

Mrs. Romankow Directs Great Cast in "Seussical: The Musical"

By ANNA BUTRICO (VI)

The cast and crew of "Seussical the Musical," led by director Mrs. Stephanie Romankow, debuted their whimsical, colorful, and very humorous play on Thursday, February 27 in Macrae Theater. Including references to 24 of Dr. Seuss's beloved books, "Seussical" showcased the talents of more than 50 students, pleasing all the audiences that filled the theater during four performances.

entire cast. The characters encouraged Jojo's imagination by singing "Oh the Things you Can Think!" a title paired to one of Dr. Seuss's many books.

Jojo's imagination conjured up the Jungle of Nool, filled with the Wickersham monkey brothers, colorful birds, and Horton the Elephant. Horton, played by freshman Stephen Hricko, discovered a speck of dust that he claimed the Who's, a group of minuscule people, live on.

With a promise to save the

who performed in a Pingry musical for the last time, included Simone Moten as a bird girl, Stephanie Lipper as a Who, and Aigner Mizzelle as the Sour Kangeroo.

The costumes, according to Angel Fluet (VI), were "so much fun." The Cat and the Hat, who served as a narrator to the story, frequently intervened wearing different variations of his red and white striped costumes. The Who's donned clashing colors and intricate hairstyles and makeup, and Gertrude McFuzz showed off a train of feathers about twenty-five feet long. The rainbow floor and the colorful trees in the background added to the colorful backdrop.

Not only did the show feature colorful costumes and a glorious set — designed by Mrs. Jane Ash, aided by Mrs. Ronnie Newman and Mrs. Shelley Hartz — but also humorous lines and songs.

"I loved when Matthew Marvin came out during the second act," said Holly Butrico (IV). "I could not stop laughing when he tried surfing on the other characters." Other students enjoyed the Wickersham brother's antics, as well as the boot camp scene on the speck of dust.

Seussical's success served as a perfect tribute to Dr. Seuss — one of our generation's most cherished authors — particularly as his birthday was on March 2.

By the end of each performance, the audience couldn't help but agree with the Cat in the Hat's enthusiastic rendition of "You Don't Know How Lucky You Are." Everyone felt lucky to enjoy this terrific show.

Who's from their lives in isolation, Horton was also forced to deal with Gertrude McFuzz (played by senior Gavi Shandler), his next-door neighbor with a single-feathered tail, who was desperate for his attention. He also needed to contend with Mayzie La Bird, a flamboyant jungle dweller, played by Camille Vanasse (VI), who wished to go on vacation rather than sit on her egg.

Other featured seniors,



H. Curtis (IV), O. Sartorius (IV), C. Vanasse (VI), and M. Moten (VI) star in the musical.
C. Vanasse (VI)

The story followed Jojo, a young boy played by Jessica McLaughlin (III), who discovered a mysterious striped top hat sitting at the center of the stage. His curiosity caused the Cat in the Hat, played by the hilarious Matthew Marvin (VI), to appear on the stage, unleashing Jojo's imagination.

The opening number, described as an "explosion of colors" by Alyssa Baum (VI), was sung by Jojo, the Cat in the Hat, and ultimately the

Gary Lim Shares His Top 10 Aha! Moments of Entrepreneurship

By ABBY BAUER (IV)

On Friday, February 7, entrepreneur Mr. Gary Lim presented his "Top 10 'Aha' Moments of Entrepreneurship" to Upper School students and faculty at this year's Finance Café.

The café is an annual presentation that educates students and faculty about various aspects of financial literacy and business through the insight of a financial expert. The Rooke family's generous support enables the school to offer the assembly each year.

When choosing a topic to feature at this year's Finance Café, Mr. Anthony Garcia, the Coordinator of

Financial Literacy program, based his decision on the student body's growing interest in entrepreneurship. He said, "Demographic trends indicate that more and more people are starting their own businesses or are giving serious consideration to doing so at different stages of their lives."

Mr. Garcia was confident that Mr. Lim would deliver a meaningful presentation to the community on entrepreneurship. "I was well aware of Gary Lim's in-depth expertise in the field of entrepreneurship, and I knew that Gary had figured out how to distill his

experience in the corporate world and as an entrepreneur so that students would understand his message."

