

## FINANCIAL AID FUNDS WILL NOT MEET STUDENTS' NEED

### Financial Aid Waiting List To Be Formed

By DAVID SPETT (VI)

Financial aid requests have surpassed next year's available funding by 40 percent, Headmaster John Neiswender said. For the first time, the school has implemented a financial aid waiting list for some students.

Applicants for financial aid have always been turned away if they did not demonstrate need for tuition remission. This year marks the first time that approved aid applicants may be denied aid.

Mr. Neiswender said some students may have to withdraw from Pingry. "I hope this doesn't happen," he said, "and we will do everything we can to stop it."

The first students placed on the waiting list, the headmaster said, were late in turning in the paperwork and tax forms necessary to apply for financial aid.

"The demand for aid has

*Continued on Page 4*

## Pingry Ranks 18th on Nat'l High School Chart

By CAROLINE SAVELLO (V)

Pingry placed 18th nationwide in a Wall Street Journal ranking of high schools' "college success rate." The article appeared in the April 2 Wall Street Journal.

High schools were ranked by the percent of last year's senior class that now attends one of 10 "elite colleges," including Brown, Cornell, Dartmouth, Duke, Harvard, Pomona, Princeton, the University of Chicago, the University of Pennsylvania and Yale.

Pingry ranked highest overall in the state of New Jersey, placing seven spots above the Delbarton School in Morristown and 10 spots above the Lawrenceville School. Millburn High School ranked highest for New Jersey public schools, followed by Princeton High School.

The article also explored "the link between money and admissions success," comparing the cost of tuition at the nation's elite independent schools and their achievements as "feeder schools" to top colleges and universities. High schools had the opportunity to earn a "Bang for the Buck" designation for affordable tuition. Pingry, with a tuition of \$21,100 this year, did not.

The WSJ article made reference to one family that researched Pingry's SAT, A.P. and college placement data before deciding to enroll their daughter

at Millburn High School to save money on tuition.

The ranking limited eligibility to private schools with a graduating class of at least 50 students and an enrollment of at least 20 students at the 10 elite colleges.

Admissions and college staff at Pingry said the ranking was complimentary of the school but had several flaws.

Director of College Counseling Mr. Robert MacLellan said he wished the article had "focused on the process we offer — advising, counseling, [finding] a good match and fit — rather than simply the placement of certain kids in certain schools."

He added that the strength of the college counseling department is not that it can feed students to the top colleges, but that "students at Pingry won't fall through the cracks. Everyone will get into college."

Mr. MacLellan said the article failed to focus on students. "We have good, talented students here who have options," he said. "We often get the credit for their college admission success, but it's really what they've done over the years."

He added that the article failed to point out that paying private school tuition is "paying for opportunity." Pingry's advantages are small class sizes,

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N. Reitman (IV)

Students on a school trip sit on a balcony in Mijas, Costa del Sol, Spain, two days after the terror attacks in Madrid.

## Students in Spain Remain Safe During Terror Attacks in Madrid

By NADINE REITMAN (IV)

A school-sponsored Spring Break trip to Spain coincided with the four terrorist train bombings that occurred in the capital, Madrid, on March 11. The students were traveling to Granada, about 260 miles south of Madrid, at the time. The bombings did not affect the trip.

One hundred ninety-one Spaniards were killed and over 1,500 were injured in the bombings, which occurred during the morning rush hour in four Madrid train stations. The Pingry students discovered the news while watching television at a rest stop.

The Spanish government originally blamed the Basque separatist group ETA for the attack. ETA supports a separate Basque nation in northern Spain and southwestern France, but it did not accept responsibility for the bombings. ETA has been weakened significantly of late, and the attacks were deadlier

than their usual. Other evidence suggested Al Qaeda may have perpetrated the attacks.

It eventually was revealed that the bombings were carried out by a group of Islamist terrorists independent from Al Qaeda, but sympathetic to its cause. This group planted cell phone activated bombs in Spanish trains. To maximize the damage, the cell phones were called — and the bombs activated — just as the trains pulled into major stations. The terrorists said their actions were retribution for Spain's involvement in the war in Iraq.

The bombings occurred only three days before Spain's general election. In a major upset, the Socialist Workers Party ousted the

ruling Populist Party, which held a strong lead in most polls up to the terrorist attack. The Socialists and their candidate, José Luis Rodríguez Zapatero, campaigned on the promise to pull troops out of Iraq unless the United Nations took over the mission.

Most Spanish citizens opposed the Iraq war from the start, but they did not consider Spanish foreign policy a major issue until the bombings. The economy — which thrived under Populist President José Maria Aznar — was more important to them. Spanish citizens were also upset about the Populist government's cover-up of the actual

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Rank	School Name	Tuition	Success Rate	Best Buy?
1	St. Ann's School (Brooklyn, NY)	\$20,500	41%	Yes
18	Pingry School	\$21,100	24%	No
25	Delbarton School	\$19,600	22%	No
28	Lawrenceville School	\$24,610	21%	No
42	Millburn H.S.	\$0	13%	Yes
45	Princeton H.S.	\$0	9%	Yes

Courtesy of the Wall Street Journal

## TUITION RISES 5.6 PERCENT

### Mr. Neiswender Says It Will Never Remain Constant

By ADAM KOWALSKI (IV)

Next year's Upper School tuition will rise to \$22,290, an increase of six percent over this year's tuition of \$21,100. For the Middle School, tuition will rise to \$21,240, also an increase of six percent. Both increases are greater than the annual inflation rate, which has remained around two percent for the past several years.

Cost increases made the rise in tuition necessary, Headmaster John Neiswender said. The areas experiencing the greatest increases in cost are health benefits and insurance. Combined

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## Students Participate in Science Fairs and Win Multiple Awards

By JOHN SCRUDATO (III)

Two juniors, Michael Page and Michael Rosenman, competed in the North Jersey Regional Science Fair (NJRSF) on March 19 and 20 at Rutgers University in New Brunswick.

Judges at the NJRSF selected Page's project to be one of the

few displayed at the International Intel Science and Engineering Fair (ISEF) from May 9 to May 15 in Portland, Ore.

According to Intel's website, the ISEF is "the world's largest pre-college science competition." Awards total over \$3 million.

Page said he evaluated the statistical test of independence,

which determines whether two variables are related. "For example, one could test whether the presence of a disease is independent of a person's gender," he said.

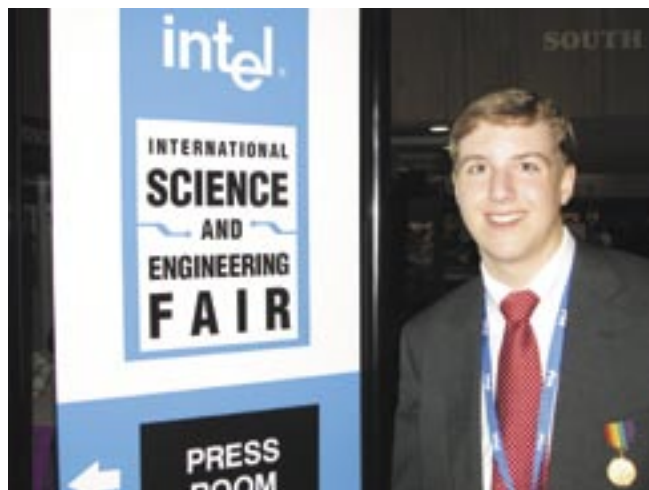
Page used the two most common tests for independence, the chi-square test and the Fisher exact test. Page said these two systems calculate a "p-value," the probability that the variables are independent. If the p-value is small, a researcher can say two variables are related.

Using his own data and data from medical journals, Page concluded that the chi-square test is not necessarily the most accurate method for testing independence, though he said it is the most commonly used test.

Page said he spent a few months researching and creating the project, plus 40 to 50 hours collecting and analyzing data.

Page became involved in science competitions when he entered a project into the 2002

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Courtesy of Michael Page

Michael Page (V) presents his science project at the Intel Science and Engineering Fair last year in Atlanta, Ga.

## Inside The Record



D. Spett (VI)

Director of College Counseling Mr. Robert MacLellan fields questions at Form III College Night. See page 5.

### Junior Year and College Stress

Danielle Peretore (V) shares her opinion that all the stress from homework, tests and all-nighters will be worth it in the long run. P. 2

### Endowment Is Worth \$48 Mil.

Currently, the school has about \$48 million invested in a variety of interests. Four percent is spent annually, and the rest is stored so interest can accrue. P. 4

### Students Visit Merrill Lynch

Students taking Economics and A.P. Economics traveled to Merrill Lynch corporate headquarters on April 20. Their reactions were mixed. P. 5

### Cafeteria Tries to Improve

The cafeteria staff from Sage Dining have made several changes in hopes of providing healthier lunches and greater variety. P. 7

### Meet Kate Durnan (III)

A new freshman girl is one of the stars of the Varsity Golf team. Coach Joe Forte said she has a tireless work ethic. P. 8

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# The Pingry Record

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## Editorial: Insufficient Financial Aid

The sad day has come when some of the most qualified Pingry applicants are turned away because they cannot afford the school's tuition.

Valid requests for financial aid among accepted students next year skyrocketed 45 percent, thanks to a superb marketing campaign by the admission department. The Board of Trustees had the opportunity to increase the financial aid budget accordingly. They did not.

As a result, the amount of financial aid will be about 40 percent — or over \$400,000 — short of accepted applicants' need. Some students will have to be placed on a financial aid waiting list. Many will withdraw their applications, and some current students may be forced to leave Pingry.

Considering the school's plentiful endowment and operating budget, financial aid funding should not be so inadequate.

