

Students Enjoy Community Service Day and SAC Assembly



Courtesy of Sofi Barrionuevo (VI)

Mr. Victor Nazario and Mr. John Raby dressed up as Sancho and Don Quixote.

By SARAH MEYERS (IV)

On October 30, 2009, the Student Activities Committee presented its annual assembly as part of "Rufus Gunther Day." Running close to two hours, the assembly featured a myriad of videos, musical performances, skits, and costume contests.

The legend of Rufus Gunther is that Rufus Gunther, a student, would come to school in costume every day except on Halloween. This year, however, students were surprised to find out that the day had been renamed "Community Service Day." There was even a rumor that the much-anticipated assembly had been canceled!

The members of SAC took advantage of the audience's predisposed disappointment by opening the assembly with English teacher Dr. Susan Dineen reading "The Raven" by Edgar Allan Poe. In the midst of this, SAC members including seniors Luke Pounder, Charlie Laud, Alex Parker-Magyar, and Randall Jordan, ran into the auditorium wearing ghost and Ghostbuster costumes while dancing to the theme of "Ghostbusters" by Ray Parker, Jr.

This year's assembly was such a success because every joke was well rehearsed, and there were few, if any, technical difficulties. The efforts of SAC were evident as they featured not one, but three SAC News clips with nonsense correspondent, William Saulnier (IV). With the help of some hand gestures made by Diamond McClintock (VI), the confused look of Chloe Blacker (VI), and classic lines such as "YEAH YEAH YEAH" and "Baby, baby, don't hurt me no more," the series was a huge crowd-pleaser.

The assembly also featured a music video inspired by one of Kanye West's songs. Opened by Matt Zubrow (VI), SAC's "Can't Teach Me Nothing" had guest appearances from teachers including boys' Varsity Soccer Coach Miller Bugliari '52, Mr. Philip Gratwick, and Dr. Michele Parvinsky in shutter shades as they did dance moves. The video's makers also took some risks as they decided to test whether or not they could get away with using curse words in their work.

The assembly creators also paid tribute to previous Rufus Gunther Day assemblies by presenting the annual "If They Mated" slideshow. Furthermore, they created parodies of Drama

IV's recent assembly performance and English teacher Mrs. Victoria Grant's speech on etiquette. Memorable lines included Jordan's repeated "I'm NOT Freddy Elliot!" and Glenn Friedman's (VI) "Am I pregnant?" Other videos included a spoof of recent blockbuster, "The Box," an if-a-giant-cat-exited film, and an Academiks Audition Tape, which again showcased the dance talents of the seniors on SAC.

In addition to the SAC skits, the assembly featured various musical performances by The Love Whips [Nick Rice (VI), David Martin (VI), Seth Bella, and Anders Kapur], as well as Myles Bristow (VI), Nicky Haik (VI), Aaron Davis (VI), and the Jazz Ensemble.

Yet another highlight of the assembly was the costume contest. Two students won among the freshmen, dressed in a costume called "Guerilla Warfare," in which one student was dressed in a gorilla costume with a friend on his back. Team Rocket and Ash, from the Pokémon TV series, were named winners for the sophomore and junior classes. The senior class's winner was John

Kwon (VI), who was dressed as a bunch of grapes. Finally, the winning costume for the faculty went to the "egg heads" from the math department, who won by default since they were the only ones who entered. Other faculty dressed up, but did not enter the competition.

The assembly certainly garnered positive results from the student body and faculty. According to Sam Fisher (VI), "This was the most successful SAC assembly in my six years at this campus." Junior Colleen Roberts agreed, saying, "The assembly definitely lived up to the long held expectation of a highly entertaining show. I really liked the new and creative components." John Vavaro (V) "especially enjoyed the annual 'If They Mated' segment of the assembly."

Although the SAC Assembly only lasted for part of the day, it gave students energy as they moved on to their various community service projects. Folding paper cranes at The Wellness Community, making countdown hearts at Jump Rope for Heart,

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"The Comedy of Errors" Cast Entertains Audiences

By SAM GELMAN (IV)

This fall, students performed William Shakespeare's "The Comedy of Errors" on November 12, 13, and 14 for the annual Fall Play in the Macrae Theater. Originally inspired by Plautus' story, "Menaechmii," Shakespeare's play follows the story of a pair of identical twins and their identical servants, all of whom were separated at birth. Complex yet humorous, the show explores master-servant relationships in depth.

When asked about his choice for the fall play, Drama Department Head and Director Mr. Al Romano said, "It's like nothing the actors have ever done before. It gives them a chance to experiment with physical comedy, to show flexibility." Sarah Muirhead (V), who played one of the twin servants, Dromio of Ephesus, said, "I think the play is hysterical. It is a product of Shakespeare's writing as well as the work that each cast member has done with his or her character. None of us received a script telling us to make a certain gesture on a specific line, but cast members have found original ways to earn laughs."

Mr. Romano also explained the actor's challenge of showing real emotion while wearing masks. "The humor is based off real people in nonsensical situations. Complex human emotions also add to the humor," he added. Max DeChiara (VI), who played the leading twin master, Antipholus of Syracuse, agreed, and said, "The characters were encouraged to act over-the-top and try to make the audience understand exactly what you are saying. We also had to be overdramatic with our bodies because our masks hid our facial expressions."

The preparation for "The Comedy of Errors" took the form of four different stages. DeChiara's counterpart in the play, Jeff Baum (V), said, "First, we learned

the blocking and basic emotional requirements of the scene. Second, we worked on making the scene look cohesive and continued building our intention work. Then, we did the scene off-book. Finally, we used masks and wigs and perfected each scene."

The play also challenged Mrs. Jane Asch, the costumer and set designer, to create a comical set and yet still be true to the Renaissance period. Primarily, she used different paint colors including red, blue, yellow, and green to reflect the "bright and cheerful" mood of the play. Phil Ryan (VI), who helped out with set-design,

said, "The Comedy of Errors" wasn't set in a dull and dark place like Salem as last year's play, 'The Crucible,' was." Furthermore, by using cube-like rotating boxes on stage, Asch "mixed and matched many set combinations."

Such energy explains why Romano chose to perform "The Comedy of Errors." "It's fun and zany," he said, "and it relieved a bit of Pingry stress." Rebecca Curran (IV) agreed, saying "The play was really funny and I'm glad I went to go see it. It was nice to see a comedy instead of the serious dramas that Pingry usually puts on."



Courtesy of Sean Salamon (VI)

Jeff Baum (V) and Lillie Ricciardi (VI) engage in a comical argument as husband and wife.

Inside The Record



Courtesy of Communications Office

The restored organ was dedicated to Dr. Andrew Moore.

Gubernatorial Debates

Emily Crooker (V) shares her experience watching the three candidates discuss the state's issues P2.

The "Rock Lady"

Elizabeth Demaray's exhibit experiments with illusion and perspective P6.

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Albert Magnell (V) urges the Martinsville Campus to reach out to international schools P3.

Warm Up With Style

Chic clothes that keep you warm are this winter's staple P7.

Veterans Honored

The assembly on November 11 used footage of veteran Marty Siegal to pay tribute to war heroes P5.

State Finalists

Girls' Varsity Soccer had a strong season despite a tough loss in the State Final.

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85% of Senior Class Applies Early to Top-Choice Colleges

By TANVI GUPTA (VI)

Wondering why seniors look so tired and stressed during the fall? According to Director of College Counseling Mr. Timothy Lear, "everyone has considered early," and as of November 10, 2009, 85% of the senior class has applied to at least one school through some form of an early program. While this statistic is consistent with last year's 85% applying early, the Early Decision II (ED II) applicants have not yet been taken into account this year, since the ED II deadline tends to be in late November and early December.

At the same time, there are a few students bypassing the early process, choosing to head straight towards regular decision instead. Beth Garcia (VI), who chose

not to apply early, said, "I wanted to make the decision of where I end up myself and not be restricted to a choice I make one day in November."

