

Students Speak at MLK Day Assembly

By NEHA SRIVASTAVA (V)

For this year's Martin Luther King Day assembly, held on Friday, January 16th, 14 students spoke about their experiences at the People of Color Conference (POCC) and the Student Diversity Leadership Conference (SDLC). Organized by Dr. Diana Artis, Assistant Director of Admission and Coordinator of Multicultural Outreach, the reflective presentation addressed diversity and the ongoing effort to embrace it.

Students addressed the audience one-by-one, recalling their experiences at the conferences and sharing their sentiments and discoveries. Student speakers included seniors Yaadira Brown, Audrey Li, Auriel Dickey, Godfrey Best, and Maya Artis; juniors Nick Rice, David Martin, Myles Davis, Elisse Park, Jasmin Neal, Diamond McClintock, and Vicky Morgan; as well as sophomores Lakshmi Davey and Arvin Alaigh.

The POCC occurs yearly and is sponsored by the National Association of Independent Schools. Its goal is to promote inclusive school communities and support sanctuaries and networks for people of color. The SLDC focuses on self-reflection, forming allies, promoting social justice, and building inclusive communities. Schools from across the nation send students to each conference. The student speakers had attended the 2006, 2007, and 2008 conferences, which took place in Seattle, Boston, and New Orleans, respectively.

The speakers shared a unique experience. Nick Rice spoke about realizing his own diversity. At the POCC in New Orleans, Rice initially questioned his diversity and wished he represented a distinctive culture. He did not consider his own ethnic background distinctive, and he had not been raised to practice

a certain religion. But at the POCC, Rice realized that his parents left him his own type of culture, that of Bob Dylan, guitar playing, and bonding over a shared love of music.

Auriel Dickey shared her experience participating in a particular group exercise at the conference. In the activity, students from around the country stood on a straight line and answered general questions — relating to race, background, and experience — by taking one step forward or one step back. After the exercise, Dickey was surprised at how incredibly different each person's goals, characteristics, and lives were.

Yaadira Brown related another activity in which a group of students held hands in a circle; those who answered yes to a question asked by a proctor entered a circle within the existing one. Brown said that for the first time in her life, she was with a majority of ambitious, successful African-Americans. "It was an empowering feeling," she said.

All students spoke on the common theme of embracing diversity in its different forms. These include not only race, but gender, age, sexual orientation, socioeconomic status, religion, political beliefs, and home life. The students stressed that these differences are what make us special and yet also unite us, giving us strength as a community.

Students also defined diversity as a process, not an outcome, saying that Dr. Martin Luther King's work is not finished. David Martin ended the assembly with a ringing quote by Dr. King: "I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood." Despite the group's own diversity, all the speakers agreed that thanks to Dr. King, such a day had already arrived.



Mr. Carver '77 speaks to students at Career Day.

Courtesy of J. Bratek

Juniors Join Seniors at Annual Career Day

By JENN SOONG (V)

Initially created in 1999 by Director of Alumni Relations, Jackie Sullivan, Career Day at Pingry has long been a success. The annual event had been exclusive to seniors since its creation. This year, however, juniors were invited to participate for the first time.

Students began the day listening to key-note speaker, Mark J. Schwartz '75, and spent the rest of the morning attending various career

sessions.

Mr. Schwartz began by sharing his own success story. He arrived at Pingry in the 10th grade, where he developed skills such as restraint and teamwork. He went on to earn a Bachelor's Degree in Economics from the Wharton School of the University of Pennsylvania and then received a MBA from Harvard Business School. For years he worked in various firms such as Palladin Capital Group, Nine West Group Inc., and

Merrill Lynch. Currently, he is the CEO of Gordon Brothers Group.

In addition to recounting his history, Mr. Schwartz amused the audience with some of his earliest experiences in the "business" field. He talked about merging lawn mowing services as a boy and

sneaking condoms into the factory that produced Barbie bedroom sets. Mr. Schwartz also elicited much laughter when he recalled taking a personality test and learning that both airline steward and CEO would be suitable career

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Junior Parisi Wins Fourth Annual Robert H. LeBow '58 Memorial Oratorical Competition

By JULIA NOSOFSKY (V)

On Friday, February 13, the Upper School headed to Hauser auditorium for

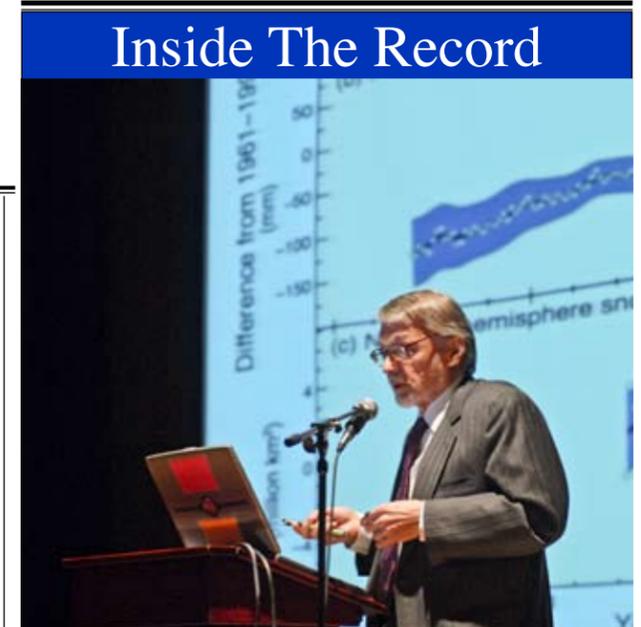
the fifth annual Dr. Robert H. LeBow '58 Memorial Oratorical Competition. On stage, six participants waited to present speeches

on a topic of their choice. The competitors were David Martin (V), Albert Magnell (IV), Courtney Hulse (V), Sean Salamon (V), Anthony

Parisi (V), and Nick Rice (V).

The competition, which began in 2005, was founded by William Hetfield '58 and the Class of 1958 in honor of their classmate, Dr. Robert Lewbow. LeBow, a renowned and respected public speaker, worked for the United States Agency for International Development, or USAID. Along with his wife, Gail, he traveled to developing countries to provide medical aid and services to the inhabitants.

The contest is open to sophomores or juniors. In the preliminary round, competitors present their speeches to a panel of Pingry faculty, alumni, and others from the outside community, and six finalists are chosen. This speech can be anywhere from four to six minutes long and is on a self-chosen



Dr. James Baker addressed environmental sustainability in the annual John Hanley Lecture Series. P. 4.

Courtesy of J. Bratek



Participants and judges of the Oratorical Competition pose after the winners are announced.

Courtesy of J. Bratek

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EDITORIAL

Each year, the John Hanly Lecture Series's carefully chosen speaker challenges the Pingry community to discuss a thought provoking, and often controversial, global issue that affects us all. This year, Dr. James Baker, the current Director of the Global Carbon Measurement Program, tackled global warming in a speech that garnered both praise and criticism. While he impressed some with his expertise and fascinating presentation, he bored others who saw the topic as too mundane and elementary.

But more important than the disagreements Dr. Baker inspired, he re-ignited conversations at Pingry on an issue which will only continue to affect our lives.

Consciously and unconsciously, we have all left behind carbon footprints. From driving to school to traveling abroad, our prevalent on-the-go culture seems to necessitate our gradual erosion of the environment. Luckily, there are countless ways for us to lessen our harmful impact on our world by doing more than just recycling and planting trees. I'm not downplaying the effectiveness of those actions; I'm sure all of you have already been taught a dizzying number of times about throwing your water bottles into the specially labeled bins, or spending a weekend channeling your inner gardening skills. Every little action counts, but how can we expand our influence even more?

Following in Dr. Baker's lead, we should first spread awareness about the issue. With knowledge often comes action, and people need to feel motivated to care before they will passionately join the movement. Start by talking with your peers and family to listen to their beliefs and share with them your own. Instead of shying away from such discussions for fear of offending someone or being ridiculed for your different ideas, jump in and participate. You may be debating with someone whose views are worlds apart from yours, but be open-minded to the other side and you'll be surprised at how much you can learn and absorb. Who knows? You just might be so convincing that you'll significantly sway the other person to your point of view. I have often re-evaluated my stances after debates, but I always emerged with a broader and deeper understanding of the topic, grateful for all that I learned.

