

## Classrooms, Record Office Targeted by Thieves

By ZARA MANNAN (III)

Mainly since Thanksgiving, expensive and important electronic equipment has been disappearing from school classrooms and offices on the weekends. When the first projectors disappeared in early November, faculty wondered if they were simply being "borrowed." But over the past several weeks, it has become clear that this is no little stealing problem; this is a stealing scandal. Even as this article was being prepared for publication, The Record had its most recent acquisition, a new G5 IMAC, stolen.

As the Record went to press, in addition to the IMAC, a total of eleven projectors and six laptops had been stolen. Two projectors were stolen from the Math department, one from the English department, and several have been taken from the Foreign Language department.

Also, both the English and Science departments are missing laptops. According to Mr. Quoc Vo, the estimated cost for a projector can go up to about \$1100 and laptops can cost up to \$1500.

One of the many unsettling consequences of the lost equipment was that teachers are unable to teach planned les-

sons and publications, like the Record, have had to scramble harder to meet deadlines.

Editors who had planned on finishing layout this past weekend, were prevented from doing so when security necessitated that the Record office stay locked.

The school administration and business department have acted quickly to contain the problem. According to Mr. Pratt, CFO of the Pingry School, the police have already been contacted and are involved in the investigation.

A major concern of the administration right now is to tighten security. Surveillance cameras are being considered, but it is unsure at this point whether that will be a definite addition to our school.

When asked whether the culprit could be a student, Mr. Pratt responded that he really did not know. "So many people come in and out of Pingry," he said, "that it is hard to pinpoint exactly who could be stealing from the school."

Within the past four years, I have had no experiences with stealing and no reason to call

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## Diversity Poll Finds Diversity of Opinion

By ADAM GOLDSTEIN (VI)

The Pingry Record's first-ever diversity poll found a diverse range of opinions about diversity at the school. Teachers overwhelmingly value diversity, but students are split about what kinds of diversity are important.

The 12-question poll asked about racial and socioeconomic diversity and diversity of opinion. Students and faculty both answered the poll, including whites, blacks, Asians, and Hispanics.

### FACULTY/STUDENT DIFFERENCES

Faculty and students strongly disagree over the

importance of racial diversity. More than two-thirds of the faculty say a racially diverse student body is "very important," but only a fifth of students share that view. Similarly, only 14 percent of students view a racially diverse faculty as "very important," but 60 percent of the faculty hold that view.

This trend holds for virtually every other question of diversity. By a 3:1 margin, faculty say opinion diversity is "very important" in the student body—an opinion shared by barely half of students. Overall, there was not a single facet of diversity that a lower percentage of faculty than of students called "very important."



N. Lee (VI)

Seniors, Mr. Bourne and Mr. Grant on the couches.

### MALE/FEMALE DIFFERENCES

Gender differences appear in the poll results as well. Girls call nearly every kind of diversity "very important" more often than boys do, especially with regard to racial diversity. Similar numbers of girls and boys call diversity "somewhat important," and far more boys than girls call different kinds of diversity "not important at all." In the aggregate, girls are in general more sympathetic to the ideal of diversity that boys.

There are exceptions to this trend, however. A higher percentage of boys than girls call opinion diversity in the faculty "very important," for example.

### RACIAL DIFFERENCES

Various racial groups also hold greatly different opinions about the importance of diversity at Pingry. A major-

ity of whites and Asians call racial diversity "somewhat important," while Hispanics and blacks are divided as to whether racial diversity is very important or merely somewhat important. On issues of socioeconomic diversity and diversity of opinion, however, people of all races are in general agreement (see Graphs on pages 6 and 7).

Different races also had different ranges of opinions. Hispanic responses, for example, were often split among several choices, as when equal numbers of Hispanics said there was "not enough" and "almost enough" socioeconomic diversity in the student body. Asian opinion was in general more uniform, as when a clear two-thirds majority of Asians said there was "almost enough" socioeconomic diversity in the faculty. Such agreement within a group was uncommon among other

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## Breaking Out Our Blue and White

By JEN HETRICK (VI)

On Saturday, October 29, Pingry fans in the stands finally yelled "Go! Fight! Win!" when three fall athletics teams played in the Somerset County Finals. Girls' Varsity Field Hockey defended their title winning 1-0 in overtime against Bridgewater. Girls' Varsity Soccer defeated Hillsborough 4-0, and Boys' Varsity Soccer finished 2-0 against Bridgewater. It comes as no surprise that so many teams came out on top this fall (last year, Pingry ended the fall season with 5 county titles); however, the

And he should be; much of the recent school spirit is a result of Riccardi's enthusiasm. Riccardi has attended "at least two dozen games" this year and has encouraged many others to sit on the spectators' side of the field. Although he was unaware of the superlative when he started bringing his infamous bag of pots and pans, Riccardi is proud of his title, saying "Pingry needs some more school spirit, and I think we've had a lot lately."

Senior Field Hockey Captain, Frances Callaghan agreed that "school spirit could definitely improve." She pointed out that major events get a

Callaghan thinks the new Athletic Director (A.D.), Mr. Vanasse, has been a "great addition to the community, especially in attendance at games," and students also think that the administration has "tried harder this year to support school spirit." Many agree that events such as the "Friday Night Lights" football game that occurred on October 21 and the trio of finals on October 29 have encouraged both students and teachers to come out and support their teams.

But the best lesson here is that school spirit has to come from the students themselves. "It has to be popular to go to the games, not a burden," noted Rob Tilson (VI), but Mr. Vanasse has definitely done his part. As the new A.D., he has made an effort to get involved in athletics by attending practices, advertising games, and scheduling special events.

The success of events such as "Friday Night Lights" makes some wonder why we don't have more fan-worthy facilities. Despite his personal enthusiasm, Riccardi notes that "if we had lights and stands at our soccer or football fields, like Ridge High School, we would not only get students out to watch the games and hangout on Friday nights, we would also get parents and alumni out there."

Even without such luxuries, students are starting to make an effort. Tilson and his trombone joined the fan club at the Varsity Boys' Soccer County Final, and inspired spectators to rally together behind songs

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## 100 SENIORS APPLY EARLY TO COLLEGE

### DECLINE FROM LAST YEAR

By MELISSA LOEWINGER (V)

As of December 1, 100 seniors, constituting 80.6% of the senior class, had submitted early applications to the colleges of their choice. These seniors have submitted 133 early applications in total.

Last year, 82.4% of the senior class applied early, showing the early application trend to be fairly consistent. Three more seniors applied early last year, although six more early applications were filed this year. Director of College Counseling Mr. Robert MacLellan does not foresee any drastic change in this trend, saying that most years around 75% of the senior class applies early.

There are three main types of early applications. The most popular, Mr. MacLellan said, has always been early decision, in which a student can only apply to one school and must matriculate there if accepted. Sixty students applied early decision this year. Early action is different from early decision in that a student can apply to multiple schools, and if accepted, the student can decide whether or not to attend that school by May 1. There were 53 early action applications submitted this year. Restrictive early action limits the student to one early application but is not binding, and is used only by Harvard, Yale, and Stanford. Thirteen restrictive

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## Inside The Record



N. Lee (VI)

Senior girls lit up the field and the court during Powderpuff football.

### Senior Stress Revisited

How much emphasis on college is too much? Sam Adriance (V) reflects. Pg. 2

### Apples, Anyone?

Ryan Macgibbon reviews his favorite fall treat while Isaac Davis reviews sultry singer Fiona Apple. Pg. 5

### The Importance of Being Diverse

Dr. Diana Artis explains the school's Multicultural Outreach Program. Pg. 7

### The Unimportance of Being "Diverse"

Katie Jennings (VI) expounds upon what types of diversity really matter. P. 8

### Powerder Puff vs. Cream Puff

Junior and senior girls faced off in day-glo colors, and Michelle Yuan explains how to stay away from tempting treats over the holidays. P. 10

### Hungry? Try Keum Ho Jung

Justin Louie (IV) recommends this Korean restaurant. P. 11

### Bags, Boots and Blouses

This year's winter fashions hail from Victorian England and Old-World Europe. P. 12

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N. Lee (IV)

Senior fans at a playoff soccer game.

real shock value came when the athletes themselves looked up into the stands.

"I don't think I've ever seen so many Pingry students at a sporting event," said Bard Riccardi (VI), the senior voted "Biggest Fan" this year. "I've been really impressed with the school spirit as of late."

good turnout, but there is little consistency when it comes to every day games and events. Most sports teams have dealt with a fan base of parents and reluctant younger siblings for seasons, but big games, like the county finals, usually attract more fans from the greater community.



# The Bubble: Privileged, Popped

At school, we live in a bubble in which our greatest worries are our math grades, whether or not we are going to snag starting spots on sports teams, or (more often) doing all we possibly can to have fun. It's a good life. Our bubble is unique, though. In our bubble we have a sense of trust in the integrity of the community and each other. This feeling is enabled by the honor code.

Some people, however, say that our bubble has burst. This sorry fact dawned on me after my first and second period classes on Monday, December 5. Over the weekend, my classmates and I discovered, the projector units in those rooms had been neatly pilfered. In a school where one's possessions are generally safe this was a symbolic slap in the face. Oops! Bad stuff does happen here. I am not talking about a book here and there. I am talking about nine projectors, six laptops, and one desktop computer. Even in this school, where it is very difficult to impress your fellow students with high-tech gadgets, it's pretty easy to see how much money that hardware is worth.

However, the monetary value is second in importance to the fact that someone is obviously stealing, and not out of panic for a test, but in relentless pursuit of the almighty dollar, regardless of the hurt they are causing the school.

As bad as the situation is, it has helped me to put things in perspective. The people (or person) who stole the projectors and computers did not need to be particularly clever. Even though we have a security guard and locked classrooms on weekends, our school does not employ a huge security force.

Despite what has happened, I am proud of our minimal security, even if we have to change it now. It means that both students and faculty have enough trust in the Honor Code to assume that things like this won't normally happen. That's saying something. At other schools, people

will take your property out of pure spite, especially if it's valuable. At our school, however, we have trust in each other's integrity, and apart from making life easy for the thieves, our trust goes a long way in making our school the great place it is.

Even with the knowledge of the value of the projector units and laptops, the greatest damage that will probably come from the recent thievery is to make us doubt the ability of the Honor Code to protect us in all situations. The reason for this is that due to the open environment the Honor Code allows, these thefts were able to occur.

However, while this situation is upsetting, I would like to point out that this is the first serious case of theft at Pingry that I have heard of.

I think that that's quite impressive. After my initial anger — and some questioning about whether the open environment that we enjoy with our Honor Code is

**TREVOR TOPF (IV)**  
SCHOOL OPINION

worth the risk — I realized that this incident shows how fortunate we are that things like this don't happen all the time. Most of the time, the Honor Code does a great job in making our open environment safe. The proof is that because of the Honor Code, we have been able to create the open environment in

which these thefts were able to happen.

Therefore, the bubble is far from burst. It is the bubble itself that allowed this incident to occur, and while this may be the downside of the bubble, it might be the only one. I would like to tentatively put forth that our open community is worth it; I would not want it any other way.



By MATT LAUD (V)

# No Agenda, Just the Truth

This past Veteran's Day, I saw the best speaker, Jason Christopher Hartley, that this school has had in the three years I've been here. For the first time, I saw someone on stage not preaching rhetorically about how I should live my life but simply telling us what things were like for him.

Honesty is sorely lacking in our culture in general, and the issues surrounding it are often compounded in public speaking, where speakers generally have an agenda, a point to get across to their audience and, therefore, tend to avoid any truth that contradicts their views. The brilliance of Mr. Hartley's presentation was that he seemed to have no agenda except to tell us the truth (and maybe to sell a few copies of his book, *Just Another Soldier*). Mr. Hartley, clearly a very

**Sam Adriance (V)**  
SCHOOL OPINION

literate and intelligent man, talked about his own inner conflict between his compassionate instincts and his violent ones. He never tried to convince us that one instinct was more natural. He made no attempt to glorify war or to belittle it. He also made no move to even judge the current war in Iraq until specifically asked about it and even

*Honesty is sorely lacking in our culture.*

then had only a remark on the tactics being employed and made no attempt to further a political agenda. Instead, he stood in front of upwards of 700 students and faculty and simply related his own experience.

Perhaps Mr. Hartley's most honest moment was his response to what things were like returning from war. His admission that he was completely unhappy to a group of that size indicated the lengths to which he was willing to tell the truth. Even his discussion of the cruel way he dealt with insects as a child underscored this point.

To whatever extent we've all committed violent acts that we regret, we tend to be reluctant to discuss them. Mr. Hartley was willing to face them for our sake. Even here he neither condoned nor condemned his own actions, giving us his experience, and letting us interpret the data how we saw fit. His stories about his time in Iraq were, again, about truth and experience instead of opinion and rhetoric.

My affection for what he presented was strengthened when, before drama rehearsal that day, Mr. Hartley talked to us a little bit more. He acknowledged that the speeches he had been giving were "torture" and that he hoped we were getting something out of them because it was a major ordeal for him to discuss things he would rather not experience again. So for his sake, or just for our own, let's take something important from this: truth is a powerful thing, so let's embrace it.

# No Tolerance for Intolerance

Over Thanksgiving break, I went with five of my friends to see the movie version of *Rent* at the Bridgewater mall. I had seen the original musical version in New York City about five years ago, but looking back, I realize I was too young to appreciate the subject matter.

I bought my ticket and walked into the extremely crowded theater, fully prepared to become emotionally involved in the tragic tale and to hear the amazing music. I was completely mesmerized by the first several scenes, but my mood soon changed after Angel and Roger (two men) kissed for the first time, and a boy near the front of the theater screamed out, "That's disgusting!"