Applying early can take several different forms: Early Decision I (EDI), Early Decision II (EDII), Early Action (EA), or Rolling. ED is a binding program in which a student must commit to a single school. EA is a non-binding early notification program which usually allows students to apply to more than one school early. However, there are a few programs that allow application to only one school Early Action, such as Yale and Stanford University's Restrictive Early Action program. An increasing number of students are opting to go through rolling admissions, a non-binding early notification program

in which students have a rolling deadline, rather than a specific deadline. With the number of applicants tripled this year, the University of Michigan has been a popular school with Pingry's current senior class. When asked about the Rolling process, Stephanie Fung (VI) shared, "I found Rolling to be an absolute relief, just because I knew that in getting the application done in October, I would be able to hear back from that school as early as November."

Due to the recent financial crisis, Early Action schools are being conservative and cannot afford to over-enroll. On the other hand, Early Decision schools are taking around 40-50% of their class early, thereby giving both early applicants and the schools an advantage.

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EDITORIAL

Swine '09

One hundred. Seventy. No, one hundred and thirty...

For weeks, I have heard these numbers circulating throughout the school's hallways. They represent the swarming rumors and speculations made by students about the number of sick people who are absent each day. It seems as though a cough or sneeze is lurking around every Pingry corner, and the word "Swine" has become a huge, blinking sign for "Stay Away!"

I cannot help but find the situation problematic. How is it that a number such as one hundred absentees even exists? It's simple. Over and over again, we hear about students who are coming into school despite their symptoms. They cough and sneeze without the proper sanitary motions next to their healthy peers, causing what, in theory, could be completely preventable.

This in itself is a huge problem. Earlier in the year, many students found themselves laughing at the "How to Sneeze and Cough Correctly" video that the nurses played during an Upper School Meeting. While funny and entertaining at the time, the clip's content could not be anymore prevalent than it is right now. Not only do sick students continue to talk and sit next to their friends, but they also don't follow the proper motions taught in the video.

Just as Kate Dreyfuss (VI) pointed out the need for proper concert etiquette in her Op-ed, I plead that students take the time to learn and follow proper health etiquette, too!

In addition to this problem, I find myself disheartened by what many of my sick peers are saying. They often give me the typical Pingry argument and say, "No! I can't miss more school. I don't want to fall behind just because I'm sick." Others even give the excuse that healthy students are going to get sick sooner or later anyway.

In response to these issues, I have several comments to make. First, it is undeniable that Pingry students have caused this cycle and that if those who were sick in the first place had chosen to stay home, this wave of illness could have ceased to exist after a week or so. Thus, in simpler terms: stay home if you're sick!

Secondly, isn't there a serious problem if students are putting their academic endeavors before their health? In many ways, the spreading of diseases has caused the underlying issue of stress and grade obsession to emerge. The administration's decision to stick with other pre-arranged needs hasn't helped either. Perhaps instead of giving a fire drill on a slushy day when a third of the students were already sick and without coats, the administration should have taken into consideration the popular idea of having a "Stress Down Day."

Before the interim deadline, various teachers were even suggesting that a day off could kill two birds with one stone—students could rest their bodies and faculty could work on comments and grades. While the first academic quarter is already over, I think most people would agree that it still isn't too late to turn this concept into a reality.

Believe it or not, the colds and flu that we get from Pingry can spread when we go to the local Starbucks, supermarket, or back home. So while I'm confident that this mini-epidemic will soon end, I still urge my fellow peers as well as the administration to be more proactive about our health—perhaps dealing with Swine 2009 can teach us all how to prevent a similar problem in the future.

—Jennifer Soong

Concert Etiquette: Being a Respectful and Appreciative Audience Member

By KATE DREYFUSS (VI)

Two years ago, I was sitting in Hauser Auditorium prior to the beginning of the annual instrumental concert that takes place sometime during the week before Spring Break. The audience was composed of the typical, intimate Pingry concert-going crowd – parents, fellow student musicians, and a spattering of grandparents and siblings.

The pre-concert murmur turned to silence as music faculty member Mr. Sean McAnally took the stage to introduce the first ensemble. When they finished performing, I noticed a portion of the audience get up and quietly leave the auditorium. The pattern continued as each subsequent group performed. By the time the last ensemble of the night took the stage (which happened to be my ensemble, the orchestra), the only people left in the audience were our families.

Needless to say, I was hurt

and appalled that members of the Pingry community could act with such disrespect. Our Honor Code urges us to act on "the ethical principles [that] are the basis of civilized society," yet too many times we forget that this expectation extends beyond the academic setting.

Getting up and leaving in the middle of a concert is analogous to getting up and leaving a class in the middle of the period just because you don't think the subject matter is worth your time. Would any Pingry student ever exhibit such despicable behavior in the classroom? I strongly doubt it.

Let me give you a rundown on the basics of concert etiquette:

When you are an audience member at a concert, you are expected to listen attentively to what is being presented. This holds true whether you are a

classical music geek like I am, or someone who doesn't acknowledge anything written prior to the year 2000 as music. You should by no means leave before the concert has ended, carry out a side conversation with your neighbor, send a text message to the person across the room com-

plaining about how bored you are, play games on your iPod, or worse yet, sleep. Let me let you in on a little secret

– it's amazing how much you can see from the stage of Hauser Auditorium!

I would love to start a new era of respect for the Pingry Music Department. I know we are capable of coming together as a community and supporting each other – just look at the huge crowds that assembled for "Les Misérables" last year and very recently for Friday Night Lights.

If we're ever going to get

Pingry as excited about watching its peers play instruments as it gets about seeing them play in the state championship, the first step is making sure that all of the music events are advertised effectively. The only two concerts that get any attention (and thus boast an impressive audience turnout) are the Holiday Festival in December and the Antoine du Bourg Spring Festival in May. Though they are listed on the "Music Schedule" page on the Pingry website, other concerts, such as the November Ensembles Concert, the April Instrumental Concert, and the May Voice and Instrumental Recital, are rarely, if ever, otherwise mentioned or advertised to the Pingry community, and are consequently very poorly attended.

Pingry is full of exceptionally talented musicians. Take a study break, come to a concert, and hear some beautiful music. Who knows, you might even be inspired to start taking some lessons!



Watching the New Jersey Gubernatorial Debates Sparks Interest in Politics

By EMILY CROOKER (V)

Over the summer I volunteered for the campaign for Chris Daggett, the independent candidate in the past election for New Jersey's governor. As the campaign schedule grew more hectic this fall, I was able to attend the

final gubernatorial event, which was hosted at William Paterson University.

Going into the debate, I wondered how watching the event live would differ from watching it on TV at home. I already knew something about the inner workings of the campaign from my work over the summer. I had spoken a few times with Mr. Daggett, and I did not think watching the other candidates, Chris Christie and Jon Corzine, had much chance of changing what I already thought I knew and believed.

Looking back on the debate, the clear details have already faded; I can't recall specific political proposals and candidates' answers to questions. But the moments that have stuck with me are the seemingly insignificant details that have proven that watching the debate in person revealed more about the candidates than observing the facts of the debate itself. The candidates seemed so much more flawed and regular in person, and as I later watched the debate the day it broadcasted, they seemed to speak and act with more clarity on TV than when I had originally seen the

debate live.

For example, as filming was about to begin, Christie, Corzine, and Daggett were introduced and directed on stage. Then, for reasons unknown, taping of the debate was delayed for a few minutes, and the candidates had to stand at their podiums quietly until cued to begin. Their vulnerable sides were exposed as these experienced politicians became increasingly nervous about what to do during the time delay. Corzine wrote frantically at his podium, Christie stared intently into the audience, and Daggett fidgeted as he tried to find the right way to keep his hands calmly clasped together. The uncomfortable silence went on for a few minutes, although it seemed like an eternity at the time.

Another memorable moment of the debate came towards the very end. Although the candidates thought they were finished answering questions, the moderator explained that more questions would be posed and that the candidates must respond with only

a one word answer. The series of questions turned out to be a few lighthearted, rapid-fire questions relating to New Jersey like, "Jersey Farms or Jersey Shore?" and "Bruce or Bon Jovi?" To me, it seemed a nice, clever way to end the tense debate. It gave a good-natured quality to the candidates that most voters never get to see.

Descending the stairs after the debate ended, we made our way to the stage to quickly say hi to Daggett, who was already being pushed towards the post-debate media frenzy. The stage was roped off from the rest of the auditorium, and Daggett climbed under the rope and into the front row to shake hands.

