



MR. RABY LOSES RACE FOR WARREN TOWNSHIP COUNCIL SAYS HE IS DISAPPOINTED

Receives Only Thirty-two Percent Of Residents' Votes

By REBECCA SPEISER (VI)

History teacher John Raby ran this Election Day for Warren Township Committee and lost.

Mr. Raby ran as a Democrat with Barbara Schwartz, mother of Justin Schwartz (IV), as his runningmate.

The Democrats lost by an 11 to 6 margin. Mr. Raby said the loss was disappointing, especially since the Democrats fared better in Warren last year. "I thought we would have come closer to victory," he said.

Mr. Raby credits the Republicans for being very good at getting out the vote. "We were better on the issues, but the Republicans had more time, money and people," he said.

The Democrats said they focused on five main issues. The first was that the citizens of Warren, not the town council, should elect the mayor. "A direct election would give people more of a say," Mr. Raby said.

Mr. Raby also campaigned on the premise that the previous town council hadn't done a good enough job. He wanted

Continued on Page 7



Departing Middle School Director Dr. Robert Macrae meets with Middle School students

D. Peretore (V)

Dr. Macrae '82 to Leave in June

By MELISSA LOEWINGER (III)

Dr. Robert Macrae '82, assistant headmaster and director of the Middle School, will leave after the school year ends to become headmaster of the Cincinnati Country Day School in Cincinnati, Ohio. Dr. Macrae announced his resignation in tears at the Middle School division meeting on October 29.

Dr. Macrae and his family have a longstanding history at Pingry. Graduating in 1982, Dr. Macrae was on the Varsity Soccer team, the hockey team, and the lacrosse team as a student.

After returning in 1988, he taught economics and math and served as head of grades 11 and 12 before becoming Middle School director in 2001. He also coached Varsity Girls' Soccer for five years.

Dr. Macrae's family donated both the new Macrae Theater and the Hauser Auditorium, named for his grandfather. His brother, Doug Macrae '77, serves on the school's Board of Trustees.

Dr. Macrae said he has always dreamed of being a headmaster because he would get to affect lives with his leadership.

"At my new school, I hope to form a closely-knit community among the faculty, students and families," he said. "I am impressed with the intellectual complexity of the position."

Dr. Macrae said he will miss Pingry's faculty and staff most of

all. "They have always been so incredibly supportive, and I have learned so much from them," he said, adding that he will also miss the students' energy, enthusiasm and "natural curiosity to learn."

In particular, Dr. Macrae said he will miss former Headmaster John Hanly, Mr. Hanly's administration, and Upper School Director Adam Rohdie. Mr. Rohdie and Dr. Macrae went to Wesleyan University together and are still good friends.

Administrators and students said they will be sad to see Dr. Macrae go. Headmaster John Neiswender, in a letter to the

Pingry community, wrote, "Dr. Macrae has been a wonderful role model for our students and an outstanding leader for our Middle School."

Haley Wynne (III) had Dr. Macrae as an Algebra 2 teacher last year. She said Dr. Macrae is a great person and "he taught me you have to learn many tools to use in life."

Samantha Melligon (II) said Dr. Macrae brings up important Honor Code issues that people don't normally talk about. "He made me think," she said.

Continued on Page 5

EIGHTY-TWO SUBMIT EARLY APPLICATIONS TO UNIVERSITIES

U. PENN IS TOP CHOICE

Single-choice Early Action Is Introduced At Harvard, Yale

By ROHAN MATHEW (VI)

Sixty-eight percent of the senior class submitted early applications to colleges and universities this year. Fourteen applied under single-choice early action to Harvard, Yale and Stanford, which instituted the program this year. Single-choice early action prohibits students from sending early applications elsewhere, but the admissions decision is non-binding.

Forty-nine, the majority of early applications, were for early decision programs. If admitted, students applying under early decision are obligated to matriculate.

This year's top choice for early applications was the University of Pennsylvania, according to the college counseling department. Penn has been a perennial favorite for Pingry graduates; 22 are

Continued on Page 7

The Administration Explains the Origin of Character Education

By CAROLINE SAVELLO (V)

This year there is a heightened emphasis on character education and ethical guidance at school. Headmaster Neiswender says growth and development of character is one of the most important offerings of an independent school.

"Pingry allows students the opportunity to receive a terrific education, participate in a play, on a sports team, write for the newspaper or sing in the chorus," he says. "But the longest-lasting part of a Pingry education is the chance to develop one's own value system in a community that values honor and respect for others."

The substance of the school's program is to keep moral behavior and good character an integral part of the school's environment. "Everyone agrees this is what we should do," Mr. Neiswender says.

Mr. Rohdie concurs. "It's more about a focus, a priority," he says. "I believe that all of you here will go to the best colleges, will get the best jobs, will become the

leaders of America. What's more important is being a good person."

Part of Mr. Neiswender's Convocation speech this year was dedicated to character education. Mr. Neiswender said, "If we emphasize nothing else, we should emphasize character."

Character education is not a course or a lecture, according to the headmaster, who defines it as an environment that promotes good character. It is other people, such as teachers one admires, who model good character, he says.

As part of the program, teachers are encouraged to take advantage of "teachable moments" and to serve as models for honorable, respectful behavior. Mr. Neiswender and Mr. Rohdie say the best character education occurs when good models and messages are a part of the daily educational environment.

Mr. Neiswender says, "Our mission is not to be the character police."

Mr. Rohdie agrees. "You need guidelines and rules, but the true goal is to get all of you to make good deci-

Continued on Page 4



Courtesy of HBO

Real Estate heiress Ivanka Trump confides her feelings about her parents' divorce in "Born Rich."

Johnson '98 Directs HBO Documentary

By SUSANNAH BRAGG (VI)

Jamie Johnson '98 has independently directed and narrated a documentary called "Born Rich" about the lifestyles of wealthy children that was exhibited at the Sundance Film Festival 2003 and later picked up by HBO in September.

The film follows ten young adults who would never have to work a day in their lives. Among those interviewed are real estate heiress Ivanka Trump, publishing heir S.I. Newhouse IV '99 and media heiress Georgianna Bloomberg.

Johnson, heir to the Johnson & Johnson fortune, interviews his peers about the pressure to live up to family expectations, their philosophies on whether money buys happiness and

the ways in which they were treated growing up.

According to Johnson, rich children learn at an early age to avoid the topic of wealth. "Nobody wants to talk about money," he says in the film. "It's like this big taboo always lurking under the surface."

Johnson estimates that at least 50 people he approached declined his offer to appear in the documentary. Luke Weil, a gaming industry heir who is featured in the film, filed a lawsuit and tried to obtain an injunction to stop the film's release. The case was thrown out before Johnson's film appeared in the Sundance Film Festival.

The opening scene of the
Continued on Page 7

Inside The Record



N. Lee (IV)

Jed the Dog looks on as Big Blue Field Hockey defeats South Hunterdon High School in the State Sectional Finals on November 18.

Fall Teams Break Records

Pingry sports teams like field hockey and Girls' Tennis boasted undefeated records at the end of the season. P. 5

Mrs. Tomaino Helps With School

Former administrator Annette Tomaino has helped to found The Willow School in Gladstone, New Jersey. P. 5

Ensembles Perform at Concert

The Buttondowns, Balladeers, and Jazz Ensemble performed at the Ensembles Concert on November 13 at 7 p.m. P. 6

Savello Defends Character Ed.

Caroline Savello (V) says that the administration is on the right track by setting an example for good character in a morally devoid era. P. 2

Lesser-Known Books

Sanders Bernstein (IV) reviews three notable originals often glazed over by prospective readers at crowded bookstores. P. 7

Sections

News.....	1-5
Commentary.....	2-3
Top Story.....	4
Features.....	6
Reviews.....	7



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Editorial: Beating Little Boys

So far this year, members of the administration have made a number of speeches with inspirational quotes in an attempt to urge the student body to practice good character and show respect for others.

With respect for their good intentions, their logic is uneven. Whether they realize it or not, the message we hear is that they determine what's right, not us. We implore the administration to recognize the benefits of individual exploration into a definition of good character.

Character is a controversial topic; it seems the only thing that can be deduced from everyone's arguments about it is that there is no unilateral definition of it.

For example, Catholics believe that good character constitutes abstinence until marriage, piety, philanthropy and reverence. Mormons say it means staying free from sex and drugs. Regardless of one's origins, different beliefs and values create different definitions of character.

By presenting students with a rigid model for exhibiting good character, the administration denies them a fundamental right of adolescence and a rite of passage to come of age. We are not encouraged to discover for ourselves what is right and what is wrong, which is tantamount to discouraging us from establishing our identity as citizens and future leaders of society.

This month's commentary articles and hallway conversations criticize the administration for seeming to censor what many students believe was just "good, plain fun."

But if we are to educate ourselves about character and lift the administration's overbearing policy of censorship, it must come with a promise to take responsibility for our own actions. The arguments for character education cannot be disputed: our generation is subject to many immoral influences from our culture at large.