I sat shocked while a crowd of people laughed and supported his claim. I felt angry, and I wanted to get up out of my seat and smack him. Instead, I sat in my seat, bothered, until the end of the movie. When the lights came back on, the people behind me were having a loud conversation in which one girl said, "Thank God that movie is over. I don't think I could have sat through any more singing." The guy that she was with responded "Yeah, I thought it ended at least four times... Get me out of here!" I was stunned to hear such negative reactions, especially since I was still crying after watching the final scenes of the film.

After the movie, my

**Juliette Jordan (VI)**  
CULTURAL OPINION

friends and I went outside to discuss what we had just seen. I was still upset so I was not saying anything, but the more I thought about what had just happened, the angrier I got. I do not understand why people, who must have known the content of the film, would consciously buy a ticket and sit through the movie if they do not agree with what it is portraying.

The movie is not about political or personal views; it is about the dying Bohemia lifestyle of a group of friends living in New York City with AIDS. Everyone is entitled to his or her own opinion regarding homosexuality, but it is not fair for an entire movie to be ruined because one person is too immature to understand the issues that are being presented.

I was not only appalled with this person's intolerance, but also by the way he

*I am bothered by a group who not only hates but also has no respect for those who tolerate.*

Want to get your voice heard? Submit opinion pieces to The Record. Please email all submissions to thepingryrecord@gmail.org.

# Word in the Hall: What Should Be Done About the Thefts?



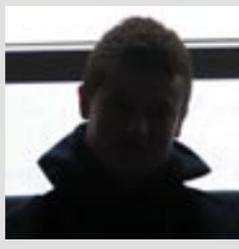
**JAKE KREEGER (V)**

*"What can be done? If they're going to steal, they will steal."*



**TAHA RAKLA (III)**

*"I don't want the Honor Code or school policy changed, so I guess nothing."*



**GRAHAM HONE (VI)**

*"I say we set up land mines all around the school."*



**CHRISTINE MALANGA (V)**

*"The punishment should be pretty severe; theft is a serious crime."*



**MEGAN CRAIGHEAD (IV)**

*"I think the culprits should be hanged, drawn, and quartered."*

## Hot Looks for Cold Winter Weather

By JENNA DEVINE (IV)

This winter fashion season can be summed up in one word—drama. Think opulence in everything—rich colors, rich fabrics, and rich accessories.

Winter can make you want to hibernate on the couch in old sweats. What to do? Put on something jewel-toned and go out! Emerald and purple dominated the runways, but raspberry and peacock blue were there as well. Luxe fabrics are also in this season. Velvet, silk, chiffon, suede, fur—don't be afraid to mix and match textures.

Fashions influenced by Moscow trends appeared all over runways this season. Anna Sui and Costume National decked their models in oversized fur hats, while Miu Miu went for a peasant feel with long embroidered skirts and scarves. Balenciaga had a more military take on the theme with Cossack-style, double-breasted coats. To take this runway look to the streets, try pairing a military-inspired jacket with a feminine cut, a pair of flat, high leather boots, and a long, flowing skirt.

Victoriana is also a trend to watch this winter. It is a style that brings back Victorian England with a modern twist. Styles include high-necked

blouses with ornate cuffs and full skirts embellished with ruffles or flounces. Be careful with this one, however: too much of it can make you like a stuffy character from a period piece. The essential idea is to combine a themed piece with a modern one. Try teaming a Victorian blouse with jeans and heels, or a classic skirt with a modern blouse or tee.

Don't put away your gypsy skirts just yet, though: hippie chic is still in style but modified for the winter season. The new hippie chic is higher on glamour than the previous season. Designers have paired full, below-the-knee skirts with embellished knitwear,

short jackets, and silk blouses. You can update and add polish to the boho look by trading in oversized sweaters for fitted cropped jackets and a mixture of fabric textures.

Black is back for this season as well. This wardrobe staple is trendy again and works as a great base for the popular jewel tones of the season. Pair colorful accessories with a simple black base, or work the monochromatic look by mixing different fabric textures to enrich the style.

As for accessories, you can't go wrong with metallic. Metallic handbags in bronze, gold and burnished silver add luxury to even the simplest of outfits. Wide belts worn low

on the hips are also popular accessories this season. Wear one to dress down a long skirt or to dress up skinny jeans.

Be sure to look for embellished pieces when creating your winter style. Hardware such as buckles and grommets on shoes and bags make for eye-catching accessories, and simple tops are stunning when detailed with embroidery, lace eyelets, or even pompoms.

Boots of all types are also a must-have for this season. Possibilities include high boots, flat boots, cowboy boots and stilettos. There is one exception, however: leave the Uggs at home. They're a two-year-old cliché, no matter how warm they keep your feet.



From top left, J.Crew Pea Coat, Forever 21 Peasant Skirt, Frye Cowboy Boots at Bloomingdale's, Abercrombie and Fitch Fur-lined Jacket, Metallic Handbag.

## A Cookie-Cutter Hollywood Mystery

By MATT LAUD (V)

Jodie Foster's latest film, "Flightplan," is a classic Hollywood mystery. The plot follows Foster's character, Kyle, an American avionics expert working in Berlin, as she travels back to the US to bury her recently deceased husband. Aboard the plane, a state of the art double-decker commercial vessel of the imaginary Alto Airlines, Kyle's daughter Julia goes missing. After searching both floors of the plane thoroughly, Kyle begins to panic. Her growing hysteria, much to the discomfort of her 400 fellow passengers begins to anger the crew of the plane, who grudgingly attempt to find the girl.

Director Robert Schwentke, relatively new to Hollywood, feature-length mystery, and film direction in general, has written a textbook Hollywood mystery. Although by no means comparable to, say Hitchcock, whose work he has been said to resemble, he is on that path. Schwentke adeptly renders convincing plot twists, developing characters and a flowing story.

His plot is implausible at times. For example, the

culprit's plan depends on the precise occurrence of too many events and interlocking variables, and some things are left unexplained at the end of the movie. But, for the average moviegoer, the film works.

One would think Jodie Foster could deliver a convincing performance, having developed with modest success the panicked mother character in 2002's "Panic Room," but the role was somewhat overacted. Her bloated panic and eternally bloodshot eyes would have been appropriate during a plot climax, but instead it exhausts the audience from frame one to the credits. Peter Sarsgaard, however, as Schwen-

tké's innocuous undercover air marshal with a hidden ill intent, acts adeptly.

For a first shot at a full-length feature, Schwentke has done well. His audience is kept guessing, the acting is for the most part well directed, and the setting inside the airplane makes for a stylistic and aesthetically pleasing picture. His intriguing story and good use of the mystery medium provides a satisfying, if not landmark work of cinema.



Courtesy of cinecon.com

## I'm Gung-Ho for Keum Ho Jung Restaurant

By JUSTIN LOUIE (IV)

In my fifteen years of dining, I had yet to eat at a Korean restaurant. That's why I went to a critically acclaimed Korean and Japanese Restaurant, Keum Ho Jung. From the hostess I was able to find out that the Keum Ho Jung first opened in Palisade Park in 1988. Due to competition from numerous Korean Restaurants, they moved to Edison in October 1997.

After being seated, I noticed there were only 16 booths, each able to accommodate a party of six. Also, above every table is a gigantic vent, which clears the smoke created by the BBQ that's cooked right on the table.

Even before I ordered, I was served a yellow-tinted tea, *bo-ree cha*, that tasted quite different from the green tea I was used to drinking. The tea, made from corn and barley, left a warm and sweet taste in my mouth that was quite refreshing.

After the tea, instead of the pickled vegetables served at Chinese restaurants, they served *panchan*, which can differ from restaurant to restaurant in size and ingredients.

At Keum Ho Jung, they serve a nine-part *panchan*, including clams, watercress, two mackerels, acorn gelatin, strips of stewed beef, bean sprouts, green salads

in Korean dressings, and lastly, pickled cabbage dipped in chili or *kimchi*. The manager told me

that *kimchi* is always served in Korean restaurants, but the taste may differ according to the ingredients used and the fermentation process. The one I had was only one variation out of the three Keum Ho

Jung served. She also told me that the nine-part *panchan* was usually eaten while eating the entrée, not as an appetizer. So I

opted to wait.

I asked for some suggestions, since it was my first time at a Korean restaurant, and the manager suggested the *bibimbap*, assorted vegetables with beef and an egg over rice, priced at \$9.50. The rice, when I first bit into it, was noticeably different from Chinese rice, due to the fact that they mix their rice

with sesame seeds and sesame seed oil. I mixed the ingredients in a steaming clay pot before digging in. It was a very delicious

first entrée.

The second item she suggested was their famous BBQ Bul Go Gi, which is sliced tender sirloin marinated in a special sauce. The sirloin is eaten with long slivers of scallions wrapped together in a large piece of romaine lettuce. This hot wrap tasted juicy and tender due to their tasty homemade marinade. The thin meat was then cooked on a portable grill set on the table. The other house special for BBQ they suggested, but I did not order, was the Kal Bi. The Kal Bi is not cooked on a portable grill, but rather cooked in the charcoal grill that was built into the table.

To top off the best of the hot BBQ, the manager suggested that I order the Naeng Myun noodles. This is the first time in my life that I ever had cold noodles beef in cold beef broth. When I finished the main course, there were no real desserts, but they did offer a Korean pre-packaged fruit drink called Vilac, which had the sweetness of a peach but the aftertaste of a pear.

Overall, the staff was excellent and knowledgeable and willing to help. The service was quite fast, and the food was very good. Thanks to Keum-Ho Jung, my first experiences with Korean food were great.

## A Worthy Glimpse of La Vie Boheme

By HANNAH GOLDSTEIN (III)

The lyrics to the Broadway ballad "Seasons of Love" read, "525, 600 minutes, 525,600 moments so dear." If one were to replace the 525,600 with 135, this would probably be the most fitting explanation of the amazing journey that is *Rent*.

Possibly the most interesting feature of this musical movie is that it completely defies the

stereotypes of both musicals and movies. When walking into the theater, oblivious to the movie's story line, one might expect to see a fun, happy show in which everyone breaks into song at the perfect moments. But unlike the average musical, *Rent* explores something deeper than the typical Broadway "fluff." And unlike the average movie, *Rent*

also brings the viewer into the story. Instead of just serving as a movie spectator, the audience members leave the movie with the feeling that they have spent the last two hours and 15 minutes with good friends.

Based on Puccini's opera "La Boheme," this masterpiece by Jonathan Larson tells the story of eight Bohemians living in New York City in the early 1990's. Examining topics such as homosexuality, poverty, homelessness, and the AIDS

epidemic, *Rent* is a candid look at the characters of Joanne, Maureen, Mark, Mimi, Angel, Benny, "Collins," and Roger. Each character is recognizable but far from cliché - the warm-hearted drag queen or the black lesbian lawyer, for example. But their shared optimism in a gloomy world makes this group of friends one that can withstand the horrors and disappointments they face.

The music alone is absolutely fantastic and makes the movie a must-see. The individual characters have the ability to inflect tone and feeling into the notes in the score. With the famous harmony of "Seasons of Love," the upbeat, fun rhythm of "Today 4 U," and the confident shouts of "La Vie Boheme," this "rock opera" is filled with conversations put to music.

There is not very much dance in this movie - much less than expected - but this missing link is hardly noticeable. The exception is "Tango: Maureen" which showcases some intense Spanish dancing.

*Rent* is both an enjoyable and a worthwhile movie. It should leave viewers with more awareness of the world around them... and possibly a few great songs stuck in their heads.



Courtesy of Broadwaycares.org



Panchan, a Korean appetizer.

Courtesy of villagephotos.com

# Give Me Some Sugar, Dip Me in Nuts

By RYAN MACGIBBON (VI)

Leading up to and through Halloween and Thanksgiving, the autumn's brisk air and turning leaves bring about a sense of tradition and nostalgia. As we rest in the soft comfort of past memories, the apple tree stands resolute, hanging onto its fruit as the wind whips through barren branches. It is for this reason that the apple is the traditional fruit of the fall.

However, to the bitter disappointment of my childhood, the apple is slipping away, only to be overtaken by the mass-produced treats of various candy companies. The subtle extravagance of the sweetness of an apple is no match for the bold rush of sugar that any candy bar offers.

Children's pallets no longer hold a sense of fine taste, the result of too much artificial flavoring. The main difference between natural and artificial sweetness is that the

latter is condensed on one level of taste, while the former spans multiple levels.

To illustrate, a person eating mounds of candy bars will eventually lose interest in the dull uniformity of each treat. It's the

interest in the treat, but over a much longer period of time. The apple spreads a layered sense of sweetness to every point of the pallet receptive to the fine sensation of natural sugar. This leaves the mouth pleasantly rather than violently stimulated.

We are stuck, in our society, in the realm of processed sugar acceptance, the short-lived land of constricted taste. Because it is not possible to instantly transport ourselves to the promised land of inherently textured taste, a bridge must be constructed to bring together both sides. The caramel apple is a perfect blend of cured and natural sugar, an enticing outside introducing a naturally refined inside.

Yet one must be careful in his or her selection of an apple. Because store-bought apples have a vinegary taste of preserved death when nearing the core, almost ruining the fragile flavor, a homemade caramel apple is best for the bridging experience. It begins with the first bite as your teeth fail to penetrate the smooth caramel and slide across it, scraping off nuts along the way. The next bite is a quick slash to break through. The crisp snap of an apple divot being lopped off is satisfying. From there on, one indulges in the perfect marriage of past and modern Halloween tastes, around and around until the apple is bare. Caramel holds firmly to the teeth, but a few final bites of apple eliminate this fault. The fruit of fall still reigns supreme and, dipped in caramel, cradles eternal tradition, a delectable experience of fulfilled autumn.