With this simple gesture, the purpose of seeing the debate in person became clear to me: it was unlike the view I usually had of the candidates within negative TV ads and newspaper articles because for the first time, moments could be identified as raw, unedited views of all three candidates interacting as regular people.



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Complicated Roles of Technology in Our Modern Lives

By COURTNEY HULSE (VI)

Imagine life before computers. Imagine writing papers by hand. Handwriting aside, it must have taken forever. Students must have wasted so much time before technology became standard.

You know, doodling in the margins, sharpening pencils, that sort of thing. And it's not like they could "Wikipedia" any fact they were unsure of – they had to actually look in books.

The other day in one of my classes, the teacher told

us we could begin the assignment he had just given us. Everyone looked around and a few people snickered. Then someone spoke up, "But I don't have my computer with me." "Yes, that's okay," the teacher responded. "That is why we have pencils and

paper."

Typically, I turn to the computer when I get home from school, aiming to tackle some of my homework. I open it to last night's leftovers – I never turn it off because I hate waiting for it turn on again; I just can't spare the time – and immediately open iTunes to set a soundtrack for my studying. Then I open my email and respond to the interesting messages, after which I log onto Facebook to see if anybody wrote on my Wall. I usually click on the New York Times page to see what's going on in the world, and if I'm in the mood I'll check the weather, too.

Isn't it so handy to have everything at our fingertips? Everything we need to do work is conveniently in one spot, which is exactly why we never get anything done. Procrastination is a real problem that our countless distractions exacerbate.

(Simon Greene (VI) would have commented, but he was too busy playing balloons.)

About two weeks ago, my hard drive crashed. Two nights before a Spanish presentation and ten days before an application deadline, I had seemingly lost everything. After I freaked out, I realized the experience could be mildly refreshing. I could go back to basics, and I did, handwriting the presentation and starting from scratch on my app. I nervously avoided computers for twenty-four hours, until, by some miracle, I learned that although everything was lost on my hard drive, most of it had been backed up externally. I was saved from technology by technology, and I once again became a slave to it.

You may be tempted, like

I was, to ask yourself why we succumb to tools that aim to make our lives easier when they actually impede our efficiency. But take a step back: it isn't the computer that is the problem. While it is true that computers have their faults, these are largely outweighed by the resources technology provides. Truth be told, I could have just as easily spilled coffee on my notes, or a gust of wind could have scattered my papers across a lake as it does to Colin Firth's character in "Love Actually," but my life isn't nearly that dramatic.

The point is, people had problems before computers, and people will always have problems. The only thing we can do is muster up some self-control and try to focus.



Taking a Step Back from Stress

By LAKSHMI DAVEY (V)

Another year, another Record article about Stress. It's a word we're sick to death of hearing, a word that often defines our lives at Pingry. With Winter Break and applications due in the next few weeks, there is no doubt that Stress is on everybody's minds.

It leads me to muse, what would happen if I just said no? If I refused to take another Psych test, refused to go to another rehearsal at which I'm not needed? What would happen if I devoted my time to finally watching "Glee," to spending pointless Conference Periods in Mrs. Grant's office? What if I was actually able to think about

the world around me, about anything other than school-work or, god forbid, college? Would the world as I know it end? What if I decided to drop out of society like Henry David Thoreau (an author we juniors are very familiar with at the moment) to go live in the woods? Well, my parents would kill me. But seriously, what would that be like? It's unfathomable to me. Pingry is the only life I know. What if, what if, – these are just fantasies.

What is undeniably real is the A.P. U.S. History test tomorrow and my English paper which brings me back to my point: Stress. No, I can't just drop everything, as much as I wish I could sometimes. But I could stop stressing.

Instead of freaking out about taking seven courses and being in the play and being involved in several extracurricular activities and clubs (all choices I made), I could enjoy each one of my activities as much as possible. Instead of whining about all the work I have to do tonight, I could buckle down and actually do it. Yeah, that's not fun, but what's more fun is finishing your work and getting to sleep early or catching one of your friends on IM and having a real, involved conversation.

Enjoy the time you have to relax, but actually work during the time you have to work. We create a lot of stress ourselves. Relax. Breathe. Go to Mindful Awareness Practice. Call an old friend

and talk about nothing. If you're thinking, "No way do I have time for any of this," just remember that the time you waste on stressing out or crying about a bad grade could be used as downtime or constructive work time. And doing nothing once in a while will recharge and de-stress you so you can be more productive when you need to be.

Yes, your workload may seem daunting, and we all have those "I'm not getting into college" moments. Some stress is pretty much guaranteed at a school like Pingry.

But to end, I quote the title of a book I've often seen in my dad's library: "Don't sweat the small stuff...and it's all small stuff."

How Globalization Improves Communities

By ALBERT MAGNELL (V)

Extending Pingry's global outreach has been a major school initiative for some time. The Pingry community annually hosts an American Field Service student, and several students each year participate in school trips to foreign countries. However, with modern technology there are several ways in which Pingry could be much more globally oriented.

For example, instead of limiting "The Record" to events within school, there could be a featured section with articles written by students from around the world. "Vital Signs" could have articles written by students who are experiencing certain world events firsthand. Pingry students could translate articles that are written in foreign languages and could write articles for other school newspapers and world events magazines in other countries. "Polyglot" could contain work by foreign students, and "Calliope" could have poetry written in foreign languages or have short stories interwoven with foreign culture. With the resources of the internet, we could extend this exchange into other areas.

Students could carefully videotape or take pictures of their artwork. The videos and pictures could easily be put on the web and be downloaded by students from all over the world. In return, Pingry students could receive artwork from foreign students.

School concerts could be recorded and also put on the web. Not only would we be able to listen to our old school concerts, but we could also exchange concert recordings with other schools and listen to their music.

Besides art and music exchanges, athletic highlights could also be videotaped and exchanged with those from other schools. We would be able to watch both sports

that we have, such as soccer or basketball, and sports that many students have never even heard of that are popular in foreign countries, such as pesapallo, which is played in countries such as Finland and Germany, or kabaddi, which is played in India.

Student clubs could also interact on the web. Language and culture clubs could meet with other clubs through online forums or real-time messaging programs. Model UN could try to have online Model UN conferences with clubs from around the world. Quiz Bowl could arrange a global online tournament. The Speech and Debate Club could have online debates covering international issues involving foreign students.

Perhaps the greatest way to make Pingry more globally oriented would be to have virtual class exchanges. Pingry could create a consortium of a dozen or more

schools around the world to share classroom experiences. Obviously having a virtual class exchange through the internet would be great for language classes. For example, Pingry students in a Spanish class could speak to students in Spain over the internet. Class exchanges, though, would not have to be limited to just language classes.

Science classes and math classes could interact over the web. For

instance, Pingry students in a chemistry class could perform a chemical reaction in front of a camera for chemistry

students in China. A history class that is studying Europe could have a class with European students and see how the material is taught differently. An English class at Pingry could meet online with an English class in Britain and talk about Shakespeare. Every class, including those in the middle and lower schools, could have one class per year or even one class per term jointly with a class from another part of the world.

Due to time differences, some classes might have to meet shortly before school begins or after school ends. However, most classes could occur within the regular schedule. Even if classes only did this once a term or once a year, given that there are over 500 different classes going on each day, there would

be between 500 and 1,000 virtual exchanges per year.

Incorporating virtual class exchanges into the school curriculum could become a distinctive mark for Pingry. With hundreds of interactions a year between students in Pingry classes and students in classes from other schools, Pingry's global outreach would be unparalleled. Doing this would be simple. We could begin to make initial contacts with foreign schools this year. The actual online exchanges would require a camera, a microphone, and a good internet connection.

With online art, music, athletic, and class exchanges, the Pingry community would be much more connected to the rest of the world than we are today—whatever the rhetoric about globalization. Net exchanges would not supplant the AFS program or the school trips abroad during vacations. On the contrary, they would enhance these initiatives. AFS students could share their classroom activities with students in classes at their regular school. Pingry students could see directly what the classes of the AFS student's regular school are like. Pingry students going on school trips abroad could interact with students in the country they are going to visit before the trip and after it. By creating net exchanges with a group of schools from around the world, Pingry would take a lead in advancing a global community of learning.