For many, out of sight is out of mind. And since tangible evidence of global warming is difficult to observe and analyze, it is too often pushed aside as a low-priority concern. However, as Dr. Baker described, the long-term effects of melting glaciers and global climate change cannot be ignored and must be prevented. As citizens of a heavily industrialized nation, we have the responsibility to lead the rest of the world with our actions and policies. We must support greater developments on alternative energy and foster cleaner energy use. Though we may be long gone before a drastic change such as the Big Chill hits, we all have a stake in the lives of future generations — our children and our grandchildren. Our society, and not just particular individuals, has added to global warming, so it is up to all of us to alleviate it.

Dr. Baker's objective was not just to inform the students about some of the technicalities of climate change, but it was also to inspire and invigorate them to lead their own discussions about this issue. Whether we agree with him or not, Dr. Baker prompted us to think about global warming and to share our different opinions. For me, the success of a speaker lies in his or her ability to get the audience talking at the end of the presentation, a conclusion that Dr. Baker undeniably achieved. I urge you now to take advantage of your exposure to the many stirring speakers at Pingry: debate amongst yourselves about issues that are close to your heart. Never be afraid to agree or disagree with others, because that's how we will ultimately learn.

—Diana Jiang

The Opportunity to Achieve Greatness

By ANDREW WEINSTOCK (VI)

President Obama has a chance that not every president has: to go down as one of the greatest presidents in American history. The greatest presidents have been among the most able commander-in-chiefs our country has had, but their legacies in history were possible not just because of their abilities, but because they faced incredibly difficult circumstances.

George Washington, for example, had to undertake the task of building a nation, while Abraham Lincoln faced secession and the Civil War. Of course one could endlessly debate their legacies, but by and large, Washington and Lincoln are routinely ranked in the top two of historical presidential rankings. The nation called upon their leadership in times of greatest need, and they answered the call with great skill.

However, if each of them were commander-in-chief during great prosperity, I am confident that they would not be regarded quite as highly as they are now. And that is no slap in the face to them whatsoever; I revere these men as nearly all Americans

do. I simply hold that good governance is man-made, but that the opportunity for greatness is created by the country's circumstances.

Barack Obama enters office facing urgent circumstances: the worst economic crisis since the Great Depression, two foreign wars, the growing threat of terrorism, a terribly inefficient healthcare system, and a record level of national debt, just to name some of the most glaring issues. As the current economic crisis has progressed and gotten worse, it has become increasingly apparent that the monetary policy conducted by the Federal Reserve will not be able to solve the nation's problems alone.

Chairman Ben Bernanke has been working furiously and the Fed will be part of the solution, but ultimately, Obama's administration will have the greatest responsibility in restoring the economy to prosperity. The crisis is unprecedented, and great leadership will be required to face it.

In Iraq, the finish line is in sight. Troop withdrawals will be coming soon and combat operations may be over by the end of 2010.

Afghanistan, however, poses a much different and more difficult task. It seems as if we are mired in a guerrilla war, with no end in sight, a conflict many will compare to Vietnam. Nobody is quite sure exactly what the end game is. Obama didn't cause the economic crisis. He didn't initiate the wars in Iraq and Afghanistan, or the War on Terror. Yet, along with the other challenges he faces, they will define his legacy.

Sometimes I find myself wondering, what would it have been like to be a citizen when Washington or Lincoln was president. We study these men in textbooks and often look up to them as mythical heroes beyond reproach. Yet they were real men in real times. I strongly believe the American people have the chance to live in such a period today.

Am I calling Obama our savior or calling him the next Washington or Lincoln? Certainly not. I wince at those comparisons. I prefer many Republican policies and I even voted against Obama. I already have some grievances. The stimulus bill underwhelms me. Senator Lindsey Graham said about the Congressional path

of the stimulus bill, "If this is going to be bipartisanship, the country's screwed."

In the election campaign, Obama pledged to change the old politics of Washington, but he failed miserably in his first major piece of legislation. That cabinet nominees are dropping like flies makes me suspicious of Obama's judgment. The president's choice for Treasury Secretary, Timothy Geithner, seems to have what I'll call "Paulson's Disease" — not knowing when to keep silent and when to speak. On February 10, he announced his bank bailout plan, but it was more a general set of principles. The vagueness of his plan subsequently sent stock market shares tumbling and undermined attempts to build confidence on Wall Street.

However, no president can be judged based on a month or two in office. It's still the presidential honeymoon period and I'll let him keep my trust for now. He's a charismatic leader I want to believe in. And if he writes the history books like he has the opportunity to, we will all have something in common with the American citizen of the 1790s and 1860s.

Popping the Bubble: Preparing for the Future by Becoming Financially Literate

By JENNY GORELICK (V)

A few days ago I asked my father how the current financial crisis would affect our family. He replied by saying that almost everything should remain the same; however, we had lost many of our investments, which could have long-term effects, including preventing him from retiring for the foreseeable future. He went on to say that it could be especially problematic if my brothers and I remain financially dependent on him, specifically regarding whether we begin living on our own after college.

This shocked me for two reasons. First, up until this point, I had never really worried about my family's financial standing. Many adolescents, myself included, are very distanced from "real world" problems caused by money and have been sheltered by our fami-

lies for most of our lives. Of course, the scary thing is that after college, we are going to be full-fledged members of this society and the recipients of all of its benefits and problems.

Which brings me to the second reason. Thinking about my life as a college graduate is hazy at best. Especially at this school, we spend so much time focusing on getting into the nation's best colleges and very little time on what comes after.

If you asked me, I couldn't honestly tell you what was wrong with the economy or exactly how credit works or how to invest, and I'm not alone. In Charles Schwab's 2007 Teens & Money survey, it was revealed that only about 28% of the adolescents surveyed reported that their parents or guardians have taught them about money by giving them "a lot of experience budgeting, spending, and saving it." That means that the

remaining 72% has little or no experience actually handling money.

About 41% of the teens surveyed consider themselves knowledgeable in budgeting money, while only 31% know how to pay bills and 26% understand how credit card interest and fees work. These financially illiterate teens, like myself, are ill equipped to become financially independent.

This will create problems for many of us, as we'll be on our own in only a few short years. The Keybank and Harris Interactive poll, conducted in 2006, found that out of the college students surveyed, only 20% believed that they were "very well prepared" for managing their money on campus, while almost one third (30%) admits that they were "not at all" or "not very well" prepared. Although it seems far away right now, as most of us are consumed with our high school lives and the arduous process of getting into col-

lege, soon it'll be over, and we'll be on our own to manage our money and financial situations. Considering the statistics, some of us will be much more prepared than others.

Our current economic crisis is going to affect all teenagers and adults. It'll make it harder for us to obtain scholarships for college and jobs once we graduate. Along with all of its horrible effects, however, our current situation has given us at least one benefit. It is forcing young adults, like me, to ask their parents the hard questions.

Of course, it can be painful and even terrifying to contemplate such concrete money issues, but it is better to know than to be ignorant so that we won't be lost and overwhelmed once we are on our own. Now we have a great opportunity to pop the bubbles that we have been living in and to actually educate ourselves so that we are prepared for the years ahead.



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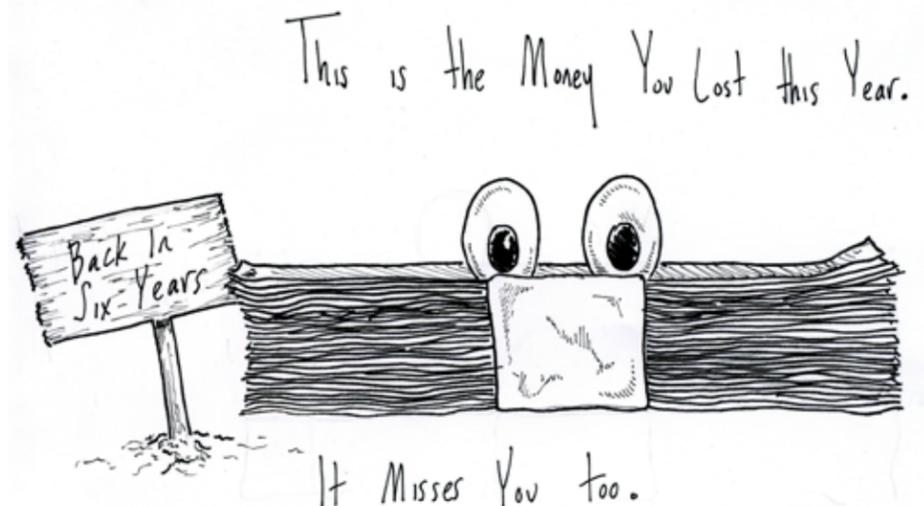
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A "Pertinent Presentation": Taking Dr. Baker's Message Seriously

By SAM MACKOFF (VI)

Ever since he became headmaster in the fall of 2005, Mr. Conard has encouraged the Pingry community to address the issue of environmental sustainability. One of the main functions of the Green Group is to convince the Pingry community that because environmental change is something that affects everyone, we all need to address these issues on a personal level by examining personal consumption and waste.