If the administration is not to show us what's right and wrong, we must accept the consequences if we are to venture down the "wrong" path. In doing so, we not only learn the responsibilities of being in the elite segment of our generation, but also take command of our own futures.

In his landmark 1989 investigation into the nature of the elite private school experience "Preparing for Power," Peter W. Cookson writes, "To have character is to be strong, self-disciplined, and fair, at least to one's equals. But most importantly, it is learned through one's own experiences."

Perhaps ironically, Cookson later denounces headmasters who, "enamored of cruelty and efficiency, beat boys and make a fetish of 'building character.'" And while we're in no way implying that the administration beats boys, we can only hope that they come to a better understanding of what building character is all about.

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

Character Means Responsibility

I doubt that many high schools allow their students to take tests unproctored. I also imagine that many high schools do not have mutually respecting teacher-student relationships. Most importantly, I suspect that an entire high school cheering a freshman playing the guitar on stage is not the norm.

These, of course, are some of the greatest idiosyncrasies of our school.

And, though Pingry takes heat every day for everything, the school has established an intellectual atmosphere of mutual trust, privilege and responsibility. It is a result of the school's continual emphasis on character.

At this point, many people would be more than ready to point to contrary evidence, particularly censorship. This issue, hot in the hallways, the classrooms and the meetings of the school, is one of the few matters that can incite students to take action.

Though the administration's censorship is popularly characterized as some kind of unwarranted oppression, I believe the school's heart is in the right place. The administration's heavy-handed decisions actually encourage us all to develop our own moral guidelines

Caroline Savello (V)
STUDENT OPINION

in a world much in need of moral guidance.

Though censorship isn't entirely right, there are some things people will say or do that will be considered offensive, racist or alienating. And, in these cases, the school is trying its best to develop our sense of right and wrong.

I believe that the school's heart is in the right place.

Even though we may live in a world of Kenneth Lays, Charles Taylors, and Robert Dursts, that doesn't mean our own "minor" moral offenses and little white lies should go unnoticed.

I don't doubt that everyone at Pingry has his or her own misgivings about the Honor Code or the Honor Board, but the technicalities of the system are not as important as the philosophy that Pingry espouses and the progress it is willing to make.

Presently, the student body is not taking advantage of the privileges and responsibilities the administration is

willing to offer. But we can change this.

I recently submitted a proposal to Student Government calling for a repeal of the "No Eating in the Halls" rule. If the school's character education campaign aims to encourage responsibility, we should have the privilege of eating outside the cafeteria as long as we are responsible for cleaning up after ourselves.

Members of the administration have said they support this initiative, provided the student body passes a two-week trial period. If trash and messes in the hallways increase in the two weeks, our new privilege will be taken away.

But if we as a community can pull ourselves to clean up trash by the couches, there is a greater possibility of being able to effect much more substantial change in more important areas of the school.

The goal of this proposal, as well as the school's character education campaign I support so enthusiastically, is to make each of us more accountable and responsible.

Ultimately, something as simple as eating beyond the cafeteria could help us create our own philosophical and moral guidelines for life.

SAC Down, Censorship Up

When Party Boy ran across the stage on Rufus Gunther Day and later received two detentions, it seemed that the festive mood that permeates every Rufus Gunther Day assembly had been undermined by censorship.

Pingry has undoubtedly seen progress in certain areas of student expression, most notably in the lifting of the Internet filter. But I have still seen many guiltless facets of student life outlawed because they were deemed "inappropriate" and "detrimental to learning."

The examples are nearly endless. They include banning card playing in the halls, removing sweatpants with Pingry written on the butt from

Bryan Zupon (VI)
STUDENT OPINION

the bookstore, repositioning or removing art on the walls, and essentially killing the Student Activities Committee (SAC).

Even teachers have been reprimanded for their antics, namely Mr. Keating, who two years ago sported a Speedo on stage as part of a Rufus Gunther Day skit.

I feel fortunate to have seen SAC in its more glorious and illustrious days when it showed hilarious videos and skits. It made me feel I was part of a cohesive student body. SAC once defined the very character of the senior class, and now it is a mere shell of what it used to be.

The overall problem is simple. We have covered up our zeal for personal expression because we care too much about not offending anyone.

Being too worried about offending people leads to a fear that plagues our community; we hardly ever support any cause that might be controversial. And when we do choose to support something, it is trivial.

For example, we battled for permission to wear flip-flop sandals the same year that all writing on clothing had been outlawed. It strikes me as completely inappropriate for the administration to limit the brands we wear, but no one brought this issue up.

The issue of student rights also shows that we may have lost touch with our school's motto: "The greatest respect is due the students." The average Pingry student may have far more rights than the average high school student, but the underlying problem remains. We are part of a community that is not given the respect and freedom its motto dictates.

Correction: Oct. 31 Issue

In regard to "Colgate 13 Leaves a Little to Be Desired, Some Say," Dr. Moore commented, "I think Colgate 13 did a good job and I hope to schedule more a cappella groups in the future."

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 Problem With Blind Faith

"WOW. Blockbuster perfection."

So exclaimed The New York Times of Dan Brown's latest novel, "The Da Vinci Code." The Chicago Tribune, too, was enthralled, calling it "a thundering, tantalizing, extremely smart fun ride."

I finished the 454-page book within three days and passed it on to my father, who passed it on to his friend, who passed it on to his sister, who made a trip to Scotland just to see the artifacts described in the book.

Brown's heart-racing story, reviewed in this issue of The Record by Sanders Bernstein (IV) on page seven, centers around Harvard cryptology professor Robert Langdon, who receives an

urgent early-morning phone call while in Paris.

The book has both political groups and mainstream readers caught up in a heated debate. Brown writes not only that Jesus Christ was married, but that he was married to Mary Magdalene, the very woman portrayed by the Church for nearly 2,000 years as a prostitute who was forgiven in the hands of Jesus.

Brown also writes that Jesus and Mary had a child together, springing a royal line protected to this day by the Priory of Sion, a group that counts Isaac Newton, Francis Bacon and Leonardo Da Vinci himself among its Grand Masters.

According to Brown, the Catholic Church hushed up the marriage of Jesus and

Danielle Peretore (V)
RELIGIOUS OPINION

Mary Magdalene in order to discredit the idea of a sacred female who tried to rise to power.

Growing up in a Catholic school, I, like Dan Brown,

Religions have to claim that their members are the best.

was the kid who wouldn't buy everything the nuns threw at me. I always had questions: why did we have to go out and "spread God's message" to the "unenlightened"? And who are the "unenlightened"? Those who hold different beliefs from us? Or those

who worshipped the idea of a sacred female like Mary Magdalene?

It is not only the Catholic Church, however, that is guilty. The Qu'ran declares that its followers must not rest until all nonbelievers have been converted or subjugated. The Old Testament calls Hebrews "The Chosen People."

It seems that in order to garner followers en masse, religions have to be exclusionary and claim that their members are the best.

I remember playing jump rope on the playground in sixth grade and bringing up the topic of abortion (yes, I was always a slightly strange child). My friends would usually refuse to discuss the topic, but one day another sixth-grader repeated what

we were taught: "I don't care if I die having a baby. It's wrong to have an abortion."

Such is blind faith at its best. That sixth-grader, as well as the other sixth-graders at my old school, had so much rhetoric drilled into his head that he repeated exactly what he was told to believe, even on topics he couldn't conceptually grasp.

We, as followers of any religion, must be careful not to blind ourselves to thought outside our belief system. We must also not let ourselves become convinced that we follow the only true system and thus have the right to condemn anyone with different convictions.

We need to be tolerant, for religious coexistence should not mean death.

Not a Good Sign

"GREAT people talk about IDEAS.

AVERAGE people talk about THINGS.

SMALL people talk about OTHER PEOPLE.

Be Great ~ Practice Good Character!"

These signs, which seem to have disappeared over time, greeted students walking down the school corridors as a reminder from the Character Committee to practice good character in our daily lives. While I recognize the good intentions behind the idea, I wonder if it could have been executed better.

The committee is not completely off the mark. I can understand the intent behind each one of their assertions. But can they really draw the connection between talking about other people and having bad character? While talking negatively about other people seems

Rohan Mathew (VI)
STUDENT OPINION

contrary to the intellectual nature this institution was founded upon, it is condemning to put such an accusation on a sign.

The sign appears unattributed, yet any student wishing to post a sign is required to put his name on it. Because it is unsigned, it feels like some kind of edict from the administration, a piece of propaganda that preaches how to behave. There is no indication as to who to contact if anyone would like to discuss or disagree with its content. Perhaps the committee would be better served by hosting a forum for people to discuss character.

Most importantly, the committee does not recognize that posting such a sign probably has little chance of effecting any kind of

change. If anything, they are subjecting themselves to ridicule or jokes from passing students who, instead of contemplating its message, make unfounded jabs at the committee and the administration for trying to tell us what to do. I cannot imagine how the average student, undoubtedly full of cynicism, could understand its honest intent.

The idea of good character is too complicated to be simplified to such definitive statements. By oversimplifying their well-intentioned goals, the Character Committee unnecessarily opens itself to dissent and insults our intelligence.