While 10.9 percent of students — including faculty children — are on financial aid according to Mr. Neiswender, the National Association of Independent Schools (NAIS) does not count faculty children in aid statistics. NAIS says only 7.6 percent of Pingry students receive aid. The national average is 15.8 percent, over twice that.

Perhaps members of the community find solace in the admission department's racial affirmative action program. But even more important than making admission fair to all races is making it fair to all economic classes.

Increasing financial aid to an appropriate level would improve the quality of a Pingry education. Exposure to people from different backgrounds would enrich the community in which we are now too comfortable.

Last March, the \$12.6 million Academic Arts Center opened. Now the school is planning to build a new Middle School, which is likely to cost much more. Last summer, a slew of projects were completed around the campus, including relocating and renovating the headmaster's office. This summer, the fitness center will be upgraded significantly.

Financial aid is more important than all these expenditures, particularly when tuition is third highest in the state: \$22,290 next year. Compared to other crucial expenses, aid funding is a pittance. All it needs is \$400,000.

The increased socioeconomic diversity of this year's applicant pool is a blessing for the school. But it is only one step toward diversifying the student body. The solution is not to stop marketing to less privileged groups, nor is it to look at applicants' incomes and accept richer students. Pingry must be made affordable for every worthy applicant.

The Honor Code purports that members of the community must behave in a "moral and decent manner ... as citizens of and contributors to the larger community of the world." What moral message is the school sending if qualified applicants cannot attend Pingry due to financial need?

*The opinions expressed here reflect the views of members of the editorial board.*

## A More Perfect Admission System

The more people hear about race and wealth at Pingry, the more they talk about how inequities in the current system can be fixed. After all, very few people think the current admission system is perfect. Some want more racial diversity, some want more accessible financial aid and some want less of both.

The ideal admission policy, from a merit-based standpoint, would take all students with a certain level of intelligence, adeptness and curiosity. If Pingry wishes to be totally egalitarian in its acceptance policy — which is a worthy goal — race and wealth would not even factor into the admission process.

In theory, Pingry is already "need-blind." No student is explicitly rejected because he or she can't pay. Unfortunately, many of these students are instead put on a financial aid waiting list. If the school can't find the money to fund these applicants' tuition by the beginning of the school year, they simply can't come.

On the issue of race, the school's policy is different. Although it's not a primary consideration, the school doesn't deny that race plays a role in admission. This, of course, is not merit-based. Race is an immutable genetic attribute.

Many argue that diversity — both economic and racial — is important in a student body, and this is a valid point. Just because race and wealth would not be explicit considerations in a merit-based acceptance system, however, does not mean that the resulting student body would be less diverse.

On the contrary, ignoring race and wealth would likely result in a school that very closely mirrors the population in general — assuming financial aid would be available for everybody. Some students would be rich, some poor; some black, some white. If the

**Adam Goldstein (IV)**  
SCHOOL OPINION

school were blind to need and appearance, students from all different backgrounds would naturally be accepted — assuming, again, that financial aid would be available to everyone.

Some people argue that affirmative action — both by race and economic status — is necessary to fairly consider students from poorer-performing schools in less wealthy areas. That argument assumes, however, that students are judged by academic performance, rather than by inherent abilities.

If Pingry accepts students based on pure intelligence and

*The school must stop  
wasting money on  
minor improvements.*

curiosity (traits largely independent of previous schooling) rather than their standardized test scores (largely a result of previous schooling), the remedial material necessary to bring incoming students up to speed would be easily absorbed.

Of course, there is no perfect method for measuring pure intelligence and curiosity, but there are certainly ones more independent of previous schooling than, for example, standardized tests. Face-to-face interviews, for example, reveal far more about a specific student than standardized scores. Just ask an admissions officer.

A need and race-blind system, of course, is completely idealistic. It is impossible for Pingry to accept all students who deserve to come — so many would be unable to afford the tuition that the school would go broke.

For next year, Pingry faces a similar problem, even though the school's goals are far less

lofty. Short over \$400,000 for financial aid, the school may have to bar some qualified students from coming because it can't afford to subsidize their tuition.

For a school at which expenses are rarely spared, this situation is unfortunate. Pingry, in the past, has put short-term, minor improvements — replacing computers every year, retiling the cafeteria floor two consecutive years, etc. — over the financial needs of qualified students, and there's no reason to think this trend won't continue.

It's important to realize that a well-qualified student body — independent of race and wealth — is just as valuable a learning institution as, say, a new Middle School or a shiny new tech lab. The ability to accept any student regardless of background, however, demands accessible financial aid.

In order to raise financial aid to an ideal level the school has two choices. Cut other expenditures by a total of \$400,000, or raise tuition by \$500 a student.

Once Pingry puts financial aid on the same playing field as the rest of its non-fixed costs, it will realize that running a \$400,000 financial aid deficit is simply not an option.

To solve this problem, Pingry must take decisive steps.

- It must eliminate race-based affirmative action, instead recognizing diversity as an indication of a qualified student body, rather than a goal unto itself. The acceptance policy would go a long way toward meritocracy. Preference for siblings and children of alumni should be eliminated as well.

- The school must stop wasting money on needless, minor improvements like replacing the tech lab's computers every other year.

- The school must stop funding financial aid solely from the endowment and instead fund it partly from tuition.

- The school must raise its tuition enough to cover the financial need of qualified candidates. \$500 per person is a small price to pay for an intelligent, diverse and well-qualified student body.

## My Student Government Ideas for Next Year

Whenever I encounter a deferential or, more likely, a bitterly sarcastic "Mr. President" in the hallways, I have to turn around and calmly remind the person that I am technically not yet the president, but rather the president-elect and therefore the recipient of an incorrect salutation.

On a completely unrelated topic, I am fortunate to have this yearlong column in The Pingry Record that I can use to share my ideas about Student Government and provide an update for approaching events and pending issues.

Since this issue is likely the second to last of the year, I'd like to extrapolate a little about my plans for next year, explain what you can expect from me and outline what you can do to help make next year successful.

As I explained in my speeches, I think the main purpose of Student Government should be to alleviate the stresses inherent in a competi-

tive academic environment by coordinating activities and facilitating ideas that improve the quality of student life.

Luckily, Student Government happens to have two subcommittees — the Committee for the Organization of Activities for Student Time (COAST) and Current Issues — that will plan activities and brainstorm ideas, respectively, to do exactly that.

I hope COAST will not only come up with themes for dances and school events, but also raise awareness and create hype in the student body to raise the attendance for these functions.

In my years at Pingry, I have noticed a direct relationship between the amount of people present at school events and their general level of merriment. For example, this year's Winterfest — the most entertaining Pingry event I have attended — could have been much more successful had students been motivated to come.

**Nikhil Srivastava (V)**  
ON STUDENT COUNCIL

Current Issues, in many ways, will have the harder task next year, because it will have to work without an established framework and without many teachers and administrators who help guide the process.

As such, it will also have a much greater opportunity

*I want to motivate  
students to participate  
in school events.*

to exceed its normal level of output and redefine its role within the community. Current Issues should be a think-tank for ideas, debate and action. Their goal should be reform, reform that makes student life more comfortable and less stressed.

The final area in which I feel I can improve student life also happens to be the

most direct: entertainment. Of course, there are many important discussions and meetings throughout the year in which it will be necessary to maintain a positive, serious attitude.

I feel, however, that teachers and administrators have already filled many of the roles of instruction and edification; my role should be one of motivation. Along with having my finger on the pulse of the school, I want to make it a personal goal of mine to motivate students to involve themselves with school activities and participate in its events.

For example, I have found the easiest way to attract kids' attentions is through humor. Thanks to the efforts of Isaac and Amit and this year's SAC, it is possible that next year there will be SAC assemblies once or twice a month, assemblies in which I will take an active role. These assemblies can not only provide some end-of-the-week entertain-

ment; they can advertise approaching school events.

So that's a little of what you can expect from me next year when I'm not giving speeches or hoisting small children into the air. In these few weeks before the school year ends, though, I would ask just one thing from you: get to know your Student Government representatives — the ones you just voted for.

Feel comfortable giving them feedback, presenting them with problems you encounter — whine at them — and making sure they are doing their jobs.

Finally, introduce yourself to me. Tell me your name — if your name is hard to remember like "Bruce" or "Janet" or "Ishmael," make one up — and get comfortable asking me questions and voicing your opinions about school issues.

As for now, I am willing to explain more of my ideas for next year to anyone thoughtful enough to address me as "Mr. President-elect."

## CORRECTIONS

From the March 23 Issue

The "Final Winter Records" box incorrectly said the Boys Basketball team record was 9-12. Actually, it was 12-11.

Katie Lawrence (VI) won the women in sports award from NJSIAA, not NJAIS. NJSIAA is the New Jersey State Interscholastic Athletic Association.

We regret the errors.

Please send all corrections to pingryrecord@yahoo.com.

The Record welcomes all letters to the editor. Anonymous submissions cannot be printed. Submissions may be edited due to length constraints. Send all correspondence to pingryrecord@yahoo.com.

## The Spanish Voters Made a Mistake

Three days after the worst terrorist attack in European history, Spaniards voted for a new government led by Spain's Socialist Party. They pushed out the ruling Populist Party, led by ex-President José Maria Aznar.

The 191 Spaniards killed — including businessmen, college students, workers, mothers, children and a seven-month old baby girl — and the more than 1,500 injured on the morning of March 11, now referred to as "11-M," were the victims of another enormity committed by sympathizers to Al Qaeda.

Before 11-M, a victory by the ruling Populist Party was widely expected, and for good reason. The Spanish economy has experienced incredible growth and liberalization. The threat from ETA, the Basque terrorist group, has been curtailed. The unemployment rate fell by more than 8 percent during the Aznar years. And new technologies, like the AVE, Spain's high-speed train, are widespread and widely used.

