

Some Peer Schools Have Midyear Exams

By CAROLINE SAVELLO (V)

This year the administration instituted midterms to "break up testing of material." Though Headmaster John Neiswender said that most schools have mid-year exams, a few local schools have other policies.

West Morris Mendham High School canceled this year's midterm exams after 15 years, Director of Guidance Dr. Marianna Marchese said. According to Dr. Marchese, the school decided that teachers lacked adequate instruction time because "a week of midterms was a week without academics."

Because Mendham High teaches the International Baccalaureate program, its students need added time in class, Dr. Marchese explained. Also, extra instruction time is required for state-mandated testing since Mendham is a public school.

Dr. Marchese said the new midterm policy will continue next year. However, she added that the school's typical one-hour class periods

provide some teachers the opportunity to give marking period assessments.

The Morristown Beard School decided this year to replace traditional midterm exams with a "test priority week." Instead of conventional mid-year exams, two 100-minute periods were held each day for a week.

These periods provide teachers with the opportunity to administer any type of test. According to Director of Eleventh and Twelfth Grades Ms. Barbara Anastos, teachers may decide to give cumulative assessments, unit tests or projects, or they may opt out of testing. However, MoBeard conducts traditional final exams at the end of the school year.

Both the Princeton Day School and the Lawrenceville School function on a trimester system. Dr. Carlton Tucker, head of the upper school at PDS, said that formal midterm exams ended when the school switched to a trimester exam eight years ago.

Dr. Tucker said teachers have an opportunity at the end of each trimester to

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Student Body President Candidates Chosen

By SUSANNAH BRAGG (VI) and DAVID SPETT (VI)

Juniors Pam Lang, Caroline Savello and Nikhil Srivastava won the primary election for student body president on Tuesday, February 10. No one campaigned, but Savello and Srivastava put flyers in juniors' mailboxes.

At the end of the Upper School division meeting on February 10, Assistant Headmaster Adam Rohdie announced the contenders: Lang, Savello and Srivastava as well as Catie Lee, Jonathan Roberts and Sam Tasher. The juniors voted preferentially, with extra weight given to their top choice.

On February 23, the entire school will elect one of the three candidates student body president for the 2004-2005 school year.

If elected, Lang said she would make changes to improve student life. She suggested allowing juniors to leave school before 3:15, keeping the bookstore open until 5:30 and obtaining a senior lounge.

She said she would like to see more student involvement in Student Government. Spirit weeks and class wars, with grades competing against each other, are two of her ideas to build school spirit.

Lang said no recent student body president has worked to improve attendance at student events. She wants to organize a fall semi-formal, like those at other schools. Also, she would like to communicate with presidents from other schools to



LANG



SAVELLO



SRIVASTAVA

exchange ideas.

Lang said students must get more involved in SAC to revive the group. "Student Government can't run the whole thing itself," she said. "We have the time, but students have to provide the ideas for assemblies."

Lang has been on Student Government since seventh grade and served as class president sophomore year. She said she differs from the other candidates in that she has been on Student Government more years, is involved in more sports and has been attending Pingry for a longer time.

She called herself an outgoing person who knows a lot of people at school.

Savello said her primary goal is to be a leader rather than a figurehead, as she feels the role of student body president is now. "This can only happen when the president stops knocking on the school for its failings without seriously trying to correct them," she said.

The junior class vice president

this year, Savello mentioned her proposal to allow eating in the halls. Though it failed, Savello said it is an example of why the student body president needs to mobilize Student Government and protect its sovereignty.

Savello said the administration modified her bill and ultimately rejected it without ever communicating with the Council. "The student body president must be held accountable to student interests and must not stop advocating them even with opposition from the administration," she said.

Savello also said she is tired of "the culture of cynicism and sarcasm that has been reflected in the last student body presidents." She said that when the student body president mocks Winterfest, "it's a waste of a position that could have good effects on the school."

Savello called herself a person who gets things done. She said she has friends "all over the place" and that anyone can have a conversation with her.

Srivastava said his main focus would be to make students' lives easier by counteracting stress. He said it would be best to achieve

this through small things like humor.

"I would probably appeal to the student who isn't active in school who is content to let things slide," said Srivastava, who believes his ideas will appeal to everyone.

Srivastava criticized the administration at an assembly in December for not communicating with the student body about the division director search process. Since then, he said Robert Zacharias and Mr. Neiswender have done a good job of explaining the process to students.