Courtesy of antonsfruitranch.com

effect of a great pounding on one pinpoint section of the pallet.

Yet, a person experienced in the art of taste, who is forced to eat heaps of apples, will also lose

## Fall Play Addresses Hatred; Students Love It

By MELISSA LOEWINGER (V)

There is no mistaking the power and profundity of a play when the audience sits mesmerized without opening a single crinkly mint wrapper or coughing once in the course of three whole hours. Or perhaps I did not notice any such disturbances because I was not in the Macrae Theatre on Saturday, November 19, watching the last of the three performances of the Tectonic Theater Project's *The Laramie Project*. Instead I was in Laramie, Wyoming, experiencing the most poignant moments of the aftermath of the murder of gay 21-year-old Matthew Shepard seemingly first hand.

Director Mr. Al Romano said, "This was one of the strongest casts I've ever had. This is partly because it was comprised of students who have been studying drama here for two and three years." He also said that a reason the play was so successful was because "the challenge is to make the audience believe in the reality of the characters. In order to do this, the actors must believe in their characters. The cast did a great job with belief, and that's what made this play so effective."

*The Laramie Project* is a unique play in that all of the characters are real people and all of the lines they say were actually said. The Tectonic Theater Project developed this play by conducting over 200 interviews with the citizens of Laramie during the year and a half following Matthew Shepard's death.

Mr. Romano said that the main point the play tried to advance

could be summarized in Poudre Valley Hospital C.E.O. Rulon Stacey's line: "I guess I didn't understand the magnitude with which some people hate."

Actor Michael Kreisbuch (VI) agreed with Mr. Romano, saying, "The main issue in the play is hatred. It's not homosexuality, it's not male or female, it's hatred at the core." Kreisbuch also believes that this topic was of special importance to the school, saying, "This is one of those things that needs to be discussed. I think there is a lot of unseen hatred here at Pingry, and we don't see it because it is a suppressed society. Although the play may not have changed people, it at least forced them to think about things."

The expert set design, which can be attributed to volunteer parent Jane Asch and a crew of devoted students, also played a huge part in making the play as effective as it was. The ever-present fence where Matthew Sheppard died, the victim of a hate crime, gave the whole play a sinister flavor appropriate to the subject matter even when the mood of a scene was more light hearted and comedic.

The slides that served as background gave the atmosphere an even more realistic aura. One of the slides shown was a photograph of Matthew Sheppard before he died. Actress Annie Hanson said of this photo, "It made me see the reality of the play. It's so much more than a play. It's sick, sad, disgusting. It's terrible. Yet it gives you hope... while saddening you too."



N. Lee (III)

Max Cooper (VI), Cori Hundt (V) and Liz Castle (V).

## Jazzy Fiona Apple Completes Another "Extraordinary" Album

By ISAAC DAVIS (V)

Far from being another light, airy, clone of the "feel-good" Norah Jones and the like, Fiona Apple uses her biting sense of cynical humor and smoky, jazzy voice to write songs that are, for lack of a better word, extremely well-balanced. Not dominated by loud or unnecessarily complex piano accompaniment, not too heavy or depressing, and yet not over-the-top bubbly and ecstatic, Apple's songs have always had a certain air of maturity over their contemporaries.

"Extraordinary Machine," her first new album in six years, combines her witty lyrics, soft piano chords, jaunty rhythm, and an unusual, though not entirely out of place, string section to produce a superb disc.

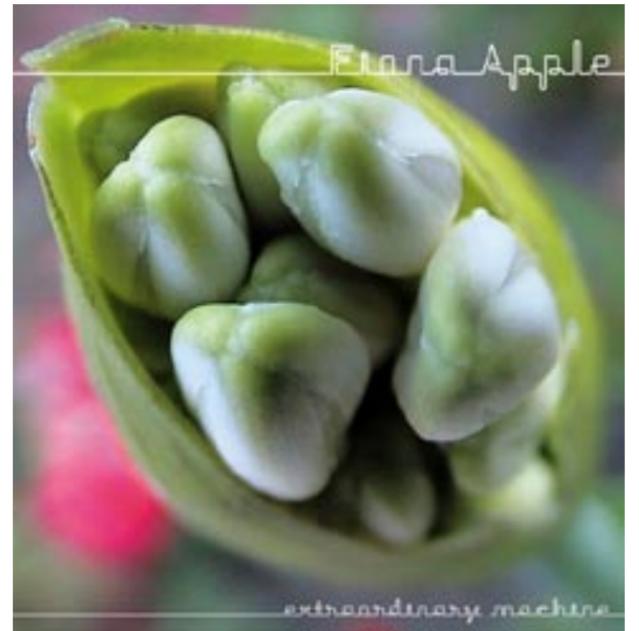
"Extraordinary Machine"'s first track and namesake song opens with plucked cello, along with what sounds like a marimba, setting an appropriately "playful" mood for the rest of the album. When the bassoon, the gong, and Apple herself join in, the song begins to sound not unlike a Looney Tunes soundtrack (which is not a bad thing), and one can imagine an animated cat or dog sneaking about, clumsily stalking some animated prey. But don't let this fool you; the liveliness of it all in no way detracts from its musical quality. In fact, the mood of the album seems to add to its refinement, and it is Apple's ability to write a really good song that doesn't take itself too seriously that I find most enjoyable.

The rest of the songs on the album have the classic Apple piano accompaniment, which is just enough to give a strong melody and rhythm to the songs, yet not so much as to overpower them. This is embellished by the occasional marimba or flute; however, the focus of the songs seems not to be the instrumentation so much as it is Apple's sarcastic lyrics and singing.

More often than not, her lyrics mock those she's known or loved. For example, she sings, "Oh you silly stupid pastime of mine" in "Parting Gift," and her clever, teasing lyrics are what really set Apple apart from, say, Norah Jones, or even Nellie McKay. Apple's true claim to fame is her outstanding ability to combine wry lyrics and darting, energetic melody, yet still

end up with a seriously good song.

The last song on the album is a waltzy, appropriately entitled "Waltz, Better than Fine," a jovial tune that celebrates a little pointlessness in life: "If you don't have a date, celebrate/ go out and sit on the lawn and do nothing/ If you don't have a point to makes don't sweat it". This song is a perfect way to wrap up the album. In fact it's one of the most fitting last songs of any album I've heard, and "Waltz," along with the eleven other songs on the album, make "Extraordinary Machine" a very enjoyable experience for anyone into "smart" music. As a side note, this particular album includes a DVD with ten videos of Apple performing live, making it a very nice package for \$18.99.



Courtesy of amazon.com

## Shades of Grey on Sunday Nights

By DARINA SHTRAKHMAN (IV)

"Operations. Relations. Complications." The tagline for last spring's surprise hit and this fall's guilty pleasure, *Grey's Anatomy*, says it all.

The show, which received one Emmy and three Emmy nods, stars Ellen Pompeo as first-year surgical intern Meredith Grey (hence the show's name) along with fellow newbies Cristina Yang (Sandra Oh), Izzie Stevens (Katherine Heigl), George O'Malley (T.R. Knight) and Alex Karev (Justin Chambers).

Students just yesterday, the five interns now find themselves scrubbing in on surgeries and running medical tests at Seattle Grace Hospital, the toughest surgical residency program west of Harvard. Today they are doctors, and in a world where on-the-job training can be a matter of life and death, they have to balance their work while juggling the ups and downs of their incredibly convoluted personal lives.

Cristina is a wonderful contradiction. She starts out as a stickler for the rules, but she winds up sleeping with a head surgeon, Preston Burke (Isaiah Washington), whose arrogance is second only to his skill with a scalpel. Oh,

the only cast member nominated for an Emmy, has been acclaimed by CNN and TV Guide as "the staple of the cast."

Izzie is the poor, small-town girl, who paid for medical school by modeling, and yet still struggles

adds a boyish charm to the offbeat character, and although he doesn't get the ladies onscreen, he's the one all the girls are rooting for from their couches at home.

Rounding out the sexy surgeons is Alex, the smooth-talking

pletely fallen for a doctor, Derek Shepard (Patrick Dempsey), nicknamed Dr. McDreamy. The irony is that the more Meredith tries to keep her personal life a secret, the more everyone in the hospital knows what's going on.

But, as it turns out, Meredith isn't the only one with a secret. Since last spring's shocker revealing that Cristina is pregnant with Burke's baby (she has since had a miscarriage), it has come out that Shepard has an estranged wife, Dr. Addison Sheppard (Kate Walsh), who is now vying for his love again, Izzie and Alex may have a thing for each other, and chief of surgery Richard Webber (James Pickens) may have once had a fling with Meredith's mom. As Cristina puts it, "Oh those bad, saucy, naughty nurses."

*Grey's Anatomy*, which has gotten rave reviews and reels in between 15 and 20 million viewers a week, focuses on young people struggling to be doctors and doctors struggling to stay human. It's the drama and intensity of medical training mixed with the funny, sexy, painful lives of interns who are about to discover that neither medicine nor relationships can be defined in black and white. Real life only comes in shades of grey.



Courtesy of Series Online

with her self-esteem. Although Heigl's scenes lack Pompeo's insightful monologues and Oh's witty remarks, she manages to hold her own with girl-next-door beauty and some emotional interactions with patients.

George O'Malley is the classic dork, warm but insecure, and always managing to do or say the wrong thing at the wrong time. In spite of his attempts at flirting, he's treated as "just one of the girls," especially in the house he shares with Meredith and Izzie. Knight

jerk, who masks his working-class roots with sarcasm, jokes, and ambition. Chambers has had little previous acting experience but he still manages to bring a certain flavor to the screen by being that stereotypical guy who everyone loves to hate.

In the midst of a tangled web of story lines, Meredith's medical ambition is overshadowed by two troubling secrets: her mother, a noted pioneering surgeon, is struggling with Alzheimer's, and in addition to that pain she has com-

# SPECIAL REPORT:

## Psychologists Outline the History of Diversity at Pingry

By DARINA SHTRAKHMAN (IV)

While the Record's diversity poll revealed that many students think there is "almost enough" diversity in the student body, school psychologists Dr. Michael Richardson and Mrs. Patricia Lionetti said that diversity, though increasing, still has a long way to go. They said that faculty diversity, in particular, needs improving.

Both psychologists agreed that the definition of diversity may vary and that students here may have a different view of diversity than kids at other schools. Mrs. Lionetti also noted, "When I started [working] here, hardly any type of diversity existed. We've certainly come far."

Dr. Richardson echoed this sentiment saying, "Back then, being Italian or Jewish at Pingry was considered diversity. Most people were from similar socio-economic backgrounds."

They also agreed that Pingry may actually be more diverse than other area schools. "I think when kids here think of diversity, they mostly think about race. Most public schools in this area don't even have that much variety in race or economic background. They have some upper middle class minorities, but that's not all diversity entails," Dr. Richardson said.

Both Dr. Richardson and Mrs. Lionetti mentioned how important it is to realize that diversity is more than just skin color. Dr. Richardson added that people need to understand how differently some people live. He said, "If you think of the three classes in American society — lower, middle, and upper — most of the time those classes are very distinctly separated. Visiting the neighborhood of a different class can be like visiting a different country. The world that inner-city kids come from is just so different."

Mrs. Lionetti also described how discrimination is sometimes formed unintentionally and not because of skin color. "Fitting in has to do with more than just skin color," she explained.

"Being able to dress the way that other kids do, being able to do the same kinds of things they do, buying new sports equipment and going on Spain trips, those are the things that help new kids fit in. If they can't afford to do those things, that makes it more difficult," she said.

Dr. Richardson agreed that there is no intentional racism or stereotyping going on at Pingry. "Discrimination here isn't overt; when it occurs it is usually the result of an adolescent's myopic view of the world (everyone should be like me)," he said.

"Some Pingry kids say that when they go back to their communities, other kids laugh and say, 'You go to a rich, fancy prep school,' and this is a type of reverse discrimination. Some people have a view of Pingry students that is stereotypical of the kind of objectionable, wealthy, spoiled child that is often depicted in movies. The reality is most Pingry students are a far cry from that and many of their parents struggle to send them here," he explained.

Mrs. Lionetti says that some kids have a difficult time transitioning from the friends they have in their community to their Pingry friends: "For some students, their world is at the other end of the spectrum from Pingry. It's like living in two different worlds. The hard part is, you sometimes may feel you don't really belong in either one."

Mrs. Lionetti also described a different perspective on why prejudices and cliques occur. "If you look at it from an evolutionary psychological perspective," she said, "people banded like-with-like for thousands of years as a protective mechanism, not just a social function. Cliques in schools may come from that and it's not even out of snobbish attitudes a lot of times either. The clique represents safety, a form of survival, but sadly

it works to prevent diversity."

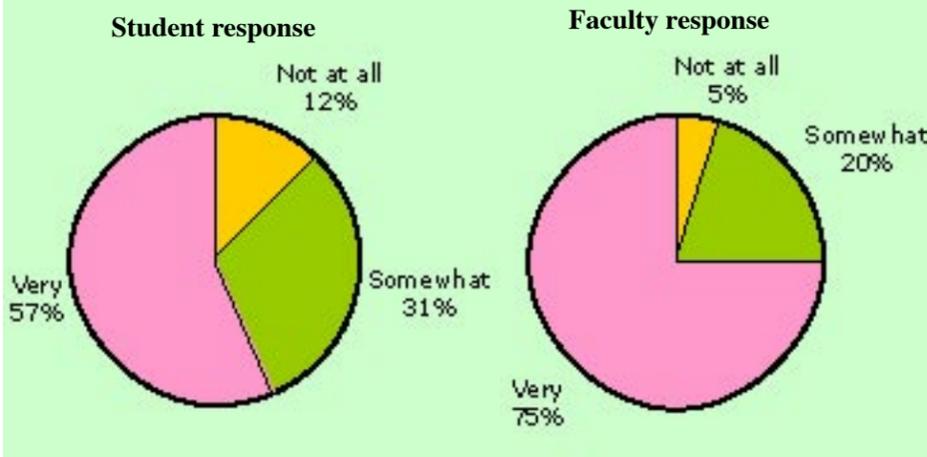
Mrs. Lionetti added that diversity is especially important in education because "We live in a multicultural world. Most kids here will go into some kind of occupation where they will have to work with people who are different than they are. Everyone needs to be taught how to react and respond in those situations," she said.