Mr. Peter Delman, the head faculty advisor of the Green Group, asked Dr. James Baker to speak at Pingry for the annual John Hanly Lecture series in

hopes of further motivating and educating the Pingry community.

Dr. Baker succeeded in clearly presenting the scientific reasoning behind environmental change, the conservation work that he has done, and what everyone can do individually to help out. However, the assembly was not received as well as expected by all students, and some of the student behavior during the assembly clouded the issue.

Although the question and answer segment may seem like a normal procedure for any assembly, this particular event was plagued by a long series of ill-mannered questions. The majority of them seemed to

be focused on either disproving a particular piece of statistical information or fact or using a plethora of complex terms in one sentence.

In addition, the focus of conversations I heard after the assembly seemed to be more focused on the supposedly "boring" manner in which the information was presented, and Dr. Baker's incorrect estimate of the population of the United States, an estimate that does not relate to his field of study.

These proceedings have distorted and confused the intended message of the assembly. The message was simple: the environment is rapidly changing, and there are many things that every-

one can do individually to help. However, instead of hearing this message and expressing any genuine interest in the topic, several students were more concerned with showing their own intelligence. Others seemed to care more about the humor in an array of inappropriate questions or challenges to Dr. Baker.

The fact is that environmental change is a reality, and we need to take action now. Doing as little as using less paper, turning off lights and appliances when they are not in use, and using less plastic water bottles can be a big help.

The assembly may not have been as humorous or exciting as an SAC assembly; however, given the

purpose of his speech, Dr. Baker was able to give a very interesting and pertinent presentation. Hopefully the actions of a few students can be forgotten, and Dr. Baker's intended message can now take hold.

In the future, I hope that the overall message

of speakers like Dr. Baker and assemblies in general will not be lost due to inappropriate or rude student behavior. The purpose of questions asked during assembly should not be to accuse the speaker or show off, but to truly inquire for more information.

EDITORIAL

On Friday, February 13th, I watched as five juniors and one sophomore participated in the Robert H. LeBow '58 Memorial Oratorical Competition, giving engaging and insightful speeches on a number of topics ranging from present-day human trafficking to censorship. As a previous participant in the competition, I was impressed by each competitor's eloquence and poise in front of the microphone. No matter how much time one has spent preparing, it is never an easy task standing up and calmly delivering a speech to the entire student body.

This year's winner, Anthony Parisi, as well as second and third place finishers, Sean Salomon and Albert Magnell, respectively, did a masterful job in gripping the audience with their nuanced views of today's society.

Sadly, I have come to notice that such public speaking is becoming less and less common at Pingry. Perhaps spurred on by the noble goal of achieving hyper-efficiency and stuffing as much information into our heads as possible during assembly period, the administration has allowed very few spontaneous student announcements this year, instead requiring students to submit announcements by email.

In terms of handling information, this email policy is great because we are no longer required to rely on something we might have heard during assembly; instead, the information is clearly presented to us in writing ensuring that we'll never miss another meeting.

But at the same time, students are losing valuable opportunities to practice public speaking because of this email policy. Some of my favorite, and most hilarious Pingry moments have come from spontaneous announcements. Who could forget Ricky Zacharias and Scotty Eckenthal's many SAC repartees from last year or Julian Quintinilla's speech calling for a boycott of clothing companies that used sweatshop labor? They needed no prior consent from the administration; they just went up on stage during morning meeting and began speaking.

This past weekend, I watched the award-winning "John Adams" series by HBO. One of the things that struck me from watching Adams (although, to be fair, it was actually an actor, Paul Giamatti for a tv film), was his ability to speak ardently yet spontaneously. Standing in front of the members of the Continental Congress, he did not slip into indecision and begin speaking clichés. Instead, he was able to clearly and concisely enunciate his thoughts about the Constitution and the future of the United States.

Would students be capable of replicating a similar feat today, say standing up in front of the school and delivering their thoughts on the stimulus package or foreign policy? I doubt it.

The standards of public speaking, and, for that matter, speaking in general, have been steadily decreasing the past few decades. Influenced heavily by the media and celebrity figures, members of this generation have been raised to speak in vague generalities, when they can even garner the courage to speak at all. Our generation's poor speaking skills hit home way back in sixth grade: my orchestra conductor would correct a student every time he or she said "um" when speaking. While, at the time, this was incredibly annoying since my friends and I could only get in a few words at a time before being corrected, I was able to see how unconscious my words actually were.

I think that good public speaking is as important a part of our education as our studies. Twenty years from now, when we're out of college and into the real world, what will our employers judge us on: our ability to recall the tenets of Rousseau and Hobbes, or our ability to offer a favorable impression of ourselves and our employers through public speaking? In fact, it's interesting that the school doesn't place a greater emphasis on coaching students in public speaking, instead offering it as an optional competition, considering that it will inevitably come to play an important role in our future professions.

While I commend the administration for allowing faculty members to speak numerous times throughout this year, I believe this is the wrong message to be sending to students. Instead of giving the impression that faculty members are the only ones capable of speaking and offering advice, the administration should be encouraging students to speak as well. That way, not only will we be hearing voices from our contemporaries, but our generation's public speaking standards will improve. Hopefully, this would lead to more students becoming interested in speaking.

While this may be the era of the Internet and email, there's still something to be said (no pun intended) for good public speaking skills as the six LeBow competitors displayed. As a result of the competition, I hope that other students will be encouraged to follow in their footsteps.

—Andrew Sartorius

Honor Board Case Study

In the interest of getting students to think about the way the Honor Board makes decisions, the Honor Board has asked that we print an old case, ask everyone to think about it, and eventually reveal the outcome.

Therefore, the following is a summary of a 1997 Honor Board case. Keep in mind that in 1997, students could not yet easily e-mail documents as they can now, and most saved their work on hard disks. Also, the head of the Honor Board back then was Upper School Head Mr. Adam Rohdie.

THE EVENTS:

It's a normal Wednesday—there are people busily scrambling around, and there's some paper or other due. In AP Class X, the assignment that's due is a take home test. Most students place it on the teacher's desk, but over the weekend when she takes the test home to correct she notices that a few papers are missing.

One of these missing papers belongs to R.R.

The next Monday, the teacher asks R where her paper is. R's response? She says she turned it in. The teacher concedes that perhaps the paper got lost among the others and returns home to search for it. However, it still doesn't turn up, and the teacher asks R to make another copy of the paper to be turned in the next day. R agrees.

Fast forward a day—the paper is still missing. By Friday, a full week and two days after the original due date, R still has not turned anything in. Concerned, the teacher talks to Mr. Rohdie, who meets with R.

R claims that she's having a lot of technical issues. Examples? Her printer's not working. But she says that she has the paper on a disk at home. She admits, however, that she only has the first part of the paper done. Mr. Rohdie tells her that he'll be on the soccer field by the driveway at five o'clock later that day and asks her to bring him a copy by then, be it the disk or a hardcopy. R agrees to meet him to hand in the paper later that day.

Despite this agreement, however, R does not turn in her paper. Mr. Rohdie waits on the soccer field until six o'clock that night but eventually leaves with no sign of the paper. After Mr. Rohdie and the teacher discuss the issue, they bring the case to the Honor Board.

THE HONOR BOARD HEARING:

MR. ROHDIE: What I'm really worried about is that she blatantly lied to her teacher at the beginning. She said she turned in her paper when really she hadn't even completed it. In addition, a similar series of events occurred last year, and this is becoming a continuous problem.

Mr. Rohdie then leaves the room, and R is brought in so that she can tell her side of the story.

R: Mr. Rohdie's story is correct, but I think I can provide more insight on the disk issue. I legitimately lost the disk that had the paper and other information saved on it. I lost information for college and for other classes, I swear. Despite this, I did put the paper on Mr. Rohdie's desk by six. It took so long because I had to rewrite it. And my printer wasn't working again.