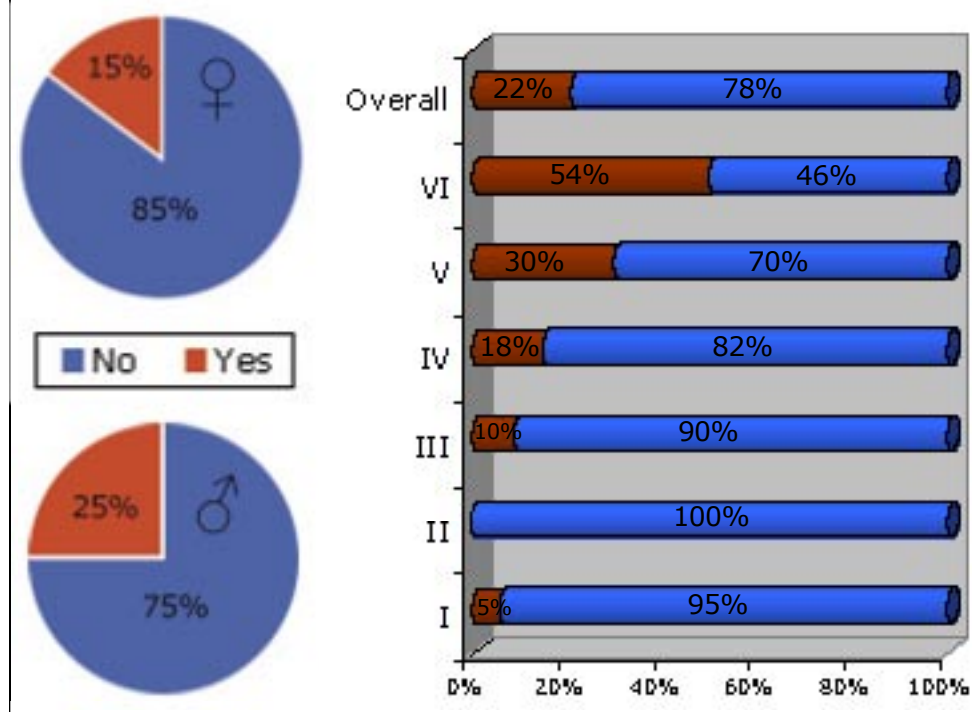
Srivastava said that as a member of Student Government last year, he passed voting reform that allowed for preferential ballots in the student body president primaries. He also said that he and James Somers (V) suggested the idea of a combined bookstore and snack shack last year.

If elected, Srivastava pledged to uphold the ideals of the school and communicate with announcements at all-school assemblies.

He said he likes public speaking and can work hard to solve difficult school problems.

Sex Rate Is Well Below National Average

• Have you had sexual intercourse?



By DANIELLE PERETORE (V)

The Record's poll on sexual activity revealed that 22 percent of students have had sex, far lower than the national average for high schools. Over half of the senior class, though, said they have had sex.

The survey was sent via e-

mail to all students. After asking for form and gender, the poll asked if students have ever had sexual intercourse. Those who responded "yes" were asked how often birth control was used. About 40 percent of the student body, or 290 students, responded to the poll.

Few Middle School students — three percent — said they have had sex, though only 44 form I students and 14 form II students took the poll. The percentage of students in the

Upper School who have had sex was 27 percent.

Compared to national averages, the percentages for Pingry were low. According to ABCnews.com, in 2001 45.6 percent of all high school students had had sex, compared to 54.1 percent in 1991.

The overall percentages were skewed by the responses of the senior class. Only 14 percent of students in forms I through V said they have had sex, compared to 54 percent in form VI.

One grade below, 30 percent of juniors have had sex.

The percentage of those who have had sex was different for boys and girls, with 25 percent of boys responding "yes" compared to 15 percent of girls.

Girls were also more careful than boys when it came to birth control. Seventy-five percent of girls said they always used birth control, whereas 14 percent said they never did. For boys, the 35 percent said "always" and 41 percent said "never."

Overall, 53 percent of those who have had sex said they used protection all the time. Practicing safe sex most of the time and sometimes came in at eight percent and 11 percent respectively. The second most common answer, however, was never at 28 percent.

The Record asked faculty to guess the results of the poll, and many teachers' estimates were inaccurate. When asked to guess the average response to the safe sex question, most teachers guessed "sometimes" though the majority of students said they always use birth control.

One teacher estimated that 60 percent of Pingry students have had sex, though another came closer to the mark with 20 percent. The average guess was 33 percent, 50 percent greater than the actual statistic of 22 percent.

Health teacher Ms. Liliana

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Inside The Record



M. Drell (VI)

Allie Keeley (V) drives down the court during a practice.

Somers: Respect Authority

James Somers (V) writes that students have lost touch with Dr. Pingry's mantra by disrespecting Mr. Neiswender and his administration. P. 3

Condom Distribution Is Popular

Over the past decade, condom distribution has become both popular and controversial in high schools, with 418 schools distributing them for free. P. 4

MLK Day Spurs Controversy

Dr. Eddie Glaude spoke about Dr. King and criticized President Bush's administration at the African-American Club's MLK assembly this year. P. 5

'Girl With Earring' Disappoints

Elana Wilf (VI) says the movie based on Tracy Chevalier's bestselling book has no plot and does not live up to the hype. P. 7

Athletes Are Ranked Nationally

Squash may be the only winter sports team with a winning record, but four athletes stand out and are ranked on the national level. P. 8

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Editorial: Moving Toward Darkness

The administration blocked a comprehensive student poll on sexual experiences and beliefs, and it does not appear in this issue of The Record. What appear instead are the results to a more cautious two-question poll that reveal much less.