Dr. Richardson discussed a different perspective. He explained that "to be an educated student is basically to learn to think. When you are exposed to other people, you get more flexible and open-minded about accepting ideas that are different from your own. That helps you gain new perspectives on the world and everyone in it."

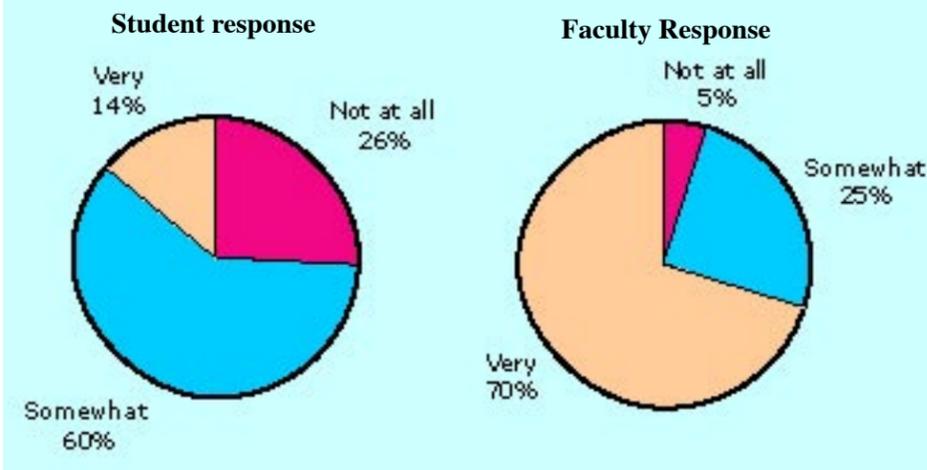
He added that lack of diversity is not just a problem at our school, but also in the greater United States. He explained that, "So many conflicts in America are still due to stereotypes. We are not exposed enough to diverse peoples, which is why people form stereotypes in the first place. Stereotyping comes from a fear of what you don't know."

Mrs. Lionetti said that kids and faculty alike are realizing that diversity is something that needs to be talked about. "It is brought up a lot within English, Foreign Language and History classes, which is where it is most appropriate. Students take the material that they are learning and help it come alive by discussing how it's still an issue today. It's helping kids realize that the world would be such a boring place if everyone was just like you."

### How important is diversity of taste and opinions in the students body?



### How important is socioeconomic diversity in the student body?



## Conard: Diversity of All Kinds Is Important

By ADAM GOLDSTEIN (VI)

Headmaster Mr. Nat Conard, in an interview with the Pingry Record, said he thinks that both racial and socioeconomic diversity are important, but that there are many other measures of a diverse student body. "Religious diversity, cultural diversity, sexual orientation—the list is long," he said, ticking off a list of characteristics that could contribute to Pingry's diversity.

At the same time, he said, "measuring diversity by statistical descriptors of the

community's demographics is inadequate, because those statistics can't measure the climate of diversity—the respect, the healthy interchange of ideas and experience."

"My take on diversity is that you're not looking for 500 people each of whom has

*"Anyone who isn't willing to back up an opinion should rethink it."*

- Nat Conard

the same skill set but is from a different background. The diversity we seek goes beyond the visible; everyone's experience is enriched when people bring different perspectives," he said.

On the other hand, he said, increased diversity does not have to come at the expense of a meritocratic admissions process. There are many different kinds of merit—intellectual, athletic, and musical, for example—and all applicants must cross an academic threshold to even be considered for admission, he said.

"Nobody gets in based on just one thing," he added, so a desire for diversity would never override the qualms of the admissions staff if they felt someone could not handle Pingry's classes.

In general, though, Mr. Conard agreed with most responses to the Record's diversity poll. For example, he agreed with most faculty and students that

there was not enough racial diversity in the faculty.

Mr. Conard said that he intends to increase faculty diversity, but said that, "while there are a number of specific strategies that we will be employing, one of the greatest determinants of our success will be the work we do as a community on the topic of diversity." He anticipates that a widespread commitment to community diversity would make it easier for the school to increase diversity even further.

"There is a very real chicken and egg dynamic when it comes to diversity," he said. "The more evident it is to the outside world that diversity is a core value

of the Pingry community, the easier it is to achieve the very diversity that we seek."

One of the pragmatic limitations to economic diversity, however, is the cost of financial aid. Mr. Conard said that a "need-blind" admissions system, where Pingry would ignore the financial condition of prospective students, is a "noble goal." Still, Mr. Conard said, "a great deal of thought and discussion would be needed" before implementing such a policy, since need-blind admissions "probably would be extremely expensive for Pingry."

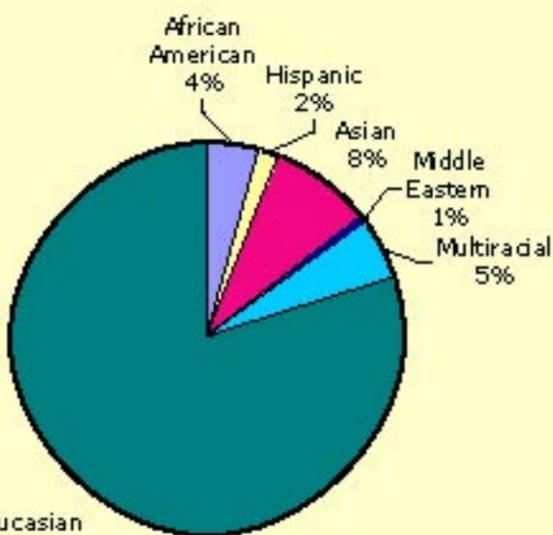
Still, short of a need-blind admissions system, there are

other ways for Pingry to increase the diversity of opinions, according to Mr. Conard.

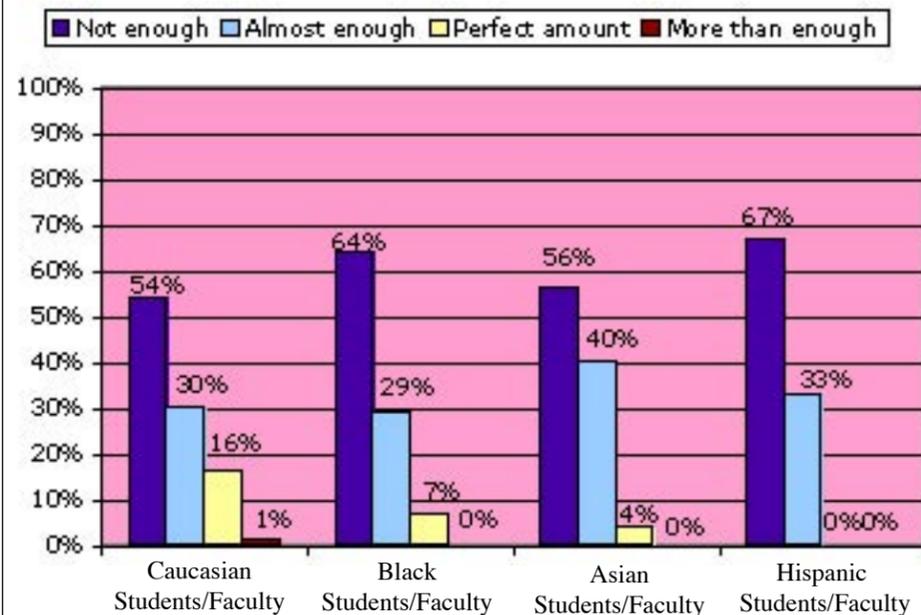
People hold a variety of opinions, some of which are "considered," some of which are "inherited," and some of which are "unexamined" opinions, he said. "The quality of thinking is closely related to the diversity of opinion," he said.

"Anyone who isn't willing to back up an opinion should rethink it," he said. In addition, to promote a diversity of opinions, "we should encourage the open discussion of opinions within our classes—but always with the caveat that it be done in a respectful way," he said.

### Minority Enrollement Grades K-12



### How much racial diversity is there in the faculty?



# DIVERSITY AT PINGRY

## POLLED STUDENTS, TEACHERS SAY DIVERSITY IS LACKING

Headmaster Conard Advocates Multi-faceted Approach to Diversity

### Student Responses Differ in Poll

Continued From Page 1

racial groups, and almost nonexistent among students, faculty, and respondents of different genders.

#### DIFFERING ASSESSMENTS

Beyond the amount of diversity people think there should be at Pingry, there are large differences of opinion about how much diversity there is at school.

The majority of blacks, Hispanics, and faculty members, say there is "not enough" racial diversity in the student body, while pluralities of students, whites, and Asians say there is "almost enough." The majority of every group agree that there is not enough faculty diversity.

On assessments of socioeconomic diversity, opinion is split. 95 percent of the faculty say there is "not enough" socioeconomic diversity in the student body, but a plurality of students says there is "almost enough." A plurality of whites and Asians says there is not enough socioeconomic diversity, but a plurality of blacks says there is almost enough. Hispanic opinion is evenly

split between those who think there is "not enough" socioeconomic diversity and those who think there is "almost enough."

The most disagreement occurs over assessments of the presence of differing opinions at Pingry. Most faculty members say there is "not enough" difference of opinion in the student body, but a sizable plurality of students say there is "the perfect amount." Asians, on average, come down between these two stances, saying there is "almost enough" difference of opinion in the student body.

On issues of differences of opinion within the faculty, there is also a large age difference. A plurality of students say there is a "perfect amount" of opinion diversity in the faculty, but a majority of faculty say there is "almost enough."

#### METHODOLOGY

The poll was distributed by advisor group and administered by advisors.

Overall, there were 234 responses, including 20 faculty and 214 students. There were 129 male respondents and 105

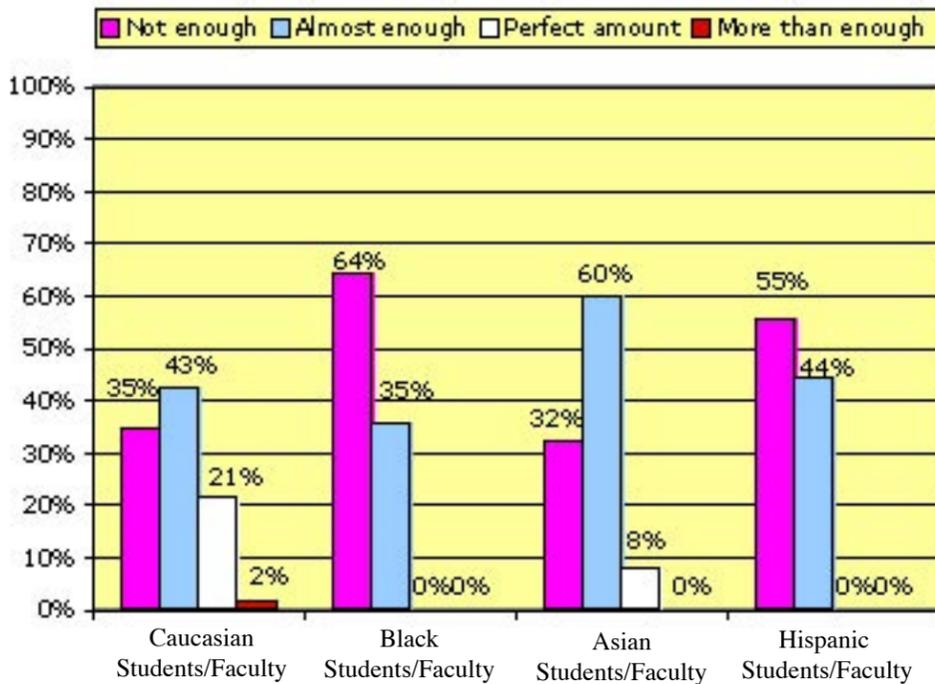
female respondents.

Fourteen of the respondents identified themselves as at least partially black, 25 as at least partially Asian, nine as at least partially Hispanic, and 193 as at least partially white.

For counting purposes, "whites" included all who were at least partially white, "blacks" included all who were at least partially black, and so on.

Cumulative averages were not weighted to reflect the prevalence of different minority groups in the actual student body, since the percentage of respondents of different racial groups was very close to the percentage of those respondents in the student body as a whole.

### How much racial diversity is there in the student body?



## Diversity Has Increased Over the Last Decade Say Admissions Officers Boisvert and Artis

By DARINA SHTRAKHMAN (IV)

Dr. Diana Artis, Assistant Director of Admissions and Coordinator of Multicultural Outreach, and Director of Admissions Sara Boisvert agree that diversity among students is increasing, but believe there is still room for improvement.

School statistics show that enrollment of students of color has increased from 18 percent to 23 percent over the past five years, Ms. Boisvert explained. She attributes this increase to ever-expanding outreach programs. Ms. Boisvert also reports that an increase in financial aid availability (from \$613,779 in 1990 to \$1,895,417 this school year) has helped in the efforts to increase economic diversity. According to Dr. Artis, outreach is mostly accomplished in one of four ways: word of mouth by current and past Pingry families, parent receptions, spreading positive aspects about the school at organizations such as Jack and Jill, and by visiting feeder schools.