HOW DO YOU THINK THIS CASE SHOULD HAVE BEEN RESOLVED?

STAY TUNED FOR THE HONOR BOARD DELIBERATION AND RESULT IN THE NEXT ISSUE.



R. Hamm Conard (VI)

Don't miss Les Misérables, presented by the Pingry Drama Department!

Performances Thursday, Feb. 26, 7 PM; Friday, Feb. 27, 7 PM;

Saturday, Feb 28th, 2 & 7 PM

Professional Alumni Share Experiences

Continued From Page 1

options for him. Despite the lighthearted manner of these stories, Mr. Schwartz also offered some serious words of advice. He said that an important goal is “not to not make mistakes but not to make the same mistake twice.” Likewise, he urged students to take initiative, find a passion, expect surprises, and give back to the community, while never compromising their ethics or fearing failure.

Overall, the key-note speaker was well received. Audrey Li (VI) liked how Mr. Schwartz emphasized “that you could change the direction of your career if you were really unsatisfied.” Phil Ryan (V) enjoyed “how he related the present to our impending future and made a nice transition into thinking about careers.” Vicky Lee (V) also “liked the scented candle, laser pointer/flashlight, and clock” that Mr. Schwartz provided in student gift-bags.

After the opening speech, students attended three consecutive career sessions of their choice. Available options included Advertising/Marketing; Visual and Performing Arts; Media, Applied Science; Psychological Services; Finance and Asset Management; Medicine; Public Service; Entrepreneurship; Law; and Sports Management. Each group was led by two or three Pingry alumni who work in that specific field.

In his three sessions, for example, Ryan “learned about the 360-degree brand management circle for advertising, the basics of a product design business, and how the media—especially publishing—goes about its business.” His favorite moment was listening to artist, Harry Allen ‘82, discuss product and interior design.

By diversifying their session choices, students also gained insight into their own career interests. Auriel Dickey (VI) was “swayed more to business than medicine.” Li learned that “media, especially advertising, appeals to her much more strongly now.” After listening to Mr. Steven Lipper ‘79, Tanvi Gupta (V) “could see herself doing what he described in the Finance section.” Likewise, Claeson Dillon (V) said the Finance speakers “gave him a good idea about how the industry works and what sorts of people are most successful.”

Yamini Nabar (V) thought that including juniors in Career Day this year was perfect because “juniors are just starting to think about majors and Career Day can definitely give them insight into various careers.” Rachel Adeleye (VI) thought that “it may also help affect juniors’ college choices.”

In general, Career Day was both informative and interesting. Students were able to broaden their horizons and realize, as Anita Ganti (VI) did, that “people may find themselves walking down different paths.”



Courtesy of J. Bratek

Dr. D. James Baker’s Presentation on Environmental Sustainability Incites Debate

By ANISHA MOHIN (IV) & TYLER GUMP (IV)

The ninth annual John Hanly Lecture Series on Ethics and Morality took place on Friday, February 6. This lecture series was established in 1999 to honor former Headmaster John Hanly, who was respected for his firm morals and ethics. This year’s speaker was Dr. D. James Baker, Ph.D, currently Director of the Global Carbon Measurement Program of the William J. Clinton Foundation. Previously Dr. Baker had served as the Administrator of NOAA during the Clinton administration, and had been a scientific advisor for

Al Gore on “An Inconvenient Truth.”

Dr. Baker spoke on climate change and global warming. His most important message was that global warming is real and already impacting our world today. The global mean temperature is rising, global sea levels are rising, and the Northern Hemisphere Snow Cover is starting to decline. But how will these changes affect our world? he asked. For one thing, in the Arctic, as ice melts, polar bears will become increasingly endangered. Yet there are conceivable benefits, too: more warming will lead to more warm water sea routes

(such as the fabled Northwest Passage), which will expand trade.

Dr. Baker argued that we can, in fact, reverse the negative effects of climate change and protect our planet. The key question facing scientists today, Dr. Baker explained, has to do with how this seemingly irreversible climate change can be reversed. For Dr. Baker, the answer lies in planting trees, which absorb carbon dioxide, a major cause of global warming. “Each tree,” he said, “stores 70 pounds of carbon per year. Over its lifetime, a tree will store one ton of carbon. Each person, meanwhile, is responsible for 20 tons of carbon emissions annually.”

Showing a graph of the total United States carbon emissions, Dr. Baker pointed out that 17.4% of carbon emissions come from forestry. “By planting 20 trees per person,” Baker said, “one can greatly reduce one’s carbon footprint.” Dr. Baker explained that organizations like the Green Belt Movement in Kenya are helping this cause by planting trees on private land, including farms, and school and church grounds.

Dr. Baker also discussed the involvement of ethics in our mission to stop global warming. Whereas the Clinton Foundation believes the best way to stop global warming might be to plant trees, it concedes that undeveloped nations need to cut down trees for labor, warmth, shelter, and export.

For example, Guyana’s population is largely destitute, and about three-quarters of its land is forested. While China has offered to buy and cut down Guyana’s forests, offering the Guyanese government money it needs, deforestation projects like this one will cause global carbon emissions to rise.

In countries like Haiti, local people use trees for firewood, which provide their only source of warmth. Therefore, Dr. Baker explained, countries that hope to raise their standard of liv-

ing are faced with a unique problem: the necessity of increasing emissions to adapt to new standards of living.

“As populations grow,” he said, “they want a higher standard of living. We have to find a way to increase the standard of living without raising emissions.” The Clinton Foundation hopes to preserve the forest while dealing with the Earth’s climate program.

The Global Carbon Measurement Program, which Dr. D. James Baker heads, aims to use satellites to measure the total forest coverage of an area. These satellites will also show where illegal logging is happening. The purpose of the Global Carbon Measurement program is to eventually reduce our carbon footprint. Finally, Dr. Baker stressed that we, as individuals, are not useless in the fight against climate change.

Overall, many students considered the assembly a success as it instigated discussion and debate about very important issues. “Dr. Baker came across as very well informed on his subject and gave the Pingry Community some valuable insights on the country’s most pressing of issues,” Ned Adriance (VI) said. Thomas Schermerhorn (IV) agreed, “I thought he was a really good speaker with an important message.” Brandon Brier (V) also found Dr. Baker’s presentation engaging as it “offered legitimate, hard evidence as opposed to the rumors which are often circulated.”

Still, some students were not completely satisfied by the assembly, and there was a wide range of opinions regarding the issues brought up by Dr. Baker throughout the community. “Unfortunately, environmental issues have been made way too political and have lost a lot of scientific value and thought,” said Albert Magnell (IV). Nevertheless, as Adriance pointed out “whether you agree with Dr. Baker or not, the Pingry Community must always be looking for ways to limit its impact on the environment.”

Second Annual Dramafest Amuses Audience

By KATE DREYFUSS (V)

Continuing a new tradition started last year by Mr. Al Romano, Head of the Drama Department, this year’s Dramafest took place on Friday, February 19 and Saturday, February 20 in the Attic Theater.

Dramafest is different from other Pingry Drama productions in that it is completely student run, led by a committee of seniors loosely headed by Maggie Bonadies and Catherine Lipper. Once a group of students finds a script they would like to perform, they bring it to Bonadies and Lipper, who in turn show it to Mr. Romano, Dramafest’s faculty advisor, for final approval.

Each group, which includes

a student director and student actors, typically rehearses during CP for about 45 minutes at least once a week on their own and is responsible for all props and costumes necessary for their short play or scene. Other than approving the scripts, Mr. Romano only enters the process to offer feedback to each group in dress rehearsals that take place as Dramafest approaches.

“One great thing about Dramafest is the variety of scenes,” Bonadies said. “You see the serious, the funny, the absurd, the classic, and even a student-written piece.” Sam Gelman (III) agreed, adding that the student run aspect of Dramafest as well as the variety of scenes “gives everyone in the produc-

tion a lot of leeway and room for experimentation.” However, the process of putting on a completely student run production came with some challenges. Gelman said, “Because there are no faculty members, there are only self-set deadlines which are sometimes hard to stick to!”