Mr. Lim began his career with Hewlett-Packard in Silicon Valley, California and later held senior executive

also demonstrated how his advice applies to well-known entrepreneurs and their companies. When he explained the importance of "staring down adversity and failure" as an entrepreneur, Mr. Lim used the examples of Dr. Seuss,



Finance Café speaker Gary Lim.
Courtesy of Pingry Communications

and product-line positions at Novell, Xerox, IBM, and several start-up and early-stage companies. He is currently the president of Aurarius LLC, a consulting firm he founded in 1991.

In addition to his work with Aurarius, Mr. Lim serves as the first Executive Director of the Entrepreneurship Program at Syracuse University's School of Management and is a Visiting Professor of Entrepreneurship at the State University of New York, College of Environmental Science and Forestry.

Over the course of his career, Mr. Lim has written four books that offer guidance on seeking business opportunities and facing uncertainty in the business world. During the café, Mr. Lim shared valuable lessons on succeeding in the field of entrepreneurship. He provided general guidelines encouraging students to "have passion for whatever you do" and to "dare to innovate." He

whose first manuscript was rejected by 27 publishers, and Steve Jobs, who encountered numerous setbacks before his ultimate success with Apple.

"The best part of the Finance Café was that Mr. Lim focused his talk on the students and how they themselves can be successful in general," Entrepreneur Club President Fred Chang (V) said. "His main point of 'Work hard. Work smart. Learn Fast.' can apply to both entrepreneurship and everyday life."

By "bringing the real world of business to Pingry students," Mr. Garcia hopes that students will leave Pingry with a better understanding of financial matters and an interest in the many career possibilities ahead. "Finance Café helps students raise their eyes a bit further down the path in order to think about their post-college careers and the life they might want to lead."

Junior Hunter Stires Wins LeBow Oratorical Competition for the Second Year in a Row

By MARK SHTRAKHMAN (IV)

On Friday, February 21, the six finalists of the annual Robert H. LeBow '58 Memorial Oratorical Competition gave speeches in front of the student body and a small panel of judges. David Rockoff (V), Matt Fromm (V), Frances Steele (V), Peter Rothpletz (V), Hunter Stires (V), and Katie Coyne (IV) were selected as finalists from a pool of over twenty sophomores and juniors who competed in the event.

In his speech, Rockoff discussed auto-segregation, using the popular film "Planet of the Apes" as a metaphor. He described the auto-segregation process in common social environments, including the high school cafeteria. Rockoff related social separation to the role reversal portrayed in the film, in which humans have been enslaved and placed in zoos by apes.

Fromm spoke about the

repercussions of suppressing one's inner demons and noted that people should recognize their faults rather than hide them through using the recent death of actor Phillip Seymour Hoffman as context. He encouraged fellow students to fight those demons, which Hoffman ceased to do immediately before he was found dead in a bathtub from a heroin overdose.

Steele debated the role of the feminist movement in today's society. She discussed her mother's belief that all women should experience an "equal" relationship at least once in their lives. According to Steele, some feminists must adjust their arguments if they want to be heard and exert an impact in today's society.

Rothpletz discussed how our world favors those who are the most able and most willing to fight for what they think they deserve. He said, to put it simply, the world is your "oyster."

According to Rothpletz, "Self-pity, it won't get you anywhere. So, be finished feeling sorry for yourself. Instead, start sharpening your oyster knife."

Stires talked about how problems in government are necessary. As Winston Churchill said, "Democracy is the worst form of government, except for all the others." Stires elaborated on the quote and discussed its implications in today's government with the recent government shutdowns and constant political bickering.

Coyne spoke about the danger of indifference. At Pingry, she believes that we are sheltered from many problems, but we should allow ourselves to feel pain and to empathize with one another.

Judges this year included History teacher Mrs. Carter Abbott, Science Department Head Mr. Charles Coe, History teacher Dr. Barrington Edwards, and Speech captain Maulin Hemani

(VI). Stires won the competition for the second year in a row, while Rothpletz came in second again as well.



Finalists are K. Coyne (IV), P. Rothpletz (V), H. Stires (V), M. Fromm (V), D. Rockoff (V). Missing F. Steele (V).

Courtesy of Pingry Communications

EDITORIAL

Take Breaks Even If You Aren't
Suffering From Senioritis

If you know me well, you know that I have recently spent an inordinate amount of time watching Netflix. With access to nominated films just in time for award season, and new original series like "House of Cards" and "Orange is the New Black," Netflix has become my go-to website. I would go so far as to say that I'm addicted—and when you add up all the hours that I have spent watching Netflix over the past couple of weeks—it really is ridiculous.