One-on-one visits are key," she elaborated. "Meet and greets at someone's house where you get to chat with a person face-to-face in a casual setting; that really helps." Additionally, a discussion of diversity initiatives is a part of all applicant interviews.

Future plans to increase outreach include reviewing the transportation that is available to different communities. As Dr. Artis explained, "Martinsville and Short Hills are not very

diverse neighborhoods. We need ways for students from diverse communities that are further away, to reach this school."

Pingry's Long Range Plan, published in 2001, sets a guideline for the diversity efforts in admissions. The Plan states: "The School will maintain recruiting, admissions, and financial aid policies that promote the ethnic, cultural, and socioeconomic diversity of the student body."

When asked how they manage to advertise the school realistically without painting a false picture, Dr. Artis responded that she works to present a realistic

picture of the Pingry community while identifying areas that need improvement." The school's focus on community service is a major selling point, she said. "Anybody who has the choice to attend Pingry is privileged, but we work hard to focus on thinking of others, which is also important to a lot of parents."

The Honor Code and ethics of the school in general are also selling points, she added. During open houses, Dr. Artis discusses the school's commitment to diversity of all kinds, including religious, socioeconomic, racial and ethnic diversity. The Admission Office also uses open

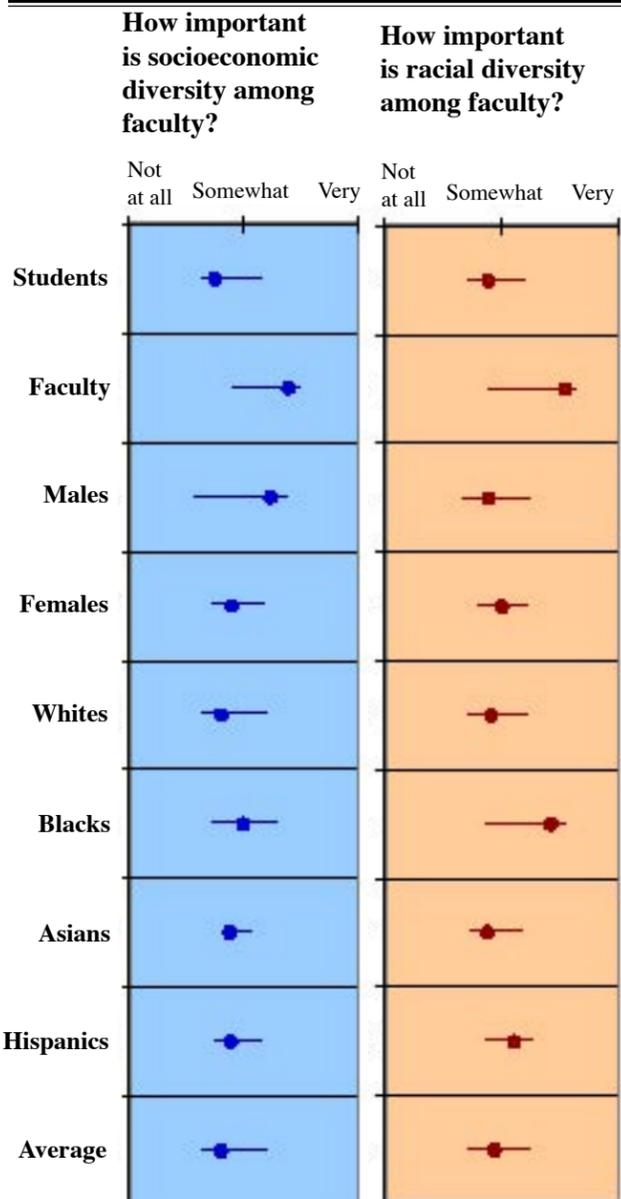
houses to increase awareness of our outreach programs and to explain what it means to "craft a class."

"We explain that diversity is more than just different ethnic backgrounds; diversity also includes talents and perspectives," Ms. Boisvert said.

Finally she noted that the school tries to reflect the larger society because that is what kids will experience when they graduate. "Experiencing a learning environment as diverse as the real world is absolute," she said.

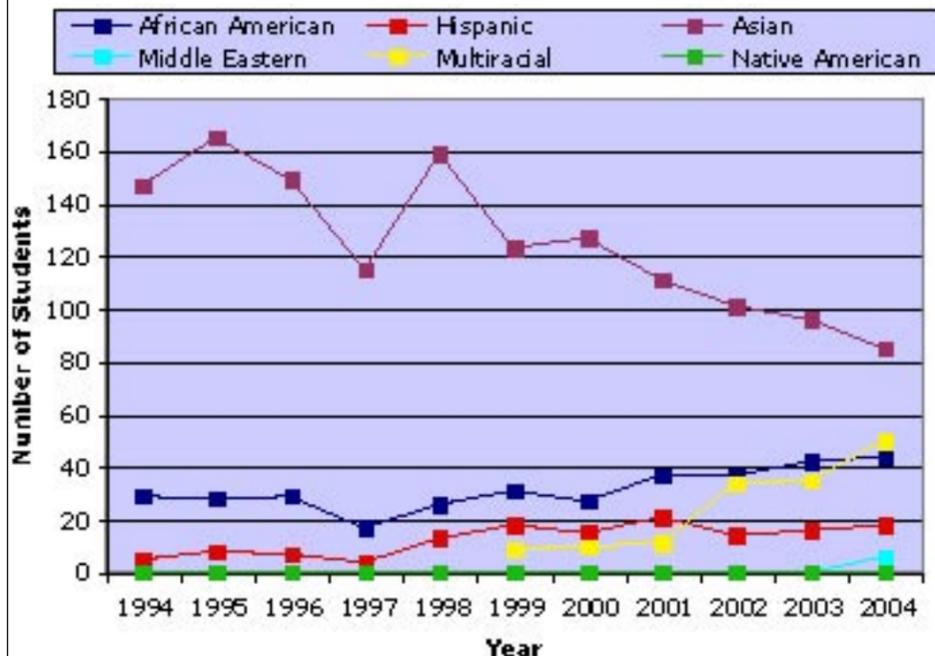
As Dr. Artis put it, "People's interest in this school is always grounded in the same thing: we all want a good education for our children. Diversity just makes it better."

*Diversity is more than just different ethnic backgrounds.*



Dots indicate the average response of a group to a poll question; lines indicate the range of responses.

### Number of Minority Students Enrolled on a Yearly Basis



## Food, Fun and Foriegners at AFS Weekend

By CHANTAL BERMAN (VI)

On Friday, December 2, Pingry experienced a veritable wave of diversity when 19 foreign high school students, from such disparate countries as France, Thailand and New Zealand, visited classes, clubs, and sports with their Pingry counterparts.

AFS coordinator Mrs. Kelly Jordan said, "This was by far the nicest group of AFS students we've ever had. They were anxious to share their cultures with us, but at the same time wanted to learn more about each host family and about Pingry."

All of the students are currently living with families and

going to various high schools in northern New Jersey, and the Pingry AFS weekend gives them a chance to experience even more of their host country. While most of the students have been in New Jersey since this past August, some have been here much longer. "In New Zealand, because of the seasons, the school year runs from February until December, so I've been here since last winter and I'll be going home very soon," said a student from New Zealand.

AFS students stay with their host families over vacations and holidays, so they do not see their families or home countries for their entire term abroad. "I do miss my family," said Leslie Del Re of Paris, France, "But I'm having a good time in America. I like my host family and my school and I talk to my brother and sister often on the phone."

Over the course of their three-day weekend, the AFS students and their hosts experienced the best food and fun

Somerset County has to offer, including disco ice skating, pizza at Chimney Rock restaurant, movies at the Bridgewater Commons, and lunch at the Savello residence in Warren.

The students got along well with their host families. "All the students were really sweet," said Katie Jennings (VI). The Jennings family hosted Julia, a year-long AFS student from Germany, two years ago, and were eager to meet another foreign student. "My AFS student, Camille, loved ice skating and sitting on the senior couches," Katie continued. "She also liked visiting the Record office. She said that Pingry was more like her school in France than her current school, Morristown High School."

"All in all," Mrs. Jordan said, "It was an excellent weekend. Pingry has been involved with AFS for more than 40 years, and this kind of experience for both foreign students and hosts is exactly what the program is about."



Courtesy of Mrs. Jordan

Tai DiMaio (VI) enjoys pizza with AFS students.

## "Secretly X" Secretly Hacks Online Bboard

By MAX HORLBECK (V)

On Tuesday, October 18 the school's online bulletin board was hacked by an assailant known only as "Secret X." The hacker manipulated the website bboard.pingry.org, along with many similar sites to display his or her own personal website.

The Technology Department does not know how exactly the hack was carried out, but Department Head Mr. Quoc Vo was relieved that there was no lasting damage. Mr. Vo said, "It wasn't a bad hack. The hacker just redirected the front page, so no data was compromised." Mr. Vo added that this attack was by no means targeted; many other sites implementing the same Bboard operating software were hacked by the same culprit.

The BBoard is an online forum where teachers and students can post information and hold discussions pertinent to academic classes. Since the introduction of

the BBoard in 2004, the school has had 324 registered users and 2869 posted articles.

The software for the BBoard is provided free of charge by phpBB, a community of internet programmers who can read the source code and make their own changes to it. Mr. Vo said, "Open Source programming is more secure because more eyes are looking at the code, and it doesn't mean folks can dig into the installed software."

The phpBB software is very popular among internet hosting circles, but does contain some vulnerabilities. Since the hacking, the department has upgraded to the latest version of the software, which incorporates security measures to protect against hackers like "Secret X".

However, both this incident and the crippling network crash a few weeks ago, have raised questions about the security of Pingry technology in general.

Mr. Vo notes, "We bolt everything down very well," meaning that the department works hard to protect the school network. However, he adds, third-party software is more vulnerable, despite the department's frequent software updates.

Despite the occasional large-scale failure, however, Mr. Vo believes that for the most part the technology problems stem from internal abuse. He encourages students to be more respectful of school technology, saying "Paper waste through school printers by students, broken laptops in the library by students, broken machines in the computer lab by students and the blatant disregard for computer lab rule such as no eating/drinking and game playing... are just some of the things that we in technology struggle with everyday...let alone keep a look out for hackers."

## SECURITY TO BE HEIGHTENED

### School Projectors, Computers Under Surveillance

Continued From Page 1

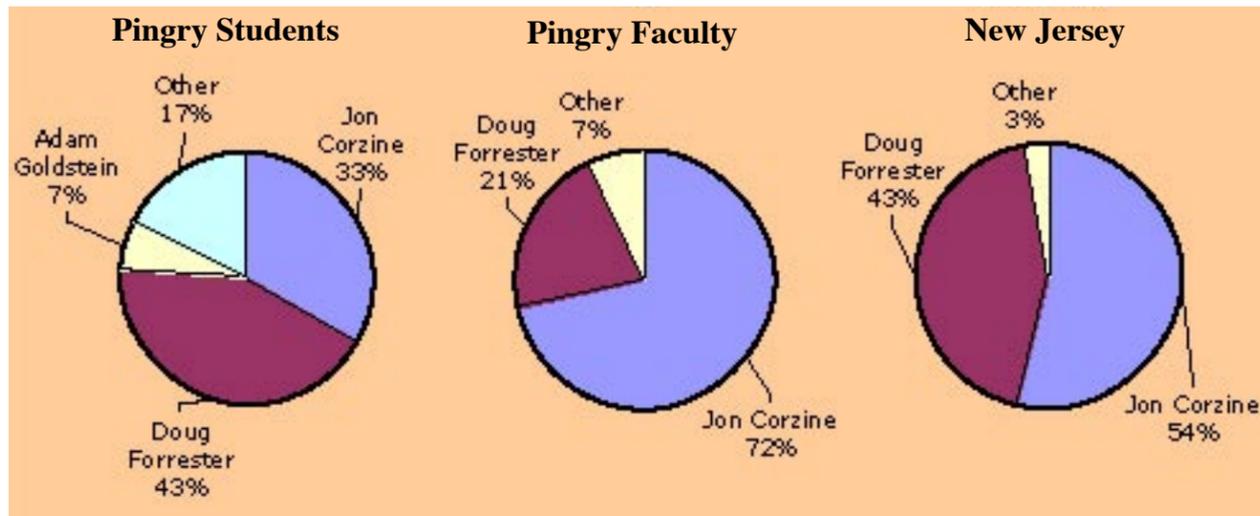
the police, so this is a rare and unfortunate experience for our school."

English teacher Mr. Tom Keating, whose laptop and boxes of Power Bars were stolen, explained that the last time there was a string of thefts, security officers patrolled outside of the school in order to catch the thieves. "It turned out that the culprits were throwing the equipment out of the windows, and then going around to the inner yard to collect it," he said.

Many teachers have also been affected by the stealing. Mrs. Isabel Roach, a seventh grade English teacher, had a case of Sharpie markers stolen from her desk. Hoping to deter further thefts, Mrs. Roach locked her desk and hid the key, only to have the key found and her desk vandalized once more. "The recent thefts have created an uncomfortable feeling," she said. "It's especially difficult for me because Pingry is like home away from home and we pride ourselves on providing an environment that puts a great deal of trust in everyone. Unfortunately, I have been forced to clear my desk every night and lock everything up before I leave the building. It's an eerie feeling knowing that someone has gone through my things."

Having lost several projectors, the Math Department is also concerned about the stealing. Mr. Emanuel Tramontana, Chair of the Math Department, said, "As in the past, the invasion of our school community affects everyone's sense of our security and comfort. These robberies are far more detrimental to our school than the actual loss of our equipment. The Math department has had two projectors stolen, and since that time we've been taking measures to save the rest. It is a shame that we have to do that."