Perhaps I am overanalyzing a trivial concept, but oversimplification seems detrimental to the goal of educating the student body about character. Oversimplification may have worked in elementary school, but not anymore.

After all, character is an idea and oversimplified character is a thing. But only average people talk about things.

Editorial: No Character Without Freedom

The level of censorship at school is currently too high. Whether it's outlawing card playing, prohibiting costumes or banning clothing because of the words on it, censorship directly hinders students' ability to express themselves.

Even The Record is pervaded by censorship. We are banned from all administrative, Board of Trustees and Long-Range Planning meetings. Many administrators insist that we allow them to edit their quotes before we go to print. We are thus oftentimes prevented from our journalistic responsibility of reporting the whole truth.

Perhaps the most egregious censorship impedes writers from expressing their viewpoints. This occurred last May, when a student wrote an editorial suggesting that two assemblies were inappropriate because they contained too much advertising.

The faculty members who organized the assembly were given the opportunity to see the editorial before it went to print, and some became very upset about it. They went to the administration to ask that the editorial be censored because they thought it was offensive.

Administrators had different reactions to the editorial. One thought it unacceptable, likening it to a negative review of the school play and saying it should not be printed. Another suggested removing the entire argument, instead turning the editorial into an article about assemblies overall.

A significantly toned-down version of the editorial was ultimately printed, but not after many hours of meetings and arguments. We feel such censorship of the press hinders our ability to think and speak for ourselves.

The administration has gotten too caught up in making the school look perfect and not offending anyone. When we show them articles to "fact-check," they worry and gripe not about making sure we report the truth, but about whether it will make them look good or whether parents will call with complaints.

Blocking the truth shows a blatant disregard for student awareness as compared to their reputation. Furthermore, prohibiting criticism brainwashes the student body into thinking all dissent is bad. Such a message is both indoctrinating and insulting to our ability to deduce right from wrong.

And so much censoring makes learning true character impossible. If we can't think for ourselves, express our opinions and learn the whole truth, how are we supposed to become good people? In today's world in which Kenneth Lays seem to be the norm, we need to learn and experience everything possible so we don't become that norm.

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

Expletive Deleted

Mr. Romano has deleted numerous

Chantal Berman (IV)
CULTURAL OPINION

public, but often these interpretations go horribly askew.

sections of the fall play that may be controversial. The American music industry promotes sugar-coated teenage crooners. Artists who comment on the state of society are often relegated to underground labels. One British general stationed in Iraq said reporting the number of killed police officers would be "too morbid."

But what can a high school drama production, Jive Records and an international press conference possibly

Censorship is based on principles of fear and ignorance.

modus operandi, based on principles of fear and ignorance, and it re-

have in common? Censorship: limited or monitored access to vital information, infringement upon artistic liberties, the bowdlerization and often butchering of great works into a shadow of their former selves.

However you define it, censorship defies the very ideals our country is based on. As Americans, we assume that we have the right to experience, and therefore to interpret for ourselves, the issues that matter to us.

What the average law-abiding citizen does not normally consider is that this week's chart-topper on the Z Morning Zoo, the latest New York Times bestseller, even "On the Record with Greta Van Susteren" have all been filtered through numerous levels of inspection and careful scrutiny. Do we really trust anonymous editors to decide what we have the right to hear and view?

Who has the right to say what is an "expletive," what is "too morbid," and what is "appropriate" for the general public? Anything from societal norms to parental advisory stickers determines what must be censored in order to preserve the naivety of the

public, but often these interpretations go horribly askew. MTV will censor (blur) an anti-war T-shirt, but when it comes to flimsy, barely-there fashion statements and on-stage lip locks, the camera is eager and ready. Maybe MTV is scared to make a political statement, or perhaps its viewers simply value cleavage more than free speech.

Censorship is an ancient modus operandi, based on principles of fear and ignorance, and it remains a threat to free speech. Though today one hardly can find book burners masquerading around bonfires or accused heretics drawn and quartered, the underlying censorship in our society remains the same.

Censorship has simply become fully integrated into society, intertwining with popular culture to a point that any uncensored material released to the public merits "anti-hate" rallies and parents up in arms. It is surprising that, in the land of the free, so much anger can be the consequence of true freedom.

America was built on grounds of free speech, the right of an individual to choose his language and to express his ideas without fear of backlash or expurgation. Without this right, we are really no different than any oppressive system that has existed, and without exposure to unadulterated media there is no hope for us to become the society our Constitution idealizes.

Rude as it might sound and as painful and abrasive as it can be, the truth is out there. It is up to us as a society to make sure it is heard.

Character Education is Misguided

One day last year, Mr. Rohdie regaled us with an ethical dilemma he faced when buying a kitty condo at a pet store. Trying to use his bargaining skills, Mr. Rohdie went to the cashier and asked if he could speak to the manager about the price of the kitty condo.

The cashier, though, offered a lower price himself. Mr. Rohdie handed over the money and saw the cashier place it in his pocket, but at the time Mr. Rohdie didn't think much of it. Later, he realized the cashier had pocketed the money. Mr. Rohdie then turned his ethical dilemma over to the student body, asking us to think what we would do if we had been in his place.

This is where character education stepped in. One of character education's teachings is that every moral situation has a right and wrong answer, and the school recently adopted a character education initiative.

Therefore, Mr. Rohdie was encouraged to go back on stage the next week and tell us the right answer to his ethical dilemma; he could not leave the situation open to us as a student body to

interpret. He told us he called the manager of the pet store and told him the truth.

The problem with character education is that not every situation has a right and wrong answer. It is wrong to tell people life is that simple.

Character education is a national trend not unique to Pingry, and the movement overall stresses the teaching of right and wrong. The book the faculty read over

the summer, "Teaching Character in Schools," defines character as "the sum of intellectual and moral habits." This definition is very vague; to me, character is a word impossible to define. Different people and different cultures often have different opinions of what makes good character.

According to psychologist Lawrence Kohlberg, the most immature type of morality — pre-conventional morality — is a belief that there is right and

Marissa Drell (VI)
STUDENT OPINION

wrong without anything in between. To me, this seems a lot like character education.

Mr. Rohdie's original speech, which asked us to determine the right answer on our own, is more similar to what Kohlberg called post-conventional morality. This type of reasoning is the most sophisticated type and is based upon an individual's own ethical principles.

Some psychologists believe a child's values are determined by the time he is five years old, according to the Iowa Press-Citizen newspaper. This suggests that parents, not educational institutions, are the most influential people in a child's life.

As children grow older, some psychologists also believe the most influential people are no longer parents or teachers, but peers. This makes me think the effectiveness of character education at Pingry will be zilch.

The effectiveness of character education at Pingry will be zilch.

Letters to the Editors

Dear editors,

Regarding the students who "lack awareness" and the "nonexistent political culture" at Pingry, last year:

I went to well over a dozen anti-war rallies either in N.J., New York City or D.C. accompanied by other Pingry students (and in one case a student's father and sister).

Several different students took the initiative of organizing forums, discussions or debates on Iraq; students held meetings with administrators regarding divestment from corporations that would profit from invading Iraq.

Students put flyers around

the school either opposing or supporting the war.

Students responded publicly to quotes and cartoons that teachers posted on their walls.

Approximately 11 different students or alums attended discussion groups at a political bookstore in New York City where I worked.

There was an outdoor, all-day forum/teach-in during which many students read articles, poetry and letters or played music, and to which at least 10 teachers either brought their classes, attended or spoke.

And finally, there was

almost a student-run rally featuring student and teacher speakers, outside speakers (including heads of local organizations, staff of political leaders, and activists), performances, local press (Channel 12 News, the Bernardsville News, Indymedia, and the Star Ledger) and many sources of valuable information representing different viewpoints.

These are the events that I know about; surely there were many more. Pingry students, and young people as a whole, are political and opinionated. Do not do them the disservice of assuming they are apathetic

because they are not wearing pins with anti-war slogans.

I now go to the school that the Princeton Review has labeled number one for "Most Politically Active"; however, the passion, optimism, resolve, knowledge and desire to improve society that I saw in my peers at Pingry is more inspiring than anything else I have encountered.

Aaron Sussman '03

Editor's Note: Former Student Body President Aaron Sussman now attends Wesleyan University in Connecticut.

Character Is a Controversial Issue For Pingry and Educators Across the Nation

By CAITLIN BERGH (VI)

Recent school shootings, teen pregnancies, drug addictions and disrespectful behavior have made character education a hot topic at high schools nationwide, especially here at Pingry.

According to the Iowa City Press-Citizen, a Gannett newspaper, there is a new,

overriding belief that today's students are "downright sassy" as compared to students in, for example, the 1960's, who were obedient, respectful and focused.

In response to this perceived moral lapse among children, the Press-Citizen says, character education seems to be experiencing a revival among educators and

legislators alike.

Iowa State Representative Dick Meyers, a Democrat, proposed a bill this February that would mandate the teaching of character and ethics in Iowa's public schools.