Most importantly, Aznar transformed Spain from its post-Franco years into an important player in the world stage. The Socialist Party

wants to go back on all that, pulling out of the war in Iraq and taking a sharp left turn economically.

Before the bombings, the Populist Party was likely to win the election. But in only three days the terrorists managed to completely change public opinion. The Spanish voted in the Socialists to appease the terrorists, who claimed their actions were punishment for Spain's involvement in the war in Iraq.

If the terrorists saw such obvious transformation as a result of this attack, what will ever deter them from attacking America — or other nations — in the weeks prior to important elections?

In allowing the terrorists to sway political opinion and manipulate the election's outcome, the majority of Spanish voters accepted and legitimized terrorism as a viable method for influencing politics.

As Mr. Gustavo de Arustegui, the Aznar government's foreign policy spokesman, said after the March 14 elections, "The terrorists have killed 200 people and defeated the government. They

**Caroline Savello (V)**  
POLITICAL OPINION

have achieved all their objectives. We have transformed terrorists into political actors with this."

Some have taken an "I-told-you-so" posturing in their arguments supporting the outcome of the election. These people contend that the bombers were protesting Spanish involvement in the Iraq war.

But regardless of Spanish citizens' stance on Iraq, conceding to the terrorists by so quickly changing heart legitimized terrorism. What rightly occurred in the first wave of retaliation — outrage at the moral depravity and sickness of the terrorists — was not carried through to the next step of action. Instead, all efforts to stop terrorism were brought to a halt out of fear and weakness.

The Spanish government's involvement in Iraq may not have been the only reason for the bombings. Spain, along with the rest of Europe, is no stranger to terrorism. Over the past few years, Spain has arrested several top men in a widespread Spanish Al Qaeda ring.

Most of these arrests occurred prior to the war in Iraq, suggesting a very es-

tablished terrorist network in Spain even before the war. And, according to a March 20 article in *The Economist*, Mohammed Atta, the ringleader of the September 11 attacks, visited Spain just before September 2001.

The threat of terrorism is not against just U.S. allies, but the entire Western order. In recent messages and tapes, Islamic fundamentalist groups have threatened France. Algerian terrorists are infiltrating Europe, and European tourists — regardless of their government's position on U.S. policy — have been attacked. The threat is widespread and indiscriminate.

Those who were murdered or injured in the 11-M attacks are the most recent victims of terrorism. But the rest of the world will continue to suffer if governments do not stand firm against the latest terrorist massacre.

## Cartoon: Parental Demands Prior To Form III College Night



**M. Tyson (VI)**

## Stress and the College Process

A friend of my dad's recently told the story of how he got into college.

The man explained that sometime in the early 1970's, he and his cousin were both graduating from high school. One day, the subject of what to do after graduation came up, and the two considered going to college. They had grown up together in California and considered a local university. They drove over to the campus and picked up applications, which they filled out and sent in the night before the deadline.

There was a brief panic, however, when my dad's friend could not find his parents to sign the application. In fact, the parents had no idea their son was applying to college at all.

The university this man applied to — and subsequently was accepted at — was none other than UCLA, a university arguably one of the top in California, if not the nation.

UCLA now accepts only 24 percent of applicants, and it requires not only the SAT I, but also multiple SAT II's. Today's applicants must have SAT scores around 1390 to be competitive in UCLA's applicant pool. Certainly, this score is difficult for most to achieve if they do not have any thought about college until the night before the application deadline.

In this cutthroat world of college admissions, I often find justification for the seemingly unbridled amount of stress and work a school like Pingry provides. According to *The Miami Herald*, SAT I verbal scores for the class of 2003 hit a 16-year high, and SAT I math

**Danielle Peretore (V)**  
CULTURAL OPINION

scores hit a 32-year high. Schools like Princeton mandate interviews and encourage "official campus visits" before interview requests are accepted. Repeated sign-ins at the college website are virtually a prerequisite as well.

The Pingry community is hardly immune to national stress. AOL Instant Messenger buddy lists, which include inordinate numbers of Pingry students, also seem to have inordinate numbers

*The sacrifices I am making are for my cultivation as a person.*

of them online after 1 a.m. As far as I can see, no competent honors student can even once declare during the infamous junior year, "I simply cannot do it all."

Yet even perpetually bloodshot eyes might be worth it after all. On April 3, Pingry enjoyed a spot of the limelight in a *Wall Street Journal* list of the nation's top high schools for getting students into the best colleges. Pingry ranked 18th.

Ultimately, the decision is personal. Holding a thick envelope postmarked from Harvard, I can only imagine that most people would say it was all worth it. But I do like to think that the sacrifices I have made to attend Pingry will reap me benefits far beyond a banner on my wall from one of the nation's top schools.

As dorky as it may seem, I really do think the sacrifices

I am making are for my cultivation as a person. I hope that when I am older, I can hold a conversation with the brightest minds in the world and know that I have something to contribute.

I hope that when I am asked to write a paper, brief or report — whichever it may be for my chosen profession — I can sit in front of my computer screen with absolute confidence in my ability to produce a quality piece of work, no matter how difficult the assignment.

I hope that for the rest of my life, I will be able to hold on to a sense of accomplishment and work ethic, no matter how trying the times are.

I hope that all these little comforts will contribute to an overall, pervading happiness. If I can reach this goal, all my sacrifices will have been worth it ten times over.

## Editorial: Consider the Honor Code

After the March 23 *Record* editorial "Losses for Student Freedom," Mr. Neiswender clarified the school's policies on punishing out-of-school behavior.

He said the school was uninterested in explicitly monitoring students' blogs — or any other out-of-school behavior — but that the administration has no choice but to take action if it learns of inappropriate conduct.

The headmaster pointed to the Honor Code, which says, among other things:

- Behavior must be based on genuine concern for others.
- Members of the community should conduct themselves in a manner that will further the best interests of the school.
- They should honor the rights of others, at all times, while at Pingry and throughout their lives.

The Honor Board Definitions and Procedures section of the Family Directory adds that members of the community may not bring "discredit to The Pingry School, whether during or outside of school hours or on or off school property."

Responding to the editorial on blogs, many readers agreed that the administration was wrong to punish students for their personal, off-campus websites. But most of the same readers then said they approve of the Honor Code. These beliefs are contradictory. Even *The Record*, in its blog editorial, failed to consider the impact that the Honor Code could have on punishing out-of-school behavior.

Many students seem to misunderstand the Honor Code. Based on the quotations above, the administration would be hypocritical if it endorsed the Honor Code but overlooked derogatory comments on websites. The same goes for any out-of-school behavior that might portray the school in a bad light.

The Honor Code is an overarching document that is impossible to systematically enforce. More than anything else, it is a doctrine of spirit and attitude. Is it, then, too vague and subject to too much interpretation? Or is interpretation — and application of common sense — the Honor Code's inherent goal?

Posting criticism on RateMyTeachers.com, for example, might bring discredit to Pingry. Yet the school is not actively pursuing that anonymous student who wants his English teacher fired. Indeed, the Honor Code's impact is determined by the way the administration applies it.

Note that Pingry's Honor Code is both academic and social. An academic honor code dictates rules for schoolwork and tests; a social honor code dictates rules for behavior. Generally, it is the social aspect of the Code that causes controversy.

The goal of a social honor code is to make the community safer and kinder. The administration says this sets Pingry apart from public schools and makes it attractive to prospective families. But at the same time, a social honor code might stifle freedom and instigate fear.

Regardless of students' opinions of the Honor Code, everyone should be aware of its implications and unafraid to debate them.

*The opinions expressed here reflect the views of members of the editorial board.*

## Letters to the Editors

Dear editors,

I would like to respond to the editorial "Losses for Student Freedom" from the March 23 issue of *The Record*.

I find myself in a very awkward position. At my core I am a civil libertarian; I believe in extending as many personal freedoms and rights to all of our students and faculty. Yet in my position as head of the Upper School, I need to make decisions that often restrict individual rights within the Pingry community.

For example, I believe in a teacher's right to smoke cigarettes. Personally, I think it is a disgusting and evil vice, yet I believe our teachers should have the right to slowly kill themselves

if that is what they choose.

At the same time, I feel that they should not have the right to smoke cigarettes anytime, anywhere on the Pingry campus. It sets a horrible example for our students, and thus I would restrict this right for the good of the larger community.

The *Record* lamented that I have unfairly curtailed your "rights" as students and that I have not made clear what qualifies as impermissible behavior. Let me try to clarify.

We live in a community that has very high standards for appropriate behavior. Moreover, in this community we maintain a standard that thankfully is way more civil than in society at large. Therefore, I think it is

both reasonable and appropriate for the school to monitor and admonish mean-spirited, hurtful behavior within our community or outside it.

I realize that teachers' positions are played out in public, and thus criticism is part of the job. When I log on to RateMyTeachers.com I expect to see some anonymous, mean-spirited comments about Pingry teachers. We can live with that. The website itself actually filters out foul language and seriously derogatory comments.

What is not hard to define and certainly is not acceptable is when I, using my name and/or Pingry's name, send a message into the wild blue world of the internet and make a racial slur

about my Latin teacher.

Obviously, some criticism of and comments about the Pingry community are borderline, and we can debate whether they are constructive. However, I think the key is to err on the side of protecting the people we basically live amongst for over 170 days a year.

If *The Pingry Record* believes that this behavior needs to be spelled out in the handbook or that it is not the business of the school to make and enforce such judgments, then I ask the editors to rethink what is at the core of Pingry's Honor Code.

