesy of Liz Roberts (V)

ALUMNI AT CAREER DAY

Advertising/Marketing

Kevin Korn '94 • Lori Halivopoulos '78
Leslie Tuttle '92

Psychological Services

Anne DeLaney '79 • Nate Zinsser '73
Kellie Boyle De San '96

Entrepreneurship

Noah Wrubel '84 • Howard Bunn '78
Amanda Freeman '94

Visual and Performing Arts

Wayne Kasserman '94 • Harry Allen '82
Steve Henry '81

Investment Banking/Finance

Steve Lipper '79 • Bess Oransky '96
Todd Hirsch '92

Law

Alison Zoellner '83 • Jon Pasternak '81
George Mahr '84

Media

Jenn Joel '94 • David Gelber '59
Sara Farber '92

Medicine

Maureen Baxley-Murray '82 • Anthony Clapeich '84
Duncan Hughes '94

Sports Management/Marketing

Charles Stillitano '77 • Gordon Sulcer '61

Applied Science

Sean O'Donnell '75 • Adam Schayowitz '99

Public Service

Christopher Shahidi '94

In His Own Words: Jack Muller

Well, despite some people's best efforts, I'm here, running for president. But hey, why would you vote for me? Take a seat, young one, and I'll tell you. I've got ideas. I've got goals. I've got passion. I'm not going anywhere.

First off, let me just lay this out there. I have something no other candidate will have. We'll call it networking. I know what's going on in all sectors of the school, because I have my people among you. They're in your classes and at your lunches. Specifically, they're my brothers. Next year I'll have three in the building, so you couldn't avoid them if you tried. If you don't feel like talking to me about something, chances are you know one of my brothers, so send a message. If there is a complaint, I'll know about it. And I'll fix it. Believe that.

So what would I change? I think Student Government needs to be more efficient. Would you care for an example? Everyone knows now about the

proposal to have untucked polo shirts within the dress code, but it hasn't happened yet. And guess what, that proposal was first mentioned in November. Surprise! If I were president, I would do my best to have proposals thought up, written out, sent in, and passed. The president must be a grade-A pain in the neck to administration until it got through. I'm good at bothering people. You can ask my parents.

Student Government needs to be less of a secret society and more open to the students. Be honest, for all you know, we are eating caviar and playing pin the tail on the donkey at meetings. Nobody knows what's going on. This makes no sense. There should be a monthly announcement or perhaps a section in the Record about what the Student Government is talking about in the meetings. This way the rest of the student body can tell the reps how they feel and the reps will bring this to the meetings.

As far as problems to fix,



I've got something for everyone. Upcoming sophomores, it seems like you guys have the most, how should I say, blatant disregard for the dress code. The untucking of shirts and such is still a possibility for this year but other changes can be made too. Juniors, I know it's annoying that you have to stay till 3:15. Seniors, it's our last year here and all the events need to be events to remember. And to our freshmen, our dearly loved

freshmen, you need couches. We need you to have couches. The herding in the math wing is getting ridiculous. It's time to migrate for all our sakes.

To wrap this up, I'll just say that I would love to be your president. I've been on student government for all of high school and I was even class president a couple of times, so you know I can deal with it. But remember...once you vote Jack you never go back.

CANDIDATE SURVEY

Favorite...

Movie: Kangaroo Jack

Album/Artist: Flogging Molly

Publication: ESPN Magazine

Food: Toaster Strudel

Place to Shop: Lost and Found. I lose stuff a lot.

Foreign Country: Texas

This or That?

Pool or Hot Tub? Pool. As long as it's hot and bubbly.

Lindsey or Britney? Britney. We have the same barber.

Record or Vital Signs? Record

PC or Mac? I keep an open mind.

CANDIDATE SURVEY

Favorite...

Movie: Forrest Gump

Album/Artist: The Best of G. Love and Special Sauce

Publication: Seventeen Magazine

Food: "Pizza in the morning, pizza in the evening, pizza at supper time, when pizza's on a bagel, you can eat pizza anytime."