There was some disagreement in the administration over what to do about the original poll. First, it approved the poll for the Upper School, but a faculty committee decided it was inappropriate for the Middle School because it made committee members uncomfortable. A week later, the poll was rejected in its entirety.

At first the administration said sexual belief questions were fine but feared that questions about specific sexual experiences would ignite controversy only for the sake of controversy. Later, the administration said it did not like many of the questions, which "had not been carefully thought-out."

To its credit, the administration did say the poll could be sent out after approval from the Dean's Council and health department. But the time involved in talking to that many people would have made it implausible for The Record to remain a timely publication.

Sex is an uncomfortable topic, and the administration's final decision did pay some tribute to issues that might be of concern to some faculty, parents and students.

But it did not pay enough tribute to the need for a mature and tasteful method of raising awareness about the state of sexual behavior and beliefs at school. Inevitably, students will have sex, and Pingry must know the facts to try to ensure their safety and protection.

Ultimately, this is a question of whether the school should take an interest in educating students about pregnancy and STI's or just turn a blind eye. Pingry sends home information about alcohol, lying, plagiarism and more. And the nurse can help students prevent almost every common ailment other than ones that come from unsafe sex.

Perhaps the adults themselves are uncomfortable with the topic of sex. But do they not realize that teenagers as young as 12 and 13 discuss sex on an almost daily basis? Sex is constantly marketed by the media. In this issue, The Record's own concern with good taste led to the darkening of a controversial ad from an Abercrombie & Fitch catalog.

National studies — as well as The Record's poll — show that some Middle Schoolers are already sexually active. To think that Pingry students would be harmed by reading the words "oral sex" and "masturbation" is ludicrous.

As The Record has said in the past, the practice of censorship in the community has gone too far. Besides rejecting the Record poll, the administration moved "violent" artwork by Michael Silber (V) from the front hall to a more hidden location — see the article on page 5.

There are no laws against these acts, but that does not make them right. Stifling students' voices and creativity for the sake of avoiding controversy does not educate students to become unique, thoughtful individuals.

The school calendar quotes Allan Bloom, author of "Closing of the American Mind," as saying, "Education is the movement from darkness to light." The recent rise in censorship has been exactly the opposite: a move to keep the community in darkness.

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

Life Is a Constant Game of 'Dress-Up'

Even as we grow up, we can't help but play pretend.

At five, little girls bring their Cabbage Patch dolls to tea and play dress up in their mothers' old bridesmaid dresses. The story will then commence, the one played out over and over again on television, from the "7th Heaven" Camdens to the timeless Bradys: the demure little girls versus their destructive yet endearing brothers.

As played out on film set after film set, the brothers will bound up the stairs and burst into the tea party, sailing their Max Steels through the air and declaring that they have come to destroy all civilization.

And then the little girl will scream her very best damsel in distress scream, and their mother will yell for the two of them to put on some respectable clothes and come down to dinner.

The children will comply, put on their very best clothes and their most serious faces and walk down to the table, actors in a play that must be repeated over and over again until the fateful day when the play ends and adult life begins.

Playing pretend is permissible for a few more years. We drag ourselves through a procession of monologues during our formative years, reveling in each new chance to become a new character in a new, specialized world.

So is the standard procedure at Model UN conferences. Students get dressed up in skirts and suits and declare that they are delegates from the Democratic Republic of the Congo, or Sweden, or even Djibouti (that's pronounced j'bootay).

And as any objective observer would note, many of the participants seem to truly believe they are delegates to the United Nations and that their resolutions will actually be put into effect.

(This is exemplified by vehement rebuttals of comical environmental proposals to end vegetarianism in order to reduce the bovine population and thus lower methane gas emissions caused by cow flatulation.)

With their tailored suits, briefcases and letterhead notepaper, these teenagers are slightly frightening: they are children playing

Danielle Peretore (V)
CULTURAL OPINION

dress-up, playing pretend with the ugliness of adult competition.

Once they take their seats under the fluorescent lights, they cease to be teenagers, all of a sudden laughably serious and composed. I've never before seen a room containing over 100 high school students who for four hours straight do not laugh — or even chuckle — once.

True colors are also shown in the mock debates. Dressy suits allow their wearers to shed all inhibitions and step into the shoes of calculating politicians. At a conference last year, a friendly-looking girl with curly hair blatantly voted down my resolution despite a clear, mutual agreement to vote for each other's proposals. (It was made over one of those sickly, fake "aren't grandmas great?" conversations.)

Would she do that at home in her pajamas or at school in her jeans? I don't know. But I do know that she allowed her desire to "win" to drown out her conscience and blind her from doing what was decent.

(Ironically, she won the best

Behind the Dollar Bill

There's no greater symbol of American primacy than the dollar bill. There are more bills in circulation than there are people in the country — an apt illustration of American economic might. Yet the constant swapping of our currency leaves us little time to actually sit and reflect upon the artistic mastery that is our dollar bill.

Imagine for a moment that in addition to legal tender, the bill is a treatise on American philosophy and culture. Imagine that as you stare into the portrait of our first president, you're looking past today's social mores and pretenses.