Mr. Adam Rohdie  
Assistant Headmaster  
Upper School Director

# Operating Budget Funds All Expenses

By JEREMY TEICHER (IV)

The school has an annual operating budget for both campuses of \$25 million to provide for all expenses incurred specifically during the school year. Seventy percent of the budget goes to employee salaries and benefits, and the remaining 30 percent pays for school operation.

Money for the operating budget comes from three sources: tuition, donations and the endowment. Tuition makes up the majority of the funding for the budget, but Headmaster John Neiswender said tuition would have to increase about \$3,600 per student to continue running the school without donations or the endowment.

The cost to educate the average student at Pingry is over \$25,000, Mr. Neiswender said. This is almost two-thirds more than the 2002-03 national average, \$15,568, according to the National Association of Independent Schools (NAIS).

Some expenditures only come from a specific source of the budget. For example, financial aid comes only from the endowment. Money for faculty salaries and operational expenses may come from any of the three sources. Large construction projects are not considered part of the operating budget and are funded only by donations.

Mr. Neiswender said the school has reached its target for faculty wages, which total about \$17.5 million of the budget. The Long-Range Plan, created in 2001, aimed to make faculty salaries the highest of any independent school in New Jersey and comparable to local public schools'.

The amount that faculty members make depends on how long they have worked at Pingry. The starting faculty salary is usually about \$38,000. There are 200 faculty and staff members on the school's payroll.

Mr. Neiswender said faculty salaries increase about five percent per year. For the last two years they have increased seven percent, but next year that figure will return to normal.

The remaining \$7.5 million of the budget go toward running the school. They are divided up annually by Mr. Neiswender and Chief Financial Officer John Pratt and approved by the Board of Trustees. The highest spending priorities are fixed expenses, like electricity bills and maintenance. Other priorities include technology and insurance.

"Small necessities like paper,

Xeroxing and air conditioning also add up to a substantial amount," Mr. Neiswender said.

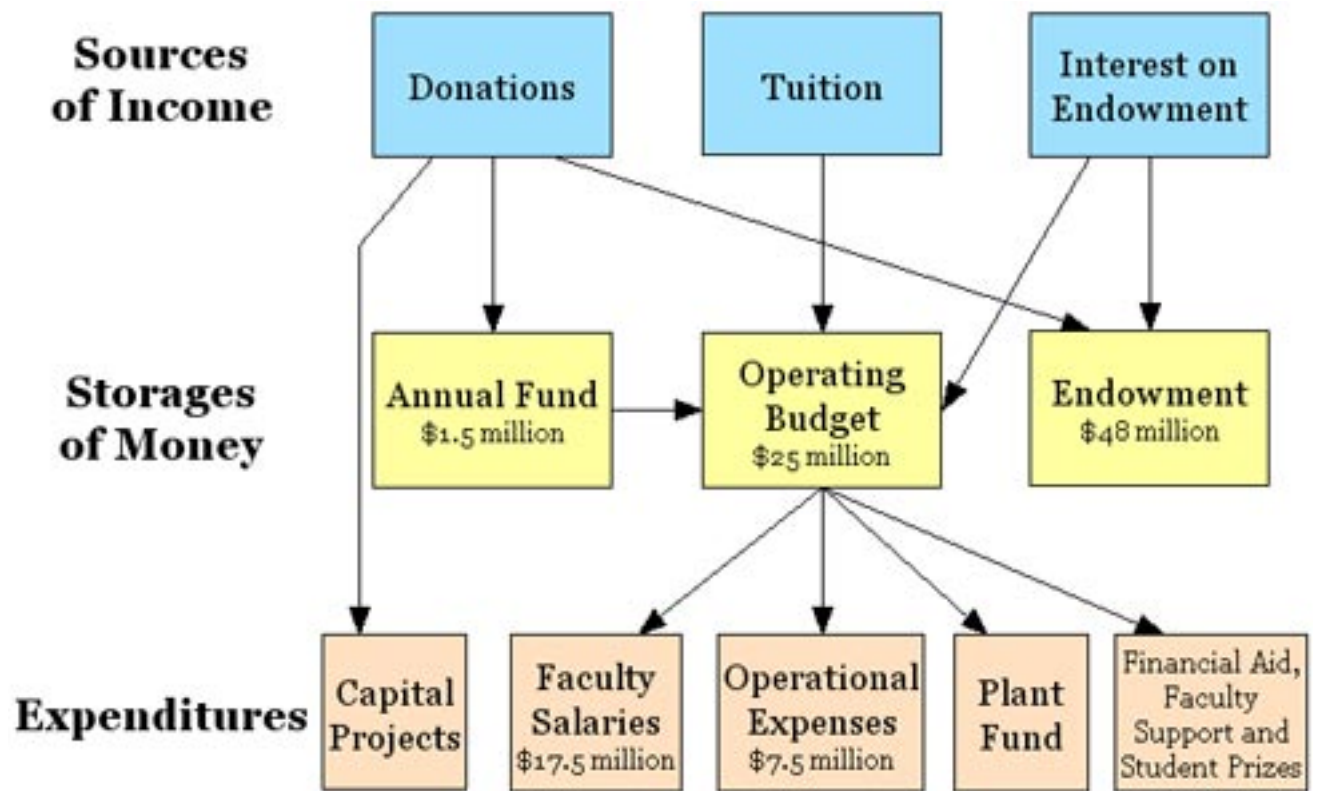
Ideally, the operating budget is designed to be spent in its entirety by the end of the school year, Mr. Pratt said. Extra money is never put into anyone's pocket because the school is a nonprofit organization.

If there is leftover money at the end of the school year, Mr. Pratt said it is put into a plant fund, which is used for small construction and maintenance. Money may be allocated to the plant fund at the beginning of the year as well.

The remainder of the budget can be substantial. Plant funds paid for the new parking lot and entrance gate last summer.

"Each dollar is put toward what is best for the students," Mr. Neiswender said. "We're always looking for excellence, and there is a cost for excellence."

# How the School's Money Flows



# Annual Fund Provides Dollars For More Operating Expenses

By MARTA POPIOLEK (V)

The Annual Fund, one of three forms of the school's fundraising, provides the operating budget with additional money that is given as gifts from members of the community. Other forms of giving are capital gifts and endowed gifts. Fundraising restarts each fiscal school year, from July 1 to June 30.

This year's Annual Fund has raised \$1,270,923 so far, and fundraising will continue until June 30. Last year, the fund raised \$1,547,281. Ms. Coral Butler Brooks, director of annual giving, said the development office's goal is to raise the same amount of money as last year.

The average tuition this school year covered only 82 percent of the cost to educate a student, Ms. Brooks said. The Annual Fund is used to pay for educational expenses not covered by tuition and the endowment.

"The fund ensures that Pingry continues seeking educational excellence in many ways that tuition alone cannot provide," Ms. Brooks said.

Money from the Annual Fund becomes a line item in the overall operating budget, said

Mr. David Merrick, the director of development. It contributes to all areas of the budget.

Some academic expenditures funded by the Annual Fund include Smart Board technology, subscription databases and laptops for the library, as well as activities like assemblies, leadership training and art room work areas, Ms. Brooks said.

The fund also ensures professional growth for faculty by supporting graduate work, workshops and seminars for teachers and coaches.

Alumni, parents, grandparents, faculty, staff and friends of the school are asked annually to contribute. The overall participation in the 2003 fund was 35.19 percent, with 71 percent of parents and 27 percent of alumni donating.

The fund started more than 40 years ago and has been conducted yearly since, Ms. Brooks said. The development office holds phone-a-thons throughout the year, and students volunteer to call alumni and parents to request their support. Donations are also made through the school's website and direct mail.

Three hundred sixty-seven parents and 929 alumni have donated so far to this year's fund. The fund has three chair-

persons, one overall plus one for each campus.

The Pingry Review publishes the names of donors in its annual report every fall. Along with donors' names, percentages of participation for each grade level and alumni are given. Mr. Merrick said the biggest alumni donations usually come from the reunion classes, particularly graduates having their fifth, 10th and 20th reunions.

Donors giving to the Annual Fund may not specify how the school spends their money. Instead, donors with specific requests can give capital gifts, which go to major construction projects like the arts center and Middle School, or endowed gifts, which go directly into the endowment. Endowed gift-donors may specify if their donation should be spent on faculty support, financial aid or student prizes, Mr. Merrick said.

Park Smith '50, for example, recently gave a \$2.5 million capital donation specifically to fund the new Middle School building.

Chief Financial Officer John Pratt said Pingry is a "wonderful place" because members of the community are willing to give to "make everything possible."

# INTEREST EARNED FROM ENDOWMENT FUNDS AID, BUDGET

By DANIELLE PERETORE (V)

An endowment is a collection of saved funds that are invested in different interests. Pingry's is worth \$48 million.

The principal amount of the fund is never touched, but four percent of the endowment's total worth is withdrawn and spent on school operation each year.

The endowment provides the only source of funding for financial aid and certain forms of faculty support and student prizes. Additional interest goes back into the endowment to enlarge it.

The national average endowment is \$15 million, according to the National Association of Independent Schools (NAIS).

Mr. David Merrick, director of development, said the endowment is supervised by four to six financial managers, who each invest a portion of the money in a variety of low and medium-risk ventures. The Board of Trustees Investment Committee hires and oversees the financial managers.

"The endowment is broadly invested, and it's somewhat conservative," Mr. Merrick said. "The trustees take seriously that the investment needs to be there tomorrow."

Chief Financial Officer John Pratt said the endowment is mostly mutual fund-based but that it is also spread over equities, bonds and other short-term treasury investments.

Mr. Merrick said past benefactors, including alumni, parents and friends of the school, have donated most of the endowment's principal.

