

KIDS AND MONEY POLL REVEALS SPENDING HABITS FEW SCHOOL-YEAR JOBS

By ADAM GOLDSTEIN (VI)

Most Pingry students receive thousands of dollars a year in allowances, birthday gifts, and random parental handouts, but fewer than 40 percent have a school-year job, The Pingry Record's first-ever Money Poll revealed.

Most students aren't required to pay for electronics, magazines, or books, but a majority of students do pay for their own CDs, DVDs, and movie tickets, the poll found. Under five percent of students, however, pay for their own schoolbooks or standardized tests, the poll revealed.

Students receive money from a variety of sources. Thirty-eight percent receive a regular allowance, for example, and 65 percent receive random handouts from their parents. Eighty-four percent receive money from birthday or holiday presents.

When it comes to work, students seem more occupied with homework than employment. Only 36 percent of all Upper School students hold a summer job, for example, while fewer than 28 percent babysit and 12 percent have a school-year job besides babysitting.

AGE DIFFERENCES

In general, younger students are less likely to hold a job. Only 21 percent of 7th graders report holding a summer job, for instance, but that figure rises to 61 percent for seniors. Similarly, no Middle Schoolers

Continued on Page 6

Headmaster Conard Stresses Diversity, Intellectual Rigor

By NADINE REITMAN (VI)

On July 1, Mr. Nathaniel E. Conard assumed the position of headmaster, replacing Mr. John Neiswender. Most recently, Mr. Conard comes from the Emma Willard School in Troy, New York where he was Assistant Head for Academics, but he has taught and tutored since college and grew up on the campus of a boarding school and farm his parents founded.

Mr. Conard's first impressions of Pingry are consistent with his expectations from the hiring process. He was particularly enamored by the warm welcome from the community and impressed with its spirit. "It is great how the community rallies around causes; not every school has that level of concern," he said.

Though Mr. Conard says that it's generally too early to say what changes need to be made to the school, the one area he already sees needs improvement is diversity. "In my life," Mr. Conard said, "I haven't learned a lot from people just like me; it's the diversity of people that have contributed to my growth and development." He praises the diversity he encountered in his own education and cites it as a reason for his educational philosophies today.

Growing up in Vermont, Mr. Conard went to grades one through six in two different two-room schoolhouses and was the only student whose parents had attended college. For high school,

he attended a boarding school with an emphasis on learning for the sake of learning, not for grades; in fact, his high school did not even give grades.

These two experiences provided two different windows of diversity, as well as a foundation for intellectual learning. In grade school, the only diversity was socioeconomic, but in high school, the school had a socioeconomic and ethnically diverse student body. It also emphasized an alternative non-traditional teaching style, focusing on hands-on experiential learning.

From his own education, Mr. Conard has learned that diversity of any kind is beneficial and stresses intellectual rigor. He has already informed the teachers and parents that he puts more value on intellectual, rather than academic rigor. The difference, he says, is "quality, not quantity." Mr. Conard wants the quality of thinking in the classroom and work outside of the classroom to be high, but he does not want it confused with the quantity of work. "Just because there is a lot of work, does not mean it is of high intellectual quality," he explained.

Mr. Conard's theory on diversity is similar to his educational philosophy. He notes that diversity in the school is often thought of on a statistical basis, and says the next step in creating more diversity is to move away from statistics alone

Continued on Page 3



Headmaster Conard is pleased with Pingry thus far. N. Lee (IV)

Technology Failure Disrupts Daily Life

By ADAM GOLDSTEIN (VI)

If anything at Pingry fails, it is usually a student. On Tuesday, September 27, however, there was a different kind of failure: the Martinsville Campus's network

its internal compass.

The tech department had a backup of the Active Directory system on hand, but was unable to restore it. Microsoft's tech-support department was unable to fix the problem either, and as a

made harder by the fact that some students had not turned in their Technology Agreements, Mr. Vo said. In restoring students' accounts, then, the tech staff had to handle two issues simultaneously: recreating each student's account, and double-checking that each student's account had not been disabled because of a failure to sign the Technology Agreement.

There were other aggravating factors, too. The tech department is small for the school's size and is not staffed at all hours of the day, Mr. Vo said, so the repairs were discontinuous. Moreover, the tech department had a number of other responsibilities at the same time, including installation of the new phone system. Those jobs had to be postponed by a week.

The failure was the worst technology disruption in years, according to Mr. Vo, and it was made worse by Microsoft's inability to fix the problem. But rather than switch to a new network backbone, the tech team is looking at other ways to safeguard the existing Active Directory system, including the possibility of installing a "fail-over" server that would take over network duties in the event the main server failed, Mr. Vo said.

Still, Mr. Vo noted, the most important data—people's email and network files—were not lost, but simply became temporarily unavailable. "Look at it optimistically," he said. "It was an inconvenience, but it didn't ruin anyone's life."



C. Berman (VI)

Apu helps a student get her email up and running.

accounts system.

For several days, teachers could not use their computers, students were unable to receive their email, and nobody could connect to the Internet unless using a non-school or Macintosh computer. Other services, like Pingry's online bulletin board system and webmail sites, became either broken or inaccessible to most students.

There could hardly have been a worse time for the accounts system to break. Teachers were supposed to turn in progress reports within days, and Mr. Quoc Vo, Director of Technology, had to leave early to take care of his new child.

Short-handed, the tech staff worked feverishly to diagnose the problem. Soon, Mr. Vo said, they discovered corruption in Active Directory—the system that matches people's names and passwords to their files and email. With the Active Directory out of order, it was as if each computer had lost

result refunded the school's entire tech-support payment, Mr. Vo said.

When it became obvious that the tech staff would not be able to restore the system automatically, they began recreating the accounts one at a time. With only two members of the tech staff on site, however, they were forced to triage accounts. Working until 3:00 AM, Ms. Perla Rodriguez and Mr. Rich Jensen recreated all the accounts of the Pingry staff, including administrators and members of the development office, but left all the other accounts broken until the next day.

The tech team's job was

Inside The Record



A. Sampat (VI)

A construction vehicle at work moving dirt around the middle school construction site.

New Building Underway; Construction Highly Visible

By HALLIE BIANCO (IV)

The building of the new middle school is "an exciting project to give the middle schoolers their own space and their own opportunities for growth," said Middle School Director Mr. Phil Cox.

In 2001, the Long Range Plan outlined a plan to "provide an age-appropriate middle school experience for students that focuses on the special needs of this age group and ensures their smooth transition from Lower to Upper School," explained Trustee and parent Mr. John Holman. Since 2001 a lot of planning has occurred to get the new middle school to where it is today. "About three years ago the Headmaster and the Board of Trustees determined that a new middle school building would enable us to create the best middle school experience," Mr. Holman said.

As a result, fundraising for the project began two years ago. Since then, according to Mr. Holman, "more than fifty generous donors have pledged their support."

Designed by USA Architects of Somerville, New Jersey, the new building will be attached to the present building where the loading dock is currently located. Lead architect Mr. Mark Coan said, "The students in the new building will be going through a special time physically, emotionally, and academically." The building, therefore, should create a

"unique middle school identity."

From the outside the building will be a light brown stone and will attach to the current building through a glass walkway. The interior design of the building was inspired by elements of all three Pingry campuses over the years, including a chapel pew from a previous campus and the current campus's exposed beams

and hanging lights.

The highlight of the new building, however, is the middle school commons. Encased in glass and open to the second floor, the commons will be a place for Middle School students to "relax and make their home," Mr. Coan said.

The building, which is scheduled to be finished late next fall, will also allow for an increase in grade size. Each of the three middle school grades will have a total of 90 students once they are in the new building. As a result, the increase in grade size, which normally occurred in the shift from sixth to seventh grades, will now occur between fifth and sixth grades.

The new building also brings up the question of faculty. Mr. Cox says, "Part of this initiative is to develop a middle school-specific faculty. Any teacher who teaches just middle school will be moving to the new building as well as teachers who only taught sixth grade at the lower school.

Continued on Page 3



A. Sampat (VI)

Construction vehicles work on the new middle school's foundation.

Is the Honor Code followed?

Trevor Topf (IV) and Sam Adriance (V) debate the fundamental idea of the Honor Code and its importance in the community today. P. 3

"The Laramie Project" to Be Performed in November

Under the direction of Al Romano, the fall play incorporates themes of diversity and acceptance into humorous and dramatic "moments." P. 11

Students' Summers Busy With Lofty Jobs

Upper School students describe and reflect upon their summer internships and experiences. P. 5

AFS Student Joins Juniors

Sindre Saetre joins Pingry from Norway as a student with the American Field Service. P. 4

New Teachers Join the Community

Ten new faculty bring skills and experience to Pingry academics, counseling, and sports. P. 8-9

Which teams do you follow?

Learn about this season's sports teams and their valuable players. P. 12

Hungry? Try Surf Taco

Justin Louie (IV) recommends the Shark Bait smoothie, among other savory dishes, at Surf Taco in Point Pleasant. P. 11

Sections

News.....	1,4-5, 8-9
Commentary.....	2-3
Special Report.....	6-7
Arts.....	10-11
Sports.....	12

EDITORIAL

An Idea That Might Work

As the Op-Ed pieces on the opposing page discuss, Pingry, for better or worse, puts a large emphasis on the character and moral education of its students. Responsibility for one's own actions, completing and handing in one's own work – from the moment we first walk our checkered hallways until the day we graduate, these virtues and their corresponding vices are discussed in classes, advisor groups, special assemblies, Honor Board meetings, and, for us older students, the occasional "Kitty Condo" speech. So why, when it comes to another common virtue – namely, earning and spending one's own money – is Pingry conspicuously silent?

For many of us, financial independence, however partial, checks in near the bottom of our list of priorities, and certainly below such things as grades, varsity sports teams, music lessons and college applications, and perhaps even below new episodes of *The OC*. We must consider that the average Pingry student arrives at school around 8 a.m. (or earlier, for those of us graced with the joys of a.m. fitness) and remains on campus until 5:30, or later on game or performance days; Saturdays are spent catching up on sleep, homework, and ever-blossoming social lives. As Mrs. Leonetti told the Record, students are encouraged to become involved in multiple extra-curricular activities and pressured to perform, academically and otherwise; their lives are therefore full enough without adding the extra pressure of a regular school year job. This is perhaps why many more students 27.7 percent of students choose to babysit, a job with flexible hours that compensate for the flexible pay, while only 11.6 percent hold a school-year job.

Summer, however, is the time when many Pingry students, nearly 40 percent, choose to branch out and take jobs in the larger world, and, with Pingry's encouragement and support, even more might follow this trend. Many high schools in the area, particularly public high schools, offer job-finding services and employment counseling for their students. These high schools contact local businesses and match students with jobs based on their interests and schedule; this eliminates the stressful and time-consuming process of job-hunting for students, and also introduces them to different kinds employment opportunities they may not have found or been able to secure on their own. With Pingry's reputation in the community, it would be easy to set students up with summer jobs and paid internships in local businesses, from restaurants to law offices to day-care centers.

Furthermore, while Pingry offers classes to make sure it's students are proficient in everything from technology to a second language, many students may graduate unable to write a check or a put together a resume, life skills that are arguably just as important. Perhaps there really is a necessity for a semester class that would teach students the basics of financial independence, just as Health teaches us the utility of condoms and Drivers Ed the fundamentals of braking.

ISP, it is often said, is a chance for Pingry students to get out and explore the "real world." However, why should we wait until the end of our senior year to get out, when the "real world" is going on all around us? And while our involvement at school is what makes Pingry students so outstanding in our various fields, there is something to be said for involvement in the greater world, involvement that might broaden out horizons and prepare us for what lies beyond graduation. It only makes sense that all the talent and dedication bottled up in the Martinsville campus should somehow spread to the greater community, if only in the summer months. Perhaps, in order for this to happen, all we need is some encouragement and a little education.

— Chantal Berman

Celebrity vs. Genocide on the Nightly News

By KATIE JENNINGS (V)

Every so often I will sit down with my mother and watch the Channel 5 News at ten p.m., or what we have affectionately dubbed, the "Murder and Mayhem News." Basically, Len and Rosanna report on every rape, murder and violent crime that has occurred in the tri-state area within the last twenty-four hours.

According to BeAWitness.org, Fox News covered the Michael Jackson case just as intensely, with 878 segments on MJ alone in June 2005. That number, however, pales

in comparison to MSNBC's 2,009 segments on the same man. So, on July 3, 2005 I arrived at the New Jersey Governor's School of International Studies under the impression that I was well informed. After all, according to beawitness.org, "roughly three-quarters of Americans state that they get their information from broadcast or cable television." I soon learned how wrong I was.

"How could this be?" I thought to myself. After all, I watched the Channel 5 News and read the New York Times. "What could I possibly have missed?" Apparently, I missed

quite a lot, especially regarding the genocide occurring in Sudan. This was not my entirely my fault, however, because only 41 segments on Fox News in June 2005 were actually dedicated to Darfur.

"Why haven't I heard about this sooner?" Well, maybe because the media is intentionally covering up their faux pas, by not allowing a paid television advertisement to run that would introduce you to the problems in Darfur.

American Progress created a television advertisement for BeAWitness.org, but the major news networks, including NBC, CBS, and ABC refused

to air the ad.

According to beawitness.org, the situation in Darfur was officially declared genocide by the United States on July 22, 2004.

The Sudanese government supported militias called "Janjaweed" to destroy villages in Darfur. Currently, around two million people have been displaced, and the death toll is estimated between 80,000 to 400,000.

The Darfur Accountability Act was proposed in the Senate in March of 2005 by Senators Jon Corzine (D-NJ) and Sam Brownback (R-KS). It was passed by the Senate, but gutted in Conference Committee.

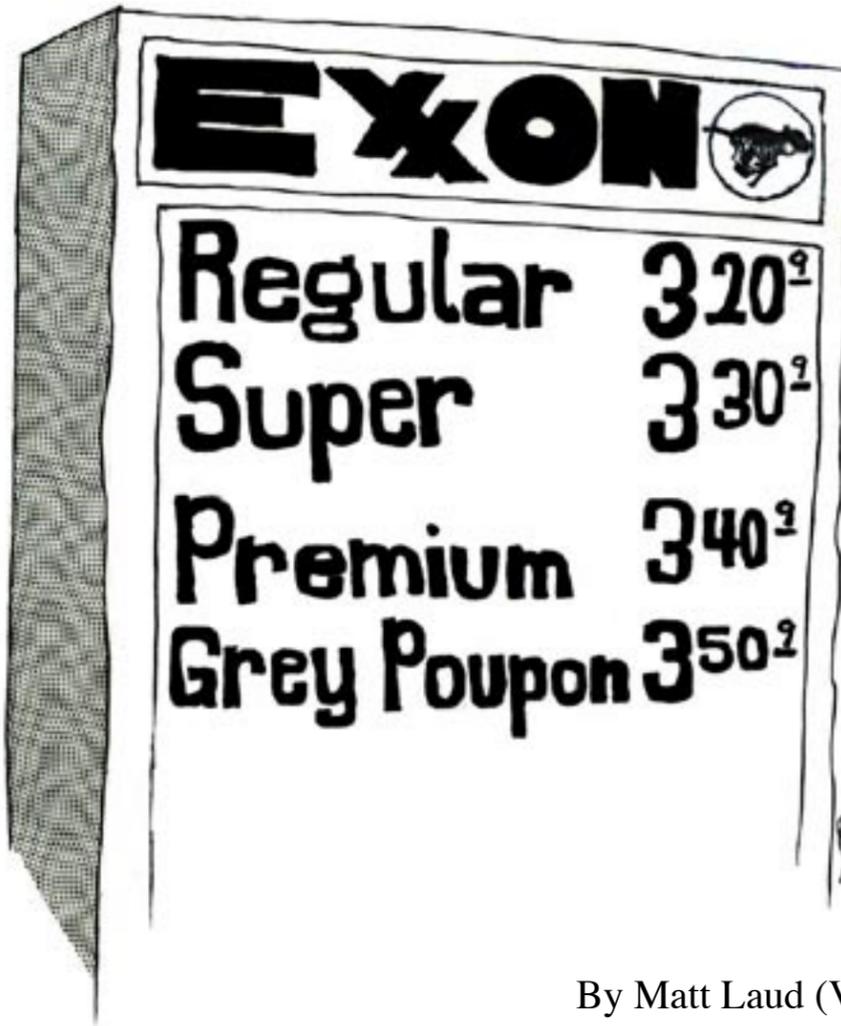
So what can you do to help? Well, this summer I spent four weeks with ninety-nine of the most highly motivated, head strong, activist, nerds that you will ever meet. And what happens when you mix ninety-nine Governor's School Scholars and a cause that they deem worthy? An organization! And thus, Gov-SchoolDarfur/ The Case for Africa was born.