Imagine, before you trade that bill for a Snapple or a bag of chips, that what you're about to hand over is the manifestation of more than 200 years of experimental democracy, the likes of which the world has never seen.

Now flip the bill over and take note of the two circular illustrations. On the right is a bald eagle — a timeless symbol of American freedom — situated just below a majestic display

Max Haines-Stiles (VI)
RAISING AWARENESS

of 13 stars, representing the 13 colonies of the young republic, and a banner with the Latin "e pluribus unum."

Without waxing philosophical, picture how the 13 stars and the battle flag of the Revolutionary army hearken back to a formative era in history when hope was abundant, and bright, intelligent, virulent young men

With the polarization of our world, it is hard to see the dollar's vision.

aimed to make a difference, not just for themselves but for posterity as well.

Now, translate the Latin: "from many, one." It is a poignant adage expressing a prospectus of optimism, a banner of hope held fast by the eagle that is our national emblem.

To completely exhaust the symbolism of so small a draw-

ing, note the direction of the eagle's gaze. To its right, an olive branch, representing peace, prosperity and altruism. To its left — "sinister" in Latin — are the arrows of war.

Turning quickly to the other illustration, we see a pyramid, a symbol more illustrative of Mayan or Egyptian culture than our own. Nonetheless, the depiction of such a shape — made strong by a continuously expanding base — is completely apropos to the American political system, not to mention the fact that Masonic symbols were pervasive throughout 18th century American subculture.

But what's striking about the picture is not the pyramid itself, but rather the fact that it remains unfinished. Instead of completing so perfect a geometric shape, the bill's creators topped it off with an eye. The emanating rays of light indicate that this, without any hint of sacrilege — though the singular nature of one eye may constitute a violation of church and state insofar as Pagans and polytheists are concerned — is the eye of God.

Situated above are perhaps the two most important words in the lexicon of American society and culture: "annuit coeptis." They translate, "He [God] looks favorably upon our undertakings."

A few years ago, Aaron Sorkin broached this topic on the political drama "The West Wing." Indeed, a fundamental aspect of American optimism is the idea that progress is an underlying principle of our democracy.

Essentially, the goal of our society is to engage in discourse, to disagree sometimes, but ultimately to find a solution that allows for the betterment of the United States. It is this spirit that is embodied in the phrase "annuit coeptis." As Sorkin very perceptively pointed out, the American system is undeniably imperfect.

What he did not point out was that in spite of all the dollar bill's poignant references to a pure, unfettered democracy devoid of the ills in today's modern society, the design for the bill was not drawn up during the American Revolution.

Rather, the timeless concept took shape as the great seal on the dollar bill only 69 years ago in 1935, more than a century and a half after the optimism of "so formative an era."

In a sense, the belief in "annuit coeptis" — the idea that we as Americans are not infallible, that we indeed make mistakes, that we cannot implicitly divide the world into spheres of good and evil, touting democracy as the panacea for all the world's symptoms without having pragmatic, workable solutions and a focused determination to better the world for all its citizens and not just the lucky few — lasted from 1776 to 1935.

Today, with the ever-increasing polarization of our world, it is hard to see that vision.

For now, admire the bill for what it is: a lasting symbol of our greatness and an enduring reminder of our imperfection.

Save Leyla Zana

As citizens of the United States, it is often

Mike Stuzynski (V)
RAISING AWARENESS

headband. Immediately after her speech,

easy to take for granted some, if not most, of the basic rights and freedoms we enjoy everyday. We should consider ourselves lucky for our rights to freedom of speech, expression and religion. And we need to understand that there are others in the world who are not so lucky.

Leyla Zana, a political prisoner from Turkey, is one of the less fortunate ones. Leyla's homeland consists of two warring ethnic groups: the Turks and the Kurdish minority.

Turkey is a country with very little personal freedom. The Turks have always had the upper hand politically and have long been suppressing the language, culture and rights of the Kurds.

Leyla, who is Kurdish, was elected to the Turkish parliament in 1991. At her inauguration, she made a brief statement in Kurdish and wore Turkish colors on her

cries of "Treason!" erupted from the crowd, and she was arrested and convicted of false charges by a kangaroo court.

Leyla is universally considered to be a prisoner of conscience. This means that she is being held strictly as a political prisoner and that any "charges" against her are unwarranted and false.

Leyla's arrest was, by our domestic standards, utterly unreasonable. Still, it is important to realize that similar happenings occur frequently elsewhere in the world.

It is not uncommon for political dissidents in other countries to vanish without a trace, never to be seen again. Most of these dissidents are subjected to various forms of torture, when all they did was speak out against a tyrannical government.

Leyla is currently serving a 15-year term in a Turkish prison for speaking her mind. She was imprisoned in 1994, and March 2 will mark the 10th year of her incarceration.

I write this op-ed on behalf of Amnesty International, a human rights group that works with the grassroots to free political prisoners, end torture and stop unlawful persecution worldwide.