## Students Pick Losing Side in Gubernatorial Election



## Students Find Motivational Speaker Intoxicating

By HALLIE BIANCO (IV)

Usually, students do not respond much to assemblies about drugs and alcohol, but this was not the case when Mr. Milton Creagh addressed high school and middle school students on Thursday, October 20. Instead, the audience was completely engaged, listening and participating throughout the assembly. "He definitely got the point across," Ije Eboh (IV) said.

Mr. Creagh, who is described on his web-site as "the motivational speaker who talks to more American high school students per year than anyone," did not jump directly into a lecture, but began with his own personal stories.

"I knew right away that the kids were going to respond," Mr. Leef said, "because he just had such charisma and energy on stage from the beginning."

Talking about his childhood, family and college life got the audience interested quickly. The audience listened and even laughed as Mr. Creagh limped across the stage doing the "cool walk." Chris DeMeo (IV) said, "Mr. Creagh really hit home. He was very motivated about his topic."

Mr. Creagh then eased into the topic of drugs and alcohol by telling more stories, this time about real kids who have been affected by drugs and alcohol. "He told stories instead of just listing facts," said middle school student Schuyler Bianco (I).

The closing, titled "The Mask," stunned the most people. His instructions were simple: "When something I ask applies to you, stand, and remain standing." He then asked five simple questions relating to drugs

or alcohol and the effect that they have on people and families. "Over 75 percent of our students," Mrs. Hearst said, "were standing. You could have heard a pin drop. It was quietly emotional. It was freeing. We were no longer hiding; we were raw with honesty."

That evening, Mr. Creagh gave a similar presentation to the parents during which he stressed the importance of parents discussing these issues with their children, knowing their children's friends, calling the parents

who will be at parties their children are attending, and teaching their children to socialize without drugs and alcohol.

Mrs. Hearst said that one of the points she recalls from the parent's presentation that night was when "Mr. Creagh had a father stand. He said to him 'What's your name? Where do you work? Where do you live? What kind of car do you drive?' and then he said, 'My daughter can't go over to your house.' I think at that moment everyone in

the room just went 'Oh!' But then he explained, 'All I know about you is your name, where you live, where you work, and what kind of car you drive. I haven't asked the right questions. I don't know if you run your house as a parent the way that I run my house.'"

Mr. Creagh's presentation of the information and facts clearly had an effect on the school. "After the assembly, the whole school was really solemn. It was silent at lunch," Ije Eboh (IV) said, "He really provoked discussion and promoted awareness." Eliza Adams (IV) added. Many students agreed that it was one of the most interesting and powerful assemblies they had seen.

The next day all advisor groups met jointly with one or two other advisor groups and discussed the assembly. Discussions ranged from shock at the extreme statistics Mr. Creagh gave to questioning school intervention in drug and alcohol related issues to discussing Mr. Creagh's method of delivering his information.

"Every student had an opinion to share" Cori Hundt (V) said, "and teachers related what he'd said to real people they knew."



J.Louie (IV)

Students under the influence of Milton Creagh.

## Diversity Should Be an Eye-Opening Experience

In general, our school has an unparalleled amount of respect and sensitivity for others' feelings. These qualities, although admirable, hinder our ability to move forward as a community and become an open forum for everyone's ideas.

In my view, we are very hesitant to approach taboo issues in our community because we are afraid that what we say will be offensive to someone. This political correctness would be fine if our goal in and outside of the classroom were only to deal superficially with the issues facing the world. The best way to learn, however, is to delve deeply into a subject and explore all possible angles of it.

One important issue, which is taboo at our school, is race. In order to have a detailed, thought-provoking discussion about an issue that involves race, everyone must be willing to speak his or her mind and listen to other opinions. When we hesitate or try to skirt around the subject, everyone gets hurt. We miss important discussions that could open our minds and enlighten us to different views and perspectives, but instead we prefer to be silent because we are afraid of being offensive.

Different perspectives come from different people with dissimilar backgrounds

**Josh Freedman (V)**  
SCHOOL OPINION

and experiences, also known as a diverse group. A diverse group's range of perspectives leads to differences of opinions, more discussions, and, in the end, better experiences for all involved.

A person without access to a diverse group and thought-provoking discussions will be ignorant of opposing views, and this ignorance is the first step towards intolerance. The best way to rid our society

*Our school has an unparalleled amount of respect and sensitivity for others' feelings.*

of discrimination and prejudiced behavior is to become knowledgeable about others' cultures and ideas.

The reasons outlined above illustrate why diversity, whether based on race, gender or socioeconomic status, is so important in our school. We want to hear different ideas coming from students and faculty of different backgrounds.

In addition to being open to all opinions, we need to be less hypersensitive. If we take offense immediately to every issue that breaks the

politically correct surface, nobody will feel safe openly discussing his or her views and opinions. We should not condemn ideas because they approach a sensitive subject; instead, we should explore them further and delve deeper into their significance.

An example of hypersensitivity comes from last year's Broken Wreckord, the school's humor and satire newspaper. An article satirically attacked the school's lack of diversity, and was met with substantial backlash as being "offensive," largely due to its candid manner in dealing with race at the school.

The point of the article, dealing with the small amount of diversity at the school, has considerable merit: eighty percent of the respondents in the current Record Diversity poll said that there was "not enough" or "almost enough" racial diversity.

In the future, maybe we should step back and think about what an article is really trying to say, rather than immediately labeling it offensive. In the classroom, instead of rejecting any comment without any thought, we should discuss the ideas to enrich all who are present. Outside of the classroom, in all of our lives, we should be less judgmental about taboo issues, as open-mindedness will lead to a better Pingry for everyone.

## Views of a European-American

The school community we are all members of is, undoubtedly, less racially diverse than it could be. To what degree this is a product of some flaw in school policy or simply a lack of racial diversity in the area immediately surrounding Pingry is debatable. But regardless of its causes, it certainly affects how we approach racial issues.

The relative homogeneity of places like Pingry tends to make these issues especially sensitive and make people very hesitant to say or do anything that might be construed as racist in any way.

Take, for example, the term "African-American." It seems to me that calling someone an "African-American" is more racist than calling someone black. I'm white; people don't call me a "European-American." Instead, they call me white. So why is the most acceptable and supposedly respectful thing to call someone of African descent a phrase that describes not skin color, (as it is for a white person), but a description of descent?

The issue is not, of course, that one criterion is better than another. Instead, by making it more acceptable to call a white person by one criterion and a black person by another, we acknowledge something inherently different about the two races.

This issue also comes in many other forms. Take comedy, where one can get away

**Sam Adriance (V)**  
SCHOOL OPINION

with saying more offensive things about white people than about any other racial group, perhaps justifiably: the indescribably cruel and racist acts that have been committed

*A lot of the fear surrounding the issue stems from the lack of diversity in our school.*

by whites in our country's history are not forgotten easily, nor should they be.

For instance, I can imagine Max Cooper getting plenty of laughs for making fun of "old white guys" at an SAC assembly, and a deathly silence following a similar joke about black people.

In our specific case, I think a lot of the fear of the whole issue stems from the lack of

diversity in our school, to the point that I think a lot of us (including me, at times) start to feel guilty that we're rich and white and that there aren't many blacks at Pingry. We hate thinking that there is any racism inside us and to prove that we aren't racist, we become overly sensitive ourselves about racial issues. This only serves to deepen racial divides because we start to treat minorities as something other than simply people, which is the definition of racism.

This is where "African-American" comes from. The phrase screams at the listener (and probably the speaker too), "I swear, I swear, I swear that I'm not a racist, please believe me." But as long as we consider whites to be fundamentally different than blacks, however implicitly, all we are saying is, "I think of you as a black person first, and a person second."

## No Affirmation for Affirmative Action

Non-discrimination laws were first instituted in the

**Katie Jennings (VI)**  
CULTURAL OPINION

1960's through Lyndon Johnson's Executive Order 11246, which prohibited discrimination "against any employee or applicant for employment because of race, color, religion, sex or national origin."

The order was in response to both the Civil Rights and Women's Rights Movements, and the long-standing prejudice against ethnic minorities and females. Eventually, non-discrimination policies evolved into affirmative action programs which were seen as a way to level the playing field in America's white male-dominated society by giving preference to minorities and women, sometimes by relaxing standards.

The initial intention of affirmative action was commendable, as it sought to decrease stereotypes and increase diversity, thereby helping those who previously had faced rigid barriers to entry and advancement. Over the years, however, as affirmative actions programs became more common, they were not the panacea originally envisioned.

Such programs faced charges of reverse discrimination when better-qualified white males were excluded by quotas. In the 1978 case, *Bakke v. California*, the Supreme Court ruled ethnic quotas unconstitutional in the college admission process of public universities.

In the resulting backlash, many questioned the credentials of those affirmative action candidates who did not have to meet the same entry standards, but were simply offered entry because of their status.

So what is the best standard to increase diversity while re-

maintaining within the confines of the law? In my opinion, the

current racially based affirmative action programs should be phased out over a period of fifteen to twenty years, and replaced with socioeconomic programs. Socioeconomic diversity would, by design, facilitate ethnic diversity, because poverty does not target specific ethnicities and is nondiscriminatory.

When colleges are searching for "diversity," they become too pre-occupied with the semantics of "ethnicity," when in reality, they should be searching for "diversity of lifestyle." For example, if a college were to accept five students from the same

elite, private school, who each identify themselves with one specific ethnic group of the following—Caucasian, African American, Asian American, Pacific Islander, and Mexican American—the "diversity" of the college would seemingly be increased. However, aside from their various cultural differences, the students would have strikingly similar lifestyles and experiences.

As this example suggests, an increase in ethnicity would not necessarily result in an increase of diversity.

"Diversity" is a relative term, because regardless of their ethnicities, the experiences of the five students are similar. Actual diversity would be accepting one poor student from rural Missouri, one rich student from urban New York City, one middle class student from suburban New Jersey, etc.

Ethnicity is simply a label describing certain ancestral and cultural traditions, whereas social and economic status determines a lifestyle.

## Blinded by the White

If there's one thing the student body carps on year after year, it's diversity or the lack thereof. Looking out into the audience during all-school assemblies, Pingry's monotone community is all too evident. Even though every year there is a great deal of arm-flailing about this issue, little improvement is visible.

During the spring of my freshman year, I wrote an article about faculty diversity. Mr. Neiswender gave me an erroneous statistic; he had told me that 12% of the school's administration was of color. When the paper was circulated around the school, two faculty members alerted me that there were, in fact, no administrators of color. Ms. Chatterji, the middle school dean, had been included in Mr. Neiswender's statistic even though she was not a part of the administrative team that met in the Board Room every Monday morning.

I had neglected to point

this out in the subsequent issues because I felt that I was being too fastidious with the semantics, but it bothered me nonetheless.

I know that Mr. Neiswender did not intentionally try to mislead the school and that he tried his best to recruit minority faculty, but I had done nothing to point out the error and neither had he.

The school has seen some changes since then: Mr. Neiswender is gone, Mr. Quoc Vo is a part of the administrative team as Head of the Technology Department, and Mr. Conard's era has begun. However, there still has not been a major change in the school's demographics. The school is still very upper-middle class and very white.

Even as an Asian-American, I am not "Asian" enough outside of our Pingry microcosm. My outside-of-school Asian friends platonically label me

**Catherine Chong (V)**  
SCHOOL OPINION

a "twinkie: yellow on the outside, white on the inside" because I go to a private school, live in a predominantly white neighborhood, and speak only mediocre Korean. Here, however, I am "very aZn" because I am not athletic, play the violin, and freak out too often.

My shortcomings aside, I think there exists an underlying problem that the administration and the admissions department have yet to figure out: how to get Pingry diverse.

Maybe there aren't that many interested students of color, or maybe the students that would be interested in the school do not know about our school. If that is the case, it is our job to reach out to those would-be Pingry students.

I believe that affirmative action and recruitment programs, like NJ SEEDS, are essential in private school admissions because those are

sometimes the only avenues through which minority students or poor students can receive a top-notch education. Only by giving equal opportunities to children during the earliest years of their lives can society ever reach true colorblindness.

I know that this is an almost unfathomable dream, but at least, as always, Pingry can make a little dent in the world. As a wealthy and prestigious school, we have the means to recruit and admit more minority students and give them the best education around. Non-minority students also reap the benefits of having friends and classmates of all different racial and socioeconomic backgrounds. Minority students, therefore, would not need to isolate themselves or completely separate themselves from their cultural identities.

That way, I wouldn't have to be "aZn" or a "twinkie" but just plain old me.

## Word in the Hall: Is the School Doing Enough to Promote Diversity?



**GREG SELOVER (VI)**

*"True diversity is in thought; no statistic can support that."*



**TIM NARATIL (III)**

*"We could always use a more diverse population, but diversity should not be forced."*

## Powder Puff Football Game Kicks Off in Spite of Weather Conditions and Lack of Fans

By CORI HUNDT (V)

The Powder Puff football game between the junior and senior girls took place from 3-4 p.m. on November 22, the day before Thanksgiving break. It was a charity event to help raise money for FOP and was organized by Community Service Director Mrs. Shelley Hartz, seniors Jen Hetrick, Lena Young and Sarah Oberrender, and juniors Hope Scott and Caroline Kwon.

Players bought \$20 long sleeve t-shirts with a nickname and number on the back to wear as jerseys during the game. About 120 shirts were ordered, not including the spectator shirts that anyone can still buy for \$5.