We are trying to create an activist organization, comprised of students from schools around the state, which seeks to promote awareness and raise money. Our two main focuses at the moment are the genocide in Darfur and the food crisis in Niger.

This was my response towards the sensationalistic media that focuses on meaningless garbage like Michael Jackson when people are dying in Darfur and Niger.

What will your response be after reading this op-ed? Sitting and watching the Channel 5 News as some people die and others get off "not guilty"? Or getting up and becoming vocal in a cause that you view as worthy?

So if I leave you with one word of advice, let it be this: turn off channel 5 and turn on the BBC.



By Matt Laud (V)

The Administration is Short—Sighted

By DAN DAVIDSON (V)

The oppressive heat that was all too noticeable over the first weeks of school brought to my attention a question I've asked myself for quite some time—why aren't shorts allowed at the beginning of the school year?

Shorts have been an established part of the Dress Code for as long as I have gone to Pingry, and with sound reasoning, too. A student can wear appropriate length shorts while also observing the Dress Code's fundamental philosophy—that all students dress "in a decent, self-respecting manner". Despite this clear adherence to the Dress Code's most essential principle, shorts are still not permitted during some of the hottest and most uncomfortable weeks of the school year. I believe that the rules regarding when shorts may be worn must be reformed in such a way that students may be able to wear them during the times when they are needed most.

If one examines why the rule allowing shorts after May 1 makes sense, then it becomes clear that allowing shorts until October 1 would be equally sensible. May is an appropriate time to begin allow-

ing shorts because at that point in the school year, summer is approaching and the weather begins to reflect this change. Summer does not wait until the last day of school to start, so it is necessary to allow more comfortable clothing during the hot school days leading up to end of the year. Likewise, summer does not end on the first day of school, and comfortable clothing is often necessary after Labor Day.

As this year has made especially clear, the first month back in school can be brutally hot, and without being able to wear shorts, students are forced to sweat it out. In fact, according to New Jersey climate information published by Rutgers University, September is generally a hotter month than May. In recent years the average temperature for September has been up to 10 degrees hotter than that of May, and the last time

May had a higher average temperature than September was 1992.

A student's ability to focus is compromised when he or she is not permitted to wear shorts and alleviate some of the discomfort caused by the overwhelming heat and humidity of September. Pre-class discussion doesn't relate to the previous night's reading, or the upcoming test, but rather is saturated with comments about the heat. During class, concentration is almost impossible to maintain.

The beginning of the school year is a difficult time for students, since acclimating to new classes and teachers is not always a smooth process. It is much harder, however, to get back into the school routine when attire designed specifically to help deal with heat is not allowed. Allowing shorts to be worn until October 1 is an excellent way to help make the transition easier



The Pingry Record

VOLUME CXXXII
NUMBER 1

Editors in Chief
Nadine Reitman
Chantal Berman

Managing Editor
Adam Goldstein

Assistant Editors
Catherine Chong
Melissa Loewinger
Darina Shtrakhman

Faculty Adviser
Dr. Susan Dineen

Sports Editor
Hadley Johnson

Photo Editors
Nelson Lee
Marissa Bialecki
Ameesha Sampat

Technical Adviser
Mr. Dean Sluyter

Staff Writer
Hallie Bianco

Copy Editors
Katie Jennings
Josh Freedman

Layout Staff
Jack Dimassimo

Honor Code Shows Students the Right Way

When I first came to Pingry, the Honor Code

Trevor Topf (IV)
SCHOOL OPINION

seemed very simple. We are told to do what we all know is right. That's it.

Fine, we all know that. However, while in most day-to-day situations this interpretation works fine, it turns out to be simplistic in the face of other more complex circumstances. Piercing the surface of the Honor Code instantly launches many harder questions. For example, what should be done in a case of unintentional plagiarism?

For instance while the community in general may believe that cheating is wrong, that doesn't mean that all people who cheat believe that cheating is right. In fact, as an Honor Board member for the past two years, I have never been on a case where the person in question has not admitted wrongdoing.

This idea of community values helps to explain why certain

actions are not violations. For instance, not turning someone in for a violation used to be itself a violation. However, most students, (including me) do not necessarily believe that ratting is the right thing to do. In my opinion, therefore, this act of "toleration," as it is called at West Point, is not a violation of Pingry's Honor Code.

The Honor Board itself is a small group of students chosen to represent the student body in matters concerning the Honor Code. Our job is to represent the community values of the students

Our job is to represent the community values of the students.

and their interests in general. We have two jobs. The first (and more difficult) is to

educate the student body about the Honor Code. Even an article like this one is an extension of that task.

The second job is to decide what is to happen when there is a breach of the Honor Code (a violation). When this occurs, we meet to discuss what would be best both for the community in general, but also for the student. Our purpose is to teach, not to punish. We understand that people can make mistakes and should not be held to a rigid set of consequences; it is well within our power to take special circumstances into account and act upon them. This is also the reason we do not give the student body (or, indeed, members on the Honor Board which are not on the case) any information about our cases. We respect the student's right to privacy, recognizing that it would have a negative impact if any information concerning the case were published.

However, while it is our job to decide what is to be done when the Honor Code is violated, we are not a police force responsible for upholding the Honor Code. That job is for you as an individual. If everyone is personally accountable, then we will have no problems with violations. This is the "honor" part of the Honor code.

When reading the article by Mr. Jeffrey J. Jenkins on the Honor Code last year, I noted that he had found the perfect quote to sum up this idea. In the words of Lois McMaster Bujold, "Reputation is what other people know about you. Honor is what you know about yourself."

The Inherent Hypocrisy in the Honor Code

By SAM ADRIANCE (V)

Our Honor Code is, in philosophy, quite noble. It is the Lockean "Social Contract" put into practice. Every member of the community agrees to certain guidelines that are in the best interest of the community and accepts the consequences for their own destructive actions. However, as so many things do, I think the Honor Code falls well short of its ideals.

First of all, we are kidding ourselves if we pretend that signing the Honor Code is really considered a choice in the way a social contract is intended to be. Pingry costs upwards of \$20,000 a year, and it takes a lengthy application process to be accepted. So when students are presented with a document that they are required to sign in order to stay enrolled, most either don't give it a second thought or decide that it's simply a battle not worth fighting. However, the idea of the Honor Code loses its meaning and ideals if it's not a considered a choice by every person that signs it. Even the document we take home doesn't say "Consider the following and sign if you agree," but instead tells the reader to "familiarize yourself with the following material and sign." That's not a question. That's a command.

We maintain that Pingry students are somehow more "honorable" or "moral" than the average teenager because

we follow this "moral" code. Yet the reason Pingry students cheat on tests less than most isn't because we all believe more strongly in doing what is "right;" it's because the average Pingry student is more afraid to cheat than most others. This is because the Honor Code is more than a set of ideals that we agree to; it is also a set of rules we must follow or otherwise be punished.

In addition, we are punished more harshly than those in most other schools. I (regrettably) cheated on a 20 point quiz my sophomore year and was suspended for a day for one single point out of 20, something that certainly would have had a negligible effect on my grade over the course of a semester. That doesn't excuse the choice I made, nor does it make the punishment overly harsh or cruel. But it is a strong penalty for what is usually considered a somewhat minor offense. And while fear of reprisal may be an effective way to stop "amoral" or "destructive" behavior, it certainly doesn't make a person more "moral" in spirit.

Furthermore, my biggest issue with the Honor Code and the way we approach it is the way the words and ideals of the Code are held as *right*. Although the document begins with the words "Pingry believes" instead of simply "Students should," there is a sense of self-righteousness—whether it is actually there or not—that bothers me very

much. For example, the Code consists of only five sentences. The main clause of four of them uses the word "should" to describe how the school would like its students to act. There is the implication that the writers know how each one of us *should* act. Moreover, how many assembly speeches have we heard over the years where the speaker talks about morality in black and white terms and about searching for the "right" answer?

The Ten Commandments and especially the Golden Rule have always made a lot of sense to me, but that doesn't make me right; nor do I believe that someone who doesn't agree with me is wrong. We simply disagree. Pingry (and much of the world) approaches morality as fact, and as Nietzsche says, "there are no facts, only interpretations." On the other hand, John Winthrop, the first leader of the Puritan colony in Massachusetts, once said, "Your conscience you must keep, or it must be kept for you." Doesn't sound too far from the way we approach the Honor Code, does it?

I hope I am not misunderstood in my criticism of the most revered aspect of Pingry. I hold no malice towards the Honor Code, nor do I think the school would be better off without it. I don't know how to run a stable society without punishment for breaking the rules. I just think it's dangerous whenever you are doing

so to come from a place of unwavering certainty. And I just wish we'd stop pretending that we are "better" people for having the Honor Code and just accept it for what it is: a basic guideline that we follow because we don't know any better way to run our school.

SIXTH GRADERS TO MATRICULATE AT MARTINSVILLE

Continued From Page 1

Teachers who teach more than sixth grade at the lower school, or who teach both middle school and high school at the upper school, will ideally decide between one or the other."

The construction will also affect the layout of the Upper School grounds in what Mr. Holman calls "an attempt to make more of a campus" that will be both beautiful and functional. There will be more open space and lawns to spend time on, as well as more landscaping and pathways around the campus.

The new building will also provide more space for everyone. "The Middle School initiative will provide resources to the entire school," Mr. Holman said. "The Upper School will get the classrooms formerly used by Form I and Form II, the Lower School will get the classrooms formerly used by the sixth grade, and then the sixth grade, Form I, and Form II will get their own classrooms in the new middle school." The new, more separate middle school will also provide the option for some changes in the scheduling and curriculum of the middle school. Headmaster Nat Conard thinks, "It's a really exciting opportunity to think about what curriculum you want to design."

The school, while separating the middle school, will still remain very close as a community. The new middle school will have, according to Mr. Conard, "A lot of technology capability, but the middle-schoolers will still use the same tech labs as the high-schoolers." The middle school students will also share the library, the bookstore, and the dining hall, which, according to Mr. Cox, may be expanding into the current Middle School office.

Mr. Conard hopes the new middle school will "create a space in which middle schoolers can break stereotypes and take risks."

CONARD DRAWS ON OWN EDUCATION FOR HIS PHILOSOPHY

Continued From Page 1

and toward a more multicultural thinking.

Mr. Conard is also excited about the new middle school building and program. He believes that bringing the sixth graders to Martinsville will benefit every grade because the lower, middle, and upper schools will be able to have a more appropriate focus for their respective age groups. He also looks forward to teaching and coaching in the future and doing more substitute teaching this year.

In response to students' inquiries about clapping when a plate breaks during lunch, Mr. Conard wants everyone to think of a situation in which a cafeteria staff member or young, shy student drops the plate and how clapping would make that person feel. "You just don't know when you start clapping who dropped the plate and if the gesture will ease or increase the embarrassment," Mr. Conard explained. "So," he asked, "Why take the chance?"

My SAT Advice: Don't Listen

Josh Freedman (V)
CULTURAL OPINION

College application season evokes everyone's favorite standardized test: the SAT. Most college admission offices use the SAT to help evaluate a candidate, creating a pressure to do well. This pressure leads many students, especially at schools like Pingry, to SAT tutoring. This practice, however, undermines the concept of the SAT and eradicating the small value the test had in the first place.

The SAT is not a very valuable tool in deciding the worth of people in the first place; some students are better test takers than others, some students are interactive learners, and others don't perform well when pressed for time. These factors make the SAT less accurate in determining intelligence, but most colleges still consider them during the admissions process.

The point of a standardized test lies right in the name; "stan-

dardized" means that the test is the same for everyone. SAT tutoring, however, makes preparation for these tests not standardized. Tutoring gives some students a distinct preparatory advantage over others, making the test not fair for everyone.

Tutoring would be fine if it was available to everyone. In that case, it would be standardized, and the value of the SAT would remain; however, tutoring is extremely expensive, and a majority of Americans cannot afford it. Since not everyone can have it, tutoring gives a blatant advantage to wealthier Americans.

I'm not saying that everyone should go into the SAT completely unprepared, but there are ways to study for the SAT that minimize the advantage towards

the upper class and keep the SAT as a standardized test. One way is using an SAT preparatory book with sample tests. These are fairly inexpensive (ten dollars is an average price), allowing a much larger number of test-takers to be wealthy enough to have the advantage.

Other methods include studying with teachers and using existing class notes from past years. The school curriculum covers all of the topics on the SAT, so looking through old notes will adequately prepare anyone for the topics covered on the SAT.

Everyone wants to have an advantage, but SAT tutoring is blatantly unfair to other test-takers and should not be used. Think of the purpose of the SAT before you hire an SAT tutor; being a wealthy American at a private school does not mean any of us are entitled to an extra advantage on the SATs.

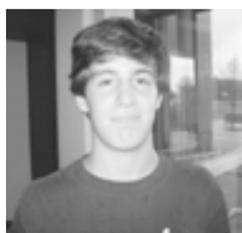
Word in the Hall: Do Pingry Students Have Too Much Money?



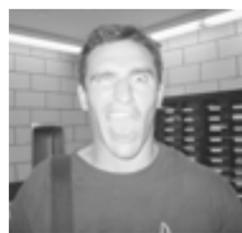
JENNA DEVINE (IV)
"No, you can never be too rich or too thin."



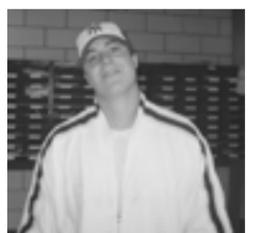
CAROLINE HOLT (VI)
"It depends if the kids have made the money themselves, which most kids have not."



RICKY ZACHARIAS (IV)
"I used to think so...and I still do."



MR. BOWES '96
"Their cars might be a little much for their age and driving experience."



MR. CORVINO '94
"They have more money than me, probably."

From Kiva to Quizbowl, Club Fair Showcases Old and New

By MATT LAUD (V)

The annual club fair on September 23 marked the beginning of another year of Pingry clubs. The fair, in which each club set up a booth and/or signs, took place in the Hyde Watson Gym.

Among the new clubs this year are the Cluck-U club, a club reviving the cult status of the student body's reigning favorite chicken restaurant; the Pirate Club; the 4 Square Club, assembling students to play the popular asphalt 2x2 grid game; the Fantasy Sports Club, organizing student participation in fantasy sports leagues; the Figure Skating club; the Women of Science Club, a club promoting the involvement of women in the field of science; the Pingry Outing Program, putting together outdoor trips and outings for student bonding; and the Cycling Club, offering students opportunities to enjoy the sport of bicycling.