During the stock market recession that lasted roughly from 2001 to 2003, the endowment returns averaged two to four percent per year. Some other schools, Mr. Merrick said, lost a significant amount of their endowments.

Mr. Merrick said the endowment was worth around \$16 million during the mid-1990's. At that time, the Board of Trustees decided to grow it so the school could actualize some of its long-term goals, like building the new arts wing.

Continued on Page 5

# SCHOOL'S TUITION IS ON THE RISE BY 5.6 PERCENT

Continued From Page 1

with salaries and other benefits, Mr. Neiswender said, a tuition increase was unavoidable.

In addition, he said, the costs of maintaining small class size, retaining top-notch faculty and maintaining first-class learning facilities prohibit the school from cutting costs.

The median tuition for private high schools this year was \$16,000, according to the National Association of Independent Schools (NAIS). This is 24 percent lower than Pingry's tuition.

Mr. Neiswender said the cost of tuition will probably never remain constant. To account for rising costs, he estimated tuition increases of about five percent per year.

Pingry has other sources of income, including the endowment and Annual Fund, as well as smaller sources like the bookstore and summer camps. The majority of the budget, though, is funded by tuition.

Three groups must approve tuition changes before they are implemented. First, the administration proposes a figure to the Finance Committee of the Board of Trustees. After reviewing the proposal, the Finance Committee passes it on to the rest of the trustees, who have the final decision on the price of tuition.

Pingry is not unique in implementing tuition increases, but it is not yet known how the 2004-2005 tuition will compare to other schools'. For 2003-2004, Mr. Neiswender said the school's tuition was third highest in the state. Schools with tuitions higher or similar to Pingry's are Kent Place, Princeton Day School and Dwight-Englewood.

Though Pingry offers financial aid, many students who would like to attend cannot do so for financial reasons, Mr. Neiswender said.

"In a perfect world, education would be free," he said, but maintaining the quality of education in the face of continually rising costs will continue to be a challenge for the school.

# Financial Aid Wait List Is Formed

Continued From Page 1

gone up dramatically," Mr. Neiswender said. "Years ago there was no problem."

The amount of financial aid funding next year will increase by about five percent, Mr. Neiswender said, as will the price of tuition. In the past, increasing financial aid at the same rate as tuition was more than adequate, he said. According to the Pingry website, this year's need-based financial aid grants totaled over \$1.1 million.

Last year, valid requests for financial aid also outpaced the financial aid budget, but the Board of Trustees allocated extra funding to make up the difference.

Mr. Neiswender said they did this because last year's difference was nonmaterial, whereas this year the financial aid trend increased significantly.

The headmaster said a good marketing campaign by the admission department to under-represented groups caused the rise in financial aid requests. He predicted that requests will always go up, as will the amount of aid that the school grants.

Financial aid funding comes only from a portion of the school's endowment, not from tuition or donations to the Annual Fund. Some donors may give endowed gifts specifically for need-based financial aid.

When some financial aid

applicants withdraw or do not accept the aid they are given, other students will be taken off the waiting list, Mr. Neiswender said. In determining which students to place on and take off the waiting list, "everything" is taken into consideration. "We look at an applicant's whole picture," he said.

Most local independent schools have financial aid waiting lists, the headmaster said. But many also have larger financial aid budgets. Aid at Montclair Kimberley Academy totals over \$2 million. At Princeton Day School, it is over \$1.7 million.

The admission department says the financial aid process at Pingry is completely indepen-

dent of admission. Applicants for financial aid must fill out a financial aid request form by Jan. 12, a Parents' Financial Statement by Feb. 2 and federal 1040 and W-2 tax forms by March 1.

The Parents' Financial Statement must be sent to the School and Student Service for Financial Aid (SSS) in Princeton along with a small fee. SSS considers the application and suggests an amount of financial aid. Pingry's financial aid committee then accepts or alters SSS' suggestion.

Mr. Neiswender and the Board of Trustees have set a goal of doubling the amount of financial aid in less than 10 years. "Then we'll be where we want," the headmaster said.

## Drama 4 Performs; Middle School Will Present May Musical

By HADLEY JOHNSON (III)

The Middle School and Drama 4 plays are performed each spring trimester.

This year, the Drama 4 class presented Christopher Durang's "The Actor's Nightmare" and Jane Martin's "Anton in Show Business" from April 22 to 24.

"The Actor's Nightmare" is the comedic story of an actor who, like an actor's worst nightmare, wakes from his sleep to find himself in plays for which he has not rehearsed. Mr. Al Romano, director of the production and Drama 4 teacher, described this comedy as a "tour de force," saying that putting on the play was a brilliant, extraordinary feat.

Following "Nightmare," the students performed "Anton in Show Business," which Mr. Romano said "explores the purpose of theater and why people perform."

The play followed a hodge-podge of characters that gather in San Antonio, Texas to work on a production of Anton Chekhov's "Three Sisters."

The characters came together to create a "broad, satirical look at the state of theater in America," Mr. Romano said.

He described the plays' humor as appropriate for Middle and Upper School students, but too mature for younger crowds.

Mr. Romano said the plays were ensemble productions, with all students having "substantial roles" rather than a large divide between principal and non-principal actors.

Drama 4 students include seniors Athena Arbes, Susannah Bragg, Pritha Ghosh, Adam Goldenberg, Halley Gross, Jill Kehoe, Stephanie Madden, Dennis Malkov and Robert Zacharias.

The Middle School play, David Henry Hwang's "Tibet Through the Red Box," will be performed on May 14 and 15.

Mrs. Trish Wheeler, a drama teacher and the play's director, said the play contains a strong magical element.

Based on the true story of Peter Sis and his book, "Tibet Through the Red Box," the play tells the story of a family coping with the absence of their father. Vlad, played by Louis Schermerhorn (I), is sent from his home in Czechoslovakia by the Soviet government to film the construction of a highway in Tibet. In the meantime, the family struggles with Vlad's absence.

Vlad leaves behind his son, Peter, played by Adam Freeman (I), his wife, Alenka, played by Emily Chertoff (I), and the family's cat, Jangmu, played by Hallie Bianco (II).

Vlad faces major obstacles on his journey home, but finds help from the Dalai Lama's council in Tibet. Vlad makes history as the first Westerner to film Tibet and meet the Dalai Lama.

Martha Johnson (I), who is involved in the production, says "Tibet" is a "really exciting play that is different from any other. You can play around with it and have a lot of fun."

The cast of 33 and the set, sound and lighting crew of 20 are comprised entirely of Middle School students. Sam Waterbury

(III) is the assistant director.

Mrs. Wheeler says an important part of the play is its music. All of the songs are original compositions by Vince DiMura, who has composed for numerous Middle School plays in past years. In "Tibet," the music includes chants, songs and percussion beats.

Mrs. Wheeler says the heart of the play is the ensemble, which brings together the music and themes. Led by Darina Shtrakhman (II), the ensemble is called on to show off their dancing skills.

The cast has been rehearsing every afternoon since late February in the Macrae Theater, including two all-day Saturday rehearsals.

## THE SCHOOL SAVES ABOUT \$48 MILLION IN ENDOWED FUNDS

Continued From Page 4

The Board then began a major fundraising campaign from 1996 to 2001, the Campaign for Pingry, raising about \$44 million. One-third of that money went toward doubling the size of the endowment. Lucrative investing — along with the stock market boom in the late 1990's — resulted in the rest of the endowment's increase, Mr. Merrick said.



D. Spett (VI)

Denis Malkov (VI) is in a sex scene in the senior play.



Courtesy of the Communications Department

Dana Van Brunt (V) performs Aretha Franklin's "Respect" at this year's Cabaret.

## Cabaret Brings Back the 70's

By CAROLINE SAVELLO (V)

The sixth annual Cabaret took place on March 25 in the commons area and showcased nine soloists and the Jazz Ensemble. The groups performed popular songs from the 1970's to raise funds for the Make-A-Wish Foundation.

Admission was \$5, and the event raised \$440. The money provides vacations and other wishes for terminally ill children and their parents. Mrs. Stephanie Romankow, the school's community service director, said that this year's event raised more money than any previous year's.

The music department and the Community Service Club coordinated the benefit. Club

President Jenna Whiteley (VI) said about 17 students received community service hours for volunteering to help set up the event and serve food to guests.

Mr. Sean McAnally, conductor of the Jazz Ensemble, said the original idea behind the event was "to give Pingry vocalists a venue to perform with a big band," an opportunity he said is rare, even for professional singers. Mr. McAnally decided to create a jazz club setting, and Mrs. Romankow suggested that the event raise funds for different charities.

Past beneficiaries have included the Scleroderma Foundation, the Valerie Fund for Children with Cancer and Blood Disorders and the Fox Chase Cancer Research Center.

The singers, including Caitlin Jennings (IV), Louisa Moller (V), Andy Schlesinger (VI), Jonathan Roberts (V), Julie Johnson (V), Alex Holland (VI), Susannah Bragg (VI), Josh Light (V), and Dana Van Brunt (V), were chosen from those who auditioned in late February.

The singers performed popular songs from the 1970's, ranging from Dionne Warwick's "Walk On By" to Stevie Wonder's "Superstition." Mr. McAnally said he

selected this theme because "that decade seems to be in vogue," he said. "I knew there would be a connection between the performers and their parents, who most likely know this music."

According to Mr. McAnally, an important part of Cabaret is the professional experience it offers to the jazz band and the soloists. He said the Jazz Ensemble had to learn nine new songs and perform them with singers on a very limited rehearsal schedule. The singers, he added, only had two or three chances to run through the tune with the band. "Those are very similar to professional parameters," he said.