During any other point in my time here at Pingry, I would have felt guilty for dedicating so much time to such a trivial matter as Frank Underwood from "House of Cards" taking out his competition in Washington. I consider myself a pretty hard worker and over the past three and a half years, I have had my fair share of sleepless nights writing AP US History papers, cramming Chinese characters into my head, and speed-reading 200 pages on DNA replication the night before a Bio test. Along with my activities outside the classroom like The Record, I barely found the time to watch TV at all.

Now that I am a second semester senior and my grades no longer "count" for college admissions, I find myself feeling less inclined to go above and beyond to complete all of my schoolwork as I had in the past. I'm not saying that I have stopped working all together, but if my new work ethic means taking a Chinese test a day late or handing in a history paper a couple hours after its due, so be it. Stepping into the world of "House of Cards" scandalous Washington and the drama inside prison in "Orange is the New Black" is just so captivating and enjoyable.

After working in overload mode for what seems like forever and weathering the drama-filled college process, my fellow seniors and I deserve to have a little "senioritis" by taking a break and relaxing during the second semester. For me, that break is Netflix. My grades have not really dropped and I have found that after I enjoy myself by watching a show for an hour or so, I am more productive when completing schoolwork afterwards.

In The Record, many of the opinion pieces written over the years have discussed how stressful our lives are at Pingry. Most of us tend to focus on how unhealthy and horrible the stress that pervades our school is, without taking steps to alleviate it. I feel that it is extremely important for everyone to take a break once in a while. I realize that not everyone enjoys binge-watching Netflix like I do, but my advice for everybody is to try and find an activity where you can just relax and de-stress.

Throughout my high school career, I know that I didn't really give myself a break, and I completely regret it. Instead of taking a normal art class where I could express myself artistically, I took AP Art History last year and two years of computer programming before that. While these classes were very informative and useful, I wish I had realized that taking all of the hardest courses was not necessary for getting into college. In fact, I might have been more productive in certain classes if I had given myself more of a break.

While many of my friends laugh at my newfound obsession with Netflix, I hope they have found something else that helps them unwind. Sometimes a little break goes a long way, and every one of us—from AP-crazed juniors to freshmen to teachers—can benefit from it.

—Ben Kaminoff

Looking at Our Cafeteria Antics

By ANNA BUTRICO (VI)

It is Thursday afternoon, and they are serving hot dogs for lunch. There's butternut squash bisque and cream of mushroom soup simmering in the metal pots, house-made marinara and tomato cream sauce awaiting at the pasta station. Quinoa with red beans and kale, steamed peas and carrots, mashed sweet potatoes, and Texas BBQ Beef Brisket sit in the hot food line. Today, there is yogurt in the salad bar, and not cottage cheese. The fruit of the day is pineapple and honeydew.

Just for a day, I decided to be an anthropologist. I observed the average Pingrian in his or her natural habitat—the cafeteria.

The boys get the hotdogs. Always. Or whatever meaty, carb-loaded food is offered. If it's not hotdogs, it's Philly Cheesesteaks. Or hamburgers. Or pierogies. If it is salad day (god forbid) they get pasta. Usually two bowls.

There are the select few boys (usually sophomores) who make Paninis every day. They always get the rolls (never the designated Panini bread) and put as many cold cuts between the slices as humanly possible. Pickles are popular.

The wrestlers look angry at the salad bar, looking like they need a lot of help in the art of making a perfect wrap. The girls in the junior and senior grade can help, as they have made many wraps during their tenure at Pingry. "It's like salad

you can hold!" I heard one girl once say, and I could not agree more myself.

Then comes the "active-eaters." These guys are the ones (usually girls) who have no idea what they want to eat, and will stand up and sit down in

bar offerings, usually some sort of rice or pasta salad, lettuce, and always hard-boiled eggs.

After observing the average Pingrian scavenge for food, I observed their social patterns. The freshmen girls squeeze seventeen chairs (on average)

sit there, always, and their homework happens to be on the table when they're hungry?