Place to Shop: Does Costco count? I'm pretty sure on Sundays you can get free samples.

Foreign Country: Switzerland

This or That?

Pool or Hot Tub? Hot Tub. No doubt about it.

Lindsey or Britney? Britney, not a chance. I vote Lindsey.

Record or Vital Signs? Record

PC or Mac? PC

In Her Own Words: Eileen Roach



Feb. 10, 2008. Tonight, the 50th Annual Grammy Awards recognizes the top artists, albums, and songs of the year. Big names like Amy Winehouse, Kanye West, Chris Brown, Carrie Underwood, and even the all time classic Stevie Wonder come together as part of a tradition created to celebrate the art of music. Watching the Grammy's makes me wonder how one particular song, among millions of songs, becomes Song of the Year and how closely related this is to how I feel today

about being the one who stands out among two accomplished candidates running for Student Body President.

As Rihanna anxiously waits to hear if her name is called, I can see her sitting at the tip of her seat. She is one of five artists, who have their fingers crossed, hoping to receive a Grammy for Song of the Year. So what is it about Rihanna's "ella, ella, eh, eh, eh" that people like? It's that kind of phrase that just gets stuck in your head, and people can't help but

remember it. That's what I want people to get from this year's Presidential Election – I want the '08-'09 year to be remembered.

We spend over eight hours, five days a week in school. How much of what goes on in the classroom, do you honestly remember? Do you remember every topic discussed in class? What little you process is most likely related to serious amounts of stress that impedes on your memory.

A couple of months ago, we participated in our first "Stress-down Day," designed to relieve some of the stress that exists here at Pingry. I commend the administration for following through with this idea. In theory, it was a good one; however, it actually increased the stress level the following day. Students and teachers were tense, trying to make up for the loss of time. As Student Body President, I would expand on this idea and have a "Stress-down Day" officially scheduled twice a semester. My idea would work the same way, with Thursday night homework-free, but this time have Friday set aside completely stress-free. The difference would

be having that Friday with non-school related activity. Teachers can choose to take field trips, play games, watch movies, or arrange community service, making this a "Stress-down/Stress-free Day".

As Student Body President, I want to make the most of our time here at Pingry. Stress is the element that sometimes hinders people from enjoying life to the fullest, and I want to lessen that feeling for all of us. By doing this, hopefully we will be one step closer to a stress-free environment. Students should have a high school experience that is memorable, and everyone should look back remembering the challenges they endured, but not the pains or anxieties they faced. I want to be the first Student Body President to publically acknowledge that this is a growing problem. I am ready for the challenge and hope you will join me by taking a stand for a stress-free Pingry. Once I have officially created the "Stress-free Friday," I can begin to put my other ideas into place. Vote for me, and like Rihanna's song says, "I took an oath, I'mma stick it out 'till the end."

In His Own Words: Giancarlo Riotto

For those of you who don't know me, my name is Giancarlo Riotto. I've been at Pingry since fifth grade, and have been on Student Government each year since then. I have since realized that Student Government is truly a unique institution. It empowers us as students to have a say in shaping the community that we all spend so much time in.

There are some things, unfortunately, that simply are not within the realms of Student Government's capabilities. For example, introducing air conditioning, a multi-million dollar endeavor, would probably not be realistic. I can, however, work to make the dress code more accommodating on those steamy September days by making shorts "legal" in the fall. Can I abolish tests and papers? Absolutely not, but I will work hard to supplement the "three tests" rule by adding a "two tests and one paper" rule that would keep us from having

to write an essay and study for two tests in one night.

I would like to facilitate plenty more student involvement in planning and executing events. Our job should be to organize and do the "dirty work" in making events like Homecoming and Spring Fling happen. Why, however, should a group of less than thirty be responsible for selecting a theme for the entire school? It's a school event, not a Student Government event, right? I would absolutely love to restore a sense of true school spirit amongst the student body, and the only way that can happen is if all of us truly are able to enjoy the events we attend.