Mr. McAnally said he enjoys Cabaret because it shows what Pingry students are capable of. "I feel fortunate to be at a school where we are able to offer this kind of experience to the students," he said. "It is truly gratifying to be able to share the performance with them, their families and their friends."

Andy Schlesinger (VI), who performed Al Green's "Let's Stay Together," felt that this year's Cabaret was the most successful one yet. "The singers were engaging, simply because we were having so much fun," he said.

## Form III Holds College Night

By NADINE REITMAN (IV)

The second annual Form III College Night was held in the Macrae Theater on March 31. The meeting was meant to inform the parents of freshmen about the upcoming college admission process.

The director of college counseling, Mr. Robert MacLellan, said the night was not intended for students. He said students have enough to worry about, and Form III College Night could increase their stress level.

Mr. MacLellan said the goal of the night was to give parents information about the college process and allay their worries about it. "More

information in parents' hands equals less stress for the whole process," he said.

A wide range of college admissions topics were covered during the meeting. Mr. MacLellan explained the overall college process for the parents and distributed college counseling handbooks. He also discussed the changes to the Scholastic Aptitude Test (SAT) and addressed parents' questions. Last year, Mrs. Patricia Lionetti and Dr. Michael Richardson, the psychology teachers, attended to answer questions.

The night was well attended, Mr. MacLellan said, with about 140 parents representing 70 to 80 students.

## ECON STUDENTS GO TO FINANCE CAFE AND MERRILL LYNCH

By CATHERINE CHONG (III)

Economics students attended the eighth annual Finance Café on March 24 and a field trip to Merrill Lynch corporate headquarters on April 20.

The Finance Café began with a formal dinner in the cafeteria followed by a presentation by Dr. Richard Peach, vice president in the business conditions function of the Federal Reserve Bank of New York (FRBNY).

Dr. Peach has been with the FRBNY since 1992. Before that, he was staff vice president and deputy chief economist of the Mortgage Bankers Association of America (MBA). He is knowledgeable in many areas of finance and economics, including the U.S. macro forecast and real estate finance.

About 100 people came to the event, which was funded by anonymous parents. Ms. Wolfson said they were so pleased with the finance portion of the seventh grade history curriculum that they donated money to fund the Finance Café and Merrill Lynch field trip. Their donations also helped create a business and finance library in room 306.

Dr. Peach spoke about monetary policy, the workings of the Federal Reserve and the Fed's tools to maintain our economy.

Rita Chen (VI) said, "What we learned in class applied to what he does. His explanations made everything clearer."

The field trip of about 75 seniors, Ms. Wolfson said, enabled them to get a "hands-on experience" of the corporate world. Students met Tim Mahoney, head of equity trading at Merrill Lynch, which Ms. Wolfson said is a great privilege.

Students toured the Princeton corporate campus' conference and training center and Merrill Lynch's trading floor, where \$52 billion is traded each year.

"The building was a half mile from end to end," Jenna Whiteley (VI) said. "There was a hotel, a day care center, fitness center, tennis courts, pool tables and a full-time doctor."

Some students wished they had done a different activity. "It took us an hour to get there, and the tour was only 45 minutes," one senior said.

Most students agreed that freshmen shouldn't have to worry about college yet, but some even think a freshmen college night for parents is going too far.

"It's too early for freshmen to be hearing about college," Marissa Bialecki (IV) said. "They should focus on high school for the meantime and worry about college later in high school. There's no need for freshmen to have a college night."

Others thought the event was more helpful. "It is good to have [Form III College Night] because it gives some insight into what will be going on in the following three years," Lisa Harris (IV) said.

## W.S.J. RANKS PINGRY 18TH IN THE NATION

Continued From Page 1

multiple A.P. offerings and the new arts wing.

Ms. Sara Boisvert, director of admission, agreed with Mr. MacLellan's reactions. "I'm not a fan of rankings. There are so many intangible factors that are just as important," she said. "What about the school's character, the Honor Code and the school's mission? Just relying on percent admission might not be the best criteria."

Ms. Boisvert said the article's usage of statistics was flawed, because it showed matriculation numbers instead of acceptance rates. Mr. MacLellan added that college face books, which were used to compile statistics, are often inaccurate.

The director of admission said prospective parents have a definite interest in the school's college placement. "Parents of children applying for kindergarten will often ask for college data," she said.

Ms. Boisvert hopes parents are "looking at the big picture of the value of independent schools." The tuition, she said, provides for a much wider range of opportunities, from smaller class sizes to a first-rate faculty.



S. McAnally

Mr. Rohdie stands with senior citizens at the April 13 Intergenerational Prom.

## Seniors Eat, Dance With Students

By DANIELLE PERETORE (V)

Senior citizens from local assisted living homes were bused to the school on April 13 for the Intergenerational Prom. About 150 senior citizens enjoyed a night of dancing, food and games hosted by over 30 student "dates" and servers who received community service hours for their work.

The night was coordinated

by Mrs. Stephanie Romankow and the Community Service Club, which decided on the theme "A Night of Magic" and planned the decorations and menu accordingly.

"The prom was a huge success," Mrs. Romankow said. "The students were gracious, inviting and involved."

First, dinner was served while the jazz band, directed by Mr. McAnally, played. The Buttondowns and Balladeers

then performed. Afterwards, the dance floor was opened to the senior citizens and their student partners for a round of jazz dancing. Upper School Director Adam Rohdie sang the "Hokey Pokey."

Students also performed two cultural dances. Geoff Cox (VI) and Suruchi Ahuja (V) performed a salsa dance, with a cameo appearance by Mr. Rohdie. Allie Seebald (V) then performed an Irish step dance.

"Just seeing all the senior citizens laughing in the audience made it worth it," Ahuja said. "They really love coming to Pingry every year."

After another round of jazz dancing, the prom king and queen were named and door prizes were handed out.

Not all of the senior citizens made it to Pingry for the night. "Unfortunately, there was a mix-up with the bus company, and they neglected to pick up about 25 senior citizens," Mrs. Romankow said.

To make it up to them, Mrs. Romankow said she is hosting a small get-together with 12 to 25 of the "neglected guests" today. Ten students will join them in the Multi-Arts Room for cookies, coffee, singing, dancing and games.

## Students Win at Science Fairs

Continued From Page 1

NJRSF that analyzed musical tuning using mathematics. His project last year was also chosen for display at ISEF.

"I decided once again to research a topic that involved math," Page said. "I definitely had a lot of fun doing it, but I'm not quite sure I will do it next year."

Rosenman entered the NJRSF competition with a study of the effects of video games on hand-eye coordination. He won third place in the behavior science category. He also won an award for his study from the American Society of Philosophy.

Using a test group of 47 students, Rosenman compared the hand-eye coordination between students who had and had not played video games.

Rosenman said the idea for the project came from an article in a periodical that hypothesized on the effects of video games on hand-eye coordination.

He said he thought coordination would improve as a result of playing the games. But the experiment determined that there is no direct correlation between video games and hand-eye coordination.

"It was an interesting study," Rosenman said. "I was trying to say that it's not that harmful [to play video games] after all."

Sophomores Jonathan Bregman, Zack Cordero, Caitlin Jennings, Kelly Peeler, Ariana Lichtenstein, Nick Molé and Rachel Van Wert are involved in the school's chapter of the Students Modeling a Research Topic (SMART) program.

Dr. Tim Herman, from the Milwaukee School of Engineering's Center for Biomolecular Modeling, developed the SMART program for high school students to provide "an opportunity to experience research

science at the university level and to interact with a prestigious scientist," Mr. Tommie Hata, a freshman biology teacher, said.

Last year, Mr. Hata suggested that a team of students compete in the nationwide SMART competition. He and Mrs. Deirdre O'Mara, another biology teacher, selected the seven students from last year's freshman biology classes.

The team has been working closely with Dr. Richard Ebright, a protein biochemist. In a collaborative effort with Dr. Ebright, the seven students designed, modeled and colored a physical model of the Class I transcription-activation complex that "effectively communicated

the structural and functional significance of the complex," Mr. Hata said.

Dr. Herman invited the team to present its models at the national convention of the National Science Teachers Association (NSTA) in Atlanta, Ga. from April 1-3.

Mr. Hata said the purpose of the trip to the convention was to "communicate the students' understanding of a research-level complex."

Mr. Hata said he is "amazed at the competent discussions" between students and professors, adding that the SMART team "understands science as a process, not a list of facts in a book."

## Poets Teach Students in Full-Day Workshop

By MELISSA LOEWINGER (III)

This year's Creative Writing Festival was held on the anniversary of William Shakespeare's birthday, April 23. The student body listened as several acclaimed writers read selections of their work.

The organizer of the assembly, English teacher and Record adviser Dr. Susan Dineen, said the purpose of the assembly was "to expose students to a range of different contemporary writers and to give them an idea of different voices and styles." Poet, teacher and publisher Jeffrey Levine helped Dr. Dineen find the speakers.

The Creative Writing Festival has been sponsored by the Justin Society for the past nine years. The society was named after Justin Ring '94 and founded by Justin's parents, George and Dee, who hoped to foster creative writing at Pingry, Dr. Dineen said.

Dr. Dineen modeled the Creative Writing Festival on the Dodge Poetry Festival, a biannual event that features readings and workshops for students, teachers and the general public.

"We're lucky to have the funding for programs like this and an English department that is encouraging of creative work," Dr. Dineen said. "I have long believed, and still do, that people become inspired when they read, hear and talk to living poets."

The festival consisted of several afternoon workshops in addition to the campus-wide assembly.

Interested students were allowed to miss classes to take part in one to three workshops: one was on fiction, two on poetry. There was also a well-attended poetry workshop for the Middle School.