EDITORIAL

Arts Appreciation

In our October issue, Student Body President Will Pinke (VI) argued that at each "sporting event, music performance, drama production, or any other school event, there should be Pingry students there to support their peers." In terms of most of the athletic activities so far, this advice was taken to heart. At both home games and away games for various sports, a devoted section of Pingry students cheered on their classmates. For example, for the Friday Night Lights Football game on Friday, October 30, students came in droves, decked out in all black, Blue Army shirts, and in some cases, black body paint, to watch their peers play. The attendance was so great that the fans crowded on the bleachers scarcely had room to breathe.

However, the arts at Pingry haven't received the same support. The orchestra, jazz band, and choruses performed for an almost empty audience at their concert on Thursday, November 5. Similarly, the Fall Play was only sold out for one of its performances. During the other two nights, when the actors took their eyes off their scene partners, they were greeted by a multitude of empty seats.

Why are the arts so underappreciated at Pingry? We have a beautiful theatre, talented performers, and really fantastic conductors and directors. And the student musicians and actors put just as much time and effort into their rehearsals as student athletes put into their practices.

Is it that students find theatre and musical performances inaccessible and boring? Maybe I'm strange, but I've always found that theatre really speaks to me. It has the ability to connect to my thoughts and feelings in a way that is unmatched by anything else. The arts are supposed to be a means of expression and connection between people. The last thing they should be is remote and difficult to understand.

Maybe it's a reflection of our society as a whole, a culture based on movies and television, that teenagers are opposed to sitting through lengthy live performances that usually require a little more thinking than the average Hollywood production or televised sports event. While on the surface, it may appear that plays and concerts aren't as exciting as an intense soccer game, if we give them a chance, they can be just as engaging in the way that they make us laugh, cry, and above everything else, feel.

When I begged some of my friends who had never seen one of Pingry's productions before to attend "The Comedy of Errors," they left the show surprised at how much they enjoyed it. Although it was Shakespeare, they found that they understood the jokes and even, dare I say it, found it funny.

I'm probably sounding horribly biased and a little ridiculous, but I really think that as a community we should give the arts more of our support. As Kate Dreyfuss (VI) urges in her Op-Ed, I hope that Pingry students will attend the Holiday concert, the Winter Musical, or any of the other functions presented by the art, music, and drama departments. You may be pleasantly surprised by the wealth of talent that these departments have to offer.

—Jenny Gorelick

David Plotz Provokes Thought in Annual Hanly Lecture Series

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

On Friday, October 9, students and faculty gathered in Hauser Auditorium to attend the tenth annual John Hanly Lecture Series on Ethics and Morality. The series was established in 1999 in honor of former headmaster John Hanly, a man who held moral qualities in high esteem and was intrigued by ethical dilemmas. This year's speaker Mr. David Plotz, provoked discussion among the student body with a talk about his first book "The Genius Factory."

Plotz, a Washington D.C. native and Harvard graduate, is the current editor-in-chief of the online magazine "Slate." His book, "The Genius Factory," explores the idea of the Repository for Germinal Choice, more commonly known as the "Nobel Prize Sperm Bank."

According to Mrs. Lydia Geacintov, Director of Studies, "The John Hanly Lecture series committee, which is comprised of faculty and development office members, worked in conjunction with representatives

of the Honor Board to review proposed names, watch Youtube videos, and to read articles and commentaries. It was decided that David would be a good speaker for that particular lecture series. Dr. Murray carried an online dialogue with David prior to his arrival to Pingry to discuss possible topics."

She added, "Personally, I feel that anyone who asks authentic questions, who challenges us to question social institutions and ways of thinking that have been taken for granted, is an excellent speaker for this venue." Dr. James Murray, Head of the History Department, agreed, saying, "We always want this lecture to promote ongoing discussion, and we thought David's talk could do that."

Plotz narrated the story of Tom, a boy born from sperm donated to the Repository. Upon learning that he was a product of this experiment, Tom set out to find his biological father. With Plotz's help, he tracked him down in Miami, only to discover that his father, Jeremy Taft, lacked any of the credentials that he claimed to have. Contrary to what he had written

on his sperm bank application, Taft was merely a man of average intelligence. Though Tom was initially happy to find his father, his disappointing discovery led Plotz to warn about the possible dangers of genetic engineering, which he believes is "the science of the future."

Plotz also touched on the matter of career choice, explaining to students and faculty, "there's another way to look around and see what you want to do with your life." According to Plotz, there are two types of careers in the world: those that provoke questions, like journalism, and those that seek to answer them, like government jobs.

He then asked students to think about the following question: "Are you the person in the middle of it all making decisions and making it happen? Or are you the person who's throwing spitballs and wondering why the people in the middle are so uptight?"

After his presentation, Plotz held a luncheon for students and faculty and also visited two history classes that were interested in delving more deeply

into the topics he raised in his presentation. Sam Baron (VI), who attended the luncheon, said, "Mr. Plotz gave honest and thoughtful responses to my questions and provided some great insights." History teacher Mr. John Crowley-Delman '97

added, "Mr. Plotz was relatable to both the faculty and the students. I especially liked his statement that teaching is a profession that seeks to both ask and answer questions."

John Varvaro (V) summed up the opinion of the student

body and faculty by saying, "Listening to Mr. Plotz speak was exciting because it was such a deviation from the speakers we usually have – his talk really captured my interest, and I really hope to have more like it in the future."



Courtesy of Communications Office

Refurbished Organ Dedicated to Dr. Andrew Moore in Assembly



Courtesy of Communications Office

By CAROLINE DREYFUSS (IV)

On September 25, the Upper School gathered to celebrate the re-dedication of the Hauser Organ after two years of renovation. The performance by Dr. Andrew Moore, Music Department Head, showcased the versatility of the restored instrument as well as his own musical talent.

The organ, given to Pingry in 1956 by the family of Archibald Smith (class of 1876), came to the Martinsville campus in 1983 when the school moved from Hillside. After the move, physics students and music teacher Antoine DuBourg reassembled the instrument. DuBourg also worked extensively on the pipes, and his students continued to work and improve the organ until DuBourg's retirement in 2002.

The latest refurbishment added a new console, valves, wires, and reservoirs that control the pipes. New wind lines were installed, as were swell pipes to the repainted instrument. In addition, digital technology was added.

Dr. Moore has only positive things to say about the improvements. "The addition of the digital stops has completed the stop list, allowing for a much wider range of repertoire to be played on the instrument," he said. "The organ is also much more user friendly and easier to play," he added. Other new elements of the instrument include an automatic playback system, solid-state computers that allow different players to store their own settings, and a three manual draw knob console.

"The knob console is my favorite feature," Dr. Moore noted. "It allows the player

much more flexibility and control over the instrument, and allows for greater variations in combinations of sounds."

Confessing that "the new instrument turned out better than I could have ever imagined," Dr. Moore emphasized, "I am very proud of our community for caring enough to restore the instrument."

The audience at the dedication ceremony agreed. "I don't know anything about organs," Maisie Laud (IV) said, "so it was cool to hear all of the different sounds come from one place."

Emily Gilbert (VI) thought the concert "was really entertaining, and it was great to hear someone as talented as Dr. Moore play for us."

And Phil Ryan (VI) "loved the concert, especially the Toccata and Fugue. The organ sounds far better than it used to," he added.

Seniors Partake in In-School Activities and Visit to Funplex

By YVONNE JENG (IV)

While the freshmen went to Bryn Mawr on September 30, and the sophomores and juniors departed for New York City, the senior class spent half the day doing activities at Pingry and the other half at The Funplex, an arcade and recreational center in East Hanover.

First, the college counselors split the senior class into two groups. One group went into the faculty lounge to hear Senior Faculty Member Coach Miller Bugliari recount the history of the school. In his presentation, Mr. Bugliari focused on what has taken place since he first became a member of the Pingry community, using the timeline on the wall of the faculty lounge as a visual aid to recall major events like the move from the Hillside to Martinsville Campuses.