Then we have the seemingly boundless number of "little" issues that we constantly complain about, yet never seem to be able to make a lot of headway on. Consider the ever-declining food in the cafeteria, where I find myself eating peanut butter sandwiches four days a week,



or the skyrocketing prices in the bookstore, where it's almost become too expensive to get a snack and a drink. Every year we pledge to resolve "little" issues like these, and personally I think we can do a much better job. One reason I feel qualified to be your president is because I am perhaps the most unimposing person on earth. My five six, 120 pound stature is one

hundred percent approachable. If you come to me with one of these "little" issues, I promise it won't go in one ear and out the other. I'll write it down and work hard in conjunction with the rest of Student Government to make it happen. I will make sure Student Government accounts for every issue that is raised to them, even in the most informal of circumstances.

CANDIDATE SURVEY

Favorite...

Movie: Little Man

Album/Artist: Kanye West/Graduation

Publication: ESPN Magazine

Food: Italian, of course

Place to Shop: Team Store at Yankee Stadium

Foreign Country: I'm a pretty big nationalist. This is the only country I love.

This or That?

Pool or Hot Tub? A combination of both.

Lindsey or Britney? Easily Lindsey

Record or Vital Signs? Record

PC or Mac? PC



Courtesy of LisaSee.com

Lisa See to Speak in Hanly Lecture Series

By ALYSIA TSUI (IV)

Author Lisa See has been chosen as the speaker for this year's John Hanly Lecture Series, titled "A Day with Lisa See: China, Men, Women, and Family." See is most notable for writing the widely praised "Snow Flower and the Secret Fan," a book that has deeply affected many readers and moved them through its tale of close friendship. Along with "Snow Flower," See has written several other novels dealing with the lives of men and women in China, from her first book, "On Gold Mountain," a detailed journey of her great-grandfather, to her most recent book, "Peony in Love," a vivid and enchanting story about a young girl who loves the wrong man.

But it is not just because of her best-selling books that See has been chosen to speak at the Lecture Series. Born in France to a multiracial family and brought up in Los Angeles, See spent much of her time in Chinatown. Because of this, she appreciates both her Chinese and Caucasian sides and is aware of the many differences and similarities in both cultures. See draws out true stories of Chinese men and women who experience amazing events and rewrites them in a way that allows all readers to understand more about this seemingly far away country. During the lecture, she will be able to address issues that deal with the current interplay of China and America. "The East and West are getting to become so close," said Lydia Geacintov, Pingry Director of Studies and the organizer for this lecture. She believes that Pingry will be able to learn more about how China impacts American citizens' lives from See's lecture.

Also, during break, seven Pingry teachers will be visiting China in order to learn more about their academic

program. Mrs. Geacintov thought that See would give them the opportunity to learn more about the state and culture of China before their trip. This will allow them to understand the Chinese's actions and be able to easily express what they learned when they return to Pingry.

See will be sitting in on two English classes after the assembly, allowing the students in those classes to be able to interact with her more. The two classes have yet to be decided. There will also be an open lunch panel where anyone is free to go and have a one-on-one chat with See, as well as getting books signed.

Jenna Devine Attends youngARTS Week

By ARIELLE KOGUT (V)

When Jenna Devine (VI) first heard about youngARTS Week, she was at Governor's School in the summer. Jenna registered in several areas in the summer, including sections in poetry and theatre. In the beginning of November, she submitted a manuscript of eight poems to the Creative Writing section and entered a tape into the theatre section. Additionally, she completed the application process with a few personal essays, and signed a media release form. Less than two weeks later, she was selected as one of the twenty-two finalists in the Creative Writing section, and invited to an "all-expense-paid week of master classes, showcase performances, exhibitions, enrichment programs, and final adjudication" in Miami during the week of January 7, as it says on the website.