Representative Meyers' bill has left many wondering if character education is simply a trend or if it will be a permanent addition to schools' curricula.

But the recent resurgence of emphasizing good character has led many to question the underlying philosophy of the idea.

According to The Business Journal, a newspaper in Greensboro, N.C., character education was actually practiced from the Greek times through the 1960's.

The philosophy behind it has always been the same, according to The Business Journal.

Teachers feel that learning subject matter will not sufficiently prepare students for life. Character, they say, must be taught as well.

Many educators believe the reinstitution of character education in America's schools would eliminate the vast range of problems we see on the news everyday.

Various organizations, such as the Character Education Partnership (CEP), pledge their dedication to "the idea that character and education are natural partners in helping children become ethical, responsible adults."

The CEP says reinstating character education can solve the problems troubling our nation's youth.

Unlike the CEP and Representative Meyers, though, many people still remain skept-

ical about the possibilities of character education.

These critics say character education is doomed to fail. As an ideal, "teaching character" sounds good, and few actually protest schools' attempts to correct students' moral misgivings.

Still, critics say character education doesn't work. Studies have shown that character is determined by age five, the Press-Citizen says, and some feel character education is therefore a waste of time and money.

Critics point to studies showing it is not our educators who shape us, but our peers and parents.

Therefore, the Press-Citizen suggests implementing character education for preschoolers and adults, not for high school students.

Still, no one is sure whether the revived ideal of character education is merely a trend or if it is here to stay.

Education is known to experience trends, some educators say, citing previous, now-extinct trends of interdisciplinary courses and outdoor classrooms.

Ms. Leslie Wolfson, head of Pingry's Character Committee, says she'd "rather see character as a part of our everyday teaching and learning" than as a passing trend.

She calls character education an attempt to "get back to basics." She adds that it is the "most valuable part of education we need to focus on."

Through this recent revival, Ms. Wolfson says Pingry should "bring character into the forefront so that people know how to be nice and considerate." She hopes character education is here to stay.



Courtesy of the Character Committee

The Character Committee hung up signs around the school like this one, advocating good character.

Character Committee Educates Community

Continued From Page 1

sions for yourself," he says. It is okay to make mistakes, he adds, saying mistakes are part of developing a moral compass, too.

Mr. Neiswender created a faculty character committee this year and asked economics teacher Ms. Leslie Wolfson to lead it.

The purpose of the character committee, according to a memo sent out by Mr. Neiswender, is "to make recommendations to the administration on how to teach, model and highlight good behavior." The committee also makes recommendations on how to implement the program.

So far this year, the committee has placed several signs around the school saying, "Good people talk about ideas. Average people talk about things. Small people talk about other people."

The committee was also in charge of choosing the faculty's summer reading book, "Building Character

in Schools." Currently, the committee is researching programs at area schools — for example, the Character Counts program at Bedminster School — to determine other options for Pingry's program. The committee is also exploring the possibility of speakers for faculty and students.

Character education is also a focus at the Lower Campus. Ms. Wolfson says character quotes are incorporated in Short Hills students' weekly lesson plans, as well as in the students' homework assignments.

The committee has 12 members, including faculty from the library, college guidance staff and Short Hills teachers and administration. The group meets at least once a month, Ms. Wolfson says.

She says she does not believe the emphasis on character should be an actual program within the school.

"Ethics is not a course," she says. "It's a part of every course. It's a part of life."



Courtesy of anononline.com

Dr. Kindlon is on the psychology faculty at Harvard University and has written books about raising children.

Dan Kindlon Gives Parenting Lecture

By DAVID SPETT (VI)

Nearly 500 parents packed the Hauser Auditorium on October 22 for a lecture entitled "Raising Children of Character in an Indulgent Age." Dr. Daniel Kindlon, the speaker, said society has lost touch with character and needs to gain it back.

Dr. Kindlon is an assistant professor of psychology at Harvard University and has written two books, "Too Much of a Good Thing" and "Tough Times, Strong Children." His speech at Pingry was sponsored by the PSPA and is part of the Common Ground II lecture series, a consortium of speakers funded by six local private schools.

Overall, Dr. Kindlon said our culture has become too focused on achievement and needs to start focusing on happiness and having good character.

Dr. Kindlon said it is hard to define good character, but "you know it when you see it." He called it integrity, or the ability to deal with problems and adversity in a constructive way.

He said cheating is out of control, citing data that nearly 80 percent of top students cheat. He added that society now considers cheating "just part of playing the game" and that the ethical code in business has become getting away with as much as you can.

For high school students, Dr. Kindlon said, the result of this overemphasis on getting ahead is disastrous. He said it can cause mental health problems such as depression and anxiety.

He said the most important way to teach character is for parents to set good examples for their children. "If you espouse values, you've got to walk the talk," he said.

Teachers do not have the same influence on students' characters that parents do, Dr. Kindlon added.

He gave examples of modeling good character, saying parents should value sleep over study, summer vacation over summer school and a trip to McDonald's over a trip to an SAT tutor.

Competitive independent schools like Pingry, Dr. Kindlon added, are "ground zeros" of high-stress environments that lose touch with character.

To compensate, he encouraged schools to cut back on their workloads. He said research has found few links between more homework and more achievement. "Kids haven't had enough time to be kids," he said.

It may take bravery for Pingry to cut back on homework, he said, but "you have to be the person who takes the chance." He suggested cutting back the work gradually.

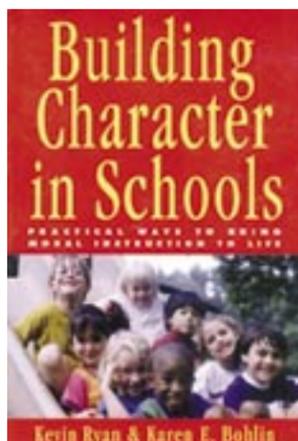
Dr. Kindlon said overall that culture needs to start emphasizing happiness over money, not the other way around. "You feel like a failure if you're not making money," he said, pointing to Rush Limbaugh, who may have lots of money but is probably not happy.

Faculty Members Disagree on Value of Required Character Education Book

By HADLEY JOHNSON (III)

This summer all teachers were required to read "Building Character in Schools," by Kevin Ryan and Karen Bohlin. The book demonstrates ways to bring moral instruction to life within the school community.

Character, according to the book, is the sum of in-



Courtesy of Dr. Susan Dineen

All faculty members were required to read this book over the summer.

tellectual and moral habits. It includes both good and bad habits, which can in turn yield good and bad character.

What about education can encourage moral growth? According to "Building Character in Schools," how much stress teachers and parents place on character directly affects students' opinions of the importance of virtues and morality.

When students think about a class they have, the book says, they are more likely to remember their teachers' personality, such as their honesty, oddities and humor, than the actual lesson the teachers taught. Therefore, according to the book, good character is the most important thing a teacher can teach.

The book says that "a lot of knowledge without character means disaster" and that teachers must "sustain a child's belief in the ultimate goodness of the world."

Teachers lead by example,

the book adds. Teachers' acts reflect their virtues, which in turn influence students' virtues and encourage students to form a moral compass of their own.

No school should strive to be an "achievement-at-all-cost-school," the book says. This kind of school teaches only academics and leaves character building to outside influences, such as parents, religious groups and youth organizations. Character must be taught at school, the book stresses.

Many teachers, like health teacher Mrs. Susan Marotto, liked their summer assignment. "I got a lot out of it," she said.

Mrs. Marotto added that the book is especially relevant to the health classes she teaches. "It reinforces a lot of what we do in the department," she said.

Women's Glee Club Director Mrs. Jennifer Runge also enjoyed it, saying it had "some key elements that help us actually teach

character."

Other teachers' reactions were more negative. French teacher Mrs. Jane Roxbury said, "It expressed many good ideas, but was very repetitive." Mrs. Diana Abreu, Ms. Laura Mila and Mr. Adam Rohdie agreed that the book was too long.

Mrs. Vicki Grant, a member of the English department, said the book was "well-intentioned but rather simplistic."

Photography teacher Ms. Laurinda Stockwell said she didn't dislike the book, adding that character is an important issue that is core to Pingry.

But she said she did not enjoy reading it. "Reading the book gave me a bad taste in my mouth," she said. "I felt like it was indoctrinating, even though it was trying not to be." She said the book overall was "too preachy."

"I think others agreed with me but didn't have the guts to say it," she added.

DR. MACRAE '82 ANNOUNCES HIS JUNE DEPARTURE

Continued From Page 1

Other students said they will remember Dr. Macrae for his friendliness. "He really makes you feel welcome," William Klein (I) said. When Klein was new at the beginning of the year, he sat next to Dr. Macrae on the school bus during a field trip. "He introduced me to the school and helped me a lot," Klein said.

Lindsay James (I) said Dr. Macrae always says hello in the hallway. "We talked a lot, and he just makes you feel really comfortable. It's really sad that he's going to be leaving," she said.

Dr. Maxine Feinberg, a Middle School parent, also said she was sad to hear of Dr. Macrae's departure. "He did a great job to establish an identity for the Middle School," she said. "Before he became head, it had gotten lost between the Lower Campus and the high school." She added that Dr. Macrae was always helpful and positive towards students.