Bonadies and Lipper directed and performed a scene called “Nightswim” by Julia Jordan, about two teenagers considering going skinny dipping in the middle of the night who reminisce about the humiliating experience they had during their previous escapade. Bonadies and Lipper were drawn to the scene because they not only were able to play girls their own age, but they

also found that the characters were very deep, something that Bonadies said is “hard to find in a short play.”

Jenny Gorelick (V), Lillie Ricciardi (V), and Julia Dowling (IV) directed and performed a scene from “Laundry and Bourbon” by James McLure. Set in Texas, the scene is about best friends Hattie, played by Ricciardi, and Elizabeth, played by Gorelick, who are passing time by gossiping about their life in a small town. Dowling’s character, Amy Lee whom neither Hattie nor Elizabeth can stand, pays them a visit and informs them that Roy, Elizabeth’s husband, has been seen with other women around town.

Directed by Hannah Goldstein (VI), Gelman, and Ryan Campbell (III) performed “The Game Plan” by Peter Sagal, about employees Mark (played by Campbell) and Paul (played by Gelman) at an employee training camp. Mark and Paul are playing a game whose objective is to, as Gelman put it, “get the other guy to cross the line.”

Gelman enjoyed “The Game Plan” because of the similarity he drew between the play and his experiences on the freshman retreat at Camp Bryn Mawr. He noted, “I was convinced throughout Bryn Mawr that most of the activities we did were pointless. Lo and behold, here was my chance for revenge!”

These scenes plus many others made this year’s Dramafest another memorable success.



Eliza Ricciardi (VI) and Ned Adriance (VI) perform in Dramafest. R. Hamm Conard (VI)

Model U.N. Attends Rutgers Conference to Experience International Politics

By SHAAN GURNANI (IV)

From November 20 to the 23, The Model United Nations (MUN) Club participated in the 17th annual Rutgers University conference held at the Hyatt Regency hotel in New Brunswick, New Jersey. MUN is a simulation of the United Nations where students act as delegates representing various countries. Dr. James Murray, history teacher, department chair, and advisor to MUN, feels that MUN is useful because "it is important for students to be aware of what is going on in and around the world."

To prepare for the conference, each school is assigned one or two countries, and this year, Pingry students represented Turkey and Nigeria. Because of the geographic, political, and social differences between Turkey and Nigeria, students faced various challenges. The two countries differ in natural resources, economic sizes, manufactured products, government systems, and population sizes.

While Turkey is a developed and stable country, Nigeria is trying to break away from its history of violence and develop a safer and more prosperous nation by stimulating economic growth. According to the Economist Intelligence Unit and the World Bank, Nigerian GDP at purchasing power parity has nearly doubled from \$170.7 billion in 2005 to 292.6 billion in 2007. The GDP per head

has jumped from \$692 per person in 2006 to \$1,754 per person in 2007.

Like the UN, the conference is divided into general and advanced committees that cover different topics. The general committees deal with traditional UN topics and problems such as the uses of outer space, nuclear proliferation and conflicts, and economic problems. Advanced committees look more closely at historical and contemporary issues, such as the Korean Conflict and the UN Charter Convention of 2008.

Weeks before the conference began, students researched their committee's topics, their country's history, their country's positions on the topics, and possible solutions to the topics. These ideas were organized into position papers that each delegate wrote for each of the committee topics. Delegates then represented their countries either individually or in pairs.

This year, Pingry sent 38 students, many of whom had previously been to a MUN conference. Dr. Murray was "encouraged by the degree of interest in MUN this year because it suggests that there is a lot of interest in the community regarding international affairs." The trip was chaperoned by Dr. Murray, the club advisor, and history teachers, Mr. Matthew Horesta, and Mr. Lee Hadbavny.

After arriving at the Helldrich Hotel, students settled into their rooms and pre-

pared for the first committee session that began at 8 PM and lasted for three and a half hours. During this session, the delegates made introductions, selected the first topic, and began debate.

After breakfast the next morning, the well-rested delegates participated in committee sessions for the entire day, breaking only for lunch and dinner. The first topic was thoroughly debated, and then countries with mutual ideas formed resolutions. These resolutions, which explained and offered solutions to specific problems, were then debated. Ultimately, the delegates cast their votes according to their country's stance and policy, as well as the specifics of the resolution.

On Saturday, delegates submitted resolutions for the second topic. After many hours in the committee room, there was at least one resolution passed for each topic. Although the committee sessions "can be hard to get through at times, they were enjoyable when they discussed interesting topics," said Colleen Roberts (IV).

Julia Dowling (IV) agreed, saying, "[the committee sessions] were productive, and my committee, [International Labor Organization], came up with some great resolutions to the problems we faced."

Finally, on Saturday night, delegates were able to relax and have fun. There was a variety of entertain-

ment, including a dance, karaoke, rock band, and an a-capella group performance. Roberts especially enjoyed this part of the trip because "seeing groups dressed in theme was a lot of fun, and getting dressed in a theme of our own was even more entertaining!" Dowling also loved the activities because "they were a lot of fun and a good break" from committee sessions.

On Sunday, students finished discussing their issues and attended debriefing sessions.

Overall, the trip was a great experience for everyone who participated. Roberts especially enjoyed it because "you have so much freedom, learn about world issues, and hang out with friends all at once." Dowling enjoyed "meeting new people from across the country while also spending time with my friends."

Dr. Murray felt that it was a successful conference for Pingry. "While we did not win any awards," he said, "everyone had a great time and learned something about world affairs as well."

Now that RUMUN is completed, the students are looking forward to upcoming conferences. Pingry will attend the 8th Annual Boston Invitational Model United Nations Conference, hosted by Boston University. It will take place in the art facilities of the Boston Park Plaza Hotel, during the weekend of February 27, 2009. Students, ready to start writing position papers and preparing for the conference, will soon be receiving their country delegations and committees.

Students Compete in Speech Contest

Continued From Page 1

topic, generally an informative and contemplative issue. In the final round, after the six finalists present to the students and faculty, a panel of judges selects a second runner-up, a first runner-up, and a winner.

David Martin began with a speech on the existence of human trafficking and a new form of slavery, prostitution. He sought to raise awareness about the widespread practice of selling people as sex slaves, asserting that though it was most common in Southeast Asia, human trafficking existed as close as Paterson, New Jersey. Finally, he urged the Pingry students and faculty to "value human life" and stand up against human trafficking, quoting famous figures, such as Dr. Martin Luther King, Jr.

Albert Magnell, the second finalist, opened with a reference to the 2008 Summer Olympics slogan, "One World, One Dream." He declared this phrase invalid, commenting that while there is, indeed, one world, there is not one dream, but rather many dreams. He continued by emphasizing the importance of the diversity of goals among people in the world today.

Following Magnell, Courtney Hulse introduced the theme of rebuilding the world "from the ground up." Using a hot dog stand in the Pentagon as a metaphor for the past — when the Cold War era Soviet Union falsely deemed a similar hot dog stand a threat — she encouraged our nation to move past

previous difficulties and embrace a new world order.

Fourth to present was Sean Salamon. Focusing on the negative effects of censorship, specifically the censorship of profanity, Salamon discussed how it is illogical to ban words, considering their meanings and perceptions are constantly changing. He cited works of Shakespeare in which curse words were used casually. He ended by stressing that there are no bad words, "only bad ideas."

Anthony Parisi spoke about the negative results of the demanding college application process on students. He stated that students today forget what is truly important to them, and in turn forget their "inner self-reliance," referring to transcendentalist Ralph Waldo Emerson. He advocated the reevaluation of one's values, condemning the replacement of words like "freedom" and "joy" with words like "torture" and "competition" when today's students think about college.

Nick Rice, the final presenter, warned of the downfall of today's music and stressed the importance of helping save it. He passionately urged the student body to "go out" and find unknown bands, rather than just reverting back to bands of previous decades. He disapproved of the system of mass media music nowadays.

The judges chose Magnell as the second runner-up, Salamon as the first runner-up, and Parisi as the winner, who received a cash prize.



Students attend the Delegate Boogie.

S. Neibart (IV)

Jay Winston Makes Television Appearance on ABC Show

By MAX DECHIARA (V)

On January 6, Mr. Jay Winston was featured on ABC's "What Would You Do?" when he decided to stand up to a racist bagel store employee.

"What Would You Do?" creates various ethical dilemmas and then proceeds

to film the unsuspecting civilians who encounter the scenes. In this particular instance, "What Would You Do?" placed an employee and two Hispanic customers in a bagel store in Linden, NJ. The worker was directed to disrespect and refuse to serve the two Mexicans while the makers of the show secretly watched to see how the other customers in the store would react to the blatant racism.