Many returning clubs came out to club fair once again to recruit new members. Among them were Quiz Bowl, Model Congress, Model UN, the Debate Club, the Guitar Club, the Scrabble Club, the Massage Club, the German Club, the Latin Club, the French Club, the Asian Culture Club, the

AFS Club, the Architecture Club, the Junior Business Executives Club, the Chemistry Baking Club, Girls Learn International, Amnesty International, the Lawn Sports Club,



The Asian Culture Club and its 2005 t-shirt.

and the Young Conservatives Club.

Many returning clubs this year have decided to broaden their purposes and to become more involved in charitable projects. This was a popular theme among ethnic culture clubs. Under the leadership of new seniors and juniors, the African American Club has renamed itself the Kiva Project and has decided to get more involved with the student body and the greater community.

The Indian Club plans to hold more regular meetings and events.

Other clubs that intend to revitalize themselves are the Animal Community Service Club (formerly P.A.W.S.), the Coffee House Club, and the

Gay Straight alliance. Alex Snape (V) of the GSA's says, "This year, we've got a lot of stuff planned that involves out of school organizations. It's going to be a lot more active than it has been the past couple of years."

Students have noticed a swell in participation in clubs and are responding well. Julian Quintanilla (V) thinks "This year there is a lot more leadership and a lot more student participation, and that's very good for the school. The participation will bring more people together and form a better and a tighter-knit community."

Separating College Fact From Fiction

As summer vacation slips away, there is only one thing on the mind of Pingry seniors: college. Autobiographies have already been emailed to our various college counselors, applications are delivered daily to our doorsteps, and the early decision deadline looms. And as our anxiety builds, so does that of our parents.

Although senior parents have been coached by College Counselors for four years, many feel uninformed about the actual application process. Once senior year hits, parents begin to think about more than just maintaining that white-and-blue college binder and scheduling SAT prep classes; it is finally time to put those skills to the test.

As College Counselor Mr. Fayen said, "This is a time of anxiety and rumors for both seniors and their parents." Parents worry, is my child behind? How many Pingry kids are applying to X College? Does my child have a chance? What can I do? Many parents want answers, and their stressed-out seniors are not a likely source for these answers. For this reason, Pingry held a Senior Parents Night on September 13.

Mr. Fayen, Mr. McClellan, Ms. Chatterji, and newcomer Ms. Shippis were more than

By JEN HETRICK (VI)

willing to get rid of some of that parental angst. By allowing parents to voice any and all of their concerns about the college process, the counselors did their best to distinguish college fact from college fiction:

Fact: "Pingry kids are not so much in competition with each other as they are in competition with the larger pool from New Jersey, the nation, and international" said Mr. Fayen.

Fiction: There is no set quota of Pingry kids that will be accepted at any particular college.

Fact: It's best to have applications mailed to colleges at least a week before the due date.

Fiction: All Pingry Seniors apply for early decision.

In short, the counselors told parents that there are no guarantees in the college process.

Mr. Fayen pointed out that Pingry students are only a small sample of college applicants and that "our best recruit for the water polo team is in competition with someone from California. Our best fencer is competing with a Bulgarian."

All the counselors stress that parents and seniors alike can only do their best to stay punctual, original, and as stress-free as possible.

bring more people together and form a better and a tighter-knit community."

Senior Retreat Is 24 Hours of Fun

By KATIE JENNINGS (VI)

The seventh annual Pingry senior retreat, sponsored by the College Counseling Office, was held on September 11 and 12 in Fairview Lakes, New Jersey. According to Gaston McGary (VI) the retreat was "an experience never to be forgotten. The bond between me and my fellow classmates has never been stronger."

College Counselor Mr. Fred Fayen, who considered the retreat to be a success, echoed these positive sentiments. This year, the main focus of the retreat was class bonding, whereas in the past, the focus had been mainly college counseling.

This change of focus led to confusion among students, such as Max Cooper (VI), who said, "I didn't understand why it was a college counseling trip considering that we only did one college counseling exercise."

Mr. Fayen explained that in previous years, when the focus of the retreat had been college counseling, the "information wasn't absorbed." The college counselors found themselves just repeating what was said at the retreat in the group and individual sessions with students.

In order to facilitate the new goal of "class bonding" and a "class experience," the students spent two days in the woods doing various team-building activities. One of the activities, called the ASE course, involved mental and physical challenges, posing problems such as how to get a group of fifteen people onto a tiny wooden board.

Other activities included a hike, which Ian Cunningham (VI) described as "lovely." The hike ran for some distance along the Appalachian Trail, and at the top, there was a spectacular view of Fairview Lake.

On Fairview Lake itself, students participated in canoeing, row boating, swimming, and tanning on the docks.

The final bonding activity was a thirty-foot climbing wall. As the guide stated in the beginning, "Your goal can be to make it up the wall in twenty seconds, or simply to make it halfway up the wall, as long as you are challeng-

By JENNA DEVINE (IV)

Whether you only have an hour or a whole day available, Pingry offers community service opportunities to fit your needs. Every student is required to complete at least 10 hours of community service each year and there are already several opportunities for students to start completing their hours.

New Community Service Director Ms. Shelley Hartz, who has been involved with the Community Service Club for seven years, suggests, "Students should check the Community Service bulletin board for opportunities." Sign-ups for Bridges Runs (occurring this year on, April 1 and 15, and May 19) and the Special Olympics (May 6) as well as other announcements will be posted there. Ongoing activities, such as ECLC and Children's Specialized Hospital visits, are announced in Monday all-school assemblies.

Ms. Hartz welcomes sug-

gestions for Dress Down Days (applications can be found on the Community Service bulletin board) and any other fundraising opportunities. Organizations must be non-profit, non-denominational, and non-political to be considered for fundraising.

In the aftermath of Hurricane Katrina, the school is offering plenty of opportunities for those who want to donate monetarily or by offering volunteer hours. There was a Dress Down Day as well as numerous fundraisers during Homecoming Week and at the Homecoming dance. A parent has also donated rubber bracelets to be sold to support the victims of the hurricane.

Plenty of community service opportunities are also available outside of school. Here are some possibilities:

The Community Foodbank of New Jersey is in constant need of volunteers to sort and pack grocery items, make telephone calls, do office work, collect food

at food drives, and help with mailings. Those interested in signing up should contact Volunteer Services at (908) 355-3663 or e-mail volunteer@njfoodbank.org.

For anyone interested in working with animals, the St. Hubert's Giralda Animal Welfare Center's Paws for People program trains volunteers to bring cats and dogs to visit residents of nursing homes and hospitals. Those interested should contact (973) 377-8801.

Somerset Hills Handicapped Riders Club regularly needs volunteers to walk alongside riders. Contact shhrccd@earthlink.net for further information.

The Hunterdon County YMCA currently needs volunteers to assist running arts and crafts or dance classes for children. Those interested should e-mail the volunteer coordinator at kmartini@hcyymca.com to schedule.

The Matheny School for mentally and physically disabled students is seeking responsible individuals who can commit one to two hours per week as a recreation assistant, teacher's aid, tutor, or friendly visitor for the mentally and physically disabled students. Interested volunteers should call (908) 234-0011, ext. 282 for more information.

Those interested in a different approach to volunteering should contact The Shakespeare Theater of New Jersey for a "fun, fast-paced volunteer environment." Volunteers are needed to greet and escort patrons to seats, distribute programs, sell concession items, and work in the gift shop. Contact Ginny T. Przyborowski at (973) 408-3694 or at gprzyborowski@shakespearenj.org to schedule.

For students still searching for volunteer opportunities, the website www.volunteermatch.com allows users to type in an area code to search for volunteer projects and also can match up volunteers with projects based on their personal interests.

Ms. Hartz remarked that she is "excited for this upcoming year" and encourages students to "take the time to find and develop their own community service projects throughout the year."

ing yourself." All of the activities were "challenge by choice," but the majority of the senior class participated.

Sunday night included the one and only college counseling exercise, in which students were asked to review three applications for

culminated in a campfire, where the entire class roasted marshmallows and made s'mores.

Carl Ruggiero's (VI) most fond memory of the retreat was four-square, which was played most vigorously on the blacktop any time the seniors were given a break from the assigned activities.

When asked why the retreat took place in the woods, as opposed to Pingry or some other facility, considering that it was only one night, Mr. Fayen responded, "It is the idea of separateness, an inherent release from the demands of Pingry."

Suggestions have been made that the retreat be extended for one more night, but Mr. Fayen stressed that it is difficult for Pingry students to dedicate that amount of time to a retreat. He also suggested that if students want to see a change, they ought to be vocal about it.



Canoeing at Fairview Lakes camp. Courtesy of C. Berman

admission to Vanderbilt. The students had to decide as a collective group of eight people which potential student to accept (only one student could be accepted out of the three total students). Sunday night

Quad-lingual Saetre Joins Form V

By BRIAN O'TOOLE (IV)

Sindre Saetre is a kid with a year full of new things approaching him: a new school, new friends, a new house, a new bed, and to top it all off, a new "family."

Sindre is a 16-year-old American Field Service (AFS) student from Molde, Norway, a city on the west coast, complete with scenic mountains and access to the sea. Sindre is spending his junior year here, alongside Zac Flowerman (V), his host brother, who also hosted Pepe, the AFS student from Spain, two years ago.

The youngest of three siblings, Sindre has a 19-year-old sister, who went to Minnesota two years ago, and a 22-year-old brother. He and his family traveled to Greece and the United States this summer, and Sindre also went to the Norway Cup, the biggest youth soccer tournament in the world.

Sindre plans to play soccer

this fall, join the ski team or play hockey in the winter, and run track in the spring. At home, in addition to these sports, he skis both cross-country and telemark, and he snowboards.

When comparing his school in Norway with Pingry, Sindre says, "Pingry is an awesome school, with great students teachers and

facilities, and I can't choose any favorites."

He speaks Norwegian, English, Danish and Swedish fluently, which makes him quad-lingual.

Additionally, Sindre has already taken on a nickname, given to him by Coach Miller Bugliari and the soccer team, who now refer to him as "Cinder Block."



Sindre Saetre is an AFS student from Norway. N. Lee (IV)

Freshmen Bond Over Peer Retreat

On September 27, 32 senior

By KATIE TUCKER (VI)

and the beaver song. Freshmen also enjoyed activities such as the gauntlet, an obstacle run, and boat building (in which teams create a boat out of cardboard and duct tape, and then one student races it in the lake).

Upon arriving at Bryn Mawr, the group was introduced to the

camp staff, and while all the seniors were sad to hear that Jeff (the previous head of the program) had left to attend law school, they were comforted by the fact that Australian staff member Bo, was still present, with accent fully intact.

Everyone enjoyed the peer retreat traditions, such as the ice cream social, the campfire,

Although breaking his foot while dancing to Britney Spears at the ice cream social put a slight damper on things, Dr.



Courtesy of Z. Mannan
Peer group seven getting ready to head home after three days away.

Mike Richardson says the retreat "was still a great success." Peer leader Kiwanii Pond (VI) felt that "the retreat was really fun and provided opportunity for Peer Group bonding". General sentiment is that the peer retreat was lots of fun and fostered the environment for a cohesive freshman class.

By MELISSA LOEWINGER

Whether they were scrubbing before open-heart surgery or co-writing a series of books, Pingry students who partook in unique experiences this past summer share one thing in common: initiative. Many who undertook impressive activities during the summer created these unique opportunities for themselves, often helped along by valuable connections and good luck.

Jillian Lubetkin (V) is an excellent example of how initiative can create unforgettable summer experiences. Having always gone to sleep-away camp for the summer, and having surpassed the age limit to attend her camp, she said, "I wanted to try something totally different." In mid-July, Lubetkin interned for Dr. Angela Cristiano, a family friend, in a genetics lab at Columbia University for two weeks. She worked alongside college interns on research projects involving DNA mutations. She described an example of one of the projects they worked

on, saying, "We studied a Pakistani family that had hair loss disorders. We got blood samples and derived DNA using PCR. We replicated it and sequenced the DNA to get out all of the nucleotides. In the end, we found a mutation in the family that carried it: a deletion. It was really cool."

When Dr. Cristiano went on vacation after her first two weeks at Columbia, Lubetkin had a week left in the city, and decided to e-mail Dr. Mehmet Oz, a famed cardiologist and author of several books including *You: The Owner's Manual*, whom she'd met at the Aspen Ideas Festival. She asked him if he could use an

intern for the week, to which he responded affirmatively. Midway into her week, Lubetkin found herself in the O.R. witnessing open-heart surgery.

She said, "At first I was freaking out. While watching the heart pumping, it didn't connect for me that the person on the other side of the curtain was real." Her surgery encounters were not limited to humans, and later in the week Lubetkin found herself assisting in open-heart surgery on a cow.

Senior Adam Goldstein had quite a different summer than Lubetkin, although by no means less interesting. He spent a month in California working on two books, titled *Switching to the Mac: The Missing Manual* and *Google: The Missing Manual*, which have both been recently released. Goldstein's debut book, *AppleScript: The Missing Manual*, was published in January and has since become the top seller in its field and received all-around good reviews for his approachable, "show and tell" style.

Goldstein attributed his summer plans to "the fact that it's nice to write something that people read, and I thought it was a better way to spend my summer than working for McDonald's."

Josh Freedman (V) interned for the satirical paper "The Onion" for five weeks

this summer, from 9:30 AM to 4:30 PM, Monday through Friday. Freedman was very excited about getting this job, saying, "I did it because it's *The Onion*, which is quite possibly the funniest newspaper ever." Like Lubetkin, Freedman worked alongside college interns.

He has upper school English teacher Mrs. Grant and upper school history teacher Mr. Giarrusso to thank for setting him up with the job. He said, "Mr. Giarrusso knew someone who used to work for 'The Onion' and contacted him. Mrs. Grant thought that I was funny, which everyone thinks is a mistake, but I wholeheartedly support."

During his time at *The Onion* headquarters, Freedman said, "I did some gopher tasks, including stacking a lot of beer for a farewell party. I also worked on the NYC Fringe Festival as the Onion has a special advertising section for plays in the Fringe Festival, including listings and ads."

Freedman also continues to submit potential headlines to *The Onion* and has gotten two of his creations past the first round of headline elimination. If one of his headlines is used, he will receive fifty dollars. Although Freedman did not get paid for his work at "The Onion", he was given several free T-shirts, saying, "I'll take what I can get."

Andrew Sartorius (III) decided to give his summer a more adventurous twist. He first backpacked seventy miles across the North East corner of New Mexico with his boy scout troop, then flew to Costa Rica for two weeks to live with a native host family. He said, "If I had stayed two more weeks I would have become fluent in Spanish."

Large Number of Alumni Returning to Teach

By HADLEY JOHNSON (V)

Eleven alumni, many of whom graduated in the 90's, have returned to Pingry to teach. Though their reasons vary, the common motive for returning is the desire to become part of the faculty that contributed to their positive high school experiences. As Mr. Theodore Corvino ('94) said, "That explanation sounds very clichéd, but I think it's very much sincere."

There are nine alumni among the Martinsville faculty, eight of whom graduated in the past 12 years. The exception is Mr. Miller Bugliari ('52), who said, "I came back because it is a great place to work and many teachers inspired me."

As to why alumni return, Ms. Kooheli Chatterji ('93) said, "All of us, in some profound and irreversible way, feel a deep tie to the school because of all it has done for us in our lives. Returning to the campus, however many years later, is our way of acknowledging Pingry's impact and attempting to make an impact on the next generation in an equally positive and meaningful way."