One of the ways Amnesty International goes about this task is by writing protest letters to governments that do not protect human rights. Hopefully, if enough letters are sent, governments will be pressured to release prisoners and, over time, embrace freedom and human rights.

To take action on behalf of Leyla Zana, join the Pingry chapter of Amnesty International by leaving a note in either my mailbox or in Nina Mikkilineni's (we are both juniors). There are lots of opportunities to make a difference, from writing letters to donating money.

If you do nothing else, sign the petition on Leyla's behalf on the club bulletin board. If you have any other ideas that might be useful, feel free to voice them.

Remember that the success of campaigns like this one revolve around awareness and participation.

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

An Unsuspecting Donation to Al Qaeda

Like nearly all teenage girls, I'd love to walk through the streets of New York with a brown-and-beige Louis Vuitton tote tossed over my right shoulder. But for those of us whose allowance and babysitting money just won't cover that kind of luxury, lower Manhattan has become our favorite bag-shopping district.

This summer, I spent two hours on the corner of Canal and Broadway with a friend from North Carolina, waiting for her to buy 12 knock-off bags as presents for friends and family back home. It was a mandatory purchase for her; she might never again have access to this kind of inexpensive, albeit illegal, merchandise.

Counterfeit bags have always seemed to me as harmless as an illegal download from Kazaa. But just as the RIAA has begun filing hefty lawsuits against holders of illegal music, new legal findings on the counterfeit industry should encourage all of us to avoid Canal Street.

News reports from the New York Post, WorldNetDaily, CNN, the Los Angeles Times and The New York Times are claiming that the counterfeit market that flourishes in New York City and other major cities around the world is funding terrorist organizations — specifically,

Caroline Savello (V)
RAISING AWARENESS

Al Qaeda.

In a November 30 article, the New York Post reported that more than 60 percent of New York's counterfeit market is run by Nigerian Al Qaeda operatives. In a raid of a midtown souvenir shop last fall, police discovered counterfeit watches and flight manuals for Boeing 767s.

Another raid of a knock-off purse shop linked truck driver Lyman Faris to an Al Qaeda plot to cut the cables of the Brooklyn Bridge. Faris pleaded guilty to the charge this May. Also this year, New Jersey cops discovered lists of suspected Al Qaeda terrorists, many of whom were workers from a knock-off purse shop.

The Department of Homeland Security confirms these accusations, saying the worldwide business of counterfeit watches, apparel, bags, CDs and DVDs finances everyone from drug dealers in Columbia to Hezbollah terrorists.

According to the U.S. Department of the Treasury, Americans spend \$200 billion per year on counterfeit goods. How much of that money makes its way into the hands of terrorists is uncertain, but if New York's 60 percent statistic is any indication, then ter-

rorist organizations are receiving nearly \$120 billion per year from the sale of knock-offs alone.

In my life, I have knowingly spent \$45 on counterfeit goods. Though \$45 may seem insignificant when compared with \$120 billion, that money may literally have placed a gun in the hands of a terrorist. According to the United Nations, an AK-47 from the small arms black market costs only \$20 to \$30.

Fortunately, simply stopping the sale of counterfeit goods can seriously cut back on terrorist funds and their potential for large-scale operation. Unfortunately, it is virtually impossible for law enforcement officials to shut down the counterfeit business, as the sale of knock-off goods is an extensive industry.

Here's where we step in. In the first place, buying counterfeit goods is illegal. But if that's not enough to deter you, consider the reports saying thousands of Al Qaeda operatives have been sent to Iraq to retaliate against the U.S. military.

Keep an American soldier in mind the next time you're tempted to dish out \$25 on a knock-off Kate Spade. The real thing may not be worth your money, but neither is supporting the people who keep the world living in fear.

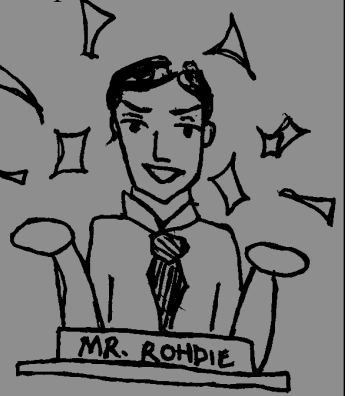
You'll never get anywhere with those midterms!



Overworked Student



There goes your permanent record...



J. Francis (IV)

Misunderstanding Dr. Pingry's Motto

"The greatest respect is due to the student."

Dr. Pingry's phrase — our motto — has been perverted by what Mr. Mike Gallagher, a legendary former biology teacher, would call a group of "banner-waving rebels."

They have dishonored our founder's acknowledgement of the lifelong learner, "the student," by pretending his words were intended to assign superiority to them. Such a misguided presumption ignores the obvious.

In 1861 there was no deference to the student, teachers were addressed as "sir," there was no Honor Code and I doubt that eating outside the cafeteria was much of an issue. Back then, Pingry was not a democratic institution; in fact, it is not today.

Yet some of the more proactive among us act like their rights — as if being able to interrogate prospective administrators is a right — have been encroached upon. Of course, speaking one's mind is important in any community, and there ought to be open communication among people spending so much time together.