During Conference Period, there was an open-microphone reading in the library. "The

students who attended were supportive of one another," Dr. Dineen said, "but I hope more will attend next year."

Many students appreciated the festival. Hope Scott (III) found it informative, saying, "It opened my mind to many creative options I haven't used before in my writing."

Still, Jennifer Au (III) said some of the poetry was weird and confusing.

Dr. Dineen advises student writers to read a variety of authors and to attend poetry readings and share their work.

Speakers at the festival included Joshua Beckman, Diane Wald, J.C. Todd and Aimee Nezhukumatahili. Dr. Dineen said their works included different subjects, allusions to different time periods and unique writing styles. Author Bibi Wein shared her memoir, "The Long Way Home," and Ann Scott Knight read some of her fiction work.

## Computer Ethics Speaker Addresses Music Downloads

By MELISSA LOEWINGER (III)

Three expert guests spoke on Friday, March 26 at an assembly on computer ethics. Director of Technology Ms. Gracemarie Cirino, who organized the assembly, said, "We wanted students to be aware of the ethics of computer usage outside Pingry."

Dr. Salvatore Stolfo, a computer science professor at Columbia University, focused his speech on technology ethics at colleges. He said most college students are given a significant amount of privacy, and students' internet activities are not monitored.

Dr. Stolfo said the recent Patriot Act gives the government the right to access university-protected information, including student internet logs.

Dr. Stolfo asked the audience not to abuse computer technology in educational institutions. A PowerPoint presentation that he showed said, "Do not become a member of the dark side. You will be caught by your bad behavior."

The second speaker, Ms. Nancy Waits, was a former information security awareness consultant at PSE&G. Her job was to monitor workers who might promote a "hostile work environment" through their use of technology. Ms. Waits monitored PSE&G employees' computer usage to ensure they were not viewing pornography, emailing chain letters or emailing harassment.

One student asked Ms. Waits how much time the company allowed employees to look at inappropriate web content. Ms. Waits said employees could not view any. Still, they could use some

free time — but not an excessive amount — to roam the internet at their leisure.

"Some employees spend 80 hours a month looking at pornography or checking their stocks," Ms. Waits said. "These are the kind of people we have a problem with." Mr. Eric Leen, a copyright analyst from BMG, a record company, spoke next about the ethics of MP3 downloading.

Mr. Leen's job is to license and pay songwriters. He said illegal music downloading programs, like Kazaa and Limewire, are destroying the infrastructure and profits of the music industry.

Mr. Leen added that downloading songs without paying is unlawful and unethical. He told the audience of numerous lawsuits against perpetrators. During the question time, some students criticized Mr. Leen's firm stance against MP3 downloading.

Ms. Cirino said she was pleased with the assembly. "The person who got the least out of it still learned something," she said.

Student reactions varied. Annabelle Suh (III) said she would not like to see the assembly return next year because "we already know everything" about the legality of computer use.

Other students said the assembly was worthwhile. "The speakers were very knowledgeable," Sam Waterbury (III) said. Talia Ray (III) added, "Now I can be safer when I go online."

Ms. Cirino said the assembly was necessary because of the power of computers. To control them, she said, the student body must know how to use them properly.



N. Lee (IV)

Former Poet-in-Residence Jeffrey Levine speaks at the start of the ninth annual Creative Writing Assembly.

## STUDENTS IN SPAIN AVOID 3/11 ATTACK

Continued From Page 1

perpetrators, likely in fear of losing the election.

Spanish teacher Mrs. Diana Abreu, one of the chaperones on the trip, pointed out that the date of the bombings suggests the attacks were the work of Al Qaeda sympathizers. March 11 (3/11) marked exactly two and a half years, or 911 days, since the attacks on September 11, 2001.

Students on the trip said they were disturbed by the bombings but felt safe. "I was frightened when we first heard about the attacks, but the teachers dealt well with the situation and assured us that we weren't in any danger," Haley Wynne (III) said.

The chaperones were comfortable staying in Spain for the duration of the trip. Mrs. Abreu said the thought of flying home early "never entered my mind."

She said that the chaperones made a decision to tell students only pieces of information and to do it with careful timing. They did not want to bring back memories of September 11, Mrs. Abreu said, adding that parents' concerns were alleviated when they were called and told that their children were safe.

The trip continued onward and included visits to the cities of Madrid, Toledo, Granada, Córdoba, Seville, Costa del Sol and Mijas. Students toured cathedrals, the Alhambra and Generalife Gardens, la Mezquita, the Prado museum and the windmills of Don Quijote in La Mancha.

Students said the favorite parts of the trip were the shopping and dining experiences. Typical Spanish tapas, churros, chocolate and small cafés were some of the Spanish culture that the students experienced.

"The food was good, and people express themselves so much differently than here," Wynne said. "I loved the clothes."

The students said they had a good time despite the bombings, adding that they were able to experience the unity in Spain just after the terrorist attacks.

"Spain was lovely, especially Madrid," Jake Kreeger (III) said. "The way the whole country came together when the bombings happened was incredible."

## Administration Seeks More Faculty Diversity at School

By CATHERINE CHONG (III)

Ethnic diversity has been a priority in the faculty and administrative hiring process for the past three and a half years, Headmaster John Neiswender says.

According to Mr. Neiswender, 9.3 percent of the faculty, 12.5 percent of the secretarial, maintenance and business staff and 12.5 percent of the administration at both campuses are people of color. In the past three years, 25 percent of accepted job applicants were of minority racial backgrounds.

Still, the headmaster says he believes so strongly in diversity that he will never stop working to improve it.

Mr. Neiswender says his administration has made a concerted effort to work aggressively toward a more diverse community. "We have the will and desire to promote diversity and create the best learning environment," he says.

The headmaster adds that interviews and references are the most important criteria in the hiring process. He says he looks for "three key things" in a teacher: passion and enthusiasm for teaching, high integrity and a joy for working with students. After that, he looks at any char-

acteristic that will help raise the number of underrepresented faculty. Still, the school has a non-discriminatory hiring policy, he says, and there is no explicit affirmative action program.

Since his arrival, Mr. Neiswender says Pingry has participated in an annual People of Color conference hosted by the National Association of Independent Schools (NAIS). The conference gathers educators and students from across the country to promote diversity in independent schools. The only year the school did not attend was last year, when the conference was "all the way in Hawaii," Mr. Neiswender says.

The school also sends representatives to minority job fairs. Past representatives have included Mrs. Marnie McKoy, assistant director of admission, and Ms. Nia Kilgore, associate director of college counseling.

Hiring minority teachers can be difficult, Mr. Neiswender says, because the market is very competitive and other schools compete with Pingry for the small pool of minority faculty. Many times, he adds, "minority faculty choose not to apply here for various reasons."

Still, Mr. Neiswender says the school has been more suc-

cessful in diversifying the faculty in recent years. "It takes years to change the faculty and diversify," he says.

Some teachers say the school's diversity still needs more improvement. "In terms of age and gender, there is a nice balance here," says Ms. Ananya Chatterji, an Upper School math teacher and college counselor. "But in general, the Pingry faculty is not diverse."

Her colleague, Mrs. McKoy, commented at the end of the Jan. 16 Martin Luther King Day assembly that there is a lack of minority faculty.

Ms. Chatterji does not think it is ever possible to be satisfied with the school's diversity. She says the school should always work to become more diverse. "It would be really great if the faculty diversity could mirror the student diversity," she says.

A problem at Pingry, Ms. Chatterji says, is that it is too easy to list the faculty of color. "When you think of the advisers of the African-American Club, you automatically think of Mrs. McKoy and Ms. Kilgore. When you think of the adviser of the Indian Club, you think of me," she says. "Ideally you want the list of the faculty of color to be too long to remember."



One of the African-American Club's goals is to increase the diversity and ethnic awareness at school. Its adviser, Mrs. McKoy, has called for more diversity among faculty.

## Student Profile



D. Spett (VI)

Ed Suh (V) plays a piano in a school practice room.

## Junior Ed Suh Wins Piano Competitions

By ASHWIN IYENGAR (V)

Ever since Edward Suh (V) was six years old, he knew he wanted to play piano.

"My parents encouraged me," he says. "They've always believed that exposure to music is an important experience that facilitates my academic education."

In 1994, his parents brought him to Mrs. Yelena Ivanov, a renowned piano teacher who works in Martinsville. Mrs. Ivanov has also taught several of Suh's closest friends, including Caroline Na (VI) and Alyson Hwang (VI). Suh describes Mrs. Ivanov as "a thoughtful and wise mentor whose love for music is constantly expressed in her emotional teaching."

Suh entered his first piano competition, the Young Pianist Competition of New Jersey, a year after he started taking lessons. He won first place in his age group after

playing a Bach prelude and a Mozart sonatina.

"I was quite nervous," he admits. "It was the first time in my life that I had ever officially competed in anything."

Piano competitions are now routine to Suh, who says he competes in as many as three or four major events each year. In addition to winning the Young Pianist Competition of New Jersey and the Strykiniak Piano Competition, he has won the Jascha Zayde-Leonid Hambro Piano Ensemble Competition Award of Excellence.

This past summer, Suh had the opportunity to travel to Italy to perform Beethoven's Third Concerto with a live orchestra.

"It takes a lot of time and energy, as well as dedication and persistence, to prepare for a competition or recital," he says. "It can be difficult to find time to practice when you have so much work to do for school."

Suh has also been a percussionist for the New Jersey Youth Symphony and is a member of the Men's Glee Club and the Buttndowns. He tutors students at a special-needs school as well.

"I try to be well-rounded by participating in a myriad of activities," he says. "Each activity that I pursue enhances my education and development in a unique and significant way."