A common part of the alumni's positive high school experience is the faculty who guided them through it. Mr. Corvino said, "I was inspired by a wide variety of teachers at Pingry from the Lower School through my Martinsville years and still continue to be. Many of my high school and middle school teachers continue to teach in spite of their old age and subsequent physical and mental frailties. Just kidding."

Ms. Margaret Kelleher ('01) said, "I think alumni return because Pingry is a great institution that nurtures its students, alumni, and faculty. It makes you want to be a part of it."

Mr. David Greig ('98) said he chose to teach at Pingry instead of other schools because, "I felt most comfortable because I knew everybody."

Though most alumni teachers did not think they would be teach-

ing at Pingry after they graduated, Ms. Laura Yorke ('99) remembers thinking as a freshman, "Someday I want to work here."

Mr. Corvino, on the other hand, remarked, "In high school I was too preoccupied with hanging out with friends, going to the movies, playing ball, clowning around, and just generally enjoying being a kid to really worry about scheduling the rest of my life."

The majority of alumni teachers thought they would be doing something other than teaching, such as practicing medicine or working in finance. Many alumni, such as Mr. Anthony Bowes ('96), who returns this year after receiving a Masters in Education from Harvard University, got his start in teaching by taking a job as a permanent substitute at Pingry.

On the first day, Mr. Bowes said his impression was, "This is fun; I could do this for a while." Furthermore, Mr. Bowes said, "If I were not teaching, I don't know what I'd be doing. I can't imagine anything else."

Not surprisingly, the subjects taught by alumni often correspond with their favorite subjects in high school. Ms. Chatterji said, "English was always my favorite subject" but admits that her list of favorite subjects is "a long list to cover—perhaps too long." Ms. Lindsey Holmes ('99), who teaches 8th grade History and 7th grade English, reports that among her favorite classes were AP Government and Photo taught by Mr. Miles Boyd.

Almost all alumni, even those who graduated as recently as four

years ago, agree that the school has changed since they attended as students. These reasons include the new headmaster, new heads and deans of divisions, construction around the building, and new faculty.

Ms. Margaret Kelleher ('01) admitted, "I still get a little lost in the arts wing."

Mr. Grieg, however, insisted, "The school hasn't changed that much."

Though the external characteristics of the school have changed, the alumni agree the fundamental aspects of the school have remained the same.

Ms. Chatterji said, "The truth is that the things I love most about the school - the faculty, the Honor Code, the spirit among the students - have stayed the same."

2004-2005 End-of-Year Awards

Citizenship Prize

Form I

Harrison Mills
Erika Lampert (HM)
Freddy Porges (HM)

Form II

Zara Mannan
Colleen Tapen

Form III

Scott Eckenthal
Olivia Delia (HM)
Jessica Westerman (HM)

Form IV

Catherine Chong
Liz Moore
Jeff Zimering (HM)

Form V

Brian Combias
Juliette Jordon
Chantal Berman (HM)
Adam Goldstein (HM)
Rob Tilson (HM)

Scholarship Prize

Form I

Jenny Gorelick
Erika Lampert (HM)

Form II

Zara Mannan
Andrew Sartorius
Tim Naratil (HM)

Form III

Olivia Delia
Caroline Pinke
Evan Rosenman
Jenna Devine (HM)

Form IV

Jillian Lubetkin
Stephanie Naratil
John Kolb (HM)
Valerie Naratil (HM)

Form V

Adam Pantel
Lena Young (HM)

Improvement Prize

Form I

Gabriella Scrudato
Brian Weiniger (HM)

Form II

Brendan Bruno
Kristen Fitzgerald (HM)
Greg Gianis (HM)
Dan Shuchinsky (HM)

Form III

Scott Lalli
Roquan Lucas (HM)

Form IV

Garrett Keating
Fernanda Almeida

Form V

Josh Grant

School Response to Katrina Is Strong

By NADINE REITMAN (VI)

In the wake of hurricane Katrina, which hit the Gulf Coast on August 27, the Pingry community, like others across the nation, wanted to help. Obvious ways to help the victims included donating money and other goods through the Red Cross or other aid organizations, but Headmaster Mr. Nat Conard wondered, "what we can do, as a community, that would be unique, something that individuals would be unable to provide by themselves." The answer was our school.

Mr. Conard proposed opening up six to nine spots to victims of hurricane Katrina. Over Labor Day weekend, he ran the idea by the Board of Trustees, who agreed. Mr. Conard and the school then publicized the openings through the Southern Association of Indepen-

dent Schools, the National Association of Independent Schools and the Southwest School Association the following Tuesday.

Though no one from New Orleans has asked for one of the publicized spots, Mr. Conard noted that many families offered to take in a student and the PSPA was willing to help out with books, clothing, and anything else. Mr. Conard was elated by the reaction from an overwhelming number of families willing to host a student and/or fundraise.

The Batuman family, however, contacted the school independently from the publicized spots to see if their son could attend. The Batumans knew about Pingry from their older daughter, who is an alumna. Their son, eighth grader Gem, is here through January because his school in Louisiana is closed.

SPECIAL REPORT:

Age, Gender Disparities in Poll Results

Continued From Page 1

during the year.

Babysitting jobs, however, buck this trend. The grades with the most babysitters are Form I (with 42%) and Form IV (with 41%). In all other grades, 30% or fewer of the students babysit.

CREDIT CARDS

Much has been written about credit card companies' increasingly aggressive advertising towards younger and younger demographics, but fewer than a quarter of all Upper School students have a credit card.

Of those students who do have a credit card, however, the overwhelming majority of the bills are paid by students' parents. Only a quarter of credit card-toting students are responsible for their own debts, the poll found.

Credit card possession, like employment, is strongly correlated with age. Only 10% of seventh graders have their own credit cards, but that figure rises to 20% for juniors and 42% for seniors.

CARS

Seventy percent of juniors and 92% of seniors have at least some access to a car. For some students, that means being able to drive to school in a parent's car, while for others it means being able to borrow a car on nights and weekends.

Perhaps more surprisingly, however, 17% of juniors and 40% of seniors own their cars outright. Some of these cars were bought new, some were hand-me-downs from parents and older siblings, and some were bought used. In total, however, more than 70 students at Pingry own their own cars.

COLLEGE

Twenty-four percent of Pingry students say they will be expected to help pay for college. Seventy percent do not expect to help pay for college, while the remainder (6%) are not sure.

At many colleges, students who have to work to help pay tuition receive some amount of financial aid. By comparison, fewer than 10% of Pingry students receive any financial aid at all.

GENDER DISPARITIES

Perhaps most surprisingly, the Record's Money Poll revealed a significant gap in the sources of income for boys and girls. The average Upper School boy receives \$865 a year in birthday and holiday gifts, for example, while the average Upper School girl receives only \$404. Boys are also more likely than girls, by a ratio of two to one, to hold a summer job, and marginally more likely to receive a regular allowance.

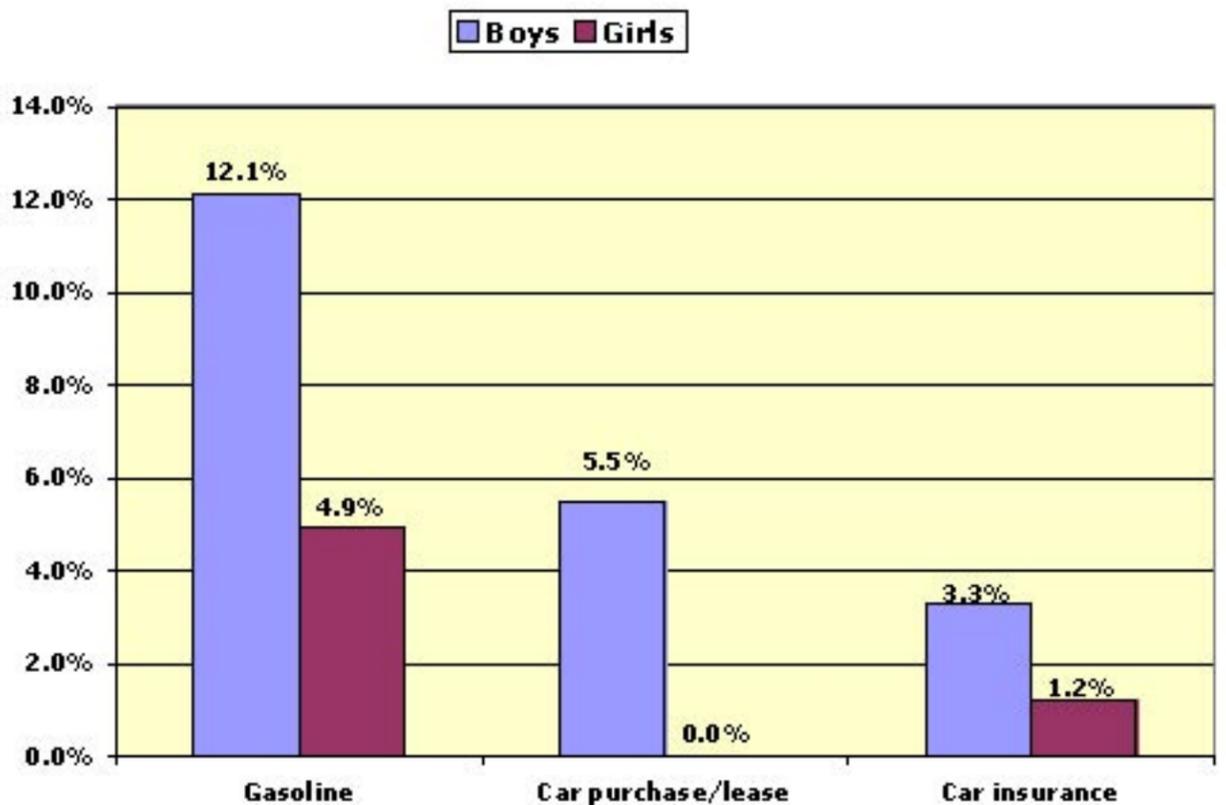
Girls, however, are more

than twice as likely as boys to babysit, and 20% more likely to report that they receive random monetary handouts from their parents.

In addition, there are large differences in what boys and girls are expected to purchase. Nearly two-thirds of boys are expected to pay for their own movie tickets, concert tickets, and CDs, for example, compared with fewer than half of girls.

Equal percentages of girls and boys have access to a car, but slightly more girls than boys own their cars outright. Girls also have more freedom when it comes to credit; 26% of girls have credit cards financed by their parents, compared to 20% of boys. And finally, Pingry girls are 5% less likely to have to help pay for college than Pingry boys.

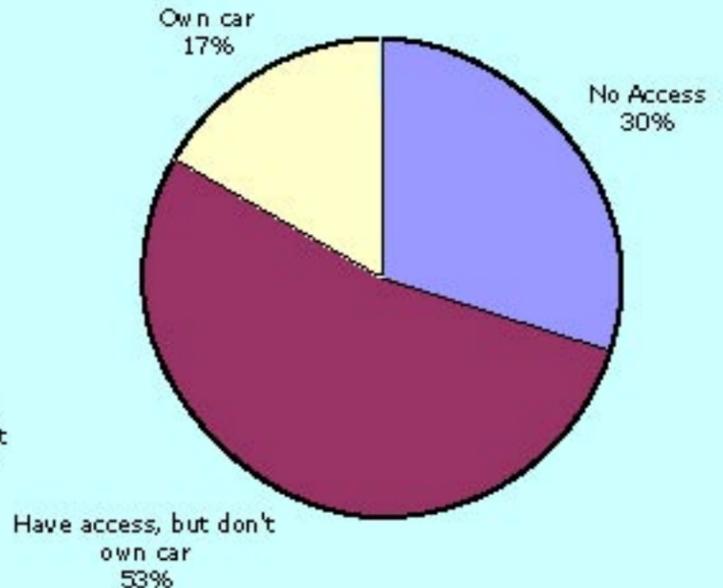
Which of the following car-related items do you pay for with your own money?



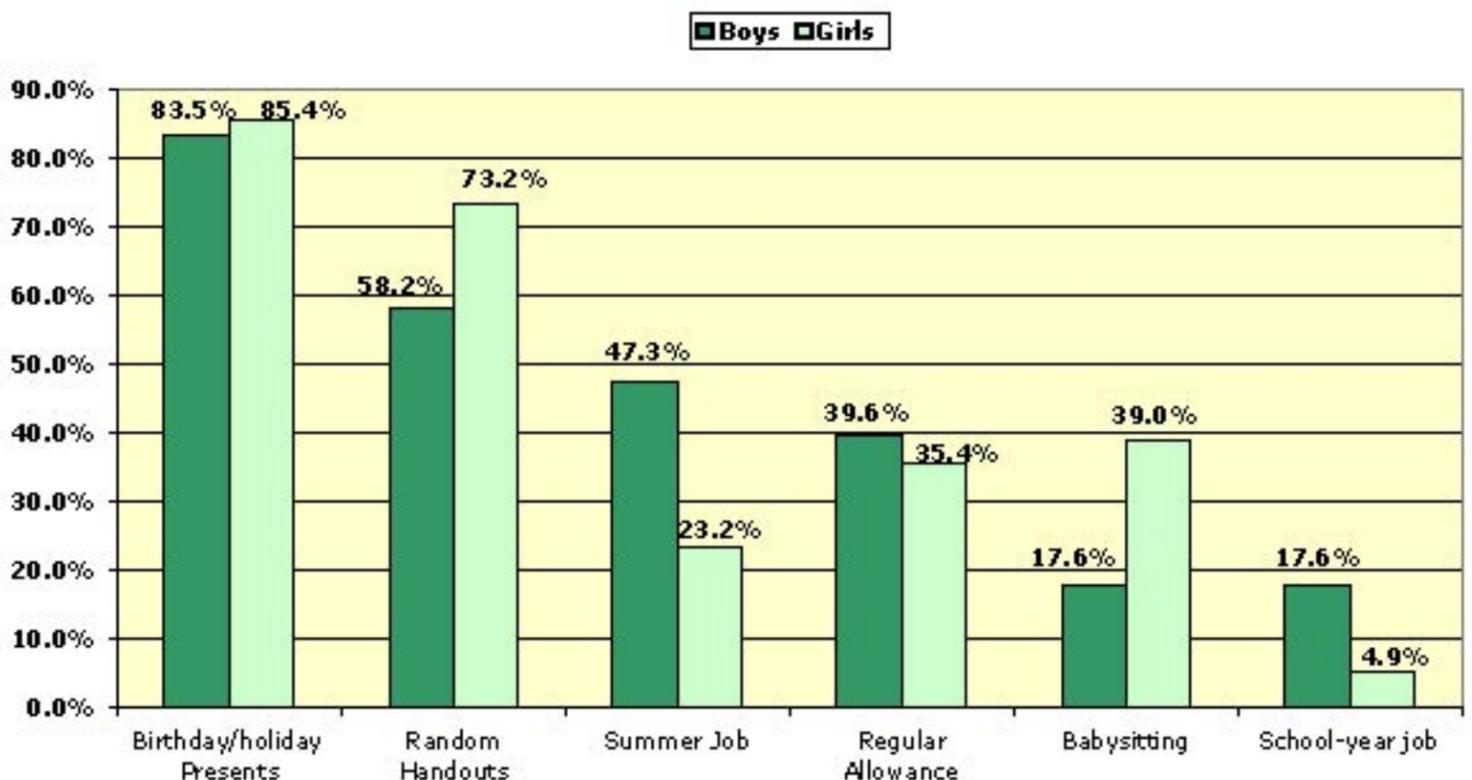
Form V - Do you have access to a car, and if so, do you own it?