The seniors are scoffing at their underclassmen counterparts with their Panera bags and Nosh subs in tow. They're trying the daring and edgy things in the



L. Kim (V)

what I like to call "lunch-room aerobics" until they're full. They usually start out with a PB&J (Peanut butter on both sides of the bread of course with a conservative amount of jelly). They say, "Done! Off to yogurt! Yay! Now soup! Forgot my crackers! Craisins in a cup to go!"

Teachers are the "active-eaters" counter-parts. These guys pack their plates until they are over-flowing with various salad

around a tiny table, usually two girls to one chair. It's so tight everyone has to sit sideways and shove their heads through their friend's arms just to look at the person talking.

The juniors eat on their homework, typically—though I can never understand the subliminal, secret meaning of that. Do the homework, eat on the homework, and get good grades on the homework? Or is it that they

cafeteria now, like hummus and toasted pita with olive oil.

And of course, how can I forget the cafeteria staff—the very people who cook our food—in this anthropological view of the cafeteria? Very few of us ever say thank you for our food, whether it is the hot dogs, the craisins, or the butternut soup. So try that, from now on. They make your day with mid-day meals. Go and make theirs.

Pingry Inc: Are We Becoming a Business?

By LORI KIM (V)

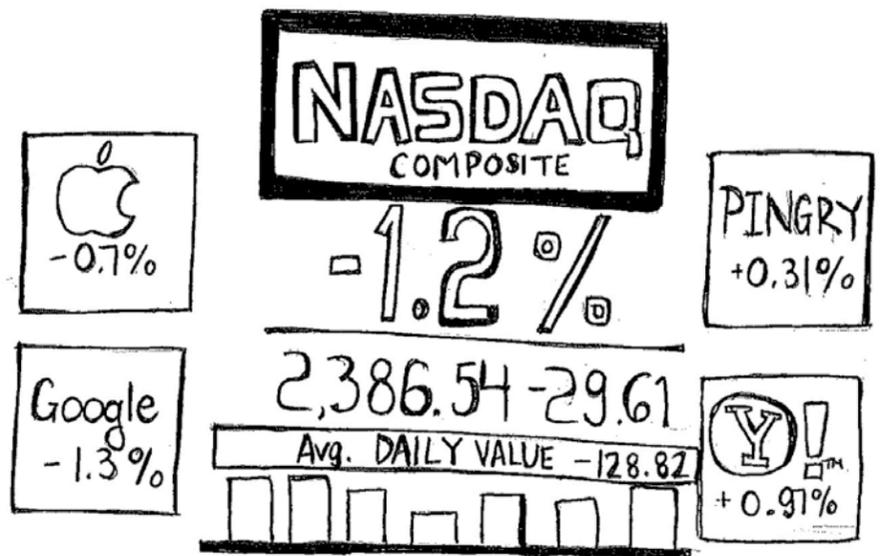
Over the past few years, Pingry has undergone some monumental changes. This past year we adopted the 1-to-1 computer program and enacted a completely new schedule in our ongoing effort to modernize the school. Amidst such a rapidly changing environment, however, it's hard not to feel as though Pingry is becoming increasingly competitive, less personal, and more "corporate"—in other words, our school is becoming more like a business.

In 2010, The Record published an op-ed in its April issue raising concerns about Pingry's new branding strategy. The article discussed the school's plan to utilize the newly coined slogan "excellence and honor" in order to attract more prospective students—a marketing tech-

nique involving showy and catchy language that has been undertaken by many multi-billion dollar corporations. The most troubling

namely a switch to technology-based learning. The old tech lab and Record office were completely renovated—or "destroyed," some

I couldn't help but feel an overwhelming sense of camaraderie and togetherness. Even as a freshman, I found Pingry a freer place to vo-



C. Porges (V)

aspect of all of this for me is the general sense that Pingry has grown even more into a business in the past four years since that op-ed was published.

Two years ago, Pingry created the position of Chief Financial Officer to overlook the school's finances. The CFO works with the development office, i.e. the "business" side of Pingry. In addition, during the following spring, Pingry changed its mailing address, abandoning our old home in Martinsville in favor of one in a more recognizable town, Basking Ridge.

This school year introduced even more changes,

might say earnestly—to create a new community collaboration space called the Technology and Publications Suite. The room is under utilized, and contains large windows, glass marker boards, and a new flat-screen TV monitor.

This new space represents much of what I fear Pingry will become. In just the three short years that I have been at this school, I have seen how our school has sadly devolved into a business.