All her expectations and more were met at the youngARTS Festival. During the day, she attended a variety of workshops with other Creative Writing finalists. She had the opportunity to work with a panel of expert judges and famous writers. On one occasion, the writers visited the Fairchild Tropical Botanical Garden, which was "very cool to see the glass-blown rare plants." The writers also attended a beach party and other NFAA-sponsored activities.

At night, they saw other showcases, including dance, film, musical theatre, and regular theatre. On some nights, Jenna and the other student writers hung out by the pool at the hotel. Jenna said, "It's nice to be around other people who love creative writing as much as I do."

There were several great opportunities to talk with well-known people in the art industry. Many alumni of the program return to meet the new

finalists, including singer and actress Vanessa Williams.

The finalists also attended the youngARTS annual gala, where they were saluted by NFAA. Former youngARTS winners perform during the gala, including Josh Grobin and Chris Young.

Throughout the week, Jenna met with individual interviews with different poetry judges. They helped her prepare to read two of her poems on stage in front of the youngARTS Festival audience. Jenna said, "I'm very into theatre, but it was so different to read your own work in front of an audience."

The youngARTS Week also

gives out many awards to the finalists, including a total of over \$500,000 in direct cash and a total benefit package worth \$1 million. The highest award levels are gold and silver, which are \$10,000 and \$5,000, respectfully. Furthermore, the only way to be nominated for the Presidential Scholars in the Arts is by NFAA, which selects winners from the youngARTS finalists. The judges nominate fifty students, from which they chose twenty finalists to go to Washington D.C., where they meet the president and have their art displayed.

The youngARTS Week is run by the National Foundation

for Advancement in the Arts. It was created by the founder of Carnival cruises; thus, it is well-funded. It is a program for high school seniors, or college freshmen who are younger than nineteen-years-old. 140 students are selected to attend.

However, youngARTS week does not get much publicity. There has been a documentary on HBO that focused on specific students who attended NFAA's youngARTS Week, which has been nominated for an Academy Award.

Jenna said it was "One of the coolest things I have ever done," and she will remember it as a great experience.



Jenna Devine, in yellow, writing a poem.

Courtesy of Jenna Devine (VI)

Sixth Grader Alexis Stevenson Pursues Acting Career

By EMILY CZACHOR (I)

Alexis Stevenson, a student in the sixth grade, is rapidly pursuing her dreams of becoming an actress. In just four short years, Alexis has acted in several movies, commercials, and voice overs. She has also appeared on television in Teen Nick Live and Good Morning America.

Her career took off about four years ago while she was on vacation in California. Although she was still new to acting, she understood the importance of having an agent. To her surprise, she met a few agents outside a California restaurant where she was dining while on vacation. They immediately liked her, but since she lived across the country, she was unable to attend any of the auditions the agents had set up for her. So, they found Alexis an agent in New York through the FBI casting agency.

Once Alexis returned home from her vacation, her new agent began sending her on acting auditions in the New York metropoli-

tan area. Over the next few years, Alexis aquired three more agents and left her original one.

Alexis also has a manager named Gabby whom she started working with about a year ago. Gabby was recommended to Alexis by one of her agents. However, before Gabby would officially take on Alexis as a client, Alexis had to audition for her. Later that day, Alexis received a call saying that Gabby had decided to become her manager. "I freaked out," Alexis said, "I was so excited!" Now, after a year long relationship Alexis is very close with Gabby and she says that, "sometimes we just hang out."

One of Alexis' many acting jobs has included appearing in a UNICEF commercial at the end of 2007. Her audition for this commercial was unusual because the casting director was only looking for one more girl to fill a last minute spot in the UNICEF commercial. During Alexis' audition, she was told to read from the script for about fifteen minutes

and after only three hours she received a call saying she got the part.