Form VI - Do you have access to a car, and if so, do you own it?



From which of the following sources do you receive money?



KIDS AND MONEY

School Counselors Dispel Stereotype of Pingry Students' Wealth

By CATHERINE CHONG (V)

Although Pingry has been stereotyped as a school full of rich and arrogant students, school psychologists Mrs. Patricia Lionetti and Dr. Mike Richardson believe otherwise. In their experiences with various students inside school and in their private practice, Mrs. Lionetti and Dr. Richardson say that the majority of students downplay their wealth.

That has not always been the case, explained Dr. Richardson. "When I first got here, a lot of the kids came from very wealthy families and basically everyone was rich," he said. "Now I find that a lot of the kids come from middle-class families, whose parents sacrifice so much to give their children a good education."

Dr. Richardson said, "There is a theory in psychology that people hear the extremes and accept them as fact. That's what I think happens when people stereotype students here. Most of the students are middle-class, but there are always a few exceptions."

While some snobbish behavior exists, Mrs. Lionetti says that on the whole, Pingry students are more tolerant and sensitive. "The kids here are much nicer than those at some other schools. In my private practice, I had a patient who once told me that a group of girls used to make fun of a girl for not having a real Kate Spade bag, and on top of that, they'd ridicule her in

public. At Pingry you don't see any of that," she explained.

Dr. Richardson agreed, "If you ask other kids if they do community service, most of them say, 'No.'"

The psychologists say the culture here is much different from that of other schools in other aspects as well. "The

students here have so much homework to do. They play three sports, take AP and honors classes, and play an instrument. There really is no time to get a part-time job," said Mrs. Lionetti. "The high pressure environment is really what keeps them from working in the real world."

Even so, she finds that many students make the effort to earn money. "I'm really shocked whenever I hear kids talking about going to camps and also having jobs over the summer. Also, many of the seniors get part-time jobs during their second semester," said Mrs. Lionetti.

She also commented, "A lot of the students try to get involved outside of school, but they just can't fit it into their schedules."

While they do not have the time

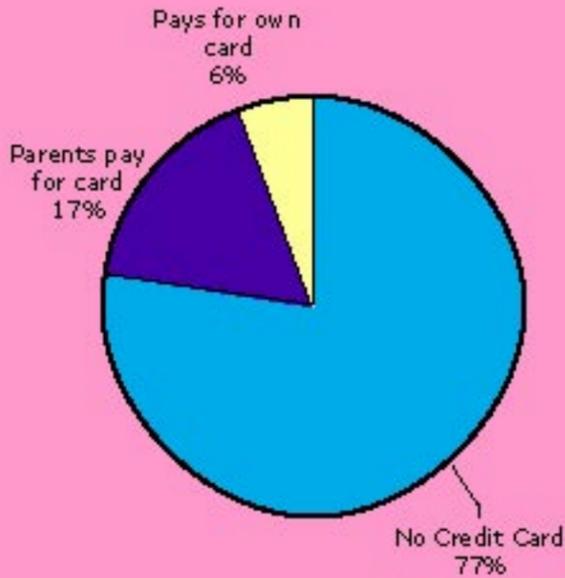
during high school, many students aspire to pursue careers that help others. "When I'm talking to the seniors in my psychology class, half of them say that they want to be involved in medicine, psychology, or sociology. So many of them want to take on jobs that will help others," Mrs. Lionetti explained.

In addition to holding jobs and planning on taking jobs to help others, students travel abroad and experience other cultures. Doing so may also contribute to the tolerant environment, said Mrs. Lionetti; however, those who cannot take vacations or spend a lot of money may feel left out.

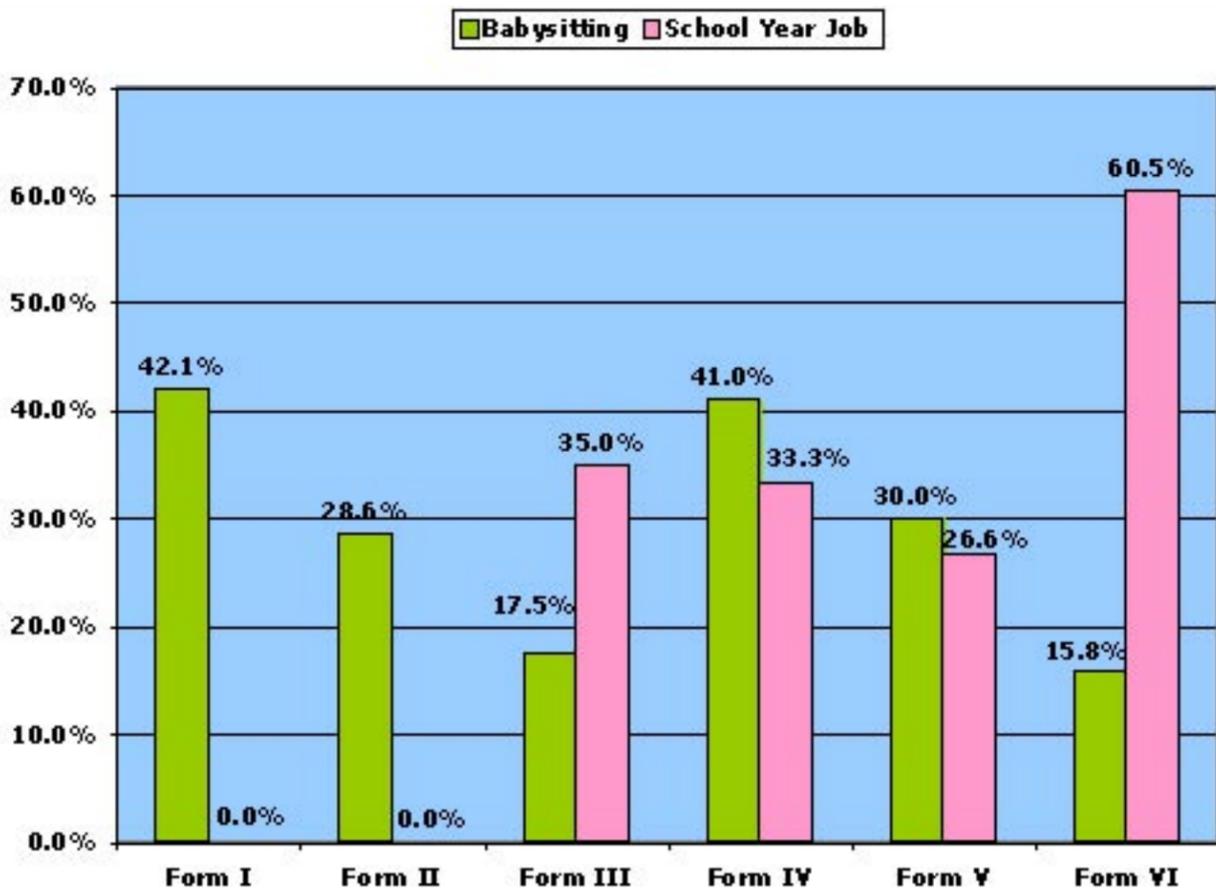
Mrs. Lionetti noted, "There are a number of kids who come here through financial aid. While some see other richer students and use that as an incentive to work harder, others become discouraged by it. It's hard not to feel left out when your friends are talking about iPods and cars when you can't afford them."

Dr. Richardson and Mrs. Lionetti both agree that students try not to flaunt their wealth. Mrs. Lionetti said, "You can be rich and humble, and that is the case for a lot of these kids. You'd be surprised to find how inconspicuous these rich students make themselves."

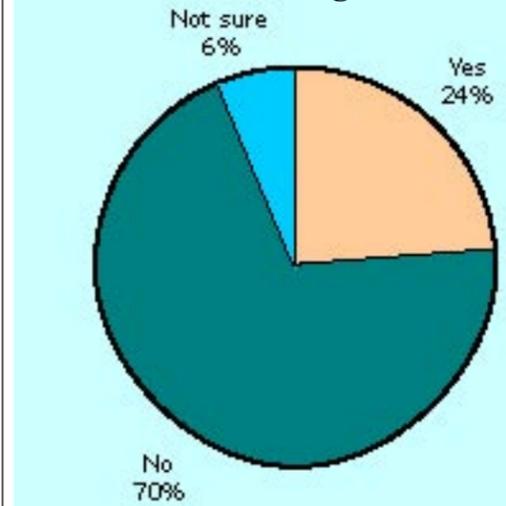
Do you have a credit card, and if so, who pays for it?



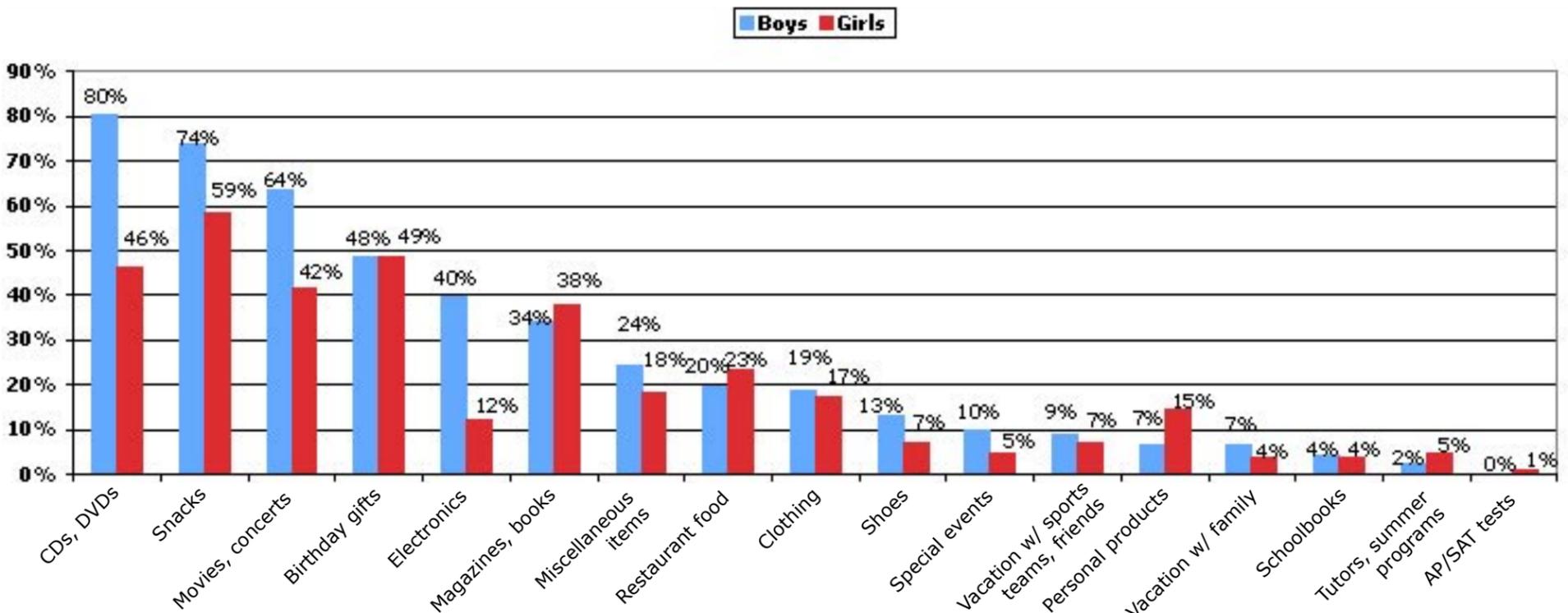
From which of the following do you earn money during the school year?



Will you be expected to help pay for college?



Which of the following do you pay for out of your own money?



New A.D. Vanasse Comes From Gill St. Bernard's After 13 Years

By ELIZA ADAMS (IV) and CATHERINE CHONG (V)

This year Mr. Gerald Vanasse joins the school as the new Athletic Director (A.D.).

Mr. Vanasse comes to Pingry from the Gill St. Bernard's School in Gladstone, N.J., where he was the A.D. for 13 years. There he was responsible for more than doubling the sports offerings from 20 to 50, and directing all facets of the interscholastic, intramural, and physical education departments. He was also the head coach of Track and Field and boys Varsity Cross Country, and was rated Cross Country coach of the year in 2002 by the *Courier News*. A certified Athletic Administrator, he has worked closely with the NJISAA throughout his career.

"I was eager to take on a new challenge at this point in my career," Mr. Vanasse said. "It's an honor to be associated with such a great school and to be able to work with so many talented and dedicated teachers, coaches, and students."

Mr. Vanasse also mentioned that he had always admired Pingry athletes during his time at Gill Saint Bernards. "It is such a large program with more athletes, coaches, and teams. Pingry has one of the most comprehensive interscholastic programs in the state. We have one of the three water polo programs in the state, comprising both JV and Varsity teams" he said. "That's pretty impressive."

"Mr. Vanasse is amazing," said cross country runner Olivia Delia (IV). "He really makes a point of meeting all the students and participating with the sports teams." A runner himself, Mr. Vanasse, placed second in the Boston Marathon in 1984 and was a US Olympic Trials qualifier for the men's marathon in that same year.

Biff Parker-Magyar (IV), a soccer player, expressed the general consensus that Mr. Vanasse has an enthusiastic

and amiable personality. "He seems really nice," she said. "He even brought us a platter of fresh fruit after our home game one Friday."

Mr. Vanasse said that he "tries to be the #1 fan," and to let players know that he is always ready to help.

Peter Boros, the Varsity Water polo coach, agreed, saying, "He is such a nice person, and we are getting along great. I have been here for only two years, so we both help each other out. Whenever I ask him for help, he is there. He encourages kids to

play water polo and lets them know that it's available since a lot of people don't know much about it."

Mrs. Baker, Assistant Athletic Director said, "The atmosphere is dynamic, and it's great to work with him. He definitely has the experience and has added new aspects to the job."

Mr. Vanasse, said he hopes "to continue the winning traditions of Pingry Athletics and to foster sportsmanship and honor, while creating a framework of community spirit."



N. Lee (VI)

New Athletic Director Mr. Gerald Vanasse.

Burkhart Brings Computing Skills

By ALEX SNAPE (V)

Mr. Brian Burkhart joins the faculty, teaching AP Computer Science and Computer Operations classes. After teaching for one year in The Darlington School in Rome, Georgia, Mr. Burkhart came back north to be with family and friends from this area.

Mr. Burkhart, who graduated in 2004 from Hamilton College, majored in computer science and philosophy. He first heard about Pingry from his freshman roommate, Dave Alchus ('00).

Nathan Burgdorff (VI) said, "He is a very thorough teacher, who brings a lot of knowledge and enthusiasm to the class. I am really glad he came to Pingry. He has truly renewed my interest in the subject of computer science." He also coaches

middle school girls' tennis and serves as the faculty advisor for the Wiffle Ball Club.

In his spare time Mr. Burkhart enjoys watching Yankee baseball games and

running. His favorite genre of music is classic rock, and he likes listening to the FM radio station 104.3. His favorite movies are those by the Coen Brothers, like "The Big Lebowski."



N. Lee (IV)

Alumna Kelleher Is New Latin Teacher

By MEREDITH SKIBA (IV)

This year, new faculty member and alumna Ms. Margaret Kelleher joins the Foreign Language department, replacing Latin teacher

Mr. Jeffrey Summerhill. Miss Kelleher graduated from Pingry in 2001. She then attended New York University in New York City where she double-majored in Classical Civilization and

Renaissance Studies.

This year is the start of her teaching career.

Miss Kelleher explained that she accepted the teaching position at Pingry because she "really enjoyed" her Pingry experience.