The other half of the class went to the multi-arts room and pretended to be members of the Pingry admissions committee. After splitting

into small groups of six or seven, the students received packets that gave information about fake Pingry applicants. For example, one student did well in school but had poor standardized test scores, while another potential student was very lazy, but had a huge legacy at the school. Each group of seniors chose one student to accept, two to waitlist, and three to deny. They concluded the activity by explaining how they made their decisions.

Overall, this mellow start to the day was well received. "The history of the school was really cool, and the fact that Mr. Bugliari knew a lot of people made it a lot more interesting," said Emily Strackhouse (VI), "The college counseling part helped us see how subjective the acceptance process is."

After the two groups switched activities, the seniors were off to The Funplex, where they were given coins to take advantage of all of the games, including go-kart racing and bumper cars. Alex Molé (VI) confessed

that, "My favorite part was the go-karts. It was fun to race against my friends, making an otherwise uneventful trip bearable." After playing at The Funplex, the seniors ate pizza and returned to Pingry.

Most people thought that going to Funplex was juvenile, especially since it was the senior class's trip. Many seniors wondered why they were going to The Funplex while the juniors were going to New York City to see the Blue Man Group. They recalled going to Funplex in sixth grade.

Some seniors enjoyed the trip more than others. Nick Gilligan (VI) commented, "It seemed kind of unfair to us as the upperclassmen to begin with, but I had fun. I think most of the grade had a good time even if they won't admit it."

"It ended up being more fun than I was expecting," Julia Nosofsky (VI) said. She admitted, though, that "I still would have preferred to go to New York City or a spa like the seniors last year."



Courtesy of Maddie Garcia (VI)

Seniors Cassidy Reich, Beth Garcia, and Louisa Lee win tickets for prizes at Funplex.

Veteran's Day Assembly Pays Touching Tribute to D-Day

By **MARISA WERNER (IV)**

On Wednesday, November 11, Pingry held its annual Veteran's Day Assembly. It commenced with Balladeers members Jo LaCosta (VI), Laura White (VI), Pam Giangreco (VI), and Nahema Carty (VI) singing the Star-Spangled Banner while the Wind Ensemble played. The girls then led the school in saying The Pledge of Allegiance.

History faculty member Mrs. Madeline Landau then took the stage and stated that this past June 6 marked the 65th Anniversary of the D-Day invasion at Normandy, which liberated all of western Europe during World War II. She explained that the invasion was originally postponed from June 5 to June 6 and that many of the commanders in the army wanted to postpone the invasion and thus the liberation for another month. General Dwight D. Eisenhower, however, encouraged that the invasion happen as soon as possible. Mrs. Landau then gave a quick overview of the assembly in which she introduced a series of video clip montages.

The first clip was the opening scene from the movie "Saving Private Ryan." The scene began with an elderly D-Day veteran walking with his family on the beach at Normandy, searching for the grave of a dear friend.

The veteran finally finds the grave and begins to cry at the sight of it, depicting the tremendous impact the invasion had on the soldiers. The film then continues with a flashback to June 6, 1944.

The soundtrack of the second clip was the motivational speech of General Dwight D. Eisenhower before the soldiers commenced the invasion. This clip depicted battle scenes from D-Day, airplane bombings, machine gun attacks, and women helping with the production of war equipment.

The third clip was a live clip of veteran Marty Siegal, who spoke at Pingry fifteen years ago on the fiftieth anniversary of D-Day. Siegal enlisted as part of the infantry in World War II at the age of seventeen, one of the youngest to enlist. During the war, he was reassigned to England to prepare for D-Day.

On June 6, 1944, at 5:30 AM, the Americans landed at the beach at Normandy an hour before the invasion was about to begin. After the first day of the invasion, Mr. Siegal explained that he was one of the 93 survivors out of 223 soldiers in his regiment. By the end of August, however, he was taken as a prisoner of war and was shipped to Russia, where he witnessed a concentration camp and its destruction, saying, "War does something to you: you age very

rapidly."

At one point in his speech, Mr. Siegal described a vivid memory. One of the German officers was interviewing him and asked him what nationality he was. Mr. Siegal stated that he was American but that his parents were German immigrants. This statement enraged the officer. He beat and tortured Siegal for fighting for the Americans, shouting that he was "fighting against his brothers."

After watching part of Mr. Siegal's speech, students were presented with President Obama's speech from this past June in honor of the 65th anniversary of D-Day. A moment of silence and a clip of the Missing Man Formation in honor of lost soldiers then concluded the assembly.

Overall, many of the students were inspired and greatly moved by the pain and torture these men suffered in order to protect

us and our country. Alex Mango (IV) said, "It was pretty good, but I thought they could have done more talking rather than playing

the clips." Madi Taylor (IV) disagreed, saying, "I thought it was really interesting and the movies they showed depicted the war really well."



President Obama recites the Pledge of Allegiance at Normandy. Courtesy of airforcetimes.com

Freshman Class Bonds with Peers and Senior Leaders on Bryn Mawr Retreat

By **AMANDA HULSE (III)**

Last month, from September 30 to October 1, the freshman class, accompanied by their peer leaders from the senior class, went on its annual peer retreat to Bryn Mawr camp. Ms. Laura Yorke '98, Dr. Michael Richardson, Mrs. Patricia Lionetti, and Mr. Jason Murdock supervised the trip, and Mr. Tim Jaqua, Señor Gerardo Vasquez, Mr. Keith Vassall, and Mrs. Joan Hearst, each visited for a few hours.

Each peer group is comprised of seven or eight freshmen and is led by two seniors, one boy and one girl. The groups bonded throughout the trip: they were together during

meal times, in the cabins, and during activities. As Louisa Lee (VI), one of the peer leaders, said, "Bryn Mawr was a great opportunity for Peer Groups to bond, and it was fun to watch the freshman class come together."

During the stay at Bryn Mawr, everyone was kept busy with various activities and team-building exercises. The classic boat race tested the creativity of the peer groups. Each group was given a couple of folded cardboard boxes, a roll of duct tape, scissors, and two trash bags. After only an hour of allotted time to construct their boats, one person from each group attempted to race their group's boat across the lake

while the rest of the grade, and the peer leaders looked on.

At night, students spent time with their groups doing "Boundary-Breaking" exercises, asking their peer leaders questions and creating skits to perform at the campfire on the last night of the trip. Justin Sullivan (III) said, "The campfire was awesome. All of the skits were great and it's always fun to hear a John Kwon serenade!"

Another highlight of the trip was the senior dance, themed "Tight and Bright." The seniors surprised everyone with their neon outfits and glow-in-the-dark accessories. The dance, where freshmen and seniors had a great first night, was closely

rivalled by the "Gauntlet" as the favorite trip activity. The Gauntlet was a timed obstacle course with about six different hurdles for the groups to help each other beat. These hurdles include climbing over walls, crossing tight ropes, and crawling through dark tunnels.

Overall, the whole trip was a huge success. Nikki Witte (III) said, "It was actually my favorite part of the school year so far, and I had a lot of fun. I was actually really upset when we had to come back, and I think it should be four days instead of three days." Despite cold temperatures and some rain, the freshman trip was an unforgettable experience for everyone.

Drama IV Explores High School Life

By **BRANDON BRIER (VI)**

In one of their annual short assembly performances, the students of the Drama IV class organized three different skits. Ben Rogers (V) attests that the pieces "were very funny" and simultaneously provided "interesting perspectives on high school." The students presented mock classroom experiences and stream-of-consciousness thoughts that explored the academic, college, and social challenges of being a teenager.

Most remarkable about the assembly, said Alyx Cheng (VI), was that the students "wrote their own script as well as performed it which makes their efforts even more impressive." She continued, "It is really fun to watch your classmates both design and execute" such an amusing performance. Many students felt that the humor of the scenes was rooted in their reality. Danielle Westerman (V) explained "the characters were so funny because they seemed so true."

Max DeChiara (VI), the only boy in the Drama IV class, joked about the class' gender divide during a stream-of-consciousness scene, an observation that "was really entertaining, once you thought about it," explained Melissa Murphy (V). Reed Tyson (V) agreed, saying "it was funny that he

was the only guy," and especially so because DeChiara himself brought it up.