Without being able to rehearse at all with the other actors in the commercial, Alexis arrived at the studio to be filmed. While she was shooting the commercial, the entire cast and crew were watching her. "In the beginning I was a little nervous," says Alexis, "but I got really comfortable when I was used to everything."

But it is not a surprise that Alexis has been so successful in her career. Over the past four years, she has taken fifteen different acting classes! She is currently enrolled in acting classes in New Jersey.

Alexis' life has been affected quite significantly since she began acting four years ago. Although she has to miss school and parties to attend auditions in New York City, Alexis loves what she does. "Acting has helped me boost my confidence in front a crowd and make a lot of great friends" says Alexis. "I would never trade this in for anything else."



Courtesy of Alexis Stevenson (6)



Courtesy of Bloomingdales.com

Preparing for the Spring Season: Floral Prints and 60s Accessories

By KELSEY HISCANO (VI)

While it seems winter may just be reaching us now that the cold front has finally come in, there's something to look forward to: spring can't be far behind. When the ground thaws and the temperature rises there's only one thing to do... Spring Cleaning.

In the next few weeks it makes sense to go through your closet and assess what you need for the upcoming season. Spring means it's time to push the neutrals to the back of your closet and hang up those corduroys for good, especially because you're going to want room for everything this season has to offer.

What swept the runways for this spring was something new, something bold, and lots and lots of color. Many designers, such as Louis Vuitton, Versace, and Yves Saint Laurent opted for pastels and sherbet tones to accompany the warmer weather. Some designers, like 3.1 Phillip Lim and Burberry, have taken this burst of color one step further and have given us a taste of neon in their spring collections. From tangerine to hot pink, it seems every color hit the runway this season.

Other than color the one thing that makes us think of spring even more is florals, and the designers have not disappointed us. From Prada's flower heeled peep-toe to Balenciaga's bright hydrangea prints the runway proves that flower power is back, Stella McCartney and Marc Jacobs won't sit this one out- with pastel prints and oversized appliqués the designers prove that they're up for the challenge.

Prada takes a slight change of pace and this season accompanies its fab florals with bold graphics and intriguing cuts. Similarly, Dolce and Gabbana moves away from the bold shapes of their winter line and liven up this season's classic cuts with

splatter print fabrics and graffiti-esque accessories, not unlike Moschino or Louis Vuitton. Marc Jacobs, head designer at Louis Vuitton, has taken the brand away from the traditional this season, and signature bags now carry an air of the 1960's rather than the usual brown and tan. With what appears to be layer upon layer of paint, Marc has managed to once again change the face of Louis Vuitton.

In general this season is all about the rebirth of psychedelic style. With bright colors, crazy florals and intricate patterns, it's no wonder that designers like Etro and Cavalli feel right at home.

Their bright tunics and flowing dresses would make any girl happy this spring. If you want to complete a 60's look, there's one designer that has everything to offer: Emilio Pucci. Never straying far from the original geometric prints of their heyday, Pucci has consistently brought us back to the days of Woodstock.

Remember—it could be a few weeks or a few months until the ice melts, but when it does, be prepared for a spring like no other. Until then, however, keep bundling up and keep on a look out for that perfect spring floral dress or 60's inspired accessory.

Harry Allen '82's Art Exhibit

By HENRIETTA HAKES (V)

The exhibition at the Hostetter Arts Center gallery chronicles the design process and showcases different aspects of designer Harry Allen's work. A Pingry graduate and Owner of Harry Allen & Associates, Mr. Allen describes his work not as "art," but as "design." Most pieces in the gallery have a use. Some are intended for production on a large scale, others are more decorative, and some are plans for entire stores. The range and presentation of materials creates an informative timeline of Mr. Allen's career, and provides a glimpse into the process of modern design.