"It is such a strong school, which teaches great lessons, not just academics," she said. She also added that her high school teachers taught her "how to interact in the world," preparing her for "what lies ahead."

This year, she is teaching several sections of the two Middle School Latin classes, Latin Seven and Latin Eight, as well as being a seventh grade advisor. She hopes that her students will learn and have fun at the same time.

Her students already think

very highly of her. Latin student Kate Conway (II) described Miss Kelleher as "nice" and explained, "She's thorough and she doesn't give you too much homework at a time." Conway also warned, "If you want to borrow a Latin book, you need to give her a shoe."

Alex Liebermann (I) described Miss Kelleher's class as "very lax," noting "We do plays and stuff."

This fall, Miss Kelleher is the Varsity and JV field hockey goalie coach, a post that was previously filled by Ms. Hope Gordon, and she is hoping for the team to do well this season.

In her free time, Miss Kelleher enjoys visiting her college friends and knitting.

Graduate Bowes Returns to Pingry After Hiatus at Harvard

By DARINA SHTRAKHMAN (IV)

Mr. Anthony Bowes '96 has returned from a yearlong program at Harvard University, where he earned his master's in education. He attended classes in the Graduate School of Education and the Graduate School of Arts and Sciences, where he took a few history classes.

Mr. Bowes describes his Harvard experience as "excellent."

"Cambridge," he says, "is a fantastic town, which is filled with students of all ages. The greatest thing about Harvard is how, when you're sitting in the library seats there, you can just feel the air of such smart people who sat there before you and are sitting there with you now."

In addition to his classes, which he says met only a few times a day and sometimes not at all, Mr. Bowes enjoyed playing for the Harvard rugby team and making some lasting friendships.

He says he also enjoyed being a student rather than a teacher, which he has not had the opportunity to do these last few years while working at Pingry.

He adds that Harvard is definitely a place for Pingry kids because "Pingry teaches

students how to handle the pressure and implements good behavior, which makes kids into high-achievers. Harvard is definitely a place for kids like that."

before so I don't know if it's Harvard that has made him a good teacher, but Mr. Bowes is great because he takes boring material and makes it funny and interesting," says his current



N. Lee (VI)

Mr. Bowes is back after a year studying at Harvard.

Former students certainly missed Mr. Bowes and are glad to have him back. "Even though I don't have him as a teacher any more, I'm glad he'll be around because he's just a cool guy and easy to talk to," says his former student and advisee Karen Silbermann (IV).

New students are happy that he has returned and are enjoying the opportunity of having Mr. Bowes as a teacher. "I don't know what he was like

student Schuyler Bianco (I).

Mr. Bowes will continue teaching the same courses he taught before: 7th grade history, Introduction to Social Studies, and 8th grade history and American Journey.

In addition to teaching, Mr. Bowes is coaching upper school football and will coach upper school boys' lacrosse in the spring. He is also the new faculty advisor for Student Government.

Pingry Parent Seebald Joins Library Staff

By DARINA SHTRAKHMAN (IV)

Mrs. Judith Seebald, formerly a Pingry parent, joins the faculty as Assistant Librarian and Middle School Librarian.

Mrs. Seebald has previously worked as a 7th and 8th grade English and Social Studies teacher and as an assistant librarian in her local public library. She is currently taking classes at Rutgers University and will earn her Master of Library and Information Science in

Middle School faculty on research-based assignments. To coincide with the new Middle School, she will act as a specialist in the research and reading interests of Middle School students.

Mrs. Seebald appreciates the distinction between being a parent and faculty member. "It's nice to get to know all of the faculty better," she said.

Mrs. Seebald is also ex-

the spring of next year.

Raised in Massachusetts, Mrs. Seebald attended a three-room schoolhouse for three years. Between high school and college, she

learned to fly a Cessna 150. Flying has always been an important part of her life. She said that "getting on planes piloted by my father and flying to Cairo or Athens or Paris" was a great childhood memory.

Married to a pilot for Continental Airlines, Mrs. Seebald has two daughters: Allison, who graduated from Pingry last year and is now at Princeton, and Katie, a senior at Georgetown.

As part of her new position, Mrs. Seebald will be collaborating with the

cited about getting to interact with the students, she said. "I love reading and research," she said, "so it's very exciting to get to help a student pick out a book, or to be able to recommend resources to them."

According to Mrs. Hyman, the Head Librarian, Mrs. Seebald "brings a warm and personal touch to her classes, drawing on examples from her own life to illustrate why information literacy is a critical skill in understanding a subject. It's a pleasure to have her."



N. Lee (IV)



N. Lee (IV)

New Latin teacher Ms. Kelleher graduated Pingry in 2001.

Shipp's Makes a Splash in College Counseling

By COURTNEY JACKSON (VI)

Ms. Elizabeth Shipp's joins Pingry as the new Assistant Director of College Counseling.

Ms. Shipp's attended Ohio Wesleyan University where she was a psychology major and,

later, a Senior Assistant Director of Admissions.

As Senior Assistant Director, Ms. Shipp's traveled to many places around the country for nine or ten weeks per year, during which time she met many students who were applying to college. Having

done file reading and interviews at Ohio Wesleyan, she is accustomed to the admissions process.

When Ms. Shipp's looked for positions in counseling, she was immediately attracted to Pingry based upon outstanding feedback from friends around the area. Ms. Shipp's said she loves being in a school atmosphere where the students are "academically gifted, but also like to pursue their passions outside of the classroom." She was also drawn to the volume of service in the Pingry community.

From the beginning, Ms. Shipp's could tell that the college counseling office was filled with people who loved what they do and had fun working with students.

"Her perkiness is very refreshing" said Tatiana Javiar (VI), who currently has Ms. Shipp's as a college counselor.

Julie Dileo (VI) agreed, saying, "I think she's adjusting really well to the student body." Ms. Shipp's is looking forward to the upcoming year.

One of the things Ms. Shipp's loves most about her job is getting to know students beyond what most college admissions counselors see on paper. "It's so much fun actually working with the students," she said.

As school began, Ms. Shipp's accompanied the college counselors and the seniors on the senior retreat. She loved seeing the students "in action," and enjoyed observing all of the retreat activities.

Ms. Shipp's feels she is already settling into the school and getting to know more and more students. "She volunteered to give me, Margot Gianis, and Cameron Lan advice about being a goalie because she played Field Hockey herself in high school and college" said Katie O'Connor (VI).

On the whole, Ms. Shipp's is excited to help kids both in the college counseling offices and on the field.

Hernandez Brings Frog, Fresh Outlook

By BEN MACKOFF (V)

This year new teacher, Ms. Melissa Hernandez, uses what she calls the "stuffed frog" technique in her middle school classes. Ms. Hernandez teaches two classes of 7th grade English and two classes of 8th grade history.

The "stuffed frog" technique, according to Ms. Hernandez, is her way of getting a class's attention.

As she explains, she holds up a stuffed frog, and, ideally, the class becomes immediately quiet. Ms. Hernandez said that her teaching, stuffed frog technique and all, has been, "So far so good." She has reportedly only had one incident where an enactment of John Steinbeck's *Of Mice and Men* resulted in the defenestration of her frog. Fortunately, neither the frog nor any students were injured in the incident.

The frog's name, Ms. Hernandez reports, is named Vrach, which is Russian for 'doctor.' "He's very funny looking," she said, expressing hope that the Record would be able to include a picture accompanying this article. [A lack of space

regrettably makes inclusion impossible.]

A recent graduate of Colby University in Maine, Ms. Hernandez grew up in Staten Island, New York and hoped to be a teacher ever since she was in kindergarten. Her dream became a reality when former Pingry Headmaster John Neisweinder offered her a job after interviewing her at a Boston Forum of Carney Sandoe. Carney Sandoe is an agency that introduces independent schools to teachers interested in working at them.

Hernandez plans on coaching middle school girls' basketball. She is also involved in a philanthropy program called Providing Smiles run by Pingry's new athletic director, Mr. Jerry Vanasse.

Providing Smiles funds and sends athletic equipment to a school in Cameroon.

In the future Ms. Hernandez hopes to do some teaching abroad, but for the moment she just wants to "settle a little bit. For the moment I'm just trying to get through this year, to tell you the truth," she said.



N. Lee (VI)

Ms. Shipp's replaced Ms. Nia Kilgore in the College Counseling Department. She comes from Ohio Wesleyan.

Duffy Guides MS Students in Their Studies

By HALLIE BIANCO (IV)

Mrs. Denise E. Duffy joins the Martinsville campus as the Middle School Guided Study teacher.

Guided Study, according to Middle School Director Mr. Phil Cox, "is a program introduced two years ago for students that teachers feel could use more support in the transition between Middle School and Upper School. The

class meets three times a week in place of Latin."

Growing up, Mrs. Duffy had many opportunities to travel because her father worked in international business. She attended school in many other countries, including the Philippines and Spain.

Over the past thirty-two years, she has had many experiences related to education, held several administrative positions, and run her own



A. Sampat (VI)

business. She was also nominated and published twice in Who's Who for American Teachers.

She loves children of any age and has worked with two-and-a-half year olds as well as eighteen year-olds, including several Pingry students.

Mrs. Duffy currently resides in Far Hills, with her husband, her three children, and a Portuguese Waterdog named Lady Esperanza, which means "Lady of Hope" in Spanish.

In her spare time, Mrs. Duffy enjoys reading, watching old black-and-white

movies, and doing needlework. Her favorite book is "The Fountainhead" by Ayn Rand, her favorite music includes "Rod Stewart's Classic Hits," and one of her many favorite all-time movies is "My Favorite Wife" with Cary Grant and

Irene Dunne.

Mr. Cox describes Mrs. Duffy as "a delightful, knowledgeable person who is eager to help those who need that extra measure of support in transitioning from the Middle School to the Upper School."

According to Mrs. Duffy, "The Pingry School has been very gracious and welcoming." What she loves most about her role in education is that she learns something new every day. Her favorite quote, which she says sums up education for her, is, "Children aren't to be molded, but rather unfolded."

New Substitute Is Permanent Fixture

By ANDREW SARTORIUS (III)

This year, Ms. Alicia Flanagan joins the Martinsville campus as a permanent substitute. She is replacing Ms. Lindsay Holmes, who is now teaching English and History in the Middle School.

Originally from New Paltz, New York, Ms. Flanagan attended The Hotchkiss School in Lakeville, Connecticut as a boarding student. She then went on to the University of Vermont and transferred to Tufts University where she received her Bachelor's Degree in English and Art History.

While at Tufts, Ms. Flanagan tutored students in reading and writing, and also taught English as a Second Language. Through these experiences, she developed a love for teaching.

After graduating from Tufts this past spring, Ms. Flanagan sought teaching jobs at various schools and eventually settled on Pingry because she "liked the community."

The classes that Ms. Flanagan likes to teach the most are English, History, Art, and Art History.

When asked what she likes in

a student, Ms. Flanagan replied, "I like someone with enthusiasm, a good personality and a lot of humor. Also, I like someone who isn't afraid to ask a lot of questions".

Ms. Flanagan's responsibilities include coaching the Middle School Cross Country team.

In college, she swam for four years and also ran in track and field. Now, outside of school, she still likes to run and swim. Her hobbies include reading, going to art shows, painting, and spending time with her family.

When asked what she has enjoyed most during her first week at Pingry, Ms. Flanagan replied that she was "very impressed with the food here, especially the desserts."

On a more serious note, she feels that everyone has been very friendly and welcoming, and she likes the fact that students have gone out of their way to introduce themselves.

Lastly, she said that she "enjoys coaching the cross country team because of the kids on the team."



N. Lee (VI)

Dr. Artis Becomes Assistant Director of Admissions

By CATHERINE CHONG (V)

After a few years out of the workforce, Dr. Diana Artis joins the Admission Department as Assistant Director of Admission and Coordinator of Multicultural Outreach. "When I heard there was an opening for this position, I thought it might be the right time to return to the workforce since my son, Jackson, was entering second grade," Dr. Artis said. "I had enjoyed my experience as a parent volunteer for the admission office, so I thought I should apply for the job."

Dr. Artis first became interested in Pingry about 5 years ago when she and her daughter, Maya Artis (III), visited the Lower Campus. A Class Mom and active member of the Pingry School Parent Association, she was the co-chair of last year's Fall Benefit and the Fun Fair. This year, with her children at Pingry and her involvement in the PSPA, Dr. Artis decided it was the right time to join the school as a member of the staff.

Lately, Dr. Artis has been learning the names of current students and contacting prospective families. She plans to help with interviewing students and marketing Pin-



N. Lee (VI)

Pingry parent Artis is new Assistant Director of Admissions.

"I really hope to dispel the image that Pingry is an unfriendly place," she said. "I don't feel that here at all. When I first entered the Short Hills Campus, it immediately reminded me of the school I had attended in Manhattan. It was very familiar."

A native New Yorker, Dr. Artis was raised in the Bronx and attended a private school in Manhattan. She then graduated from Smith College in 1981 and received her doctor-

stitute of Health (NIH) to develop drug rehabilitation programs. Afterwards, Dr. Artis worked as a consultant for children with learning disabilities. In 1993, Dr. Artis moved to New York where she started her own private practice and taught classes at Columbia. In New York, she also counseled women who were diagnosed with eating disorders.

In 1997 her son Jackson was born.

Before moving to Montclair, New Jersey in 2000, Dr. Artis lived in Johannesburg, South Africa for three years. While there she consulted with a philanthropic organization that helped place black South Africans into traditionally white South African private schools.

Dr. Artis hopes to combine her psychology and admission experience as she helps to recruit new families. Multicultural outreach will be an area of specific focus. In addition to her other duties, Dr. Artis is the advisor of the African-American Club, newly named, "KIVA."



N. Lee (VI)

New middle school teacher Ms. Hernandez has made waves with her "stuffed frog" teaching technique.

UK Does Techno Music Better Than US

By ALEX SNAPE (V)

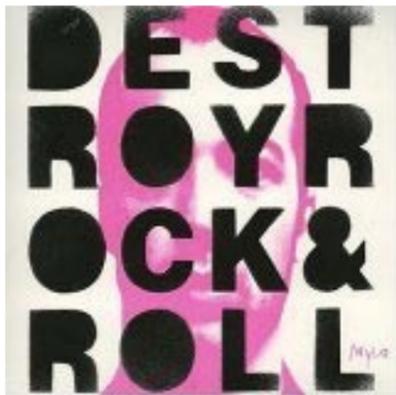
In recent years, the popularity and quality of electronic music and techno in the U.S. has been declining. Usually up-to-par electronic producers and artists like Moby and New Order's latest offerings have been disappointing, and the club charts are filled with dismal remixes of Top 40 songs.

Of course, this isn't the case in the UK. The UK has always been more open to the techno/electronic genre in general, and that's because outstanding artists like Mylo are topping their charts.

Fresh out of Scotland, Mylo released this first album in May of this year and considering the record was released by an independent label, was greeted with a surprisingly large amount of critical acclaim and commercial success.

Before the release of this album, Mylo produced

top-notch remixes for artists like the Scissor Sisters and Kylie Minogue. Elton John has even claimed that *Destroy Rock & Roll* is his favorite album of the year.



Courtesy of Amazon.com

The opening track, "Valley of the Dolls," sports a very unique use of a sample from "Beyond the Valley of the Dolls" originally performed by The Lounge-O-Leers in 1998. A more laid back track, "Valley of the Dolls" showcases Mylo's ability to incorporate

bizarre instrumentals into a sophisticated electronic sound.

This is again most skillfully shown on the Top 20 UK single, "In My Arms." The track uses a sample of Kim Carnes's 1981 hit "Bette Davis Eyes" as the melody, blending it flawlessly with the dreamy synthesis and steady beat.