Beyond the many jokes of the performance, the class addressed pressing issues that high school students must confront. Mentioning the stress of the college application process and the personal insecurities that student face, the actors conveyed a more serious tone as well. The gradual progression from realistic goals to unrealistic aspirations manifested the desperation of seniors. Sean Salamon (VI) felt that the actors "writing the plays themselves was a great choice" because it allowed them to "reflect the concerns of the student body." He added that "they certainly did the best with what they had" as they were limited by a small class and only one male.

Matt Beattie (V) said, "The assembly was overall a true and amusing window into student life." He especially enjoyed the "pregnant girl," played by Alli Dadouris (VI), whose concerns, though relatively uncommon, "were hysterical." Alex Daifotis agreed when he said, "It is fun to watch something and in the back of your mind know that it is true." Poking fun at the concerns that preoccupy teenagers a bit too much, the Drama IV assembly thoroughly entertained a grateful and chuckling student body.



Courtesy of Kelly Kurylak (VI)

Seniors Reflect on Application Process

Continued From Page 1

While Mr. Lear calls this class's early statistics "remarkably consistent," there have also been some changes. As of November 10, students have applied early to an astonishing 71 different schools. Included in the 71 are an increased number of schools away from the East Coast such as Stanford and Rice, a trend that supports Mr. Lear's belief that many students are "looking outward."

Most students would agree with James Chin (VI)

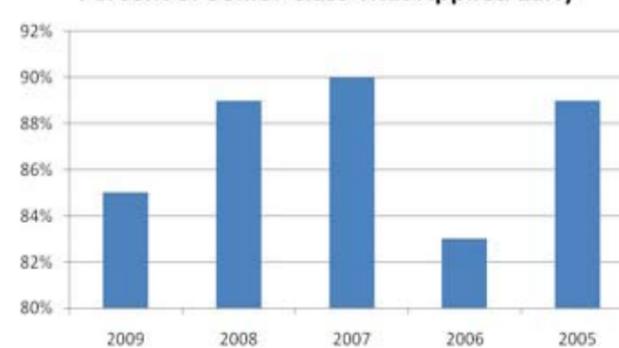
who said, "I do not want to do something like this ever again," and are looking forward to the peace and freedom that mid January will bring. Courtney Hulse (VI) added some advice for juniors. "There is so much riding on [college applications] that it makes [the process] seem overwhelming," she said, but "it is a really individualized search, so try not to judge what's right for you based on what other people have liked." Alexandra Scavone (VI) shared her experience by saying "the application process was painful. Thank

God for Tom Keating."

When asked about this year's senior class, Mr. Lear called them "motivated, high-achieving, and slightly

more intense - that's not a bad thing!" He added that at application workshops, "they're good at finishing the pizza."

Percent of Senior Class That Applied Early



Projects Positively Impact Community

Continued From Page 1

giving food to The Bridges Organization, organizing books for the Link School, and picking apples for American Grow A Row were only a few of the many projects in which students participated.

Other activities included helping out at the Community Food Bank in Hillside, removing excess wood at the Upper Raritan Watershed, killing weeds at Invasive Removal, making placemats for the Morristown Soup Kitchen, making blankets for the Bryan's Dream Foundation, mailing for the John Taylor Babbitt Foundation, painting a mural at Deidre's House, and making ribbons for the Susan G. Komen Organization.

Dylan Sun (IV), who cleared out invasive species with the Green Group, said, "There was

instant gratification in seeing choking vines and multiflora rose bushes fall." Varvaro also enjoyed his community service project. He said, "It was rewarding to help out the JTB foundation by stuffing envelopes, especially because of its connection to the Pingry community."

Fisher, who went to the Link Community School in Newark, said, "Having conversations with the kids was the most rewarding part of the trip by far." He added, "From the conversations we had on the bus ride home, I could tell everyone on the trip was profoundly impacted by the time we were fortunate enough to spend with the Link kids."

Overall, this year's Rufus Gunther Day was a huge success. Students gained invaluable experiences in community service as they dressed up and then gave back to their communities.



Courtesy of Maddie Garcia (VI)
Senior girls paint a mural at Deidre's House.

Sophomore and Junior Classes Experience New York City

By SARAH PARK (IV)

On Wednesday, September 30, the sophomores and juniors embarked on their class trip to New York City. They first went to the Chelsea Piers Sports & Entertainment Complex and later saw a live performance of the Blue Man Group. Upon arriving at Chelsea Piers, the two grades separated. The sophomores went to the field house where they participated in team-building activities, and the juniors went to a bowling alley to compete for a prize.

The sophomores were divided into large groups consisting of two advisories and moved together from station to station, competing in energy-filled challenges, such as an obstacle course and tug-of-war. Stephanie Sun (IV) remarked, "The team bonding started out a bit awkwardly, but then got a

lot better." The juniors, on the other hand, split up into advisory groups and competed for a dress-down day. Susan Contess (V) said, "Our advisor group really bonded through bowling. It was a fun way to get to know everyone better." The morning ended with a pizza lunch.

Shortly after, both grades departed for the Astor Place Theatre to watch the Blue Man Group perform. The Blue Man Group is comprised of three men covered in blue body paint who perform magic tricks, act out skits, and play instruments without speaking. Formed in 1987, the group has grown to more than 60 "Blue Men" who rotate between the various shows. Both grades really enjoyed the show. Kate Leib (IV) said that she "had a lot of fun at the concert; the parts with audience interaction were the best." Avi Bhavnani (V) agreed, saying, "I loved the

performance. I thought it was loud, energetic, and funny, and kept everyone entertained."

However, as a whole, the sophomores and juniors were disappointed by these trips compared what previous classes had done. Last year, the sophomores enjoyed a day of white-water rafting and the juniors spent a weekend in Philadelphia.

The general consensus was that the trips picked for this year were "a bit childish", Rebecca Curran (IV) said. Sophomores in particular were unhappy with the excessive amount of team-bonding that they had to do at Chelsea Piers. Though the juniors enjoyed the bowling, they "really would have liked an overnight trip", said Nic Fink (V). Even students who enjoyed the trip agreed with Fink, hoping that more exciting trips await them next year.

By NEHA SRIVASTAVA (VI)

This past summer, a team of faculty members including Miss Leslie Wolfson, Mr. Brad Poprick, Mrs. Donna Thau, and Mr. Tony Garcia designed the Financial Literacy Initiative, a curriculum to offer financial knowledge to Middle and Upper School students. With funds donated by the family of Pingry alum Julian Scurci '99 through the John S. Scurci Foundation, the plan was put into effect this September in the form of a new sixth grade class as well as additional financial literacy math problems for grades 7-11.

Sixth grade students currently have a six-week Financial Literacy class, which meets four to five days a week for 30 minutes at a time. In this class, students learn basic economic concepts like budgeting, saving, taxes, managing debit and credit cards, and salaries, as well as financial vocabulary. They also have a local banker who comes in as a guest speaker to inform the students about banking transactions and products. Once the sixth graders enter their second year of Middle School, they will also take a fieldtrip to Rinance Park, a reality based hands on learning lab about financial literacy.

Upper School Economics teacher and Financial Literacy Coordinator Mrs. Wolfson said, "This course really acquaints kids with the basics and gets them thinking about how money can be used." Also, the math department has added financially based problems into its curriculum to get students thinking creatively about finance.

However, the Financial Literacy Initiative doesn't stop there. Currently, the Financial Literacy Initiative team is creating a trimester-long course for all freshmen. This course will be a continuation of the sixth grade course, but will also be more advanced, teaching students about more sophisticated budgeting, income taxes,

and loans, as well as insurance and investment ideas. This course will go into effect in 2010-2011.

Eventually, the team will plan a mandatory financial literacy course for seniors. The subject matter in this course will be extensive and detailed and will be intended to prepare students for college and future careers. This course will cover salaries, benefits, and health insurance, as well as other topics. Miss Wolfson said, "By making seniors more financially responsible and educated, this course will allow seniors to feel comfortable in a college setting. It will also make them well rounded in their scope of knowledge."

The objective of the Fi-

ancial Literacy Initiative is to create a sustained learning experience that enables Pingry students to operate independently and confidently in the financial realm. This is a fairly significant goal, as feedback from alumni indicated that money management in college and beyond was an area they wished they were more prepared for. Pingry graduates weren't alone in this sentiment, as a state mandate now requires all public schools in New Jersey to provide financial literacy education.