The left wall is covered with paper – sketches, emails, color samples, text samples, computer-generated images, and more. One of the projects displayed is for Supreme, a skateboard shop. Supreme commissioned Mr. Allen's firm to renovate their New York City store. The papers that haphazardly plaster the gallery wall show the details of different elements in the store's design and the final product. The store is a natural, open space, where the focus is on the merchandise, but the careful uses of materials like concrete and galvanized steel make it an attractive place to shop. The combination of functionality and beauty is a characteristic of many

of the pieces on display.

Around the room, on pedestals or low tables, are some smaller objects. There is a realistic pig, covered in "Christmas ball red," doubles as a bank, two bowls made of orange plastic and plywood. These pieces tend more towards "art" rather than "design," but they provide contrast.

On the back wall there is a display that demonstrates the process of creating a cast using a silicon mold, a technique Mr. Allen uses in his Reality series. The original object, in this case a frame, is displayed; then the mold it was used to create; and finally the plaster replica of the original frame. The work is completed with a picture of Mr. Allen's dogs, Ben and Emma.

Some of the objects on display are recognizable and designed for commercial distribution. A red

Previewing the Academy Awards

By JENNIFER SOONG (IV)

The perfect recipe for the annual Academy Awards Show is usually composed of glamour, talent, famous celebrities, and designer gowns. As the highpoint for all actors, directors, and movie-lovers, it truly celebrates the year's greatest films.

"No Country For Old Men" and "There Will Be Blood," both of which were nominated for the Best Drama Golden Globe, are this year's front-runners, each with eight Oscar nominations. Besides being nominated for Best Picture, both movies also have brilliant actors who have already won several awards for their roles—Daniel Day-Lewis, as an oil man consumed by his own greed in "There Will Be Blood," is being nominated for Best Actor, and Javier Bardem, as a sinister killer with a mind of his own in "No Country," is nominated for Best Supporting Actor. The competing actors in a leading role include George Clooney in "Michael Clayton," Johnny Depp in "Sweeney Todd," Tommy Lee Jones in "In The Valley of Elah," and Viggo Mortensen in "Eastern Promises." Those actors in the Best Supporting category include Casey Affleck in "The Assassination of Jesse James," Philip Seymour Hoffman in "Charlie Wilson's War," Hal Holbrook in "Into the Wild," and Tom Wilkinson in "Michael Clayton."

Another movie that has gained broad recognition is "Atonement," a beautiful, yet tragic love story which deals with the thin line between fact and fiction. As the Golden Globe winner for Best Drama, it has been nominated for Best Art Direction, Best Cinematography, Best Adapted Screenplay, Best Picture, and Best Supporting Actress.

The actresses competing for Best Actress in a Leading Role are the following: Cate Blanchett for "Elizabeth: The Golden Age," Julie Christie (who won the Golden Globe) for "Away From Her," Marion Cotillard for "La Vie En Rose," Laura Linney for "The Savages," and finally, Ellen Page

for "Juno."

"Michael Clayton" is also high up on the list with seven Oscar nominations, including Best Picture. Tilda Swinton, who is nominated for Best Supporting Actress, plays a cunning corporate lawyer in that film. Competing against her is Ruby Dee in "American Gangster," Saoirse Ronan in "Atonement," Amy Ryan for "Gone Baby Gone," and Cate Blanchett for "I'm Not There." Movie critics have continually praised Blanchett (who won the Golden Globe for her role as Bob Dylan) and Ryan for their roles, and it will not be a surprise if either wins.

This year's nominations are composed of both mainstream commercial hits and smaller films. "Juno," which has grossed over \$100 million dollars at the box office, is nominated for several Oscars while "The Diving Bell and the Butterfly," a much smaller film about a stroke-afflicted man who can only communicate by blinking

his left eye, is also nominated in four Oscar categories, including Best Director.

While the Best Picture category is made up of mostly serious films with the exception of "Juno," there are also more light-hearted movies being nominated. "Enchanted," "Ratatouille," "Pirates of the Caribbean III," and "Transformers" are all nominated in smaller, but equally important categories such as Visual Effects, Animation, and Song.