Due to inclement weather,

turnout at the game was small with about 20 seniors and nine juniors playing. Coaches Morgan Griff, Nick Molé, Drew Gatewood, Nick Kasten and Andrew Gunther led the senior team, and coaches Julian Quintanilla,



N. Lee (IV)

Seniors rushing against juniors in the Powderpuff game.

Gabe Fernando, Zac Flowerman and Ross Millard led the junior team.

The event started off with warm-ups at three. The game got started at 3:20 and went until about 3:45, at which time the activities were

ball, the juniors gave a turnover that senior Amy Birkenstock recovered and ran, eventually scoring a touchdown. The game ended after one possession each, but not before having a group of unidentified "streakers" interrupt the game for a five minutes by catching an interception of their own and running away with the ball. At the culmination of the football portion, seniors had one touchdown without the chance for a kick to score an extra point, and the juniors were scoreless.

Once inside, a fierce dodge ball match ensued. The girls played three games, the first of which went to the seniors as the juniors were largely outnumbered 20 to 9. The second game also went to the seniors, with an intense final moment as ten seniors faced a lone junior, Sarah Levinn. For the final dodge ball game, some seniors were traded to the junior side and some of the coaches were allowed to join as well. With the help, juniors finally prevailed in the last match.

Overall, according to senior organizer, Jen Hetrick, "the event was a success. It probably would have been better if it had not rained, but we achieved the main goal of raising money for FOP."

moved inside due to 40-degree temperatures, wind and rain. The game continued in the form of dodge ball in the Hyde and Watson gym.

At the start of the football portion, Headmaster Nat Conard led the coin toss, and the seniors gained the first possession. With referees Upper School Director Jon Leef and Athletic Director Gerry Vanasse, the seniors had a scoreless first possession and the ball was turned over to the juniors.

Unprepared to snap the

## Fit into Your Stockings This Holiday Season

By MICHELLE YUAN (V)

When the holidays come around the corner, people look forward to one thing: food. And after the holidays are over, it is easy to find yourself in a depressing situation, feeling frustrated and stressed out because of the gained weight. During the holidays, there are ten essential strategies that you need to remember in order to prevent weight gain. Follow these strategies to avoid gaining any weight and to stay mentally and physically healthy:

1. Before the holidays even start, maintain your own weight and try not to shed pounds. Tell yourself that this holiday, you will try to watch out for your own weight.

2. One way to beat the fat is to choose your pleasure. Kelly Brownwell, Ph.D. from *Shape Magazine*, advises to "Make every calorie count! Have the once-a-year pleasures." People tend to "pig out"; instead, try to eat the foods that you want to enjoy all at once instead of picking up random delicacies here and there.

3. Most people think that the way to avoid weight gain is by eating less fat. This is the most common mistake. Everyone should eat a moderate amount of fat to prevent overeating carbohydrates and to satisfy the appetite.

4. When you eat something, sit down and really eat it. Take a couple of minutes to eat it and really savor the flavor in your mouth. Don't stand over foods and do taste tests.

5. Raid your refrigerator and throw out foods that get you tempted to eat more. You may want to let other people toss them for you so you won't

be tempted.

6. When someone offers you a piece of food, just say no. Psychologist Edward Abramson from *Shape Magazine* says "Recognize that what you put in your mouth is your business and nobody else's. The critical thing is to get your own thinking straight so that you know what's right for you."

7. Make sure that when you get your foods, there is a balance of protein, carbohydrates, and fat. A fun way to check this is shown in number eight.

8. When you get your plate full of food, do the "rainbow check." Make sure there is a little of every color on your plate. (i.e. carrots, string beans, mashed potatoes, etc. make up a colorful combination.)

9. According to the USDA: Center for Public Interest, "it takes 20 minutes for your brain to send the signal that you've had enough to eat. This also means that you may not need a second helping most of the time. Your brain hasn't got the message that you had enough

yet due to the 20 minute lag time in communications!" So after your first course, slow down and wait for your brain to catch up.

10. Always remember that just because you've worked out doesn't mean that you can eat everything. Even after a long workout, you shouldn't gulp everything down. Be reasonable.

Follow these ten simple strategies, and you're sure to have a delicious yet healthy holiday break.



Courtesy of MSNBC.com

## Waksman Student Scholars Program Provides Yearlong Biotech Opportunities

By EVAN ROSENMAN (IV)

For students interested in doing hands-on work in the field of biology, the Waksman Student Scholars Program has provided an exciting research opportunity. The project, which is sponsored by Mrs. O'Mara, currently involves six students: Evan Rosenman (IV), Parul Agarwal (IV), Jack DiMassimo (IV), Wyatt Komarin (IV), Melissa Loewinger (V) and Bobby Blatt (IV).

Agarwal and DiMassimo have been involved since late last year, and spent the month of July commuting to Rutgers University with Mrs. O'Mara. The forty students from roughly twenty New Jersey schools who participated in the summer program were thrust into an experience of learning by doing.

"In the mornings we attended lectures by Dr. William Sofer on the analysis program and things you need to know about research in general," said Agarwal. Dr. Sofer is Professor of Genetics and WSSP course director. "Then we went to the lab and learned how to do mini-preps, digests, PCR, plate bacteria, pour [electrophoresis] gels, and take [gel] pictures."

By the end of the program, Pingry's student representatives and Mrs. O'Mara

had isolated more than 100 samples of cloned *Artemia franciscana* (sea monkey) DNA.

Sea monkeys are a species of interest because they are able to enter a state of hibernation in a hostile environment. Due to this quality and others, the team's research is "very promising and could aid in discovering novel things dealing with humans



Courtesy of E. Rosenman (IV)

Sophomore members of Pingry's WSSP Team.

as well," said Agarwal.

Rutgers professor Dr. Martin Nemeroff used several reactions to collect a large sample of *Artemia* DNA. Using a complex method, he inserted different samples of this DNA into the nuclei of bacteria and grew colonies of these bacteria on an agar plate. Colonies which had successfully absorbed sea monkey DNA turned white and thus were

## Senior Models Hit the Runway for Benefit

By OLIVIA DELIA (IV)

This year's fashion show, a segment of the PSPA-hosted fall benefit "Journey Through the Ming Dynasty," exhibited the fashions of the season on the most fashionable of models—Pingry seniors. Held at the Birchwood Manor on November 2, the fashion show lasted a half hour, but took much longer to organize. Senior mother Robin Hetrick, a member of the Pingry School Parents Association (PSPA), and professional fashion show coordinator Carole Washington spent nearly a year planning and coordinating the event.

"Working with the seniors was fun," said Mrs. Hetrick. "The night was a great success."

With the participation of 36 members of the senior class and several professional models, the fashion show attracted the largest audience in PSPA history—approximately four hundred people.

In the audience were Mrs. Hearst, Mr. Conard, and Ms. Chatterji. According to Mrs. Hearst, "The music was great, the kids had a fun time—everyone

looked fabulous—and I loved every minute of it. The dress code was not on my mind."

What a Girl Wants and Gito Boutique provided the girls' clothes for the show; the boys' clothes came from Brooks Brothers and Cozy Tuxedo. According to Jen Hetrick (VI), "Everyone got awesome hair-dos and professionally applied makeup... even the boys."

The senior response to the show was extremely positive, and many were excited about the different styles they were able to model; outfits ranged from oriental fashions to the typical "preppy" look. Caitlin Jennings (VI) raved that "everyone looked amazing—I would tell any underclassman to do it when they're a senior."

"It was so fun to be treated like a model," said fellow participant, Caroline Holt (VI). "The best part was definitely 'working' the runway."

Overall, the fashion show proved to be a hit among both models and audience members alike.



Courtesy of J. Hetrick (VI)

Kristen Maletsky (VI) gets her hair styled before the show.

# Ex-Iraq Soldier Gives Perspective

By CATHERINE CHONG (V)

As a soldier on active duty during the current Iraq War, Jason Christopher Hartley kept a controversial online weblog in order to record his experiences, experiences he would later share with the Pingry school during an assembly this past Veteran's Day. Hartley's November 11 presentation and the Q&A follow-up stirred controversy in the community, inciting debate among students, teachers, and administrators.

Mr. Hartley joined the Army National Guard in Utah at age 17, when he was expelled from high school for creating an underground newspaper. He would later go on to earn his Bachelor's degree, and several years later, after graduating from college and moving to New York City, he was assigned to the New York Army National Guard based in Manhattan.

In 2001, he was activated on September 11 and helped in the clean-up and security at Ground Zero. Thirteen years after joining the National Guard, he was called to active duty to fight in the current Iraq War.

Hartley arrived in Iraq in February 2004 and was stationed in Ad Dujayl, a town notorious for Saddam Hussein's massacre in 1982. During his year of active service he created a weblog to record his experiences, but eventually his commander ordered him to take it down. When he refused, he was demoted from Sergeant and prohibited from fighting. He

left Iraq at the end of December 2004 and was released from active duty in January 2005.

After finishing his presentation, Hartley opened the floor to questions from students and teachers. Queries ranged from Mr. Hartley's battlefield experiences to his assessment of the Iraq War thus far.

Hartley's assembly was organized, like each year's Veteran's Day Assembly, by history teacher Mrs. Madeline Landau. While watching CNN one day, Mrs. Landau heard a sound byte about Hartley's book and immediately read the book and contacted his publicist.

About the assembly, Mrs. Landau commented, "I thought that he gave a fair perspective of his experiences in the war, and he gave an intelligent speech. Obviously, during the questions, political questions came up and in his responses, he couldn't lie about his own views."

Other faculty members, however, expressed concern about the content of the assembly. On the Monday morning after Veterans' Day, Headmaster Mr. Nat Conard allowed Mrs. Hoffman, Mr. Magadini, Mr. Nazario, and Mr. Leef to share their opinions about what Veteran's Day meant to them.

Mr. Nazario's speech, in particular, prompted a long applause and standing ovation.

"What Mr. Hartley said was fine, but at a different time and at a different celebration. Veteran's Day is a day to celebrate the lives

given so that our country can stay free. Go to your town's cemetery and notice all the little American flags, and then you'll know what Veteran's Day really means," Mr. Nazario said.

Other teachers believed that there was validity in Mr. Hartley's speech, such as Mr. Raby, who also had a differing opinion on the purpose of Veteran's Day. "I see Veteran's Day, not as a celebration of veterans, but rather a reflection on the wars that have occurred," he said.

While Mr. Conard believed that Mr. Hartley had made some unfair generalizations, he did not think Mr. Hartley had tried to be overly political about the issues at hand. "Some of the comments he made were unfortunate. The first thing that comes to mind was when he told the audience that people joined the army because they liked killing people. That must have been very disturbing to the students and faculty who knew anybody in the army, but he did not entirely condemn the army. When Michael Kreisbuch (VI) asked if they were well supplied, Mr. Hartley said that though they were not well supplied in the beginning, they were in the end," Mr. Conard explained.

About the short speeches on Monday morning, Mrs. Landau commented, "I was disappointed that some people were offended by Jason Hartley because I saw his recent experience as a veteran as being a point of view we need to understand and honor on Veterans Day.

Mrs. Landau added that "Mr. Hartley had said that his visit to Pingry had been the most meaningful day he had had since returning from Iraq. He had originally planned to leave soon after the assembly, but one of my students asked me if he could come speak to our history class. After that, he visited a number of classes and ended up staying all day."

"I think it's important to realize," she continued, "that Jason was happy to be back in his country and be free to express his love of his nation and the military. After being censored in Iraq, he especially appreciated his freedom to speak out."

Mrs. Landau also said, "He was so impressed by the intelligence of Pingry students and the fine questions they asked. This for him is what democracy and our nation are all about."



J. Louie (IV)

Hartley speaks about his experience in Iraq.

# Costumes, Community, Comedy

By BEN MACKOFF (V)

This year, Rufus Gunther Day occurred on October 28. Usually, Rufus Gunther Day entails a comedic assembly run by the S.A.C (Student Activities Club) and various community service projects.

This year's assembly followed the same format as last year's, which is based on a Saturday Night Live mock news report called Weekend Update. "Pingry Update" was hosted by Max Cooper (VI) and Jeremy Teicher (VI).

The highlight of the assembly was, as always, the parade of costumes by the student body and faculty. Some favorites included "Ron Burgundy" by Bard Ricciardi (VI); "Some of the Many Faces of Mike Bayersdorfer" by Craig Ramirez (V), Peter Cipriano (VI), and Anthony Feenick (VI); and "What You Don't See In the Produce Isle" by Michael "Boosh" Kreisbuch. (VI).

Interesting movie segments included "Celebrity Look-Alikes," in which pictures of members of the Pingry community are put next to celebrities to whom the pay some resemblance. The most memorable of these was a comparison of Upper School Head Jon Leef to Joe Camel. Also popular was a movie of hosts Teicher and Cooper having a joint flashback to freshman year.

The main complaint about the assembly had to do with some of the skits, which some students didn't find that funny.

The most rewarding and memorable part of the day came after the assembly, when groups of students traveled around New Jersey to perform community service. The Freshman and Sophomore classes worked at the Food Bank in Hillside, where they organized food donations into a boxing

system and stuffed envelopes with letters asking for donations.

The Junior class went to Sandy Hook where they participated in an environmental improvement project that entailed garbage pickup and dune grass planting. The Middle School and some students from

challenged children in hopes of lightening their day with a few hours of needed enjoyment and humor."

The senior class was split to complete two projects. Some seniors went to the Veterans Hospital in Lyons, where they spent the afternoon with elderly citizens. The other group of



J. Louie (IV)

Jeremy Teicher (VI) and Max Cooper (VI) onstage on Rufus Gunther Day.

the lower campus helped with the cleanup project.