However, when assemblies designed to inform us of meetings and opportunities are hijacked and held up by embarrassingly uninspiring wannabe demagogues; when calls are made for "greater say" and free-reign based on a foggy notion of "respect"; when the authority and integrity of the real leaders of this place are questioned in an attempt at attention; my first reaction is to laugh, my second is to be bored, and my third is to be annoyed, especially when these people misinterpret an idea that has some real value.

It is reasonable and proper for us to be concerned about having a voice in the selection process for Mr. Rohdie's replacement and to demand that the administration give us some representation.

However, to step beyond the bounds of our role at this school by asking for more representation than we deserve — none of us are

James Somers (V)
SCHOOL OPINION

qualified to hire administrators, since we have no experience and only a vague notion of how to run a large private school — we are disrespecting Mr. Neiswender's judgment and authority as headmaster.

This insolence is only exasperated by purporting that such conduct was what Dr. Pingry would have wanted, by saying that his words were intended to fuel insubordination. Our school's motto, in fact, has nothing to do with student-teacher politics. It is much less controversial, yet far more important to our development, than a cry for student authority.

At the crux of Dr. Pingry's message was an appreciation for educators like himself and for the naturally curious students who would thrive under their instruction. He understood that teachers

are students too; their gift is an ability to share their passion for learning.

In founding this school, Dr. Pingry wanted that interaction to take place in order for young men — and now, young women — to be truly educated. That is, to be endowed with the intellectual and moral faculties needed to do good in the world and driven by a desire to learn even more.

Dr. Pingry's hope was that the school's educated graduates would in turn spread their gifts — education is indeed a gift — to the rest of society. Today, that vision remains; the motto and the seal it is written on have been maintained over the years.

However, the message has been obscured of late by some unfortunate misunderstandings. In the future, I hope that this school's fundamental structure and founding principles are clearly communicated and kept intact.

Letters to the Editors

Dear editors,

Due to the varied articles about character education in the December 1 issue that questioned the existence of a character committee, I feel the need to offer some explanation. In an effort to keep communication open, I offer the following.

In my view, the character committee — and its commitment to character education — is simply a way to ensure that the school maintains the high ethical standards it has long prided itself on.

The Pingry School has long been known for its standards — academic, moral, ethical — and its dedication to service. This is a place where we learn, share knowledge, grow, achieve, make mistakes and learn some more. We are challenged to be the best we can be.

Administrators aim to employ teachers who are

outstanding in their fields as well as quite capable of meeting the high standards of the school. If we as teachers did not believe in these standards, we would not be here sharing them with our students.

We are not here to disrespect, diminish, hurt or otherwise stifle the thoughts, ideas and growth opportunities of our students. Instead, we are here to encourage them.

We want to encourage students in a healthy way that helps us all and at the same time does not hurt any of us. That is the responsibility of a good administrator, a good teacher, a good parent, a good student, a good friend.

Most importantly, we need to do all of these things not at the expense of others, but in the absence of ridicule, embarrassment, dishonesty or harm to them. Sensitivity

to others is something we all must learn. It is part of the job of all administrators and teachers, in the name of good character, to teach that very important trait to their students.

There are many ways of achieving our goals. Some people, unfortunately, achieve their goals as the leaders of the Enrons of the world chose to do. Others behave like Martin Luther Kings. Some are not very respectable or ethical. Others are deservedly revered.

The Honor Code provides the basis for character education and gives us guidance in how we live our lives. I call it getting back to basics. It really is very simple: a little kindness, thoughtfulness and a little sensitivity go a long way in this world.

Ideally we are here to make this world a better place. Those of us who have chosen our professions as

Pingry faculty, staff and administrators have hopefully done so to add value to this world.

Our reasons are noble; we care. We believe that we do have some experiences that we can share that others can learn from. We believe in children and in our future. We believe that education is a terribly important tool that keeps the mind yearning and growing and that can keep the future leaders of the world on the cutting edge of new ideas, concepts, creations and dreams.

We believe in dedicating ourselves to help make this world a better place. We do that by committing ourselves to you, the Pingry community, day in and day out. We dedicate ourselves to teach the best of our specialty and of ourselves as people, all in the name of good character.

I came to the Pingry community years ago and have

Editorial: Don't Downplay Politics

The presentation by Dr. Eddie Glaude at the Martin Luther King Day assembly was undeniably thought-provoking for students and faculty alike.

What made the speech controversial was that Dr. Glaude emphasized something many people try to forget: that Martin Luther King was vigorously opposed to the Vietnam War.

Dr. Glaude implied that if King were alive today, he would disapprove of President George W. Bush's war on Iraq and limitations on some civil liberties.

It is certainly okay to disagree with Dr. Glaude. One teacher accused him of "trying to be the next Martin Luther King," and, as harsh as it sounds, that is a valid opinion.

What is not valid is for students and teachers to deny that a political message existed in Dr. Glaude's speech. To deny that is to deny history. It closes students' minds and prevents them from considering Dr. Glaude's intelligent, albeit one-sided, criticisms of our government.