Dr. Macrae said he will take from Pingry countless memories and life lessons. Among his most cherished memories, he said, are the many soccer championships of the girls' varsity team.

He said he has learned the invaluable lesson, through 16 years of administrating and teaching, of the "importance of trying to be a good person every single day" and of struggling with moral and ethical decisions.

Dr. Macrae will begin his new job on July 1 next year. The Cincinnati Country Day School wrote on their website that they are overjoyed to have found such a "superbly and appropriately educated" leader who "has a wealth of distinguished experience as a teacher and educational leader at one of America's outstanding independent schools."



Courtesy of The Willow School

The administrative building of The Willow School is a 3-story colonial building.

Faculty Emeritus Mrs. Tomaino Helps Organize Willow School

By REBECCA SPEISER (VI)

Retired Assistant Head of Student Services Mrs. Annette Tomaino has recently been helping to organize and run a new independent school, The Willow School in Gladstone. The school focuses on high-caliber academics and a broad ethical curriculum, Mrs. Tomaino says.

The Willow School was founded by Pingry alumnus Mark Biedron '70 and his wife, Gretchen Johnson, sister of Jamie Johnson '98.

The school, which is in its second year of existence, teaches kindergarten, first and second grades. It hopes to add a grade each year until eighth grade, and then add another section of each grade. "There will be no more than 12 students in each class so that the focus can be on great academics and there is enough time for each student," Mrs. Tomaino says.

As plans for the school devel-

oped, it was decided that teaching ethics would focus on a core virtue each month. "In a morning gathering, the whole school comes together for a story that usually contains specific morals and has relevance to one or two of the virtues being discussed," Mrs. Tomaino says, adding that about 90 percent of the parents stay with their children during that time.

The school tries to help the students make clear and ethical decisions. "The theme of recycling and reusing the gifts of nature is very important in the school," Mrs. Tomaino says. All of the pillars on the inside of the building are recycled from other factories, she says, and the water system is designed to not cause any pollution.

Mrs. Tomaino was originally invited to visit The Willow School by another former Pingry administrator, Mrs. Barbara Sabia. Mrs. Sabia was director of development here and is now

The Willow School's assistant head for advancement and external affairs.

During Mrs. Tomaino's visit to the school, she was offered a job and accepted. Until June last year she worked four days a week, and this year she works for the school every Tuesday.

Mrs. Tomaino has done "just about every job possible at The Willow School." She says she wrote up documents when the school just opened, helped with the curriculum and admissions, hired faculty, assisted the Board of Trustees and observed teachers in the classroom. "I even helped with lunch and recess," she says, adding that she did all these jobs while at Pingry and, before that, at Newark Academy.

"It's great to watch the children's excitement, and it is so fulfilling and different from anything I have done before," Mrs. Tomaino says. "This school is full of wonderful young people."

Costumes Censored at Halloween Assembly

By MARISSA BIALECKI (IV)

This year's Rufus Gunther Day caused some controversy when Assistant Headmaster Adam Rohdie censored several seniors' costumes.

The censored students were not allowed to present their costumes, which were deemed inappropriate. Mr. Rohdie said he monitors every grade for inappropriate costumes.

"This has been a problem in the past, and I'm sure it will continue to be," he said. "I censored the costumes I felt crossed that invisible line of good taste."

There were three seniors whose costumes were censored, in addition to one senior who went on stage without approval.

Mike Ventura, who was dressed as "Party Boy," avoided Mr. Rohdie's censoring by simply running up on stage wearing only a green thong. Ventura received applause and a standing ovation from students. After the assembly he was given two detentions, he said.

Scott Friedman, who was dressed as Tony Clifton, the alter ego of comedian Andy Kauffman, was censored and prevented from going on stage. Then Thomas Glazer and Kevin Cheung, a duo entitled "rice cracker," were prevented from presenting their costumes.

Glazer said he understands there had to be some censoring at the assembly. "However, I feel it should have been done fairly," he said. "All of the inappropriate costumes should have been censored, not just some."

Most students felt there was too much censoring at the assembly. The audience booed Mr. Rohdie as he sent people off-stage. Sean Bruno (IV) said, "We're all grown up individuals, and the costumes were nothing we couldn't have handled."

Denis Malkov (VI) added, "The Middle School did not attend the assembly. There was an older and more mature audience."

In response to the criticism, Mr. Rohdie said, "I would rather be cautious with censoring than offend any student or faculty member."

Mr. Rohdie said students should think about where the line of good taste and offensiveness is. Being unable to define it, he quoted former Supreme Court Justice Potter Stewart, who said, "I could never succeed in defining it, but I know it when I see it."

Mr. Rohdie added that "anyone who pushed the limits at the assembly did it knowing there were possible consequences."



N. Lee (IV)

Jill Kehoe (VI) and Caroline Holt (IV) pose in their "Chicago" costumes that was not censored during the Rufus Gunther Day Assembly.

Veterans' Assembly Topic Is Korean War

By RACHEL VAN WERT (IV)

The Awareness Society educated students and faculty on November 7 about the Korean war, often termed the "forgotten war," in honor of Veterans' Day.

This year's assembly differed from past presentations. Instead of inviting a guest speaker, six faculty members and two students gave an overview of the war and read poetry written by veterans.

Presenters included Awareness Society Presidents Caitlin Bergh (VI) and Elana Wilf (VI), Ms. Leslie Wolfson, Mr.

Victor Nazario, Mr. Thomas Keating, Mr. John Magadini, Dr. James Murray, and Mr. Adam Rohdie.

Ms. Wolfson is the interim faculty advisor of the Awareness Society. She is filling in for Mrs. Madeline Landau, who is home recuperating from surgery.

Ms. Wolfson says she picked the poetry read at the assembly because it would be "interesting and an educational experience."

Ms. Wolfson says Veterans' Day is very close to her. "I have such a connection with this because it means so much

to me personally," she said.

As a child, Ms. Wolfson wore a POW bracelet for a soldier in Vietnam. To this day, she keeps in touch with him.

One poem Ms. Wolfson read was "Solo," written by this POW while in captivity during the war. She then read her own poem, "To the Veteran," which she said reflects her feelings toward all soldiers.

Ms. Wolfson's father is also a World War II veteran. "I was always so proud of him," she says.

Chantal Berman (IV) said the assembly "was really informative." However, she felt that the reaction from the rest of the student body was not as encouraging. "They were falling asleep," she said.

"I didn't really understand most of what they were saying," Martha Johnson (I) said.

Although not everyone liked the new approach to the assembly, other students were bothered by their peers' reactions.

Michael Kreisbuch (IV) said he has very strong feelings about the Veterans' Day Assembly. He made a morning meeting announcement prior to the assembly telling everyone to be respectful.

He said that every year he sees students not paying attention, which he considers inap-

propriate. "The fact that we can mock the soldiers is defended by the soldiers themselves," he said.

Even with his announcement, Kreisbuch said he "still noted a few people doing their homework, and it offended me."

Kreisbuch added that he looks forward to the assembly each year. "It's really important to get [the veterans] to share their stories," he said.

Teachers Are Given Flu Shots

By COURTNEY JACKSON (IV)

Atlantic Health System came to the school on November 6 to administer flu shots to faculty members. The school pays for the shots so that faculty members can get them for free.

School nurse Mrs. Joanne Childs says the teachers are not required to get the shot, but they are notified about it and encouraged to come. 78 faculty members received the vaccines this year.

Atlantic Health has been giving the flu shots to Pingry faculty for 12 years, and the vaccine helps limit teacher absences due to illness.

"The vaccine is recommended for anyone who

might develop complications from the flu, or for people who work or live with someone who might develop a complication," Mrs. Childs said.

Before the nurses administer the vaccination, they ensure that the teachers will have no allergies or adverse side effects to the shot.

School trainer Mr. Mike Lalley gets a flu shot annually. "It's a good thing," he said. "Out of the 31 years I've been at Pingry, I've only gotten the flu twice, so I'm in pretty good shape."

Spanish teacher Mr. Victor Nazario also got his flu shot through the school. "I recommend it to anyone," he said. "It really does help your immune system. When flu

season comes, it's better to be here than at home sick."

The shot is known as a "dead virus," meaning that a dead flu virus is injected into the body. It stimulates the immune system, according to Mrs. Childs, so antibodies are ready to attack immediately if the real virus enters the body.

Mrs. Childs said there is a new flu vaccination in the form of a spray for people who are afraid of needles. "There are a lot of risks, even though it is easier to take," she said.

The spray, unlike the shot, is an "alive virus." Due to its live form, there is a greater chance of getting the actual virus, Mrs. Childs said. It is expensive and is not provided at school.



N. Lee (IV)

Mr. Adam Rohdie speaks at the Veterans Day Assembly.

Students Note Decline of SAC

By CORI HUNDT (III)

The Student Activities Committee, better known as the SAC, has declined in recent years, say some teachers and students.