Suh plans to continue his music career when he goes to college, although he does not think he will major in music. He says he has always been scientifically oriented and that he is looking forward to a career in medicine.

"Even though I do not currently plan on becoming a musician, music will certainly continue to find a place in my life," he says. "Playing music is a life-long activity that you can enjoy at any time, even if it is not related to your occupation."

## Cafeteria Offers Healthier Food, More Variety

By CHANTAL BERMAN (IV)

The school cafeteria underwent many changes over spring break. Mr. Thomas Ferrara, director of food services from Sage Dining Services, has been overseeing the improvements to provide quicker, healthier and more versatile lunches.

Mr. Ferrara and his staff reconfigured the menu on a four-week cycle to increase the variety of hot lunches. They also rearranged the layout of the cafeteria to increase productivity.

"The new self-serve pasta bar and personal salad bar let students take as much food as they want the first time," Mr. Ferrara said, "so they don't need to come back for second helpings and crowd the serving area."

One of the most popular changes among students, Mr.

Ferrara said, is the new grab-and-go sandwich bar, while some students are disappointed by the lack of French fries. Mr. Ferrara said fries will be available occasionally, but that cutting down on fries is one part of his effort to make lunches more nutritious.

Other healthy changes include new and improved vegetarian entrées and an increased variety at the salad and sandwich bars.

The lunchroom staff is working to improve the quality of hot lunch entrées as well with new stations and more variety. They said Pingry favorites, like quesadillas, grilled cheese and cheese steaks, would be made available on a more regular basis.

Another notable change is the new bagel toaster near the salad bar. Mr. Ferrara said the old one was misused by students who were using it

to make grilled cheese or to warm up chocolate chip cookies. "When students try to melt food in the toaster, it drips all over and gets stuck," he said. "We kept having to repair it, and it just got out of hand."

Mr. Ferrara said none of these changes were the result of the student poll on cafeteria food taken in September because students did not voice many suggestions or complaints.

Most rated the overall quality of food between "good" and "excellent." Among the few that provided written comments, he said, the general response was positive for cookies, grilled cheese and fries and negative for sandwiches, hot lunch items and the variety of meals available.

Nick Scott-Wittenborn (IV) said the cafeteria food is "pretty good" overall, but that hot lunches could get better

and that there should be more food. "Most of the time, there's not much left by E lunch," he said.

As for next year, Mr. Ferrara and the crew are going to wait and see how the new arrangements go.

Despite the changes, there

is still room for improvement, Neha Sampat (III) said. "Some days the cafeteria has great food, but some days there's not much selection," she said.

Other students responded more positively. "The food has gotten a lot better lately," Caraline Sogliuzzo (V) said.



N. Lee (IV)

Ida Salazur serves salad in the cafeteria.

## Girls Track Hopes for 4th Straight State Title

by Jennifer Soo Hoo (IV)  
RECORD STAFF WRITER

This year's Girls Track team is gunning for its fourth straight Parochial B state championship. Led by Star-Ledger Coach of the Year Tim Grant, last year's team won the state title after an undefeated season (9-0-0) that included a win at the Colonial Hills Conference Championship, second place at the Prep Tournament and sixth place at the SCIAA Championship.

"We have an even stronger team this year," Coach Grant said. This assures some lofty goals, including the state title.

Four consecutive state titles have never been accomplished in track and field. The key to winning is "to stay healthy and work hard," Coach Grant said.

This year's team has some new faces, including sprint coach Laura Yorke '98, an English teacher, and assistant sprint coach Lindsay Holmes '99, who also has been substitute teaching. Both ran track when they attended Pingry. Holmes still has a school record, set in the 4x400m relay in 1997 with a time of 4:07.52. Coach Yorke spent last year coaching field events.

"I love how everyone is a competitor, even in practice," Coach Yorke said of this year's team. "These girls are athletes, not just girls who

run."

The team's greatest strengths are its "extreme depth" and its ability to come together as a team, running together and not individually, co-Captain Alison Sarokhan (V) said.

The team's first two meets, against Mountain Lakes and Verona, were canceled because of heavy rain.

The rainouts made the Somerset County Relays on April 17 the girls' first meet. The sprint medley squad finished fifth with a time of 4:34.7, and the distance medley squad finished fourth with a time of 13:35.3.

On Monday, April 19, the team entered the 32nd annual Colonial Hills Conference Relays in Whippany Park, hoping to avenge its one point loss to Verona last year. This year's meet was close throughout, and the final result came down to the last relay, the 4x400m. Verona squeaked out the win to claim the title again.

Despite the disappointment, the girls had other solid performances at the meet. The 400-meter relay team won its race and set a new school record of 52.2 seconds.

"We look forward to getting Verona back at the conference championships," Sarokhan said.



Todd Tosti (V) hurls a pitch in the 17-12 victory over Kinnelon.

H. Johnson (III)

## Baseball Team Scores 17 Runs, Wins From Behind

by Hadley Johnson (III)  
RECORD STAFF WRITER

Kinnelon	12
Pingry	17

The Varsity Baseball team scored 12 runs in the sixth inning to beat Kinnelon, 17-12, at a home game on April 19.

After two and a half innings, Pingry trailed 5-0 and the game looked grim. Headmaster John Neiswender, who was in attendance, said, "The guys are working hard and the game

isn't over. They can still score some runs."

After the game, Assistant Coach Ted Corvino looked back on that moment and said, "I've been around enough baseball games to know that a five run lead is not necessarily safe with four innings left."

In the bottom of the third inning, Pingry scored twice, cutting the lead to three. The score remained the same until the bottom of the fourth, when Pingry got three more runs to tie the game at five.

Knocked around for five runs in the first four innings, pitcher Todd Tosti (V) was relieved in the top of the fifth by Tim McTernan (V). Despite the change, Pingry did not have much luck in the inning. Kinnelon scored six runs to carve an 11-5 lead.

The game turned around in the sixth, when Rob Tilson (IV) took over on the mound for

McTernan. Making his varsity debut, Tilson shut down Kinnelon in systematic fashion.

In the bottom of the inning, Pingry's offense finally lit up and ignited a dramatic comeback. With one out, Guy Merin (VI) cracked a 2-2 pitch deep into left field for a double. In the next at-bat, a sacrifice fly by Chris Cummins (III) bought Merin home.

After three consecutive hits, the bases were loaded with two outs. Anthony Feenick (IV) took full advantage of the situation and smacked a single to center field that brought home Tosti and Peter Cipriano (IV), making the score 11-8. After Andrew Stock (VI) singled to load the bases again, Tilson got on the scoreboard with an RBI single. Park Smith (IV) walked on his turn, forcing in a run. This brought Pingry within one point. Merin, who began the rally

with a double, singled to center field to tie the game at 11. With the bases still loaded, Kinnelon forced two Pingry runs home on walks. Pingry took a 13-11 lead, which they never relinquished.

After two more hits and four more runs, Pingry ended the sixth inning with a commanding 17-11 lead. Kinnelon added one more run before the game ended.

"It's good to know the old saying 'it ain't over till it's over' rings true," Coach Corvino said.

As for his thoughts on the baseball team this season, Coach Corvino said the team has a very young pitching staff, but "the goal is to be competitive in the conference." He predicts the team will meet high expectations in the Somerset County Finals.

So far, he said, the team is well on its way, scoring 39 runs in the last three games.

## Athlete Profile

### Kate Durnan (III): Varsity Golf

by Andrew Werner (VI)  
RECORD SPORTS EDITOR

Kate Durnan (III) stands just over five feet tall, but she packs quite a punch on the golf course. In fact, this freshman has emerged as one of the most impressive players on the Varsity Golf team.

Durnan has been fine-tuning her game since she was seven years old. To her family, her success comes as no surprise.

Her sister is a former captain of the Princeton University golf team, and both her brother and father are scratch golfers.

Head Golf Coach Joe Forte praised Durnan for her tireless commitment to golf. "She's an all around player. She's good in all aspects of the game," he said. "Her work habits are the best. She practices all weekend."

That hard work resulted in a number of tournament victories. In 2002, Durnan was

the New Jersey Girls Amateur Champion. Last season, she won the Metropolitan Girls Association title.

Coach Forte said Durnan is very easy-going and has a good time playing golf. When she hits a poor shot, "she doesn't get angry. She'll go back and work on what went wrong. That shows she has a great attitude," Coach Forte said.

While Durnan is only at the beginning of her high school golf career, she has already had an effect on the squad. Coach Forte said the greatest asset she gives to the team is her work ethic.

"It shows that if you work really hard at something, you're going to get better," Coach Forte said, "and if you have a talent for something and you work hard for it, you're going to go to another level. Right now, she's at a top level."

He smiled, saying that for her size, Durnan hits the ball very far.








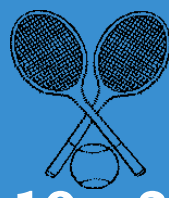
Durnan's personal goals for the season are clear-cut and well defined. She said she looks forward to lowering her handicap and improving her game.



D. Spett (VI)

Kate Durnan (III) stands with her 7 iron.

## Current Sports Records

<p>BASEBALL</p>  <p>4 - 1</p>	<p>GIRLS LACROSSE</p>  <p>4 - 0</p>	<p>BOYS TRACK</p>  <p>1 - 0</p>
<p>GOLF</p>  <p>6 - 4</p>	<p>SOFTBALL</p>  <p>4 - 5</p>	<p>GIRLS TRACK</p>  <p>1 - 0</p>
<p>BOYS LACROSSE</p>  <p>7 - 1</p>	<p>BOYS TENNIS</p>  <p>10 - 3</p>	<p>Go Big Blue!</p>