Mrs. Wolfson said, "At graduation, students will have a certificate in financial education as well as a diploma, meaning they will be fully equipped to handle today's economy."

Elizabeth Demaray Exhibits Her Sculpture in Hostetter Gallery

By GRACE PUTMAN (IV)

Elizabeth Demaray, a sculptor and conceptual artist, is currently exhibiting work in the Hostetter Gallery. Currently the head of the Sculpture Department at Rutgers University in Camden, NJ, Demaray's art is "replete with playful surprise and unexpected connections," said Pingry art teacher Mr. Peter Delman.

Ideas of illusion and perspective especially interest Demaray. She began having these ideas when she was teaching a drawing class in the style of foreshortening at UC Berkley. Foreshortening is displaying an object with less depth than is actually there. In other words, it is a type of drawing that plays with perspective. Demaray, a sculptor, thought that she could teach this usually difficult subject due to her experience with "taking 2-D foreshortening images into 3-D space."

Demaray said that her show includes a film of "very small rocks and very large rocks" which deals with point of view. Demaray said the art involves "arranging... [the rocks] in the viewfinder of the video camera so that they all look the same size." Another one of Demaray's projects began when she wanted to make a self-portrait that "was very small

yet looked imperious." This idea was transformed into a project in which Demaray sat on the floor and took photographs of students standing on a set of blocks against a wall, thereby giving the illusion that the students' feet are larger than their heads. Demaray then stapled the images to a stuffed object because she said she liked the "object oriented nature of" doing so.

The last of Demaray's pieces on display is a mural that also goes along with the same themes of illusion and perspective. The overall title for this show is "Impossible Objects," which she describes as "objects that normally wouldn't exist in real space." Demaray's work has also been on display in numerous major exhibitions and has been in many museum collections.



The artist and her work.

N. Rice (VI)

Word in the Hall: What Was Your Favorite Part of the SAC Assembly?



SARAH KIM (IV)

"Will Saulnier."



DAVID MARTIN (VI)

"Me."



OLIVIA TARANTINO (V)

"Sweata vestsss!"



JUSTIN SULLIVAN (III)

"Ghostbusters."



NIC FINK (V)

"The Mrs. Grant Part."

Bundle Up in Boots, Flannel, and Coats

By HAYLEY ADVOKAT (III)

The fall is upon us, the winter season is rolling in, and that means a whole new wardrobe! Just because it's almost winter doesn't mean

your style has to go into hibernation. Having to let go and pack away those beloved white pants is always a hard thing to do, but I'm here to help you get through one of the coldest winters yet.

During the summer season, stores like Delia's and Nordstrom were stocked up and selling out of high-waisted skirts and colorful sundresses. But be careful: if you plan to wear these outfits during November, you might freeze your legs off! But don't worry - I have some alternatives for you.

Delia's has a great, organized website for all different style ideas. As a replacement for the sundress, they offer the Nikki Belted Coat, which comes in cranberry, brown, and black. It can easily be worn with either leggings or pants, depending on how you want to personalize it.

Other options are plaid or flannel shirts, both of which have recently become very popular. They can be found in both men's and women's styles at many stores. In fact, American Eagle has over thirteen flannel shirts to choose from on their

website. Alec Kaisand (III) commented, "I love wearing flannel shirts. They are warm and comfortable." American Eagle also has women's flannels and plaids in dresses and shirts, and the trend has tons of versatility.

As everyone is well aware, shoes are any girl's best friend and complete every outfit. This winter, thousands of styles of boots are on sale. The famous Ugg boots are still a must have, but many other stores are quickly selling out of trendy brands such as Steve Madden and Michael Kors. Macy's has a strong selection of boots, including ankle, mid, tall, and over the knee. These styles are appropriate for any occasion.

Fall and winter are an amazing time to start setting some of your own fashion trends. Originality is key to any outfit. One final note: when you're in school, be sure to stay in dress code!



Courtesy of Google Images

"This Is It" Honors Michael Jackson

By ARVIND IYENGER (IV)

On October 26, MJJ Productions released "This Is It," which pays tribute to the legendary, recently deceased singer, Michael Jackson. The

company took some of his most famous hits, including "Beat It" and "Billie Jean," and combined them with some of his demos and unreleased versions, like "She's Out of My Life" and "Wanna Be Startin' Somethin'." This album followed the single "This Is It," which was released two weeks earlier, and came out a day before the much-anticipated documentary film "Michael Jackson's This Is It."

Jackson, often referred to as the King of Pop, had originally planned on touring in England to rap up his career with the songs in this album before he unexpectedly died on June 25 of a drug overdose.

The album itself has received mixed reviews from critics. Some say that they love hearing these classics again and love the beats in the unreleased demos, while others disagree, saying that they are basically hearing the same songs again and that the new demos are not catchy.

With such a huge album out, many people are predicting sale numbers. Experts from "The New York Times" believe that the popularity of the album will be determined by the success of the documentary, as people will buy the album if the film moves them and if Jackson's enormous fan base remains loyal. As more and more albums are sold, it seems as though Michael Jackson will be sitting on top of another Billboard Chart in the United States and around the world.

I really enjoy this album because of the catchy beats in each song. I also enjoy the new demos, especially "Beat It," because they give me insight into the inner genius of Jackson.

Whether you are a die-hard Jackson fan or not, I suggest that you buy this album in order to truly appreciate the legacy of Jackson's career.

"Where the Wild Things Are": Successful Adaptation of Book

By REBECCA CURRAN (IV)

Based on the beloved picture book by Maurice Sendak, the movie "Where the Wild Things Are" describes the life of lonely boy Max through his own imagination. After running away from home, Max discovers a world ruled by monsters. He is crowned king, and with the wild things, runs freely around their island. When the wild things discover that their new king is not one of them, they become angry and disappointed, at which point Max decides that it is time for him to go home.

The most intriguing aspect of this movie was the animation of the wild things. While they initially appeared to be people dressed in huge furry costumes, it becomes clear once you meet them that they are actually giant, animated puppets. The amazing part of the wild things' design was their faces. Their mouths moved perfectly along with their words and their eyes showed their feelings; they laughed and cried along with Max. One of the wild things even had a runny nose.

Apart from their life-like faces, however, the wild things were unrealistic. Big and awkward, the wild things could smash their houses and throw boulders with ease but could also appear weightless while jumping. Their footsteps echoed through the woods, but they barely left footprints. At one point, Max was caught under a pile of the

wild things, yet he escaped unscathed. Although the movie is set in an imaginary world, these differences are obvious even to the young children that make up a significant part of the movie's audience.

"Where the Wild Things Are" was clearly made for kids in elementary and middle school. The characters are both entertaining and multi-dimensional, but the movie lacks a substantial plot. Max and the wild

things spend their days running around, building their fort, and fighting. An ongoing conflict between two creatures, KW and Carol, is never completely resolved. Max leaves the wild things the same way he found them - as one big, dysfunctional family. Max returns home with the realization that "it's hard to be a family." Leaving the wild things behind, Max returns to the real world where his mother greets him with open arms.



Courtesy of Google Images

Seniors Interview Misha Green

Courtesy of CHARLIE LAUD (VI) AND LUKE POUNDER (VI)

This summer, Luke Pounder (VI) and Charlie Laud (VI) thought it would be cool to interview several "big" people in the movie industry. Even though they didn't expect to get many responses, their Twitter and Facebook connections produced results. For their second of eight interviews, they contacted Misha Green, writer of "Heroes" and "Son's of Anarchy."

When did you start writing? Has it always been a part of your life and only recently manifested itself in the form of screenplays?

I've kind of always been writing in one form or another growing up. I was a big journal writer. I have tons of journals filled with elementary, middle school, and high school angst. I wrote my first screenplay in my senior year of high school, and really started to get into writing scripts in my senior year of college.

If there's one thing I've learned from writing, it's that nothing is ever perfect the first time. How big of a role do rewrites play in your work?