The goal of SAC has been to provide entertainment to students at assemblies and school events.

SAC Chairperson Amit Kumar (VI) says the last time he remembers notable SAC activity was during his eighth grade year, the 1999-2000 school year.

According to Kumar, the SAC used to have a much greater presence in school life. Instead of its current status as a sub-committee of student government, the SAC was an independent club that put on skits and showed videos almost every Friday.

Kumar says he would like the SAC to frequently put on a skit or assembly that would "make people laugh and give them a break in the day, because school can be stressful."

Though no one knows the causes of the SAC's demise, Kumar says censorship may be part of the problem. He says skits and videos were becoming more controversial, and some people were offended. Therefore, Kumar says heavy censorship was



Courtesy of Sumeet Shah

The censorship of Mike Ventura's "Party Boy" alluded to possible censorship of the SAC.

imposed on the club.

Mr. Miller Bugliari '52, the school's senior-most faculty member, says he misses the SAC's finer days.

There used to be an SAC committee that anyone could sign up for, Mr. Bugliari says. "They did the assemblies every Friday. They would have rallies, shows, music groups, slides and videos," he says.

But one year, the president of the student body stopped including all groups in performances, Mr. Bugliari says. "It became an

ego battle. Now the administration has taken Friday assemblies away," he says.

Mr. Bugliari says he has a solution for the problem. "The school should let anyone run for the head of the SAC committee, elected or appointed," he says. "Right now the student body president cannot do SAC, but he could be a part of it."

Through efforts like the famed Popsicle Club, though, Kumar says he is hoping to bring back the SAC with non-offensive humor.

Trustees Tour School

By JAMES SOMERS (V)

Once a year on Trustee Day, the Board of Trustees spends a day visiting the school. This year's event was held on November 5.

The trustees were served breakfast in the faculty lounge when they arrived at 8:15. They were then invited to visit any classes that met before 11.

One of the trustees, Dr. Barbara Saypol, said she wanted to see a variety of classes and teachers, and she set her schedule accordingly.

She said she was particularly interested in visiting younger teachers she hadn't seen before. Although learning Latin as a child made her "want to throw up," she said she found a Middle School Latin class taught by Mr. Joe Wang to be exciting, engaging, and fun.

As she moved between classes, she said she was pleased with the school's "big commitment to attract and retain the highest quality faculty available."

Another trustee, Mrs. Allie Rooke, also said she enjoyed the day. She said she was particularly impressed when Middle School students participated in a decision-making forum at their division meeting in the Macrae

Theater. She also said she enjoyed the energetic classes.

Two trustees, Mrs. Anne DeLaney '79 and Mrs. Julie Silbermann, visited Upper School Director Adam Rohdie's American Dreams class. The class had been working on PowerPoint presentations on diversity at Pingry. Two groups, one in favor of affirmative action and another against it, made their presentations to the trustees.

Dr. Saypol said Trustee Day enabled her to "feel what students experience," and she said her high school experience was very different.

Overall, she added, "I was amazed at how freely students were speaking about their opinions." She also said she was pleased with the integration of technology into the classroom.

"I wish I could have attended a school like this," she said.

Mr. Neiswender added, "The trustees really love to come. Spending the day here gives them a feeling of what's going on in the school and keeps them informed. On the other hand, it also allows the students and faculty to see them taking an interest in the school. It's a great tradeoff."

COMMITTEE LOOKS FORWARD TO NEW MIDDLE SCHOOL

By SUMEET SHAH (VI)

The Building and Grounds Committee met on November 13 to discuss future plans for the building, and especially for the Middle School.

Mr. Neiswender and the committee have been planning a new Middle School building to open in a few years.

Mr. Michael Virzi, head of the facilities department, said plans are underway for the building, which will "improve the Middle School experience." It will allow teachers to have their own classrooms, promote the use of technology in classes and help to alleviate scheduling problems.

"Teachers moving around limits technology usability in all classrooms," Mr. Virzi said.

Headmaster John Neiswender added, "We are moving very aggressively on finding architects for the project. Many ideas have been submitted in terms of the structure, but final drawings have not been approved yet."

Mr. Neiswender said the new Middle School should be completed by September 2006.

The committee also discussed the master plan, a set of tasks to repair the building and expand the school. According to Mr. Neiswender, the expansion would give the school "a more country day school and college campus feel."

A new layout of the campus includes an athletic field-house, ice hockey rink, ecology center, science pavilion and headmaster's residence. The buildings would all be connected by a circular road, which would allow visitors to drive around to the buildings and enjoy the forests on the property.

Chief Financial Officer John Pratt said the master plan also includes provisions to complete deferred maintenance of the building, which is over 20 years old. "We need to put into action a plan to improve its structure," he said.

The Building and Grounds Committee meets monthly and is a subcommittee of the Board of Trustees.

Max Haines-Stiles Is Named Scholar-Athlete

By ANDREW WERNER (VI)

Max Haines-Stiles (VI), Pingry's scholar athlete this year, was honored by News 12 New Jersey on November 5 when the station aired a story about his accomplishments.

The distinction of scholar athlete is given to the Pingry student who excels not only on the playing field but also in the classroom. While maintaining his place as a top student, Haines-Stiles is captain of the cross-country, fencing, and track teams.

History teacher and cross-country coach John Raby nominated Haines-Stiles for the award. "What guy from Pingry do we choose as a scholar athlete?" Raby asked. "Mr. Nazario, Mr. Lee, Ms. De Martini and I all agreed without a second's hesitation that it had to be Max."

Raby went on to praise Max's athletic ability and assiduous work ethic. "He's

superb, and as he goes from sport to sport he pays total attention to each sport he's involved in. He does it in the classroom, he has superb leadership qualities, he commands respect everywhere he goes." Raby continued, "He's got very high standards. He always puts the team first. He's just a decent and talented and ethical guy."

Ms. De Martini echoed Raby's sentiments. "It's an amazing accomplishment that's well deserved; he's obviously worked hard at everything he's done. He's the complete package."

When asked about this accomplishment, Max replied in his typically modest demeanor. "I guess it's kind of an honor," he said.

Max will be honored again in June at a luncheon with other scholar-athletes from around New Jersey.



R. Mathew (VI)

Instructor in Music Jennifer Runge conducts the combined Balladeers and Buttondowns.

Small Musical Groups Perform At Annual Ensembles Concert

By KATE OBST (III) and CHANTAL BERMAN (IV)

Over 100 parents and students attended the Ensembles Concert on November 13, which featured the Balladeers, Buttondowns and Jazz Ensemble. The groups performed songs in different languages and styles.

The Balladeers started the concert with a Balkan piece, "Kaval Sviri," by Peter Lyondev. They then continued to sing in Spanish and French.

The Buttondowns performed an a cappella English folk song, "I Wished to be Single Again," followed by a traditional Japanese piece. The Jazz Ensemble finished the night with three pieces, including "Emancipation Blues" by Oliver Nelson.

Jazz Ensemble Director Sean McAnally said, "The concert was great. All the groups performed very well."

Music administrative assistant Barbara Conroy agreed, saying there was an excellent crowd. Annabell Suh (III), who attended the concert, also liked the crowd. "It was mostly parents, but there were some students," she said, adding, "Parents usually go to support their children."

This year, the Wind Ensemble and Brass Choir did not perform in the concert, though they have performed in previous ones. The Ensembles Concerts have been taking place in 1982.

Balladeers Director Mrs. Jennifer Hand Runge thought there was a "nice mix of students and parents." She also said, "The performers felt better prepared this year. The Balladeers were ready and excited."

Fatima Rakla (III) did not attend the concert, but wished she had. Rakla suggests holding the concert during Conference Period, when it would be easier for

people to watch it.

Jeff Zimering (III), a member of the Buttondowns, said, "Everyone seemed to really like the concert."

Suh felt the same way. "The Balladeers and the Jazz Ensemble were really good, and the Buttondowns were so funny. It was great," she said.

The Record Effects Change

In response to The Record's call for political volunteer work to be counted toward the community service requirement, Headmaster John Neiswender has lifted the restriction with the exception that fundraising for candidates cannot count as community service.

Previously, no work in politics could count toward the 10-hour requirement.

"We love to see students get involved in the political arena," Mr. Neiswender said. He called political work a great learning experience and said the school believes in it.

The suggestion was made in the page two editorial of The Record's October 31 issue.



D. Peretore (V)

Max Haines-Stiles runs a few laps around the track.

ALUMNUS DIRECTS FILM 'BORN RICH'

Continued From Page 1

documentary shows Johnson on the eve of his 21st birthday, surrounded by champagne, beautiful women and gourmet food. "You wonder, can life get any better than this?" he asks. "Well, to be blunt, it can. At midnight, I'm going to inherit more money than most people could earn or spend in a lifetime."

Johnson concocted the idea of the film in a conversation with his uncle, a Pingry alumnus and producer of the documentary with Johnson. "I was 20 years old at the time," Johnson says in an exclusive interview with The Record. "I knew in a year I would turn 21, and there were a lot of things I wanted to figure out before then."