Other standouts on the album are the more upbeat dance tracks "Drop the Pressure" and "Muscle Cars." "Drop the Pressure" has become Mylo's signature track and has been remixed multiple times by The Miami Sound Machine and Felix Da Housecat while receiving heavy club play around the world. The slow and steady build up of electronic string arrangements

and obscure computerized vocals eventually escalate into a chorus of heavier beats complemented by a captivating bass line. "Muscle Cars" follows in these footsteps by stringing together ambiguous lyrics ("Well oiled, that's what you are/Come on and ride in my muscle car") with robust electronic guitars and more riveting beats and bass lines.

Even though the album consists of mainly instrumental tracks, *Destroy Rock & Roll* portrays a lot to the listener, another one of Mylo's talents. He picks song titles that have no direct relation to the actual songs, yet mysteriously maintain a pertinence that the listener is left to figure out. *Destroy Rock & Roll* stands out mostly as one of the best electronic albums of recent years which has managed to garner more of an interest and zest for electronic and techno music.

Pingry In-Style Manual: Five B's of Fall

By HANNAH GOLDSTEIN (III)

What's "in" for this season can be summarized by five B's: bohemian chic, ballet basics, big bags, boots, boots, boots, and back-to-basics. From Saks to SoHo, these styles are selling out everywhere, so no matter the price range, the "in" look is not hard to find.

Boho Babe: Finally, a dress-code appropriate fashion statement! Don't put last spring's long, flowy skirts into the closet just yet. Throw one on instead of plain khakis to transform a typical school outfit into a comfortable yet beautiful exotic gem. Because it is often hard to find bohemian styles in bright colors, earthy hues are fine to wear as well. Brown, mauve, crimson, and forest green have potential to be absolutely gorgeous if worn in this hippie-inspired style. Circular boho belts are also a stylish addition to any bohemian outfit.

Ballerina Basics: According to *Vogue*, wrap sweaters and ballet flats are the "in" items of the season. Whether in detailed prints or quilted fabrics, this look is everywhere. Ballet-style wrap sweaters are a great new look, and the perfect way to actually wear tank tops to school. Ballet flats in flashy colors and hot patterns are the stylish yet comfy and low-key addition to any outfit, both for school and for the weekend. For a great variety of flats in all different colors and price ranges, head to Saks Fifth Avenue at the Short Hills Mall.

Bulky Bags: From oversized hobo bags to large structured styles, the bold bag is this season's must-have. While luggage-sized satchels are still around, the most

manageable sizes are slightly oversized. The most chic fabrics right now are suede and velvet (always classic for fall). For a perfect jeans-and-tee accessory try a Juicy Couture Slouchy Hobo in black or, if you're looking for a splurge, head straight to Isabella Fiore, which has toned down its usually bright colors to accommodate the darker look that is so popular this fall.

Boots, Boots, Boots: Tall, to-the-knee boots are the best footwear option for everything from full skirts to boot-cut jeans. Lace-up styles, ruffled looks and croc embossing are great alternatives to basic leather boots. Although it may be too early to pull out your UGGs, it's the perfect time for slouchy suede boots, a hot new trend this fall.

Back-to-Basics: According to fashion gurus at *Vogue* and *Harper's Bazaar*, black has reappeared as a chic look for everything from dresses to accessories. Unlike the minimalist appeal of black in the past, however, black now has pretty embellishments, full volume, soft fabrics and other intriguing details to make it shocking (and not boring) black. Designers are also going back to basics in popularizing animal prints and oversized wooden bangles, which are available in packs of five at Bloomingdale's for \$25.

For Fall 2005 fashion inspiration, look no further than fashion authority and Chanel designer Karl Lagerfeld, who declares, "This fall is not a time to go eclectic and crazy; it's a time to honor classic fall trends and summer's greatest hits."



Courtesy of dolceandgabbana.it

NHL 2K6 Almost as Good as Real Hockey

By GREG SELOVER (VI)

Because it's hard to follow up on such a well executed game as ESPN NHL 2K5, game developers 2K Sports had their work cut out for them after losing their ESPN license. On some levels, 2K Sports delivered the newest iteration of the franchise, but some areas suffered, especially the menus and presentation.

Part of the reason for 2K5's success is its astonishing resemblance to ESPN's televised broadcasts of NHL games. Playing the game is almost as good as watching it on TV, except without all those taunting commercials for beer I can't drink. The signature ESPN music is constantly playing, and announcers Gary Thorne and Bill Clement provide excellent commentary with realistic tangents on players and events.

In short, it is as close to a hockey game atmosphere as we're ever going to get and has filled my craving for hockey between marathons of video game playing.

NHL 2K6 just doesn't have the flare of 2K5. It seems the menus were designed with no real idea in mind of practicality or aesthetics. The "Save Game" function was not even fixed. One must still cycle through the options menu, then into the save game menu, then save their game. No shortcuts or auto-saves. Nothing. Without the ESPN music to play in the background of the menus, 2K Sports resorted to using terrible mainstream rock music at all intervals between game-play.

So far, not so good. Horrifically bad music and eye-meltingly ugly menus, surely this game cannot be redeemed? Thankfully, every other aspect of the game has been vastly improved.

In Franchise Mode, where the player takes control of a team through seasons upon seasons of NHL hockey, they've made additions to make the experience more life-like. Line chemistry is an easy favorite. You can no longer put three diehard shooters on the same line and hope for the best. A good line requires a good passer, a good shooter, and a good positional man to play at maximum potential (or some other sensible combination), and it's that kind of realism that sets 2K6 apart from its predecessor and rival, NHL 2006 (Close names, I know. They're different).

But the game-play is really where 2K6 shines. NHL 2K6 has the single most fluid and realistic game-play I've ever seen in a hockey video game.

The addition of Icon Passing (where the player can send the puck to his teammates in rapid succession by merely pressing the corresponding buttons to the desired recipients of the puck), wrap-around shots, the most advanced goaltending Artificial Intelligence (AI) on the market, and various other additions make the game simpler and more straightforward. I no longer feel as if the AI supporting my progress or making useless mistakes because 2K6 grants full control of the team at mere button pushes.

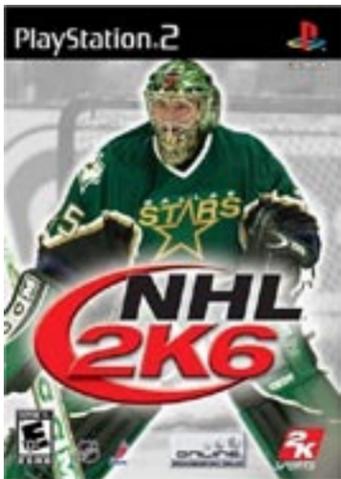
The graphics are on par with other games, although the jerseys look less authentic and plastic surfaces less shimmering than the ones on 2K5. The strange hunched-over look of the players in 2K5 is gone, and players move much more smoothly. Your teammates will no longer be taking curiously sharp turns to avoid your competitors.

Goalies play more realistically, never failing to respond to the shooter's actions. The shooter must truly beat the goalie, no more cheap shots. Checking is much more powerful this time around, but at the same time, less effective (bad if you're defending your goal, amazing if you're trying to break out of your zone). My

only gripe is that the "poke check" and "dump the puck" buttons are still the same. Too many times in 2K5 I stole the puck, only to send it down to the other team's zone for a quick and useless icing call. 2K6 doesn't fix this, but it seems to happen less, if for no apparent reason.

If 2K Sport's rival, E.A. Sports, hadn't bought out the rights to the ESPN license, 2K6 would be the ultimate hockey video game. Unfortunately, this is not the case, but 2K6 deserves a warm welcome, and, at a price tag of \$20 dollars (almost 30 bucks cheaper than most games), it's well worth the crisp bill sitting in your wallet.

Rating: 7.8 out of 10



Courtesy of Amazon.com

HP Six Keeps Tension High With Teen Angst

By ZARA MANNAN (III)

J.K. Rowling works her magic again with the sixth volume of the Harry Potter Series, titled *Harry Potter and the Half-Blood Prince*. In this enticing installment, not only does the plot thicken dramatically, but the prospects of treachery, perfidy, death, and danger make the reader absolutely hungry for the next book.

As I first held the book in my hands, it dawned on me that I was about to read the second to the last book of the entire series, and that Harry's adventures are coming to an end. At first glance of the thick, emerald green book, I was disappointed to see that it was not thick enough!

After reading the first page, I was sucked into the story. After a surprising change of events, Harry is bereft of a guardian. In addition, he is left with the sole responsibility to kill the most evil person existing, Lord Voldemort, otherwise known as "He-Who-Must-Not-Be-Named."

This arduous task puts Harry to a great test. Not only must he prowl through dark and dangerous places to find ways to kill Lord Voldemort, but he must also provide for himself, without the help of his friend and mentor, Albus

Dumbledore.

Rowling does not hesitate to start the real adventure; the book begins in a state of great disorder between the "muggle" (real) world and the world of magic, along with the struggle between good and evil.

A truly laudable aspect of Rowling's writing is her imagination. She has created an entirely magical world where there are no boundaries especially in terms of the complexities and interesting elements she envisions.

Harry Potter (who I affectionately picture as my perfect, future husband) has the key characteristics of a benevolent hero: true courage and a pure heart. Having just turned sixteen, his emotions are running wild and his desire for a special girl tends to distract

him quite a bit.

His particular stage in life makes the book a perfect read for anyone, especially teenagers. Both Middle and Upper Schoolers will

surely relate to the wobbly and bizarre process of maturing into adults. Ron and Hermione, Harry's two best friends, also have special qualities. Ron is stubborn, rebellious, and spontaneous, and he contrasts sharply with Hermione, who is equally adamant, yet wise, practical, and gentle. Throughout the book they have many arguments, which bring a humorous touch to the story.

Rowling's writing style is really descriptive but not superfluous; in fact, she uses adjectives that are more refreshing than trite.

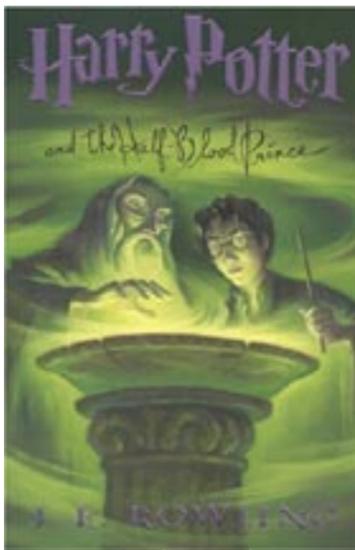
During the course of *The Half*

Blood Prince, one is exposed to a whole absurd set of vocabulary including words like "muggle," "Boggart," "mudblood," and "Quidditch." There are also creatures like elves, werewolves, giants, half-giants, along with many others.

The greatest part of the story, however, is the suspense and the shock one receives after a sudden change of events. The first and most obvious mystery, the bizarre twist posed by the mysterious Half Blood Prince is sure to shock the reader beyond belief. No matter how clever one may be, one will not be able to foresee the events that reveal this mysterious personage.

With all these new developments, one feels great sympathy for Harry, especially since his troubles, although of greater magnitude, have similarities to those of most teenagers. Certain pressures and responsibilities that come upon all of us may at times seem too heavy to tolerate. This aspect of Harry Potter's life makes the story more realistic.

Harry Potter and the Half-Blood Prince, with all of its magic and suspense, provides an escape from reality. As magic rules, the possibilities are endless. I can't wait for book seven!



Courtesy of Amazon.com

“Laramie Project” Sends Message To Students, Parents, Teachers

By DARINA SHTRAKHMAN (IV)

This year's fall play, “The Laramie Project” by Moises Kaufman, is based on the true story of the beating to death of Matthew Shepard by two men his own age in his hometown of Laramie, Wyoming. The play documents the interviews of Laramie residents as done by the Tectonic Theater Group of New York, headed by Mr. Kaufman.

This cast comprises 24 actors, who play over 60 different characters in a series of scenes, or as Mr. Kaufman calls them, “moments,” that show the reactions of the real-life residents of Laramie to the death of Matthew, who is homosexual.

The most impressive thing about this play, says Director Al Romano, is that “there is no editorializing on the part of the writers. They recreate what they heard, what was told to them. When they are expressing their own opinions, the play tells you so.”

The play initially proved con-

roversial among some parents and faculty, but as Mr. Romano puts it, “I think great theater is always provocative—always attempts to call forth a response...classic literature is classic because it is



Fall play rehearsal.

M. Bialecki (VI)

frightening and we as teachers should do everything to make our students experience that unsettling emotion.”

Actress Jenna Devine (IV) agrees the play is unique. “What I like best about this play is that it's not like anything I've ever done, or really, anything much like Pingry has ever done as far as how it's

staged and how it's acted. I think it does a good job of showing the whole range of emotions that went on in the aftermath of Shepard's death.”

Actress Hallie Bianco (IV) said that this show is more demanding than many that Pingry has done in the past. “There are no formal set changes and very few black-outs, so the actors have to shift from one character to the next through simple clothing or prop changes. That makes the acting that much more difficult, but we have a strong cast that I'm sure will meet those challenges.”

The cast agrees that this show has a particularly strong, important message to deliver. “I think Pingry

kids need to come see it not only to support the drama department that works so hard on this, but mainly because it will make you think, and reconsider all past prejudices you may have had,” Devine says.

Mr. Romano reiterated this idea, saying: “While the play explores the city of Laramie's, and by extension America's, response to the brutal beating and death of a young gay man, the issues it raises apply to the question of this nation's tolerance of difference, of ‘the other,’ whether that otherness is a function of the sexual, religious or racial identity of a person. That's important for the Pingry community to explore.”

Auditions for “The Laramie Project” were held on Tuesday, September 6 and rehearsals have been underway every afternoon since.

Performances are scheduled for Thursday, November 17 at 7:00 p.m. and November 18 and 19 at 7:30 p.m. in the Macrae Theater. Tickets will be on sale the week of November 14th during all lunches.

Taming That Wild Surf Taco

By JUSTIN LOUIE (IV)

Everyone knows that the best place to surf is in Australia. This did not stop the restaurant Surf Taco from opening in Point Pleasant Beach, NJ. Walking into the small, 15 table sit-down, kick-back-and-relax restaurant neatly adorned with rows of surf boards, I was greeted by an employee with a typical beachy, “What's up, dude!” At this point I did not expect too much from a place so “far out”. As I soon found out, one should never judge a taco by its shell.

Surf Taco started out as the idea in the mind of native Californian Rob Nagle. Nagle wanted to make his living by establishing a run-of-the-mill sub shop on the West Coast. His sub shop idea transformed and developed into a taco shop on the East Coast, which opened only four years ago. Surf Taco was such a big success that Nagle was able to open another taco shop in Manasquan, NJ. Surf Taco plans to open yet another chain in Seaside Park soon.

Surf Taco offers food ranging from tacos to burritos to wraps. They even make their own smoothies. According to Dave Kerr, manager at the Point Pleasant branch, the “Surf Taco”, “Maverick's Burrito”, and a large plat-

ter of everything named the “Tsunami”, are their biggest hits. The Tsunami is so large that if someone can finish it within 15 minutes, they get their picture and name hung on the restaurant's Wall of Fame. The pricing of the food ranges between 2 and 8 dollars per dish, and the atmosphere is ideal for relaxing after a long day at the beach.