Mr. Winston was sitting at a table enjoying a bagel and coffee when he noticed the interaction take place. After he listened to the attendant tell the two customers that they were illegal immigrants and that they should go back to Taco Bell, it became too much for Mr. Winston to handle.

As a non-confrontational person, Mr. Winston simply asked the employee what the problem was, but this tranquil mood did not last for long. When the man behind the counter began to complain that "they" were taking jobs away from people in the United States and that he

would not take illegal money, Mr. Winston's patience wore thin. "My insides were boiling," he said, "I certainly wasn't looking to pick a fight, but I was looking to do the right thing."

As he became more impassioned, Mr. Winston stood up and began to aggressively dispute with the employee. Mr. Winston even offered to pay for the two Hispanics, but the employee would still not serve them. Before the debate could continue, John Quiñones, the host of the program, came out of the back room to reveal that it was all a setup.

Mr. Winston was relieved that the entire encounter was a hoax. "The situation was so realistic," said Mr. Winston. "It really had a major effect on me."

Raised in a very tolerant environment, he was always taught to treat everyone equally. As a professional opera singer, Mr. Winston hopes that if he ever performs in a foreign country, he will be able to rely on the same kindness of strangers to help him get around.

Once Again, Student Government Succeeds in Organizing an Entertaining Evening

By ALLI DADOURIS (V)

On Saturday, January 24, Upper School students were invited to get together and attend Snowball, the school's annual winter semi-formal. It was a night filled with dinner, dancing, and much photography.

After a week of with student government announcements and paper snowflake decorations hanging around the school, the dance was held at the Martinsville Inn. Unlike the other dances the school hosts, Snowball is Sadie Hawkins style: the

girls ask the boys, adding another level of excitement to the dance.

As Snowball began, students entered the front lobby and were immediately greeted by loud music and familiar faces. After checking in their coats, the attendees were signed in by student government members. Even faculty chaperones like history teacher Mr. Theodore Corvino '94 and math teacher Mr. Frederick Hedengrin made it into a couple pictures themselves.

The camera flashes never

stopped and neither did the fun. "It was really fun to get dressed up and see everyone outside of school," said Paige Farley (V). She added, "We usually see each other in a really stressful environment, so it was nice to just be able to talk with my classmates about things other than school."

Thomas Schermerhorn (IV) commended the student government for a job well done. "I thought it was a lot of fun," he said. He observed that "everyone had a really high intensity level, and you could tell

everyone was having a good time." The energy level was especially high on the dance floor: people did not stop dancing the entire night.

"Well, after a lot of planning from the members of student government, I think everything went well," said Colleen Roberts (IV). "Everyone who attended had a good time, which is what we want," she added. Overall, in the two years since its inception Snowball has been a great success: it was a great way for all grades to come together and have a great time.

Seniors Sound Off on the College Process

Will Affirmative Action Become Obsolete in College Admissions?

By ANDREW SARTORIUS (IV)

A few weeks ago, as part of a Civil Rights chapter, my AP Government class examined affirmative action. Now, for many years, I had been hearing about affirmative action, but, until recently it had remained an abstract idea to be forever interpreted and re-interpreted by the courts and bickered about by the politicians. As well as studying the Civil Rights chapter in AP Gov, another event occurred this year which brought me into close quarters with affirmative action and piqued my interest in it: I applied to college.

For those of you who don't know, affirmative action is the process of using race or ethnicity as a factor in admissions to promote equal opportunity and diversity on college campuses. Obviously, like most issues involving race, it is a longstanding sensitive issue. There are legitimate arguments both for and against affirmative action: proponents have called it a necessary remedy to repair the rampant racial discrimination of our nation's past, while critics have decried the disappearance of the merit system in the college admissions process in favor of judging applicants by their skin color or ethnicity.

Back in 2003, affirmative action assumed national importance when the Supreme Court ruled on two cases concerning the University of Michigan. The first case, "Grutter v Bollinger," struck down a points system for undergraduate admissions that awarded extra points to minority applicants. That same day, however, the Court ruled in "Gratz v. Bollinger," a case involving Michigan's

Law School, that race was a factor that could be considered in college applications, and that creating diversity on campus was a compelling state interest.

But when was the last time you heard affirmative action mentioned in a mainstream media news report? I certainly haven't heard it mentioned recently. In fact, in the buildup to the 2008 election, it was only mentioned sparingly, with both candidates preferring to stay away from race issues and focus more on pressing policy issues. Barack Obama's concrete policy on affirmative action has remained vague, but he certainly knows his stance on the issue. Speaking during the 2008 campaign, Obama echoed the Supreme Court's rulings in "Grutter" and "Bollinger," saying, "I still believe in affirmative action as a means of overcoming both historic and potentially current discrimination, but I think that it can't be a quota system and it can't be something that is simply applied without looking at the whole person, whether that person is black, or white, or Hispanic, male or female."

In light of the election of Obama as the United States' first black president, I suspect the issue of affirmative action will resurface in the coming years. Critics of affirmative action will use Obama's presidency as evidence that affirmative action is no longer needed for minorities to succeed, while proponents will counter that affirmative action needs to remain in existence in order to continue the success of minorities.

Similarly, I believe that affirmative action in the college process will not fade quietly

into oblivion. In the next few years, as applications to elite schools continue to increase and acceptance rates consequently decrease, many will look for a scapegoat on which to blame the arbitrary nature of the college process. I believe that because affirmative action is so controversial, it is poised to become such a scapegoat.

Most nearly all the friends I talked to supported affirmative action in the college admissions process. However, instead of focusing on race-related affirmative action, many of them spoke of the need for socio-economic affirmative action.

"I think in today's world we need more affirmative action in college admissions based on socio-economic considerations rather than racial considerations," said Ned Adriance (VI).

Alex Salz (VI) agreed, "We need more affirmative action based on social and economic classes. I believe we should be giving people from these classes a bump, whether by increasing funding for them or looking at them differently when applying."

"We should be giving those who are less fortunate than us with fewer resources an equal opportunity. That way, everyone can potentially benefit," said Brooke Conti (VI).

Whether affirmative action will continue to focus on race or instead move into the realm of socio-economics remains to be seen. However, speaking in 2003 in the "Grutter" decision, Justice Sandra Day O'Connor expressed her wishes that in 25 years, "the use of racial preferences [and affirmative action] will no longer be necessary to further the interest approved today."

The Arbitrary Hypocrisy of College Admissions

By IAN MARTIN-KATZ (VI)

As 2008 came to a close, seniors rushed to finalize their applications and send them out to colleges across the country. These applications represented the transcripts, extracurricular activities, recommendations, and interviews that students had meticulously compiled and completed throughout high school. But was it worth the trouble?

Substantial increases in the volume of college applicants have slashed admit rates. As a result, thousands of highly qualified students will receive rejection letters every spring. Critics say that this wild competition has spawned a process that is arbitrary. They claim that institutions market themselves to students who have no chance of being accepted and that admissions officers base their decisions on random factors.

The Daily Beast, an online news portal, issued a report that quotes several admissions officers who confess to having done just that. One from the Ivy League says that he rejected all candidates from a city in which he got food poisoning; others say that their decisions resulted from personal similarities to students

or the performance of football teams.

It is shocking that some admissions officers would use such factors to evaluate a student. However, the vast majority would not, instead carefully assessing all aspects of applicants' transcripts before forming decisions. So the problem remains that sheer statistics have created a degree of arbitrariness in the college process.

In an op-ed for the "Los Angeles Times," psychologist Barry Schwartz, who has written books about decision-making, claims that the college process creates unhealthy competition. Students take classes for the wrong reasons, parents worry about where their children will attend elementary school, and this anxiety leads to depression and drug abuse. The irony is that "students trying to get into the best college, and colleges trying to admit the best students are both on a fool's errand," Schwartz said.

Schwartz describes a point—the "flat maximum"—at which so many students are so well qualified that colleges simply cannot make accurate distinctions between them. The decisions thus fall to arbitrary factors and the efforts of students and

admissions officers have been in vain. Furthermore, Schwartz cites the lack of studies that correlate ranking during the admissions process to students' success during and after college.