After graduating from Pingry, Johnson went on to NYU. He made most of the documentary while attending college and found the 3 and a half year production "a good project alongside studying."

According to Johnson, his years at Pingry probably "didn't directly affect the documentary." Publishing heir S. I. Newhouse '99 also graduated from Pingry, but Johnson says that the two did not know each other well in high school.

Johnson says that he has no regrets about exploring the forbidden topic of inherited wealth and considers the film to be a valuable project. He wishes that he "could have had more access outside of the interview settings seen in the film so that [he] could portray more developed characters."

After the film was shown at Sundance, HBO approached him with an offer to air the documentary. "HBO was a great place for it because it reaches such a wide audience," Johnson says. "I was surprised and excited by the attention it received. I didn't think the film would be that significant."

The young adults featured in the film had mixed reactions about its release. "Some people really support it and came to the premiere very happy about the film. Others I don't talk to as much anymore," Johnson says.

Raby Loses Campaign

Continued From Page 1

to improve the appearance of the downtown, control rising local costs and stop sprawl and overdevelopment. "They weren't regulating anything enough," Mr. Raby said.

He added that he learned a lot from his experience, but that he did have regrets. His biggest regret was not putting enough time and energy into the campaign. Between teaching four history classes and coaching Boys' Cross Country, Mr. Raby said fall is his busiest season.

"Campaigning is both an interesting and an aggravating process. I have more sympathy for politicians now," he said.

The Democratic party had

ISSUE COUNTER

Calliope 0

Polyglot 0

Vital Signs 0

The Record 3^{and} counting...

Which publication are you writing for?

Nazario Runs Annual Canned Food Drive

By CATHERINE CHONG (III)

This year Spanish teacher Victor Nazario ran his 27th annual Thanksgiving can drive in support of Lift for Learning. This year's drive raised enough cans to feed about 60 families, Mr. Nazario said.

Since the first drive in 1977, Mr. Nazario has asked each member of the Pingry community to donate three canned items to feed impoverished families a Thanksgiving meal.

Ms. Rosa Floyd founded Lift for Learning in 1973 to feed needy families throughout Union County. Thirty years later, she continues to collect canned goods for the Elizabethport-based program.

Mr. Nazario says that the school's first can drive proved how difficult it can be to encourage students to participate. "The results were very sad. There were only three boxes of cans,"

Mr. Nazario says.

Mr. Nazario continues to collaborate with Mrs. Floyd in each year's can drive. He says that "the rewarding experience" encourages him to continue. "I like the knowledge that, somewhere in the Elizabethport area, a family isn't hungry during Thanksgiving," Mr. Nazario says.

Though not everyone in the student body brings in three cans before Thanksgiving, Mr. Nazario says he is always very happy with each year's outcome. "Every year it gets better. Last year we collected enough for at least 100 families," he says, noting that the boxes of cans filled an entire truck.

Mr. Nazario believes that if every single person in the school brought in three cans, Lift for Learning would feed a huge amount of families on Thanksgiving Day.

Mr. Nazario's efforts do not



D. Spett (VI)

Samantha Jaff (III) donates cans to the boxes in the Upper Commons.

end with Thanksgiving. After break, he holds a toy drive for the holidays. He also gives the toys to Ms. Floyd's organization.

Mr. Nazario says cans are needed to feed all those who are hungry every day, not only

on Thanksgiving. "There are many in New Jersey and the U.S., 'The Land of Plenty,' that are hungry," he says.

Mr. Nazario says students who don't give to the drive "miss out on the great feeling you have when you give freely."

Seniors Submit Early Applications to College

Continued From Page 1

currently enrolled there. The university has an early decision admission program.

Other favorites this year were Harvard University and Georgetown University, the college counseling department says.

"We usually recommend early application to students who are happy with their grades and test scores up to the end of their junior year," Director of College Counseling Robert MacLellan says. "But most importantly, we recommend that they have a definite first choice." Still, four seniors submitted more than one early action application.

The college counseling office has a policy of not discouraging students from applying to colleges of their dreams, Mr. MacLellan says. "We would never tell anyone they have no chance of getting in just to boost our admission rates," he says.

Statistics suggest that the chances of being accepted early can be as much as 50 percent greater than for regular decision. Most colleges

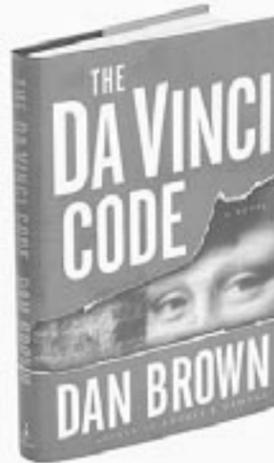
say this is due to the nature of the self-selected applicant pool.

Mr. MacLellan warns that applying early is not right for everyone. "Some students perceive they have better chances for admission when that's not always the case," he says.

Nationwide, the shift in early admission procedures was intended to produce dramatic changes in application numbers. Applications at Harvard University, which instituted single-choice early action this year, fell 47 percent. At Yale and Stanford, where policies were loosened from early decision to single-choice early action, applications rose 42 percent and 62 percent respectively.

Most early decision colleges, like the University of Pennsylvania, Brown, Cornell and Columbia, reported no changes in early applications this fall. At the University of Chicago, which has a standard early action program, applications fell 17 percent.

Books Off the Beaten Path



By SANDERS BERNSTEIN (IV)

Among all of the dull books crowding today's stores, there are still several that offer avant-garde ideas and, most importantly, force readers to think. Instead of reading another Tom Clancy or Vince Flynn, give one of these notable originals a shot: "The Da Vinci Code" by Dan Brown, "Pilgrim" by Timothy Findley, and "The Eight" by Katherine Neville.

Dan Brown's "The Da Vinci Code" is a captivating read. The novel is a story of the

murder of a Louvre curator and the ensuing adventures of Harvard professor Robert Langdon and French cryptologist Sophie Neveu, who attempt to solve the mystery of his death.

In the process, Brown also examines the Church, the history of the Judeo-Christian tradition, the Holy Grail, the rather extreme Catholic sect called Opus Dei and a secret society called the Priory of Sin. The book is a page-turner; it keeps readers guessing from beginning to end. While it is not superbly written, it is unsurpassed as an interesting, quick, fun and thought-provoking read.

"Pilgrim" by Timothy Findley is a better-written novel. While not action-packed, it stands out as a first-class psychological thriller. Set in 1912 at a mental institution in Zurich, "Pilgrim" is a story of psychologist Carl Jung and his attempts to cure his schizophrenic patient, Pilgrim.

Pilgrim claims to have lived forever, saying he was never born, but rather "came out" into consciousness. Through philosophic inquires as Dr.

Jung examines him, the book explores sexuality, the idea of a collective conscious and questions Freud's teachings.

The philosophic undertone permeates the novel and makes this book the most intense of these three. It can be pedantic and wordy at times, but overall the writing is a work of art. I recommend this book to someone who is looking for something a little bit more interesting than "The Eight" or "The Da Vinci Code."

"The Eight" by Katherine Neville is an interesting blend of chess and history. The book is about a mythical chess set imbued with a dark power that once belonged to Charlemagne. The story travels from 1790 through Napoleon's France to Catherine the Great's Russia. It simultaneously takes place during modern times as it tells the story of Catherine Velis, a computer expert who is asked to recover some chess pieces for a client.

Readers of "The Eight" will discover the Shi'ite Islamic mystics, beliefs about the sorcerer's stone, and interesting views on life. The book is riveting and enjoyable.

'The Matrix Revolutions' Has Good Effects

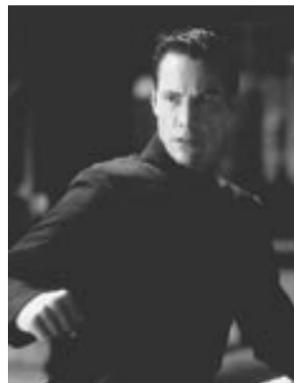
By CARL RUGGIERO (IV)

Isn't it odd that the Wachowski Brothers decided to set their Gnostic tale in a sci-fi, shoot-'em-up adventure? Well they did, and the result was the moneymaking "Matrix" trilogy.

The Oracle, played by Mary Alice, says that "everything that has a beginning has an end." "The Matrix: Revolutions" is the end of this trilogy.

Keanu Reeves returns as the hero Neo, "The One" who will save humanity, along with Laurence Fishburne as the prophetic Morpheus and Carrie-Anne Moss as Neo's lover, Trinity.

Reeves plays his part convincingly, as he did in the first two "Matrix" movies. His serious yet somewhat passive character is still amusing.



Courtesy of Village Roadshow Pictures

Neo takes an aggressive stance.

The plot of the movie begins as Oracle prophesizes that the war between humans and the machines is coming to a close. The last human city, Zion, has fallen under attack by Sentinels, robotic squid programmed to kill, while the renegade program, Smith, has grown immensely powerful and the

only one able to oppose him is Neo.

Neo must act quickly to stop the machines and defeat Smith, and he chooses to do so by taking a human ship and venturing to a machine city without any strategy or idea why.