Although many have already made predictions for the Best Actor and Actress categories (Day-Lewis and Christie are the favorites, both of whom are known for their rare, but always stunning, appearances in movies), the winner for Best Picture is still up for grabs. What movie will it be? Who will win it? The 80th Academy Awards telecast (said to be hosted by Jon Stewart) is set to give out its golden statues on Sunday, February 24.



Courtesy of IMDb.com

'Mad Money': Just Another Heist Movie

By SHAAN GURNANI (III)

What would you steal if you knew you wouldn't get caught? This seems to be the main idea of "Mad Money," a new movie in which three ordinary women forge an unlikely friendship and attempt to rob the Federal Reserve Bank in Kansas City. Although this so-called "heist-film" is similar to many recent films, including "Ocean's 11" and "The Italian Job," it tries to be unique because of its unusual scheme and the seemingly average female workers who devise it.

Bridget Cardigan, played by Diane Keaton, is a spoiled, sophisticated, stay-at-home mother and wife forced to leave her upper-class lifestyle when her husband is laid off from his job. Her situation is pertinent to current issues, as America is currently experiencing the loss of many middle management jobs. Desperate to continue living the same lifestyle, Bridget decides to take the only position that she can find and becomes a janitor at the Federal Reserve Bank in Kansas City.

At the bank, Bridget is intrigued when she witnesses the shredding of used dollar bills,

and she soon hatches a plan to steal this money (which apparently will not be missed). In order to enact the plan, she enlists Jackie Truman (played by Katie Holmes), a young free spirit, and Nina Brewster (played by Queen Latifah), a hard-working single mom with two children.

After successfully stealing enough money to cover Bridget's debt and pay for Nina's children's education, Nina is ready to call it quits. Nina, a sensible hard-working type, is the character foil for the greedy Bridget, who wants to continue. Queen Latifah does an excellent job portraying a desperate woman who needs the money but still has second thoughts. Just when the women think they are home free, a slight mistake alerts the IRS, which then begins to investigate. Stuck with more cash than they can handle, they consider fleeing.

"Mad Money" tries to be funny and different and its three lead actors are appealing. Yet by the end this film disappoints. Like its silly premise, the unorthodox ending seems entirely unrealistic, making this much less than another heist movie after all.



M. Skiba (VI)

Ski Team Prevails Through Lack of Snow

By JACKIE REEF (V)

The ski team, led by captains Kelsey Hiscano (VI) and Andrew Gross (VI), has gotten off to a great start despite the lack of snow. This year, the team has grown significantly in size, enabling the skiers to have a full varsity and junior varsity squad for both girls and boys.

When Hiscano was asked how the team has changed as a result of the growth, she said, "Luckily, this season, ski team has welcomed a bunch of new freshmen. With the team expanding so rapidly and the returning members skiing so strongly, hopefully we are well on our way to another successful season."

So far, Hiscano's prediction has been accurate. The girls' and boys' teams have participated in two Giant Slalom races for the Prep League. The girls' current record is 10-0 and the boys' is 6-4. Hiscano has strongly contributed to the girls' team, coming in second place in the first race and third place in the

second race. For the boys, Sam Mackoff (V) and Sam Grabel (V) are on a roll. In both races, Mackoff came in first with Grabel following closely behind in second.

On February 9, both the boys and girls teams were very successful at the Camelback Invitational in Pennsylvania. Varsity girls took third place and junior varsity girls took first. Varsity boys placed second and junior varsity boys placed first. Hiscano and Kate Strangfeld (VI) placed first and second overall out of over 170 racers. Grabel placed fifth overall and Matt Ford (V) placed tenth.

The lack of snow has put a damper on this season, postponing many of the races. However, there are many races coming up along with several invitationals. With the State Tournament coming up, the girls' team is going into states looking very strong, hoping to hold on to their title. The boys are also looking very promising. Overall, the ski team is stronger than ever.