"Writing is rewriting." Richard Patterson said that. There's really no getting around it. You do five or six drafts, and that gets labeled the first draft. And if you're lucky enough to sell that "first draft" there will be another five or six drafts after that. Learn to love rewriting, because that's a lot of what a career in screenwriting is.

Who are some of your influences?

Too many to name. Janet Fitch is a writer who's amazing. I devoured anything Stephen King wrote when I was younger. Damien Rice's music is always the soundtrack in my head when I'm writing scripts. Well, except for "Sunflower." Marilyn Manson was the soundtrack in my head for "Sunflower." I love Aladdin-hands-down my favorite movie. My influences are kind of all over the place.

How would you describe your creative process, whether it be sitting down and writing whatever comes to mind, or playing around with an idea until you have something you feel very sure about?

In the case of writing a script, my creative process is a lot of non-writing. I go out and do a lot of things that aren't writing, which sparks an idea. Then, I think about that idea a lot. Then, I research my idea. Then, I outline. By the time I actually sit down to write

my script, the movie from start to finish is almost fully formed in my head, with a little room here and there to let the story surprise me.

Have you taken part in any collaborative writing with another person? If so, is it easier, harder, or just different?

Writing for TV is very collaborative. You outline the story with the writing staff, and you write and rewrite with other writers. It's a double-edged sword. Two minds are often better than one, but sometimes there's also too many cooks in the kitchen. You have to find a balance.

Where did you come up with the idea for "Sunflower"? What came before? What's next?

"Sunflower" is about two women trapped in a house with a serial killer who compete against each other to stay alive. I'm a huge horror/thriller fan, and I was reading an article about Stockholm Syndrome. What extremes make a person start identifying with the person who's kidnapped them? How do you get to that place? I wanted to explore that, but I didn't want it to be the typical victim and kidnapper movie. And in Hollywood, you'll always hear execs saying, "Go bigger." So that's what I did, I made it two girls instead of one.

Before "Sunflower," I wrote a "Thelma and Louise-esque" teen drama that was in the finals for the Sundance Screenwriting Labs. It ultimately got rejected, but it helped me get a manager, which was a great first step for my career.

And next?

Just working on a new top-secret spec, and "Heroes."

I've heard that you have been hired as a writer for both "Heroes" and "Sons of Anarchy." Is there anything at all you can reveal about either of those? If you can't, I'll accept "It's fun."

Story-wise for the upcoming seasons...not really. It's been a blast, and I can tell you there's some very exciting things happening on both shows this season, I've made sure of that. ☺

What advice would you give to any aspiring writers out there?

I would say do more. Experience more. Because ultimately your personal experiences are what's going to make your writing better. And invest in a nice desk and a comfy office chair, 'cause you'll be spending a lot of time in it.



Courtesy of www.movieposter.com

Boys' Varsity Soccer Ends Strong Season as County Co-Champions

By DAN MULLER (VI) AND ANISHA MOHIN (V)

Freddy Porges (VI) and Dylan Key (IV) boasted six shutouts this season. On the other side of the ball, Smith and Keogh led the team in scoring.

Freddy Elliot (IV) and Eric Schoenbach (V) started at forward, while Mael Corboz (IV), Matt Sheeleigh (V), Randy Falk (V), and Smith started at midfield. Other significant contributors included Brian Costa (III), Adam Jacob (V), Randall Jordan (VI), Cameron Kirdzik (III), Nic Meiring (VI), Chris O'Connell (VI), Christian O'Donnell (VI), Will Pinke (VI), and Andrew Young (V).

On November 6th, Pingry went for yet another state title. Unfortunately, the team lost against Pope John 1-0 in overtime. Jacob said, "We hope that we can use this year's loss as inspiration for next season." He added, "We will have to prove ourselves again



B. Morrison '64

The boys' Varsity Soccer team recently concluded their season as County Champions with a record of 16-1-1 in the Skyland Conference. Senior captains Scott Keogh, Andrew LaFontaine, and Tyler Smith led the team to their successes, including becoming county co-champions.

Last season, an extremely talented senior class led the team to a state championship, finishing 1st in the state with an undefeated record of 19-0-1. Going into the season, the players knew it would be a daunting task to repeat last year's success. However, with strong veteran players and new underclassmen, they vowed to give it their best shot. A strong defense including Keogh, LaFontaine, Peter Martin (VI) and goalies

next year as the best team in New Jersey and silence all the doubters."

Girls' Varsity Tennis Qualifies for State Championship Final

By KASIA AXTELL (III)

schedule and the changes, "none of us gave up and we were able to pull together as a strong team," said Battista.

The team was very successful, beating other strong teams in the conference including Ridge High School, Watchung Hills Regional High School, Bridgewater-Raritan High School, and Oak Knoll. By the end of the season, the girls qualified for the State Semi-Final, pitting them against Oak Knoll, who had already beaten them in a regular-season match. The match took place on "a freezing day on Oak Knoll's home courts, but those factors didn't deter us from playing our hardest," said Battista. The score was tied at 2-2 until the second doubles match ended with an exciting tiebreaker, and Pingry took home the win.

Shortly after, the team entered the State Final against long-time rival Kent Place. The team felt confident going into the match, having beaten Kent Place earlier in the season. The original scheduled date was rained out, and the match was moved to the following day. It was still raining, so the match was ultimately moved indoors at Watchung Hills Racquet Club. The team had never played together on indoor courts, "and the whole spirit was sort of ruined because of the last-minute changes," said Battista. The final score was 3-2 with Kent Place winning the match.

The team ended the season a high note, with a final record of 16-9, an impressive feat given the competitive conference.

When Pingry girls' Varsity Tennis joined the Skyland Conference this year, no one was quite sure what to expect. Although hoping to live up to last year's 20-3 record, the girls played much bigger schools and teams. After losing three top-ranked players due to graduation (Chelsea Garber, Jackie Reef, and Meghan Finlayson), the roster reflected some changes.

Katie Ruesterholz (III) played first singles, captain Natalie Battista (VI) played second singles, and Morgan McCollum (VI) played third singles. Jacklyn Temares (VI) played first doubles with Emily Combias (V), and Johanna Kreisbuch (VI) played second doubles with Naomi Wong (III). Despite the tough



B. Morrison '64

Girls' Varsity Soccer Ends Season with 16-2-4 Record



B. Morrison '64

By CAROLINE MURPHY (III)

Preparations for the 2009 girls' Varsity Soccer season began over the summer as the team geared up to join a new and more competitive Skyland Conference. Undaunted by this challenge, the players set goals to be the conference, county, and state champions.

The team, which ended its season ranked 2nd in the county and 10th in the state, has faced many difficult opponents. The girls have beaten schools such as Bridgewater Raritan, Montgomery, Watchung Hills, Hillsborough, Franklin, and Immaculata.

One highlight of the season was the game against Montgomery on Homecoming. The team ended the game with a 6-1 win. Corey Delaney (IV) scored three of the goals at the beginning of the

game, giving Pingry an early advantage. The team was confident and excited as the girls made effective passes, made frequent shots on goal, and maintained possession of the ball.

The team, led by senior captains Becky Krakora, Kara Marciscano, and Emily Strackhouse, dominates the field with its skilled players. The defense was particularly strong this season, overcoming any opposing threats. Erika Lampert (VI) has come through for the team's defensive game. Her teammates say "she's as solid as a rock," and the team would not be complete without her.

Players also did a great job of gaining and keeping control of the ball all over the field. On the offensive, Delaney and Emily Damstrom (IV) scored many noteworthy goals. Both of them could be counted on to come through in

the clutch. The girls learned how to play off each other's individual talents in order to strengthen their offensive and defensive skills.

At the end of the season, Pingry entered the NJ-SIAA state tournament. After beating teams like Paramus Catholic, DePaul Catholic, and Mount Saint Mary in the semifinals, Pingry advanced to the final, which was held at the Passaic County Institute of Technology in Wayne. There, they played Immaculate Heart Academy, but, after a tough game, lost 1-0.

The team ended their season with a 16-2-4 record, which can be credited to the good mix of the rookies and veterans on the team. Their chemistry and connection with each other created winning plays that led them through a strong season and continued the successes of seasons past.

The Editors would like to apologize for a mistake in last issue's Football article. Please look at the revised issue online for correct scores.

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