When I visited campus as an eighth grader, I was attracted to Pingry's tight-knit community. The school was dwarfed by the size of my former public school, and

calize opinions: assemblies were more relaxed, major disciplinary action wasn't as prevalent, and mutual trust amongst the students and faculty had a much stronger presence.

It often feels, however, like we are neck-deep in the pressure to create a "better" Pingry profile: to outperform our private school counterparts in academics, attract more prospective students, receive more money from alumni, and attain higher school rankings. Our beloved school, with its rich tradition and talent, is slowly but surely turning into "Pingry Inc" instead of The Pingry School.



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Abhiram Karuppur

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Matt Fromm
Abhiram Karuppur
Lori Kim

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Ben Kaminoff

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Abby Bauer
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AP Courses Threaten to Diminish the True Meaning of Learning

By ABHIRAM KARUPPUR (V)

As the second semester starts, juniors and seniors are beginning the painful and nerve-wracking process of studying for the annual AP Exams in May. For some, the process starts during Spring Break, and for others, reviewing occurs a couple days before each exam. Whatever the study habit, many students dread the exams, and I am no exception. In my view, the AP testing system is synonymous with cramming huge volumes of information into my brain in a less-than-optimal time.

The AP Curriculum doesn't involve student-centered learning or in-depth discussions but instead recommends memorizing the facts and moving on.

In my view, the AP Exams are an anathema to our school's educational philosophy. With the move to 1:1 and longer class periods, teachers were encouraged to make their classes interactive and more holistic than ever before. Unfortunately, this vision does not apply to AP classes, since those teachers tend to teach to the test.

In my AP United States History class, we spend the entire 65 minutes of class discussing the textbook reading or primary documents. In previous years, when classes used to meet back-to-back, the homework was relatively manageable—around seven pages of reading per night. Now, with the block schedule, the workload has doubled to an average of 13-15 pages due for each class, and many students agree that the reading assignments take one to two hours to complete. Although this burden is lessened when the classes do not meet on consecutive days,

it becomes a hassle to finish the entire reading in a single night.

While 65 minutes is sufficient in some classes, that same time span is not nearly enough to comprehend and analyze all the major issues presented in our nightly readings. "We sacrifice depth and analysis for a lot of text and documents," AP US History teacher Dr. Alfred DeSimone said. According to Dr. DeSimone, a non-AP class would include more projects and comprehensive analysis. AP classes are short on time and have to forge ahead in order to cover material at a rapid-enough rate to be prepared for the exam in May.

In my view, and I am apparently not alone, this should not be how learning takes place. Students should have a chance to thoroughly comprehend the material and should not have any dangling questions. Although many AP teachers want to go above and beyond the textbook and explore complex and challenging concepts, the AP timeline doesn't allow for that either.

The worst part is that many classes, like the AP US History classes, are unable to finish the curriculum in time for the AP Exam. "There are too many details and meaningful topics, and there is not enough time to cover everything the AP requires," Dr. DeSimone said.

The amount of information is so vast that every year students have to learn some information on their own.

The quandary faced by AP US History students is not unique. In years past, the emphasis of the AP Economics class was on the class itself, and not as much on the AP Exam. This year, the focus has shifted towards students gaining higher scores on the AP Exam. The teachers have to blow

quickly through the material in order to have sufficient time to prepare student for the Exam. "The College Board dictates our syllabus for the year, and we have to follow it in order to be ready

sign up for the Economics class must take both AP Exams, which means extra preparation for the teachers and extra studying for the students.

While students may perform

the exam after the second year of advanced study. The Spanish 6 Honors class is no longer geared toward the AP Spanish Literature Exam, which required the students to read and understand

be splitting into two classes next year, giving teachers enough time to cover the material and do in-depth lab exercises and hands-on experiments. In previous years, the class was unable to finish covering the material for both the Mechanics and E&M exams, but the new setup will lead to instruction above and beyond the AP.

Many AP foreign language teachers are trying to move away from teaching to their respective exams and instead are delving into contemporary issues and literature. "The AP US History exam will be changed next year to incorporate more thematic issues," Dr. DeSimone said. Mrs. Leonhard said she is exploring the possibility of semester courses in Economics, which would culminate in an experiential learning trip to further apply the knowledge taught in class.