The final installment is a blend of "Star Wars," the main concept of "The Terminator" and Gnostic theology as the underlying backbone of the film. Bits of Buddhism are thrown into the mix.

Compared to the first two "Matrix" movies, the characters spend less time doing kung-fu in slow motion and more time screaming while piloting clunky, awkward robots as they fire off chain-gun rounds at metallic calamari.

Not to mention the sudden appearance of a bizarre, giant, floating face made up

of the mechanical squid who resembles an evil version of the green wizard from "The Wizard of Oz."

Although the battle scenes between the humans and the machines are overdone and cliché, the Wachowski Brothers do an excellent job of bringing the sequences to life with fantastic animation and special effects.

The continuing storyline is compelling if you saw and understood the first two films. Without a complicated plot, the action sequences would seem amateurish.

The final clash between Neo and the rebellious Agent Smith involves almost all aspects of the trilogy: kung-fu-like action, suspense, science-fiction, amazing special effects, and symbolism. The movie uses these effects in its own original way.

Fall Sports Season Ends On a Good Note

by Susannah Bragg (VI)
RECORD EDITOR

Girls' Tennis broke all school records in their postseason performance this year. They were undefeated in the normal season, winning all 19 games. The team won County, Sectional, and State Championships.

Most exciting, according to team members, was the Tournament of Champions between all of the State Champions. The team lost in the finals, but Girls' Tennis has never made it so far. "This was our best season ever," says Captain Jessica Weinstock (VI).

According to Weinstock, the team's most exciting match was the victory over MKA in the semi-finals of the Tournament of Champions. Weinstock and Casey Huser (V), who play first doubles, made it to the finals.

Other standouts were Lucy Marchese (III), who plays first singles, and Michelle Yuan (III), who plays second singles and lost only one match all year.

The Field Hockey team won State Championships on Sunday, November 23. The girls tied earlier as County Champions and say that overall they did much better than they could have predicted.

Ali Clarke (VI), one of the captains, scored both goals in the state game from strokes, or penalty shots. Other stars of the season were Captains Sarah Springmeyer (VI) and Megan Hess (VI), who play forward and back respectively. Daryl Agran (VI) had two goal-line saves in the semi-final state game, leading other players to call her "The Wall."

The team won States two years ago, but players say they did not expect such success this year. "Going into the season, we thought we'd be lucky to win Counties," Christine Hsu (VI) says. "We went so much further than anyone thought we were going to get."

She adds that the team was "really tight this year. Before every game we had a dancing party, and that helped us get pumped up before playing." Field Hockey's regular season record was 19-3-2.

Girls' Cross Country also broke records in the postseason, finishing 10th overall in the Meet of Champions, better than the team has ever done.

The girls were second in their conference, third in the Prep State Championships, and second at Parochial B States. Amanda Smith (V) won the race for Parochials, and Liz Encarnacion (V) came in fourth.

In the Meet of Champions, Smith came in fifth with a time of 19:13, breaking the record for a Pingry girl's performance on the Homdel course. Encarnacion came in 50th with a time of 20:30. Smith, Encarnacion and Erin Toner (III) were named All-Conference.

Boys' Cross Country also made it to the Meet of Champions this year. They came in second in their conference, second in the Prep State Championships, and first at Parochial

B States.

Captain Max Haines-Stiles (VI) and Co-Captain Bryan Parsels (VI), who placed 11th in Parochials, were named All-Conference. Haines-Stiles and Jon Bregman (IV) were named All-State for the Prep Division.

Boys' Soccer made it to the State Sectional Semi-finals this year, losing in double overtime to Don Bosco. They won their conference.

A number of players were named All-Conference, including Captain Kenny Spano (VI), John Stamatis (V) and Kevin Vieira (V), who were First Team.

Girls' Soccer made it to the County Finals this year. Boova, Captain Leslie Hynes (VI), Marisa Stock (IV) and Sara Murphy (IV) were invited to the All-State Dinner. Boova was also Conference Player of the Year.



Courtesy of the Communications Department

A squash player takes a shot on the courts of Drew University.

Squash Gains Varsity Status

by Maggie O'Toole (IV)
RECORD STAFF WRITER

This year, winter squash will become a varsity sport, one year after its inaugural

season as a club sport.

Mr. Ramsay Vehslage, fourth and fifth grade science teacher at the Lower Campus, will coach the varsity team. Mr. Vehslage played squash at Princeton Day School and Connecticut College.

"Because we were starting from scratch, our 2-8 record from last season doesn't really reflect the amount of progress we made," Mr. Vehslage said. "We did post a couple of victories, but most importantly I saw significant improvement from every member of the team last year."

Mr. Vehslage added that he was "especially pleased" with the progress made by the least experienced players. By the end of the season last year, the team had relatively inexperienced players winning very competitive matches, Mr. Vehslage said.

The team will return

this year with a stronger lineup and more experienced players, according to Mr. Vehslage. He says that last year's first and second spots — Drew Blacker (V) and Peter Cipriano (IV) — were essential to the team's success.

Mr. Vehslage said the team did accomplish its goal to never be shut out.

Alix Watson (V) said they should be more successful than 2-8 this year due to "the wide range of players and our new confidence from being a varsity sport."

Peter Cipriano (IV) felt that his experience on the team last year "was a great experience for all of us because we bonded, had a great time, and played a lot of good squash teams." He said the addition of a varsity squash program will be beneficial to the school.

The squash team practices daily on the courts of Drew University in Madison, N.J.

BOYS' HOCKEY SEASON PROMISES TO BE FUN AND FESTIVE

by Alex Meder (V)
RECORD STAFF WRITER

Boys' Ice Hockey lost only two seniors last year and says it is looking forward to this year's season. The new team captains are Bryan Zupon (VI) and Mike Lehrhoff (V).

The only two graduating seniors from last year were Matt Ghabrial and Dave Salerno, and all the other players have returned. The team also acquired several new, talented freshmen who may provide spark off the bench.

Head Coach John Magadini says the team has the best defense in the entire league, led by captain Mike Lehrhoff and John Moore (V) as well as returning varsity member Justin Oplinger (V) and newcomer Brandon Weiner (III).

Gus Delaporte (V), an "extremely talented junior who scored many clutch goals last year," according to captain Bryan Zupon, will be counted on to score and bring physical presence to the ice.

Grant Tyson (IV) is the team's new goalie, replacing the graduated Dave Salerno. Zupon says the team will rely on Tyson to keep the puck out of the net so that the first and second lines have the chance to score.

Zupon adds that the team will look to its defense to score some of their goals, because several of last year's leading scorers were defensemen.

Captain Mike Lehrhoff says he is looking forward to a great season and a high seed in the Mennen Cup playoffs. The team suffered a 3-1 loss in last year's Mennen Cup against Randolph, but with new freshmen as well as new junior Jason Beck, who will be stepping in on the first line, Zupon says they hope to advance further into the playoffs this year.

Athlete Profile

Paul Kolb (VI): Aquatic Sports



R. Mathew (VI)

Paul Kolb (VI) swims breaststroke laps in preparation for the Winter 2004 season.

by Zarine Alam (IV) and Caitlin Bergh (VI)
RECORD STAFF WRITERS

Senior Paul Kolb has been swimming since a very young age. He used to participate on the swimming team at the YMCA, but he now focuses his efforts on Pingry's swimming and water polo teams.

Coach Bill Reichle, Kolb's swimming coach of four years, says Paul can swim well in any event, but is strongest in butterfly, Individual Medleys, and freestyle sprints. Kolb regularly swims the 100-meter butterfly and the 200-meter Individual Medley.

Coach Reichle also says Kolb is "one of the hardest workers in the pool" because he traveled to Arizona to work with one of the best butterfly coaches in the country. Over the summer, Kolb swam at the YMCA to get in shape for this season.

What Kolb enjoys most about swimming is the competition. "It's nice to work towards something," he says. Last year, Kolb set the 100-meter butterfly

record, though it was later broken by Kenny Brown-Klinger '03. This season, Kolb is hoping to "break Kenny's record at least." Kolb says Brian Wilson (III), a new student, may have a chance at the record as well and that he is "pretty amazing."

The competition also makes the meets more enjoyable. "It's not that exciting going to practice and swimming back and forth hundreds of times," Kolb says, "but the competition makes the meets more fun."

In addition to being a member of the Pingry swim team for the past four years, Kolb has also played defense for the water polo team. This fall, Kolb, his co-captain Jack Zoepfel (VI), and their coach Alex Halpern worked together to lead the team.

Compared to swimming, Kolb says water polo is more fun. "Swimming is much more individual and mental in a way that makes it much more challenging," he says.

Final Sports Records

BOYS' X-C



8 - 1

FOOTBALL



6 - 3

GIRLS' TENNIS



19 - 0

GIRLS' X-C



9 - 0

BOYS' SOCCER



14 - 2 - 1

WATERPOLO



5 - 3

FIELD HOCKEY



19 - 3 - 2

GIRLS' SOCCER



15 - 2 - 1

**Yay
Big
Blue!**