It is somewhat distressing that none of the people who disagreed with the speaker's message asked him any questions during the assembly. A number did stay to talk to Dr. Glaude after the assembly and found him open to debate and different points of view.

If the community is truly to grow, it should not be afraid to question assembly speakers — in a polite, respectful manner, of course — about their viewpoints. This is a crucial step on the road to becoming unique and thoughtful adults.

The community must realize that bringing Dr. Glaude to speak does not make his opinion the only one, nor does it mean that the school endorses his opinion. In the future, it might be a better idea to invite several guests to debate divisive issues like these.

But it is most important that the community realize that Dr. Glaude was providing only one of many valid perspectives on what Martin Luther King's legacy might mean today.

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

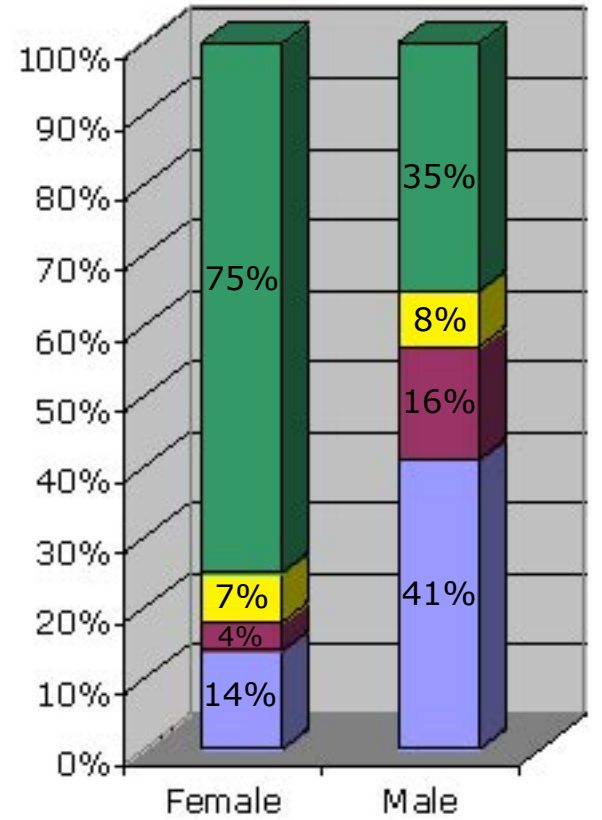
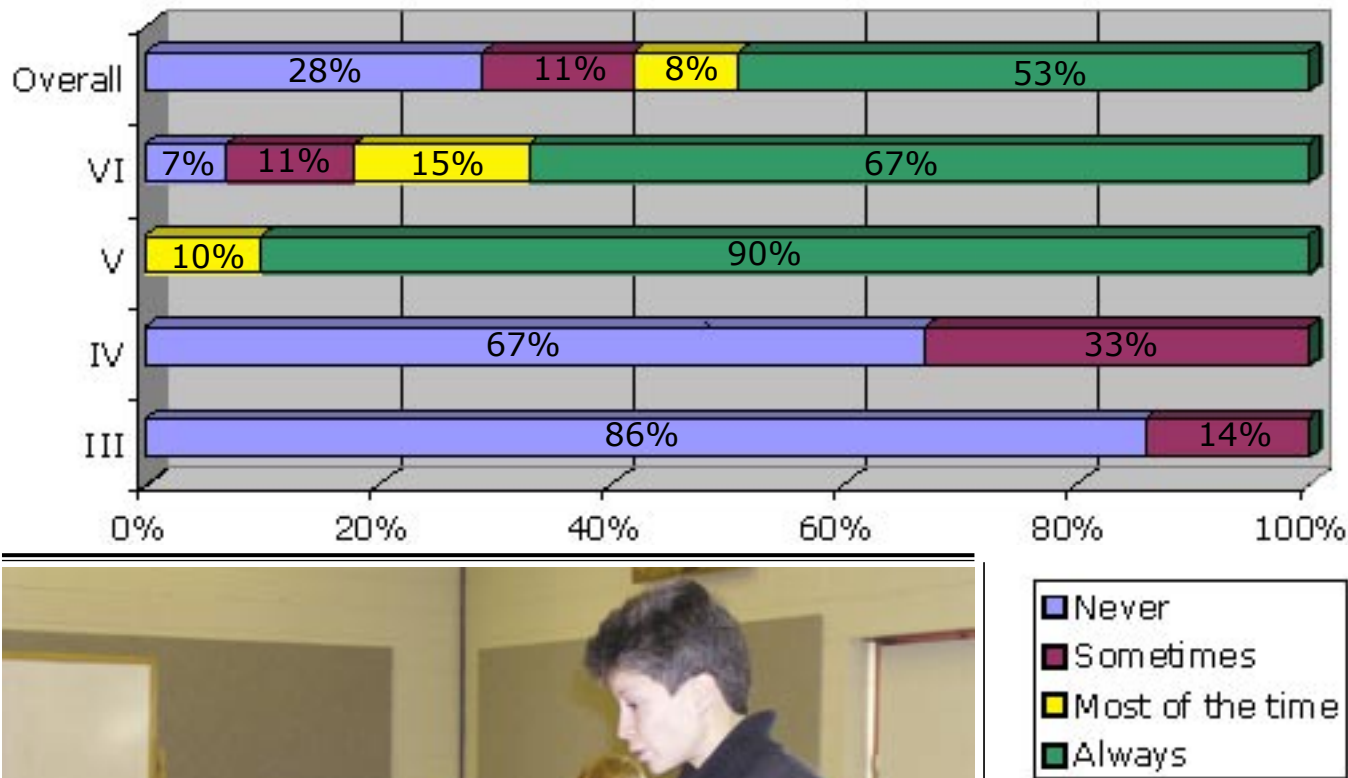
stayed in it because I always believed that it prided itself in teaching good character and in making a difference in the world. After all, it has been doing so since its inception 143 years ago.