As the school continues to alter its curriculum, the students' experience should be taken into account. According to Randi Mazzella in an article on njfamily.com titled "Are AP Classes Worth It," "many students are just memorizing a bunch of facts" but retain very little of that knowledge after taking the test. Students don't want to spend countless hours toiling toward a cursory exam and would much rather spend the same amount of time working on an interesting and challenging class. Many schools are moving away from the AP Exams because studying for them requires comprehending a very large amount of information.

A Pingry education should be characterized by the comprehensive knowledge that its students obtain, not the scores on a mandatory exam. Perhaps it's worth joining the schools that move away from the exams.



C. Porges (V)

for the exam," AP Economics and Calculus teacher Mrs. Kelle Leonhard said.

As in history, this means that there is no time for a comprehensive understanding of the subject, and students have to learn much of the material not covered in class on their own. "If the course was not an AP, we would be able to make sure the students had mastered the knowledge and its application," Mrs. Leonhard said. In addition, students who

better on the AP, this is not the way that economics should be taught at Pingry. Instead of teaching toward a test, the class should focus on thoroughly understanding the principles of economics, and should apply these principles to real-world concepts and issues.

The sheer impracticality of the AP Exam led French teachers to move away from the exam and to move toward a comprehensive study of French language and culture, with an option of taking

a significant amount of Spanish authors and their works.

AP Biology students are concerned about the amount of memorization needed for their exam, and AP BC Calculus teachers wish they had time to delve into more interesting problems and concepts rather than solely teach the basics.

Although significant change is unlikely, there is some hope for a more holistic advanced education. The AP Physics C class will

Should Pingry Require Students to Recite the Pledge of Allegiance?

By ABBY BAUER (IV)

I came off the bus, emptied my backpack, hung up my coat, raised my hand when the teacher called my name for attendance, and patiently waited at my desk for the morning announcements to be aired on the classroom intercom. All students collectively stood up, faced the flag, put their right hands over their hearts, and recited the Pledge of Allegiance. These were my memories of the beginning of each school day at the Flocktown Road School, my public elementary school. Even though we did not question the purpose of reciting it, did not understand the message it conveyed, and could not even recollect when we learned it in the first place, the Pledge of Allegiance was second nature to us. Its words were etched in our brains akin to the ABC's.

When I came to Pingry in sixth grade, the morning routine of reciting the Pledge with my classmates and the presence of American flags in classrooms no longer existed. I simply assumed that the Pledge of Allegiance and American flags were associated with younger children and that Middle Schoolers did not need a flag or daily recitation of the Pledge in order

to be patriotic.

After doing more research on the matter, I realized that I was wrong. The State of New Jersey's Department

flag in each assembly room and each classroom during school hours" and that "the pupils on every school day salute the United States flag

to abide by these rules, how come we don't demonstrate our patriotism and express loyalty to our country, as all public school students across the nation do each day?

First, I want to provide you with some background on how these thirty-one words became a symbol of our country. The Pledge of Allegiance was written in 1892 by Baptist minister Francis Bellamy, and was first published in a children's magazine called "The Youth's Companion." The publisher of the magazine believed that "patriotic education should begin in public schools" and organized a campaign to sell American flags and his magazines to students. He planned the first recitation of the Pledge at schools for the 400th celebration of Columbus's discovery of America, and on October 12, 1892, twelve million school children recited the Pledge for the first time.

Although it remained unofficial until 1942 when the United States Congress formally adopted it as part of the Flag Code, the Pledge was a popular daily routine in America's public schools. At the time of World War II, the Pledge had taken such a powerful institutional role that some state legislatures required that public school

students recite it everyday.

However, Bellamy's Pledge has been modified since its inception. The words "under God" were incorporated in the Pledge in 1954. According to President Dwight D. Eisenhower, the purpose of this amendment to the Pledge was to "reaffirm the transcendence of religious faith in America's heritage and future."

The message conveyed in the Pledge of Allegiance and its prominence in the lives of young children has sparked significant controversy, and the inclusion of the phrase "under God" has perhaps been the most notorious topic. An increasing number of people have argued that the reference to God challenges the constitutionally mandated barrier between church and state.