Courtesy of Bruce Morrison '64

Weiniger and Sogliuzzo Lead Hockey

By SCOTT BISSINGER (VI)

Despite losing five contributing seniors and entering into a higher-level division than last year, boys' hockey has prevailed thanks

to the leadership of senior captains Dan Weiniger and Jay Sogliuzzo.

The season began with a home match against Pennington in which Pingry won 7-4. They followed

with a game against hated rival Chatham and settled for a tie. Nevertheless, that game set the tone for the season, establishing that Pingry would be a force in the Mennen Division. The team followed with crushing victories over Mountain Lakes and Morristown and continued with an impressive 2-2 tie over perennial public school power Randolph. They then carried their momentum into a match-up against Morris Knolls in which the team won in a hard-fought 4-3 game.

The players continued their undefeated streak into the first round of the SCIAA tournament, in which they defeated Bernards. However, the Somerset semifinal against Montgomery proved to be the start of a difficult stretch with a 2-1 loss. The team defeated Morris Knolls once again, but lost close matches to Kinnelon and Montclair Kimberly. However, this was only a rough patch in

a season of promise. The team rebounded with victories over Chatham, Hun, and West Morris that led to a showdown against 13th ranked Morristown-Beard, a game which was supposed to be a difficult match between the two leaders of the Mennen division. It turned out to be an 8-2 Pingry blowout. Although the team followed with a close loss to the Crimson in a letdown game, it went on to a victory against Mountain Lakes.

In addition to the captains, the defense is backed by Connor Starr and Ryan Kiska. George Steiner and Peter Martin split the goal-tending duties. The team has thrived from the newfound depth in Freshman Matt Bettie, and Ben Rodgers. Weiniger has recently been named Star Ledger's player of the week and Sogliuzzo was honored by the Devils. The team's goal for the season is to win the Mennen Cup tournament and have a successful state tournament.

Senior Katie Occhipinti Scores 1000th Point

By ROCQUAN LUCAS (VI)

On January 9, Pingry Girls' Basketball's starting point guard, Kaitlyn Occhipinti (VI), reached an outstanding milestone by scoring her thousandth career point during a one-sided match-up against Saint Elizabeth. With her teammates, her coaches, and the home crowd all rooting for her, Occhipinti rose to the occasion by scoring an exceptional 19 points in the first two quarters. By halftime, she was just a few shots shy of her target.

Finally, in the first three minutes of the third quarter, her goal was reached when Katie Parsels (V) assisted Occhipinti for an easy lay-up. The crowd, along with the players on the bench, immediately rose to their feet and cheered ecstatically. At that exhilarating moment, Occhipinti made Pingry history by becoming the first female student ever to score a thousand points.

Although there is no denying Occhipinti's obvious talent, she knows that her accomplishments can also largely be credited to her teammates. "They've all really supported me," she said, noting her team's enthusiasm in her quest for the milestone of a thousand points. It is this camaraderie and support that has allowed both Occhipinti and the team to shine. Throughout the course of this season, Head Coach David White has constantly discussed the importance of teamwork and the players have been paying close attention to his words. Pingry is currently 11-4, and they hope to improve on their already excellent record.

The team has been working

well together, which is evident in their playing on the court. In a close game against Ridge High School, the team continued to play hard and came away with a slim victory. Their win against Ridge put them in the county's top ten teams, proving the benefits of soli-

darity. Although there were some close games, many of the girls' wins have come in a dominating fashion. In fact, six of their wins have been by a margin of at least ten points.

Under the senior leadership of Occhipinti, Shelby Bartlett,

and Casey Rupon, the team has excelled. They've recently won a county tournament game against Bernards High School. The team has already qualified for states, and they plan to play their best in the state tournament, which begins in late February.



Courtesy of Bruce Morrison '64

Congratulations!

**Senior Jeff Tannenbaum
broke the all-time scoring
record for boys' basketball.**

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