The solution, Schwartz says, is a special lottery system. Schools will take all applicants who are qualified to attend and throw them into a pool. From this pool, schools will make random picks to decide acceptances and rejections. Students still must achieve high levels of excellence to enter the pool; they will not, however, fret over arbitrary details that can distinguish them from other applicants. Schwartz says that his system is no more random than the current one, but reduces stress and makes room for genuine intellectual curiosity by recognizing that the college process is inherently arbitrary.

He admits, though, that his plan has problems. How would colleges treat "special cases," such as athletes, legacies, and minority students? Under the current system, admissions officers can utilize vast applicant pools to cater to the needs of their institutions. A school can easily find an oboist for its orchestra or a runner for its track team. Ideally, this array of choices allows admissions



Courtesy of collegeconfidential.com

College Confidential: Helpful Tool or Misleading Distraction?

By JOE NASO (VI)

Depending on who you ask, College Confidential, a website which offers college application advice to high school students among other things, is either the greatest thing since sliced bread or simply a meeting place for obsessive-compulsive seniors who are destined for depravity if they do not get into "Insert Prestigious Name Here" University.

"I find College Confidential to be a site that shows me more about the kids I might find at college, rather than information about the college I like" says Zach Ring (VI). The site brings together an eclectic mix of people from all over the world, but there is no question that College Confidential attracts a certain type of individual: one who has his or her heart set on a certain school and will do anything to get accepted.

In case you have yet to truly explore all that College Confidential has to offer, it is a safe bet that the "College Discussion"

threads are the heart of the website. It is the one place that I know of where perhaps some of the most intelligent students in the country lose all sense of reality. The topics discussed include all things relating to college, but inevitably, there are more than enough discussions relating to a student's chances at acceptance at a given school.

This is perhaps the most alarming part of College Confidential. The stress associated with the college process is completely different than the typical stress of high school life, but instead of providing opportunities to reduce stress and calm students, the site seems to only augment the intense competition.

I find it hard to believe that seeing the résumés of so many students with inflated grades, near-perfect SAT/ACT scores, and countless extracurricular activities is positive for the average student. And I think that knowing how strangers feel about another individual's scores, grades,

and college admissions chances can easily agitate a college applicant. After all, online forum users do not make admissions decisions; admissions officers do.

On the positive side, however, the popularity of College Confidential shows there is more to the site than this stress-inducing sense of the competition. What College Confidential can offer is a place where overworked and stressed out students can boost their morale. Instead of only hearing how terrible the college admissions process really is, students can be comforted discovering that other people are in the same situation they are.

As Jack Muller (VI) says, "I've never really been a fan of College Confidential, but I check it out just to see what's out there."

There is no denying that the college admissions process is difficult and tedious. The entire process has become a topic taboo in polite conversation among seniors. At least College Confidential is a site where students, applicants, or parents can take information and use it however they'd like to. Whether they choose to believe everything they read is up to them. I personally take a look through the forums for the schools to which I am applying. But I always take anything that's written on College Confidential with a grain of salt. I suggest you do the same.



K. Conway (V)



Courtesy of blog.pennlive.com

Bruce Springsteen Returns With New Album and Super Bowl Halftime Show

By DAN ABEND (III)

Bruce Springsteen's 16th studio album, "Working on a Dream," is one that longtime fans of "The Boss" have been waiting for. Ever since the early nineties, Bruce's albums have been less focused on the energetic passion and storytelling lyrics of his earlier songs. The long ballads of his youth had great success, accounting for much of his fame, but his later ones simply did not have the same appeal and seemed to use melodies as just background noise. However, with the help of producer Brendan O'Brien, Springsteen began to return back to his early, retro-rock roots with his 2007 album "Magic." Working with O'Brien again, as well as the E Street Band, Bruce continues to return to his original style of music from "Working on a Dream."

The album begins with the long (over eight minutes) track "Outlaw Pete," a Western tale with everything from passionate verses to harmonica interludes to a closing guitar solo. It demonstrates to the listener that Springsteen has once again found the right combination of lyricism and melody that brought him his early fame.

Bonus track, "The Wrestler," which was featured in the critically acclaimed movie of the same name, displays this same scheme showing both Springsteen's lyrical prowess and emotion inflicting musical intervals. The album also contains a wide variety of tracks, ranging from bluesy songs ("Good Eye") to energetic tunes reminiscent of his eighties hits about love ("My Lucky Day").

Bruce Springsteen and the E Street Band put enough enthusiasm into each song so that each track displays the diverse range of the

group's talents instead of an eclectic collection. The album concludes with "The Last Carnival," a sequel to his 1973 hit "Wild Billy's Circus Story" as well as a tribute to E Street Band organist Danny Federici who

passed away last year after battling cancer.

Bruce has displayed renewed energy in "Working on a Dream" by performing in mainstream events such as The Golden Globe Awards, the Inauguration of President

Barack Obama, and most notably, his recent, youth-like performance at the Super Bowl XLIII Halftime Show.

It is clear that "Working on a Dream" is an album that pleases both Springsteen as well as his fans.

Gallery Exhibition Displays Faculty Artwork From Both Martinsville and Short Hills Campuses

By TANVI GUPTA (V)

This year's Faculty Art Show is outstanding for its variety, themes, and talent. Pingry art teachers Ms. Lindsay Baydin, Mr. Rich Freiwald, Ms. Margaretta Lear-Svedman, Ms. Laurinda Stockwell, Mr. Peter Delman, and Mr. Miles Boyd were all major participants in producing a mélange of painting, metalwork, photography, and clay.

The work of Lower School art teacher Ms. Baydin, including "Family Dynamic," is based on her childhood memories. After spending some time at an art school in New York, Ms. Baydin missed her days by a Minnesota lake with her family. She found old film from the time and used a dry brush technique on a rough canvas to capture the fuzziness of the images on film. "Family Dynamic" depicts Ms. Baydin's siblings at the lake. Her bright colors and "fuzzy" technique make her paintings eye-catching and unique.

Mr. Freiwald uses clay to comment on social and political issues. He describes his work as "subtle satire in the form of garish jests." Mr. Freiwald's work in the gallery shares the theme of falling. His work consists of golden parachutes, the little men of Wall Street, and falling nations, representing an interesting and extraordinary viewpoint. His other pieces include beautiful "tondos,"

or circular paintings, composed of a combination of recycled glazed clay and glass.

Both Ms. Stockwell and Ms. Lear-Svedman's work involve nature. Ms. Stockwell's "Water Works" presents the environmental themes of water and with its large size, "suggest[s] the shifting currents of a large body of water." In fact, a much larger version of "Water Works" is currently on display at Rutgers University. While Ms. Stockwell's installation is a mixture of photography

with other mediums, Ms. Svedman's work has been done with the use of water colors. Because water colors are difficult to control, Ms. Svedman often let them lead the way in her paintings, a very different approach than that of Ms. Baydin's dry brush technique.

Mr. Boyd's work is part of the series "Obliterated: moving ahead, falling behind." The series consists of metalwork with painted designs. Many of the smaller pieces hanging in the gallery are studies for much larger works, 10 to 15 feet

in length. Whereas much of his past work consisted of grids, in which painting was the medium through which Mr. Boyd displayed more politically charged ideas, this series is more abstract — more focused on the materials utilized for art making. The pieces are about civilizations and people being replaced.

Like Mr. Boyd's work, Mr. Delman's paintings are also thought-provoking. His "Making Sense of It All" is based on a "New York Times" article and is part of a series called "Keeping Up

with Current Events." Often, Times photos serve as an inspiration for Mr. Delman. He has clearly been able to capture and emphasize the power of these photos in his paintings.

"The Pulaski Skyway" is a different painting in that it is of a stagnant structure in Jersey City. Mr. Delman is "interested in industrial fringe areas" and describes "The Pulaski Skyway" as "very physical 'impasto'... [and] similar to the surface in Lindsay Baydin's work." The inspiring Faculty Art Show is a must-see!

seem insignificant, they can make or break a great outfit. When choosing an accessory it is important to choose something bold, bright, and dazzling. Accessories should stand out and make a statement, not blend into the background. Funky necklaces made from brightly colored stones can give any outfit a chic look. Big pendants can excite a solid colored T-shirt and long chains in vibrantly hued stones give a splash of individuality.

Dresses this spring should be light, flowing, and flowery. Try putting a striped T-shirt underneath and a thick belt around the waist to get a high-end, south-of-France look. Add a pair of sandals and the look is complete!