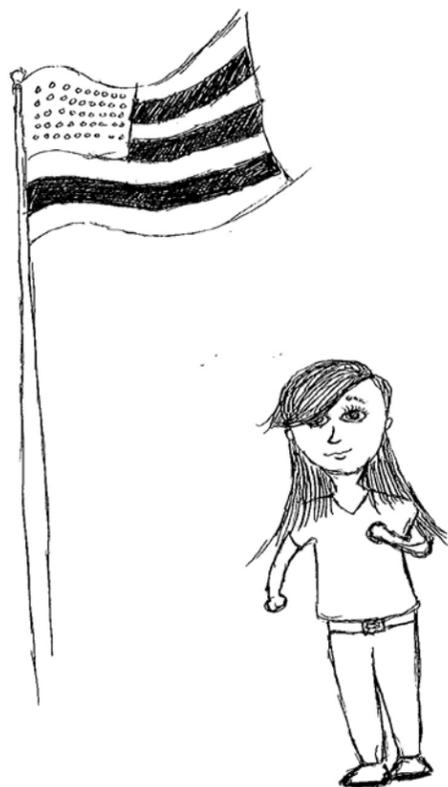
The most infamous case brought to the Supreme Court in 2004, was that of an atheist who claimed that his daughter was harmed by reciting the Pledge at her public school. He stated that, "It was one nation indivisible. Then in 1954 the nation decided to divide our nation." Though his lawsuit was dismissed, others still supported his allegation.

In addition to the religious accusations, many parents have spoken out against the requirement to

recite the Pledge, claiming that their children are being "mindlessly brainwashed" and compelled to memorize and declare something they don't understand. Even after multiple states decided to permit an exception for students who conscientiously object to participating, parent arguments shifted to the effects of peer pressure and how those children who choose not to take part will be branded as "unpatriotic" or simply "different."

Personally, I believe that the Pledge of Allegiance is an essential part of our identity as American citizens and these objections cannot penetrate its importance and presence in our lives. Not only does the Pledge impart patriotism, national pride, and appreciation for our rights and liberties, it is also one of the few ways in which we are all united. While we may be distinguished by religion, race, ethnicity, gender, and socio-economic status, the Pledge of Allegiance binds us together.

Although Pingry acknowledges veterans and remembers the 9/11 terrorist attacks through student assemblies, perhaps the school should consider a "reawakening of patriotism and national feeling," as Bellamy intended the Pledge of Allegiance to accomplish.



B. Kaminoff (VI)

of Education requires that all public schools within the State of New Jersey to "procure a United States

and recite the Pledge of Allegiance."

Although Pingry is a private school and isn't obliged

Project 80 Aims to Educate the Community About Science

By ABHIRAM KARUPPUR (V)

Project 80, which began last year as a new science initiative, is now a full-fledged organization that is growing by leaps and bounds. Biology teacher, Mr. Luke De, started the program in hopes of getting 80 percent of the student body involved in science. Since its establishment, Project 80 has seen a great increase in members and has gained familiarity within the community.

Currently, Gabby Stern

(V) leads Project 80 along with the help of Kim Chen (V), Max Leef (V), Peter Rothpletz (V), and Dana Wang (V). Stern said, "Without the help of these people, Project 80 would fall apart."

According to Stern, the team is presently working on creating more commercials to show at Monday morning meetings. Previous presentations include topics such as the natural behavior of humans and the effects of childhood bullying.

"The main purpose of these commercials is to spread awareness and knowledge in order to change what matters," Stern said, referring to the project's slogan. These commercials are designed to get people thinking about current controversial issues in a scientific sense.



N. Gilbert (VI) in the lab.

R. Davis (VI)

Project 80 is also involved with middle school out-

reach programs. The Project 80 team periodically visits middle school classes to conduct scientific experiments and activities in hopes of getting the younger students excited about science.

So far, the team has visited History 6 teacher Mr. Zachary Cohen's class, when the class was learning about the bubonic plague, to discuss the spread of diseases. They conducted an experiment to find the amount of germs on the students' hands and explained the factors that influence the spread of bacteria.

In the past, the Project 80 team has placed posters around the school with thought-provoking questions, such as "Is stress good or bad?" along with whiteboards for students to answer anonymously.

As for the future, Project 80 hopes to obtain more members and take on more outreach activities within the community. To sum up the core philosophy of Project 80, Mr. De said, "There is a place for every single student in this school in science."

Looking Back on a Great Year in Film for Comedy and Drama

By SAM KORN (VI)

Overall, it has been a fantastic year for cinema. In the past 365 days, there have been countless films that focus on new, modern topics. In order to mention the storied success of the movies this year, we must also take into account the writers responsible for these incredible plots.