On a smaller scale, Mr. Conard's advisee group remained in school and worked for the Bridges organization. Mr. Leef's advisee group also remained in school to create mailings for the FOP organization. A group of Form V Drama students went to ECLC in Chatham where, according to Garrett Keating (V), they "acted and improvised for mentally

seniors went to Loantaka Park, where they participated in "Invasive Plant Removal." Jen Hetrick (VI) noted "the project wasn't very fulfilling" because she felt like she "was doing a lot of nothing." The project involved removing thorny multi-flora rose bushes from the park, which Hetrick described "as about as much fun as it sounds."

Overall, this year's Rufus Gunther Day was easily a success. Ted Moller (V) commented, "The combination of community service and the assembly make the day fun and important at the same time." Moller summed up the day by saying, "I can't wait for next year's Rufus Gunther Day."

# Megaphones and Mega Fans at Mega Games

Continued From Page 1

noted Rob Tilson (VI), but Mr. Vanasse has definitely done his part. As the new A.D., he has made an effort to get involved in athletics by attending practices, advertising games, and scheduling special events.

The success of events such as "Friday Night Lights" makes some wonder why the school doesn't have more fan-worthy facilities. Despite his personal enthusiasm, Ricciardi notes that "if we had lights and stands at our soccer or football fields, like Ridge High School, we would not only get students out to watch the games and hangout on Friday nights, we would also get parents and alumni out there."

Even without such luxuries, students are starting to make an effort. Tilson and his trombone joined the fan club at the Varsity Boys' Soccer County Final, and inspired spectators to rally together behind songs such as "Gold Digger," "The Notre Dame Fight Song," "We Be Burnin'," and "Apache."

Players on the field also appreciated the enthusiastic

turnout. "How could anyone miss Gold Digger? Whenever the ball went out of bounds, I just tried to take it all in," said soccer player Brian Combias (VI).

Ricciardi and the rest of the senior fans have started a trend that will many hope will become an integral part of the community. They donned blue-and-white paw prints and "P's" and shared their face paint with all other willing fans. The "superfans," who painted "PINGRY" across their bare chests, have set the standard, and as organizer Ricciardi said, "it was so gratifying to hear the other fans cheer when we stepped up onto the bleachers half naked in 40 degree weather."

In the short-term, this year's intensity will hopefully continue into the winter and spring seasons; fall may be Pingry's time to restock the trophy case, but many students now realize that the only way to get more fans at their games is to be a bigger fan at others.

As the weather gets even colder, let's hope that more students break-out the blue-and-white paint.



Courtesy of Jen Hetrick (VI)

Dana Appruseze (VI) supports the soccer team.

# E.D. is not Easy: Senior Applicants Speak Out

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early action applications to these three schools were submitted this year.

This year's senior class shows a decline in early applying to Ivy League Colleges, with only 33 applications submitted compared to last year's 51 applications. Three seniors applied to Princeton this year compared to eight seniors last year's, and five students applied to Harvard early this year compared to nine students last year. Yale, however, was a more popular Ivy this year, with seven students applying early compared to last year's four.

Mr. Robert MacLellan said that many colleges favor early decision over other forms of early applying because "It allows them to solidify their class by mid-December." Several schools such as University of Pennsylvania, and more recently, Columbia University, give advantages to students who apply there early. The University of Pennsylvania also only counts legacy status as an advantage to a student's

application if the student applies there early.

Mr. MacLellan said, "The most important issue concerning early applying is the match. The main goal of the college counseling department is to match the student with the school that is right for him or her individually." Whether it is his or her dream school that these 100 seniors applied to early, a safety school, or a school that recruited them for athletic ability, each senior has a reason for his or her school choice, be it an instinct or a careful calculation.

Lisa Harris (VI) applied early action to the University of Ver-

mont. She identified the university as a school she considers "safe", meaning that she is extremely likely to be accepted. She applied there because it was the school she felt the most natural affinity for, saying "It was my favorite school. I felt like I really belonged there. It's a beautiful place, and when I visited there, I could envision myself walking the paths of that campus next year."

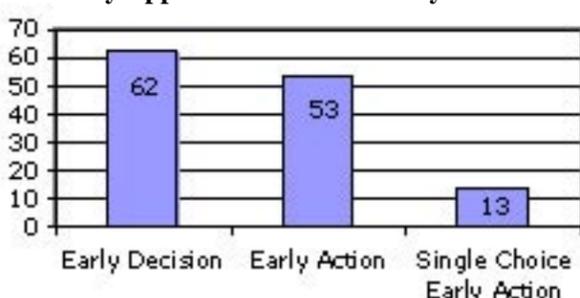
On the other hand, Zack Cordero (VI) applied early decision to a college he considers a "reach" school because he thinks he may have a better chance at getting accepted in the early decision pool of applicants. Zack said that he

wants to know where he is going to college as soon as possible, saying, "I just want this whole thing to be over with."

Justin Oplinger is one of the school's athletes who will be continuing his athletic endeavors in college. Oplinger applied restrictive early action to Yale University, saying, "I'm applying to Yale early because that's the school most interested in me for football." When asked if he would want to attend Yale even if he was not going to play football for them, he responded affirmatively, saying, "I wanted a city school, and Yale's really good."

Like Oplinger, senior August DuPont said, "I was looking for an urban college, and New York is perfect for that. Also, Columbia offered the majors I am interested in." For a while, DuPont says, he was considering whether college was the answer for him at all. He said, "I was actually trying to decide whether I wanted to go to college or not. But I decided to go to become a teacher, and once I made that decision, early was the way to go."

Early Applications Submitted by Seniors



# Winter Sports Heat Up Pingry

By MELISSA LOEWINGER (V), HADLEY JOHNSON (V), CORI HUNDT (V), ANDREW SARTORIUS (IV) and WILL BRUNDGAGE (IV)



N. Lee (VI)

## SWIMMING BOYS 0-2 GIRLS 2-0

Led by senior captains Katie O'Connor and Eddie Layng, girls' and boys' varsity swimming have records of 2-0 and 0-2, respectively. Though the team is not defending any titles, goals for this year include placing higher at the Colonial Hills Conference and Counties and to qualify for States. In the Big Blue Invitational on December 3, both the girls' and boys' teams placed second. Big rivals are Mountain Lakes and Lawrenceville, though Lawrenceville might not pose so great a threat since the girls' team beat them on December 7. Coach Judith Lee, commenting on the girls' team, says, "This is a team with a lot of depth. Though we graduated two strong seniors last year there are no real weaknesses on the team." Big contributors to the girls' effort are Sandra Hough (V), Maja Feenick (III), and Ana Barry (IV). On the boys' side are Brian Wilson (V), Zack Cordero (VI), and John Guiffre (IV).



N. Lee (VI)

## WRESTLING 0-0

Last year, the varsity wrestling team's record did not reflect the success of their campaign because they were unable to fill all the weight slots. This year's team, however, has a solid chance to double or triple their wins simply because they have more students going out for the team.

Coach Mark Facciani stressed that, "it is essential

for young guys to get into the program to help ensure its future." Lack of experience could hurt the team that has only three upperclassmen, two of whom are senior captains Drew Gatewood and Sean Bruno.

The team hopes to overcome its lack of experience through hard work and a willingness to improve. Gatewood commented, "At this stage in the year, we are already where we were at the end of last season."

Coach Facciani was pleased with the effort and progress thus far, saying "I'm thrilled with the attitude in the gym and it's not hard to see they really care about improving"

With this type of hard work and dedication, the varsity wrestling team looks forward to a fun and hopefully successful season.



N. Lee (VI)

## GIRLS' BASKETBALL 0-0

Varsity girls' basketball hopes to carry past successes into this season. Last winter, Big Blue finished with 12 wins and 11 losses, earning its first winning season in school history. This year's team, led by head coach David White and senior captains Jen Hetrick and Julianne Dileo, has two goals. The first is to have another winning season, and the second is to progress further in the Somerset County Interscholastic Athletic Association tournament (the team lost last year in the first round to Paramus Catholic).

The team is likely to accomplish its first goal, as there are many returning players as well as eager freshmen. One of the reasons the team finished 12-11 last season was due to several injuries during close games. If the team can stay healthy, it should perform to its potential.

Big Blue will open the season away at Newark Arts on December 16. One of the most significant tournaments the team will play in will be the Big Blue Holiday Tournament from December 19-21, a tournament in which the team performed well last year, beating Kent Place and Morristown Beard.



N. Lee (VI)

## CHEERLEADING

Led by captains Karen Thomson (IV) and Grace Lin (IV), the varsity cheerleading team will perform at all of the home basketball games and compete in two competitions. With only two new members on the thirteen-person team, Coach Lisa Kretschmann said, "We have a large percentage of returnees, so we're much further along in this season than we've ever been able to be in the past. Everyone seems to have a great attitude and the newer girls are picking up things very quickly."

The team will compete in the Harrison Blue Tide Invitational in mid-February, and the "Quest for the Best" Cheer and Dance Championship at the end of February. They will cheer during Winter Sports Night on February 27, instead of taking the bid to Nationals in Texas that the Fall Varsity Cheerleading Team won at the America's Best Tournament on November 18. Coach Kretschmann said, "We're looking forward to a phenomenal season, and we encourage all members of the Pingry community to come out and support us at games and competitions!"



Courtesy of J. Teicher (VI)

## SKIING 0-0

After coming off of a winning season marked by both personal and team improvement, the boys and girls varsity ski teams look forward to another fun and developmental year on the slopes.

The team, composed of 13 boys and 14 girls, has a strong core of upperclassmen leaders in captains Greg Selover (VI) and Jeremy

Teicher (VI) for the boys and Alex Budd (VI) and Dana Apruzzese (VI) for the girls, as well as a large group of enthusiastic underclassmen.

The team trains at Mountain Creek three times a week in addition to dry land practices, which include conditioning and weightlifting.

In addition to the coaches affiliated with the school, instructors from Mountain Creek also help out with the practices. Pingry parent also Doug Hiscano came in to help the team on the mountain.

Over the course of the season, the coaches expect the team to continue to improve and help each other along the way. Ski coordinator Ms. Malla Godfrey commented that "These are all great kids and they are truly committed to the sport, to each other, and to their school. It is an honor to be affiliated with this team."



Courtesy of Google Images

## SQUASH 0-0

Beginning its third season, varsity squash will be rebuilding this year after graduating ten seniors out of a squad of eighteen. The team is led by coach Randy Vehslage and senior captain Peter Cipriano. The team still hopes to make this a productive season even though a lot of talent graduated last June.

Last year's seniors included captain Maggie O'Toole, Drew Blacker, who was ranked sixth in the Under-19 boys' division in the United States, and Alix Watson, who finished third in the State High School Championships.

Coach Vehslage is looking to build his team around a strong base of sophomores and especially Brian O'Toole. Their first match was at Poly Prep on December 12.

Apart from participating in matches, the team will also compete in various tournaments such as the US Juniors at Yale (December 17-20), the New Jersey State High School Championship at Lawrenceville (January 8), and the National High School Team Championships at Yale (February 10-12).



N. Reitman (VI)

## FENCING 0-0

The boys' and girls' fencing program is hoping for a good season this year. With forty-five fencers and strong leadership from captains Marissa Bialecki (VI), Tai DiMaio (VI), Adam Goldstein (VI) and Ameesha Sampat (VI), the outlook is good. Although the team hopes to do well in their dual meets, coach Mr. Ted Li said that, "winning the tournaments is more important than winning the dual meets." Other coaches include Mr. Tom Varnes, from the language department, and adjunct coaches, Tetyana Stankovich and Vasil Stankovich, both of whom are former international competitors and national foil coaches. With the core of the fencing team consisting of sophomores and juniors, Mr. Li added that one of the main goals for this season is to, "develop the players." Overall, both the boys and girls fencing teams are full of enthusiasm for the upcoming season and have high hopes of doing well.



Courtesy of Google Images

## BOYS' BASKETBALL 0-0

Up is the only way to go for boys' varsity basketball after a disappointing 2004-2005 campaign in which the team finished 6-16 and was knocked out in the second round of the SCIAAs. This year the team hopes to turn the tide around with a core of experienced seniors including Mark Garcia, Kevin Mücke, Morgan Griff and Anthony Feenick. New to the team this year is head coach Eric Murdock, a former player in the NBA. The team has many of the same familiar foes from the calendar last year, including rivals Bernards and Boonton, who won the meeting last year, 65-63. On top of the regular season, Pingry will also participate in the David Brearley Tournament (12/28-12/29), as well as in the SCIAAs (2/4/06).



J. Louie (IV)

## Comeback Football Season Ends With a Bang

After a slow start to the season, Pingry football advanced into the state playoffs after scoring a 27-7 win over Kinnelon. Leading rusher Sean Bruno (VI), who averaged 118 yards a game this year, tore through the Kinnelon defense by carrying 21 times for 128 yards and scoring two touchdowns. Rob Tilson (VI), who averaged 47 passing yards per game this year, also threw for 27 yards and rushed for one touchdown in the game. The game was never close, as Pingry possessed a 20-0 lead by halftime.

Led by senior captains Logan Bartlett and Justin Marchigiano, Pingry had four wins and four losses this season. Big Blue started off the year slowly by losing its

first two games to Boonton and Mountain Lakes, but bounced back by trouncing Whippany Park, 49-28. After this win, Pingry dropped two more games against Bernards and Verona but finished the season strong by winning its last three games against MKA, Newark Academy, and Kinnelon. Because of its most recent win, Pingry, seeded seventh, qualified for the NJSIAA Non-Public State Championships, and traveled to Bergen County to play Queen of Peace on November 12 at 1 p.m.

Freshman James White commented, "Going into this game, we were not intimidated. We were confident that we could go in there and knock off Queen of Peace."