Also, light and airy seersucker prints on jackets, vests, dresses, and bags create a more nautical look. Add a thin dark blue scarf tied around the neck, and you're ready to hit the beach!

Animal prints give a wild, exotic flair to any outfit. Dresses make a statement, but hats, bags, or shorts give a splash of excitement. Even the little things can make someone look twice and notice you, so don't be afraid to branch out of your comfort zone and wear something exciting. Solids are great, but prints say look at me!

While accessories may

blend into the background.



Ms. Lisa Fung-Kee-Fung admires Mr. Peter Delman's work.

Courtesy of P. Delman



E. Gilbert (V)

Winter Track Captures First State Title

By MARY KATE MARTINSON (IV)

Throughout this frigid, snowy, and icy winter, one team, wearing countless layers, mismatched gloves, and colorful hats, has tirelessly practiced outside every day. Who are these diehards? —None other than the winter track team. Eric Blau (VI) could not have summed up the work ethic and attitude of winter track better than when he solemnly stated, “We breed champions.”

The icy track and limb-numbing weather hasn’t stopped any of these athletes yet. Hurdles and sprint coach Mr. Tim Grant reported, “Throughout a very cold winter, the team continues to burn up the track and throw exceptionally well.”

This is only the second year that winter track has been an official team; nevertheless, the boys won states. The highlight of the February 13 meet was Carlton Bowers’s (VI) anchor leg in the 4x400 relay: not only did

he pass St. Patrick’s Lawrence Brown in the miraculous last 10 meters of the race, but his victory also secured the State title for the boys. The 4x400 relay team of Dan Schuchinsky (VI), Matt Laforgia (VI), Matt Rybak (VI), and Bowers cranked out a 3:37.76 mile together.

Individual scorers included Bowers, who won the 400 in 51.83, a school record, and placed 4th in the 55 in 6.91; Grant Thomas (VI), who placed second in the shot put at 43 feet, a school record; Schuchinsky, who won both the 1600 in 4:28.14, a school record, and the 800 in 2:03.49; Laforgia, who took 2nd in both the 1600 in 4:29.71 and the 3200 in 10:09.41; and Andrew Sartorius (VI), who took 3rd in the 800 in 2:07.30 and 4th in the 3200 in 10:25.16.

Team scorers for the girls were Terdoo Nwaoduh (V), who placed 5th in the 400 in 1:03.67, and Louisa Lee (V), who took 5th in the 1600 in 5:34.66.

Furthermore, school records

have been broken at nearly every meet. Captain Thomas has broken and re-broken the school record for shot put every meet this season (his current record is 43 feet). He said, “We have a good team. We have a lot of seniors and they have contributed well.”

Not only have the seniors shined this season, but many juniors and sophomores have had their time in the spotlight as well. At the Colonial Hills Conference Championship, Lee broke the conference record for the 1600 with a time of 5:43.87. Olivia Tarantino (IV) broke the conference record for the 3200 with a time of 11:48.40, stealing the victory from Emily Naranjo of Montclair Kimberly Academy who won the title over Tarantino last year. The boys’ team was pleased to come within one point of taking the conference title with only five participants at the meet. Thomas explained, “With such a small team, that is really impressive.”

For the boys, Bowers,

Schuchinsky, and Laforgia also set new school records this season. Bowers aced the 400 in 51.83; Schuchinsky sizzled the track in the mile and 800 in 4:28.14 and 2:01.2 respectively; and Laforgia flew in the two-mile with a time of 9:55.8. Nwaoduh, Tarantino, and Danielle Cosentino (V) set new school records for the girls. Nwaoduh tore up the track in the 300 in 45.10, Tarantino ran the mile in 5:26.91, and Cosentino broke last year’s triple jump record with 31’ 1 1/2”.

With records broken, competition smashed, and expectations met, these athletes hope to continue their successes at the upcoming Prep Championships. Mr. Bob Aromando, the distance and throwing coach, is looking forward to the penultimate meet. He said, “I am very happy with the team this season. We have been plagued with sub-freezing temperatures, but the team has shown up every day to run or throw outside.”

Just wait until it gets warm.

Ski Teams Mount State Title Challenges

By BLAKE VESSA (V)

Girls’

The girls’ team has been working hard to reclaim its title as the state champions for the third consecutive year. Although they had a shaky start in their first race, they won their second race and seek to continue their success.

One of the strongest racers, Brooke Conti (VI), recognizes that the girls’ performance did not match their highest abilities in their first slalom race, but notes that they “did well in our second slalom race.” She adds, “We are looking forward to finishing the season strong.”

Captain Danielle Lashley (VI) says, “The girls’ team is definitely looking to defend our title from last year. We had a lot of new kids join the team this year, and they’ve all turned out to be great skiers.”

Speaking for the whole team, Conti says, “We all love to be on the mountain to support each other and cheer on our teammates” whether they win or lose. Looking forward to the few remaining races, the girls hope to once again bring home a box of trophies.

Boys’

Although the boys’ team took second in states last year, they hope, like the girls, to step things up and bring home the state title. Having lost one of their strongest skiers and captain, Sam Mackoff (VI), to an injury, this season has been difficult. However, Sam Gabel (VI), Matt Ford (VI), Alex Lieberman (IV), Matt Damstrom (IV), and Garrett Hiscano (IV) are determined to take home gold medals.

Also like the girls, while the boys did not perform as well as expected in the first few races, they have improved as the season has progressed.

According to Lashley, “The boys are in a great position to finish with a strong and successful season.”

Hopefully, the boys will follow the girls’ example from the past two years and finally take first in states. The boys are ready to finish first, and there is a strong possibility that this could be their year.

Boys’ Hockey Seeks First Mennen Cup

By BRANDON BRIER (V)

As the winter season comes to a close, the boys’ Varsity Hockey team, led by captains Conor Starr (VI) and Ryan Kiska (V), is looking to win the Mennen Cup for the first time in school history. After an impressive season in the Mennen conference, the second most difficult division in the state, the team is ready

to compete with perennial powerhouses Morristown-Beard and Randolph in the conference tournament to win the Mennen Cup.

The team, which enjoyed an impressive run in the Somerset County tournament, has had a successful season. After crushing Bernards and narrowly defeating Montgomery, the boys lost to Ridge High School, the reigning Public A champions, 3-2, in the county finals. Nonetheless, Kiska believes that the team “is hungrier for the Mennen Cup” and has been “playing harder” since the defeat.

Although the team has recently suffered some disappointing losses to Mendham and Jefferson, the team’s impressive wins earlier this season against both Morristown-Beard and Randolph have left them optimistic.

While winning the conference championship will be no easy task, Kiska believes that “by working hard every day, treating every game as our last, and giving 100% every game and every shift,” the team can “achieve what has never been done in Pingry history.” “We want to win this not just for ourselves, but for Coach Magadini as well,” Kiska explained. Behind a solid defense that allows less than two goals per game, such an accomplishment is well within reach.

Athletic Hall of Fame Flashback: Charlie Stillitano ‘77

By GIANCARLO RIOTTO (VI)

Mr. Charlie Stillitano ‘77 is described in his Pingry Athletic Hall of Fame induction plaque as being a “legendary” soccer player who was nearly “uncontainable” on the field. As a four-year varsity player, Mr. Stillitano shattered Pingry’s then existing records for all-time goals scored (scoring 38 during his career) and for single-season goals scored (he netted an incredible 24 in 1976). The senior captain of a formidable 1976 squad, Mr. Stillitano garnered first team all-state and first team all Union County honors throughout the course of his career. While at Pingry, he was also a terrific baseball player, earning three varsity letters for his contributions during the spring. Mr. Stillitano continued his soccer career at Princeton University, where he was a team captain and three-time All Ivy-League selection; he also played on the United States under-19 national squad. Mr. Stillitano would inevitably make a career out of the game he loved, spending several years as the general manager of the Major League Soccer Club the New Jersey Metrostars (now the Red Bulls). He founded and currently chairs Championsworld LLC Sports Marketing, a company specializing in soccer promotions, and deals with some of the world’s most talented and visible soccer stars. He remains active at Pingry and was instrumental in the building of the Miller Bugliari World Cup Soccer field. Mr. Stillitano was inducted into the Hall of Fame in 1998 and was also a member of the 1974 Hall of Fame soccer team.



Courtesy of Bluebook ‘77