On my visit to Surf Taco, I had a Crispy Chicken Taco for only \$2.95 and the Cali Wrap, consisting of grilled chicken, Portobello mushrooms, roasted red peppers, lettuce and tomatoes. The extra avocado that I ordered cost an additional \$1.75, but it was well worth it; the avocados were fresh, giving the wrap a nice finishing touch. For the last part of my meal, I ordered the Classic Quesadilla, which I found delectable as well. The Shark Bait smoothie, a mix of milk, chocolate syrup, strawberries, and vanilla ice cream, complemented my meal perfectly. I had a large, which was really quite large, and only cost \$1.80.

Overall, Surf Taco is a very cool place to crash after a day of fun games under the sun: good prices, good food, good services. Surf Taco of Point Pleasant Beach receives a full 5 out 5 Justin-Smileys-faces.



Surf Taco restaurant in Point Pleasant.

courtesy of surftaco.com

Death Cab for Cutie Prospers With New Album, “Plans”

By OLIVIA DELIA (IV)

After signing to Atlantic, its first major label, indie pop-rock quartet Death Cab for Cutie has released *Plans*, its fifth record over a seven year period. The quartet is recognized across the nation for what *Time Magazine* describes as the “earnest and always reasonable” voice of lead singer and song writer Ben Gibbard.

Formed in Seattle, Death Cab has hooked the nation with its quirky, magnetic sound, landing itself on hit T.V. series *The O.C.* and receiving startling amounts of attention as a result. With 90,000 records sold the week of its release—August 30—*Plans* is a hit on its own.

The eleven-track album follows a musical trend foreign to the “typical” Death Cab sound and represents a shift in the band's approach of writing music. The composition of the songs is more technically adept.

The melodic rhythm of Gibbard's voice is calming but at times monotonous, and while the songs have a characteristically trance-like beauty to them, their message is at times more blatantly melancholic than past albums.

Songs such as “Someday You Will Be Loved” and “What Sarah Said” preach

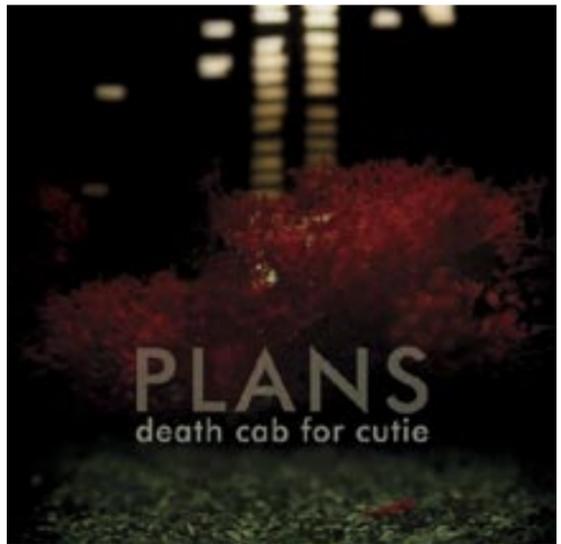
that “love is watching someone die,” looking at death from a standpoint that suggests that the descent into decaying age is present at the moment of graduation from high school. The recurrence of this theme is tiring. At 29, it seems premature that Gibbard is so concerned with mortality.

According to the band's website, Gibbard cites his

songs on the album, “I Will Follow You Into the Dark” starts with Gibbard crooning “love of mine, someday you will die,” a disconcerting addition to the pleasant lull of acoustic guitar. However, Gibbard follows this statement by saying, “But I'll be close behind; I'll follow you into the dark,” promising that nothing will part him from his love, not even death.

Guitarist Chris Walla explains this premise of the album: “When you're used to heartbreak, I think you start imagining heartbreak in other ways and that's how the mortality thing came up.”

By contrast, opening song “Marching Bands of Manhattan” looks at a fading relationship. The poetic flow of the lyrics combined with



Courtesy of Amazon.com

fascination with time, love, and death as a side effect of maturing: “All of us in the band are starting to turn a corner and realize that our youth is basically over. That's not a bad thing; it's just that the feeling of invincibility begins to fall by the wayside... I'm becoming an adult. And for me, that means being aware of the slow process of losing people in your life.”

But even with regards to loss, *Plans* does have its sweeter side. One of the best

the appealing rhythm of the music makes up for the sadness of the experience being relayed. It captures the core feeling of breaking up without leaving you miserable.

Probably the catchiest song on the album, “Soul Meets Body” is masterfully produced, with the perfect balance of vocals and instrumentals to stay stuck in your head (and in a good way).

Musically it is unwaveringly gorgeous; lyrically, *Plans* can be as bright as youth or as dark as death.

Quality Television: An Oxymoron No Longer

By EVAN ROSENMAN (IV)

Just when you thought you were out for good, the idiot box pulls you back in! After years of a field dominated by manipulative reality shows and subpar comedy, network TV bounced back last fall with a diverse selection of new drama and mystery series, which imbued the season with a verve that rarely emanates from the small screen.

With virtually all of these excellent series avoiding cancellation, few believed that the debuts of 2005 could further improve the year's TV season. After all, a good portion of the new series seemed to be clones of last year's *Lost*, and the host of new sitcoms seemed to be headed to the purgatory of post-*Will and Grace* comedies cursed with a laugh track. Yet despite such dire indications, many of the new series premiered to resounding praise from critics and audiences alike.

Among this season's most promising debuts are:

Prison Break, Fox's mystery-drama, incorporates political intrigue, suspenseful plotting, and engaging characters against the vivid backdrop of Fox River State Penitentiary. Despite consistently stretching audience credulity, the show has proved itself to

be an exciting, on-the-edge-of-your-seat thriller since its late-August premiere.

Threshold, CBS's new alien-invasion drama, depicts a team of scientists headed up

introduced family members and established story arcs, such as a main character's possible alien metamorphosis, quite effectively and was the single most entertaining

Brennan to the realms of Gil Grissom and beyond.

How I Met Your Mother, CBS's new sitcom provides (surprise!) genuine laughs coupled with a heartfelt premise. The story is narrated from the future by Bob Saget as he describes the supposed journey to his children, and has an excellent supporting cast including Alyson Hannigan and Neil Patrick Harris. *Mother's* premiere was warm, funny, and set the pace for an excellent season.

My Name is Earl, a new NBC comedy, boasts possibly the season's most original premise: a deadbeat loser discovers karma and resolves to fix all his bad habits. Jason Lee morphs perfectly into the ne'er do well Earl and provides the funniest narration since *Arrested Development*. While the premiere was a bit too frantic for the viewer to get a full sense of the show, *Earl* established itself as heartwarming and upbeat.

With such a distinct and intriguing array of shows, it seems that television, rather than film, may be the new frontier for imaginative creators looking to make an impact. Even if these prime-time delights fail to signify a wave of originality to come, the avid TV viewer can still look forward to an exciting season.



Courtesy of Fox.com

by the radiant Carla Gugino and supported by the wry and brilliant Brent Spiner and Peter Dinklage. The show's two hour premiere was enigmatic, disturbing, genuinely scary, and surprisingly intelligent. If the debut is any indication, this series should keep viewers guessing for an exhilarating season.

Invasion, ABC's twist on the aliens-attack genre, utilizes an ensemble cast and a fascinating split-family dynamic along with a very creepy storyline. The premiere

pilot of the season. *Invasion* should perfectly counterpart its ABC Wednesday-night partner, *Lost*, to create a thrilling and mysterious night of television.

Bones, Fox's procedural drama, is lead by the excellent Emily Deschanel and David Boreanaz, whose chemistry and sexual tension gives a welcome depth to the show. Though *Bones* indulges in many of the usual crime show clichés, its added human element could very well propel Deschanel's Dr. Temperance

Fall Sports Update: Strong Start

By CORI HUNDT (V), KATHLEEN SOO HOO (IV), WILL BRUNDAGE (IV), and ROC-QUAN LUCAS (IV)



A. Sampat (VI)

BOYS' SOCCER 11-0

Led by senior captains Sam Dwyer, Tommy Strackhouse, Lenny Coleman, Jack Gandolfo, and Mark Garcia, the varsity boys soccer team is currently undefeated, boasting a record of 7-0. The team beat rival Bernards (3-0). Important games pending are against Bridgewater and Delbarton, who they lost to last year in the state game.

This year, all five seniors are key players on the team. Coleman is one of the state's top scorers and Jeff Zimering (V) also has a reputable goal scoring ability, putting all three goals against Bernards in the net. The team lost many seniors, but their path to the State Championships is still clear.



S. Levinn (V)

GIRLS' SOCCER 11-1

This year is a building season for girls soccer as they lost eight seniors from last year, five of whom were starters. Because last year's team won the triple crown conference and the county and state tournaments, this year's team feels pressured to recapture the same titles.

So far the team is doing well. This year's varsity girls' soccer captains, seniors Sara Murphy, Marisa Stock, and Jennifer Soo Hoo, have led their team to victory in seven games so far, boasting a record of 7-1. With only three seniors playing, the team is looking to its underclassmen to fill in the gaps. They have already beaten rival Pennington (2-0), the only team they lost to last year.

The players believe the season has potential, and as Coach Andrew Eggington said, "Anything is possible."



A. Sampat (VI)

WATER POLO 7-5

The water polo team started off the season well with a second place finish in the Wilton Water Polo Tournament. The team currently has a 7-5 record and no shortage of enthusiasm. The largest team water polo has had in years, they are hoping to make lots of progress this season. They even have a team motto, "Goin' win state".

Led by captains Zack Cordero (VI) and Eddie Layng (VI), the team is well focused and has set a few goals. Firstly, and most importantly, Coach Jeffrey Jenkins' goal is, "That no one will drown." Their second goal is to walk away with the state title. In addition, the team agrees a win against their rival, Lawrenceville, would be a great accomplishment.

The twenty-one-member team consists of five girls and sixteen boys and includes two sets of siblings, the Jennings and the Peelers. There are students representing forms III-VI, with a powerhouse of seven seniors which Zack Cordero believes will bring "wisdom and experience" to the team.

Although they did not participate in the Annapolis tournament this year due to a conflict with homecoming weekend, the water polo team has high hopes for a successful season.



A. Sampat (VI)

FOOTBALL 1-4

Led by senior captains Logan Bartlett and Justin Marchigiano, varsity football has had a slow start this season with a record of 0-2. They have some strong players, however, who will surely help them boost their record. In addition to the captains, Seniors Sean Bruno, Justin Oplinger, and Rob Tilson are expected to lead the team.

One game against Boonton was a close one, but unfortunately the team lost 14-21. The team will soon be playing

rivals Bernards and Newark Academy, which has been a rival since the 1800s. The line-up this year, comprising many seniors, has not changed much since last year. With these players, Coach Webster is optimistic, saying, "We will have a good year."



A. Sampat (VI)

GIRLS' TENNIS 12-4

Girls tennis is shaping up to be a strong team this year. As they defend conference, county and state champions, the team is looking to hold on to its titles, and with a record of 9-2, they are off to a good start. Led by captain, Kelley Finlayson (VI), the team is working hard and taking it one match at a time. There are eight varsity players, only three of whom are returning. As head coach Gary Miller said, "waiting for the starting lineup to fall into place was step one".

The first round of the county tournament took place the weekend of October 1, and the Team State Tournament began on Thursday, October 6. Robin Moore (V) is representing the team in the Singles State Tournament while Kelley Finlayson and Sandra Hough (V) are doing the same in the doubles.

The team comprises mainly upper classmen but Coach Miller believes, "all the varsity players are contributing." With high goals in sight, Coach Miller added, "To say that I am pleased with the team would be an understatement."



A. Sampat (VI)

FIELD HOCKEY 12-1

The girls' varsity field hockey team, currently ranked 20th in the Star Ledger statewide

poll, has started off the 2005 season with an impressive record of 12-1 and decisive wins over Morristown Beard (9-1), Montclair-Kimberly Academy (5-0) and rival Kent Place (3-0). The team has lost only one very close game to Mountain Lakes (2-1).

The girls have some big shoes to fill after last year's team won the state and conference championships with a record of 19-3-1, but Coach Judy Lee believes this year's squad is up to the challenge. Senior captain Katrina Pregibon leads the team in scoring with seven goals. Assistant captains are Fran Callaghan (VI), who leads in the assist column with four, and Julie Hamilton (VI), who has chipped in with three goals and three assists. Marisa Waldemore (V) has also made significant contributions to this year's winning effort.

Coach Lee noted that this team has only four seniors, and the roster comprises mostly juniors and sophomores. Even so, Coach Lee believes that "the team has a solid chance to win the state and county titles."



A. Sampat (VI)

BOYS' X-COUNTRY 10-0

This season, the boys cross country team, along with Coach Raby and Coach Nazario, and captains Christopher Scavone (V) and Daniel Davidson (V) are ecstatic about their early successes and hope to improve their record from last season. They are currently undefeated (10-0).

The boys have already defeated the best teams in their division and have their minds set on winning the State Championship. Recently, they defeated their archrival, Bernards, at the Shore Invitational. Scavone ran a great race, capturing first place with a time of 16:22.

The varsity team won first place, and the junior varsity team also did well. Pingry will race Bernardsville a few more times before the season is over, however.

Overall, the team has improved immensely. In contrast to last year, the team is large with 31 runners, many of whom are freshmen.

BY THE NUMBERS

<p>16:22 Time it took Chris Scavone to win a meet against Bernardsville.</p> <hr/> <p>0 Number of outdoor homecoming games played.</p> <hr/> <p>3 Number of sets Kelley Finlayson lost the entire season.</p>	<p>5 Number of varsity boys' soccer captains.</p> <hr/> <p>1 Games won by varsity football.</p> <hr/> <p>72 Number of games won by varsity sports teams so far this year.</p>
--	--



A. Sampat (VI)

GIRLS' X-COUNTRY 8-1

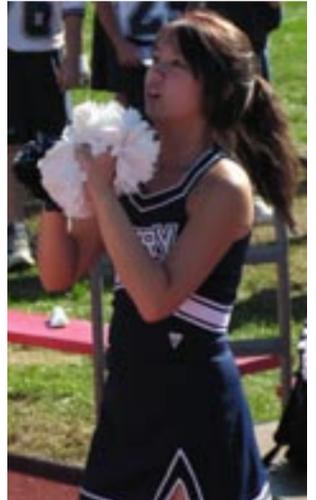
Coming into the 2005 season, girls' cross country had high hopes and expectation. As the state champions last year, the team is focusing on repeating their record.

They started the season off with a record of 3-1, suffering the single loss to their rival Mountain Lakes at the first meet.

They also won the Shore Invitational, defeating Bernards and a few other teams. As a result, the team is currently ranked 13th in the state and plans on improving their ranking as the season progresses.

Despite a few changes in the team's lineup since last year, the team still maintains a solid record. There are fewer girls on the team, and they have only run in four meets this year; however, they refuse to use this as an excuse.

With great coaching from Coach Tim Grant and Assistant Coach Aromando, the team believes that they can be in contention for the State Championship once again. In fact, captain Courtney Jackson believes that if the team can pull together and "run close," they will be a force to be reckoned with.



A. Sampat (VI)

CHEERLEADING

The cheerleading squad is hoping to make lots of progress this season. With only eleven members, most of whom are new, the team plans to try to build up the squad for next year. Although the team is a work in progress, they have high goals. Captains Melissa Loewinger (V) and Jessica Westerman (IV) both agree that their main goal, "is to place high in the one competition we are entering." Head coach Lisa Kretschman added, "we also want to encourage other students to become more involved in athletics by attending games."

Hard work is nothing new to the cheerleading squad. They are not only entering a competition and cheering at football games, but they are also in charge of the school's fall pep rally. In addition to regular practice, the team takes tumbling classes at The Cheer Academy on Mondays, and even attended a cheerleading camp together over the summer.