A noticeable new trend in Hollywood is producing a movie based on a true story or a novel, meaning that many of the stories conveyed through film already have wide fan bases. Having such wide fan support helps in the box office sales, and also helps films be produced, as production companies are almost guaranteed some sort of success by funding them. However, this recent trend does not tell the whole story, as movies like "American Hustle," "Gravity," and "12 Years a Slave" were based on new, never-before-seen concepts. Not only were these films successful in the box office, but they also received critical acclaim.

To sharpen our focus a bit, I want to discuss the year in comedic films. Although many of my columns relate to dramatic movies, if you really know me, then you know I'm a sucker for a funny movie. From "Jackass

Presents: Bad Grandpa" to "We're the Millers" to "This is the End," I think I speak for everyone when I say that I was not disappointed by this year's slew of films.

As always, I am extremely excited for the next year in comedy to begin. As "Pitch Perfect 2" begins production and "22 Jump Street" wraps up filming, I predict that

blockbusters. As Tina Fey said at the Golden Globes, "this is Hollywood, and if something kind of works, they'll just keep doing it until everybody hates it."

With awards season ending and summer blockbuster movies only a few months away, this next year in film appears to be an exciting one.



Film poster for Academy Award-Winning Film "12 Years a Slave". Courtesy Google Images

sequels in general will be a larger trend this upcoming year. I believe that franchises like Twilight, Harry Potter, and The Hunger Games are the cause for the spike in sequel production for successful

On the Horizon:
"Divergent" March 21st (Shailene Woodley, Kate Winslet)
"The Other Woman" April 25th (Leslie Mann, Cameron Diaz, Kate Upton)

Annual Photo Contest is Held in the Hostetter Art Gallery

By CHARLOTTE ZEE (VI)

The annual photography competition is currently being displayed in the Hostetter Art Gallery and features pieces from both public and private schools in New Jersey. The assortment of works exhibited in the gallery show a range of subjects, from self-portraits to still life.

The show, which is organized by Art Department Head Mr. Miles Boyd and Art Teacher Mr. Peter Delman, has been hosted at Pingry for 18 years. Even though Mr. Boyd said that the show is "a lot of work," it also happens to be "one of the most popular shows that we do."

During Mr. Boyd's first two years teaching at Pingry, the show was held at a

smaller school and featured the works of student artists from very few schools. When it became difficult for them to hold the show,

Pingry took on the responsibility of hosting.

The show grew slowly, but Mr. Boyd and Mr. Delman's encouragement of

students to submit artwork has made the exhibit a success each year. The show currently features a variety of works from many schools,

which are roughly half public and half private. Though the number of participating schools differs slightly each year, Mr. Boyd said, "It has been consistently strong for ten years."

Mr. Boyd and Mr. Delman's teamwork has helped to make the show possible. Not only are they responsible for organizing the show, but they also coordinate and collaborate with art departments from different high schools to develop and

expand the exhibit.

Planning involves obtaining photos from each school, ensuring that all labeling is correct, and displaying the photos in the gallery correctly.

Although he admits that preparing the show is a lot of work, Mr. Boyd intends to continue holding the show in upcoming years. He said, "It is such a wonderful experience to see the work from so many students every year."

According to Mr. Boyd, the artwork featured this year is "all photography but is loosely photo and image-based."

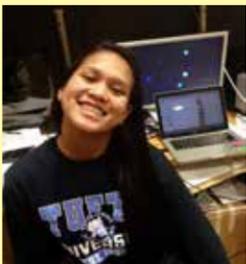
Each year is different, but it's always neat and special; the outcome is a sea of great photographs." The reception for the show took place on Friday, February 28 before the winter musical.



Courtesy of Pingry Communications

Students from around New Jersey showcase photography in the gallery.

Word in the Hall: What is Your Favorite Part About Spirit Week?



ALLISON DORNEO (VI)

"I love dressing down!"



HUNTER CONTI (V)

"Seeing how involved people get and how good the costumes are."



JESSIE MCLAUGHLIN (III)

"I love pajama day because I don't have to wear real pants!"



MATT BARICKMAN (VI)

"I love the idea of beach day because it's almost Spring Break!"



KATHRYN ABBOTT, CASEY MALONE, JULIA ROTATORI, KIRA BARTNICK (IV)

"It's great to have it right before spring break because it's relaxing during a stressful week!"