We say so in all our written materials about the school, and it is certainly eloquently stated in our Honor Code. The character committee is nothing more than a means to continue to support what Pingry has always been doing so well.

The day that teaching good character is no longer an obligation or commitment, but instead has become an option, will be a day when I have no more purpose as a member of the Pingry community.

Ms. Leslie Wolfson
Instructor in Economics
Chair, Character Committee

How often do you use birth control during intercourse?



Ms. Liliana Torres teaches health student Katy Pinke (IV) during class in the library.

M. Drell (VI)

Comprehensive Sex Ed. Is Taught

By NADINE REITMAN (IV) and REBECCA SPEISER (VI)

All students in forms II and III take a mandatory health class that provides comprehensive sexual education. The topic is controversial in America, with many religious leaders arguing for abstinence-only education and many others arguing for no sexual education at all in school.

Abstinence-only-until-marriage sexual education, or simply abstinence-only sexual education, is different from comprehensive sexual education in that it does not teach about condoms or any other form of birth control or contraceptive. If it does teach about contraceptives, it downplays their effectiveness.

Since some sects of Christianity dislike birth control and teach celibacy until marriage, abstinence-only education is largely supported by the religious right-wing.

The issue is controversial in America because President Bush funds abstinence-only education, one of his "faith-based initiatives," with \$100 million annually, according to the Sexuality Information and Education Council of the U.S. (SIECUS). In this year's State of the Union address, the president expressed interest in doubling that amount.

Here at Pingry, comprehensive sexual education is taught with an emphasis on abstinence as the best way to avoid pregnancy and sexually transmitted infections (STI's).

Despite criticism from abstinence-only supporters that comprehensive sexual education encourages students to have sex, Health Department

Head Mrs. Susan Marotto says, "Just as drug and alcohol education is not enticing students to use drugs and alcohol, sexual education does not entice students to have sex."

The program is helpful, Mrs. Marotto says, because a comprehensive education protects students, allowing them to make better choices regarding sex without necessarily becoming sexually active. This, Mrs. Marotto says, is the main goal of the sexual education curriculum.

In the eighth grade health class, Mrs. Marotto says both the male and female reproductive systems are reviewed and information is provided about STI's, HIV/AIDS, pregnancy and date and acquaintance rape. Students are educated about both abstinence and condom use.

SURVEY INDICATES SEX RATES ARE BELOW AVERAGE

Continued From Page 1

Torres said talking maturely about sex in school is "a good first step to raising awareness about the impact present decisions will have in students' futures."

Mr. Lalley added, "I think most of the students here are informed about birth control and protection. We teach it, but the students have got to apply it. I hope they don't think it [pregnancy or a sexually transmitted infection] can't happen to them, because it can happen to anybody."

Students learn the information through a variety of media, Mrs. Marotto says, including videos about sex, guest speakers, and songs students write about STI's. Outside material

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Some Schools Distribute Condoms

By CATHERINE CHONG (III)

Free condom distribution, though not practiced at Pingry, has become increasingly popular in high schools to prevent pregnancy, STI's and HIV/AIDS. Some of these high schools have met fierce opposition from conservatives nationwide.

There are currently 418 public schools in the nation distributing condoms, according to Advocates for Youth, a nonprofit group that helps teenagers make informed decisions about sex. They say condoms are made available 54 percent of the time by the school nurse, 52 percent by teachers and 5 percent through bowls and baskets.

In November 1999, Alex DiGiorgio, a senior at Piedmont High School in Piedmont, Ca-

lif., convinced his local school board to distribute condoms at school. He was supported by the American Civil Liberties Union (ACLU).

"Denying teenagers access to condoms to discourage sexual activity would be the equivalent of forbidding young people to wear seatbelts to discourage them from driving cars," said Margaret Crosby, attorney for the ACLU. "The government may not discourage activities by making them more dangerous for young people."

Some parents said the proposal violated their rights. Crosby countered by saying that the high school could legally encourage the safe use of condoms without parental consent.

Washington, D.C. has also begun to distribute condoms via

free condom dispensers in government buildings. The decision was made because the city has the number of new AIDS cases in the country.

But some conservatives oppose the decision and would prefer abstinence education. "When has the government ever put up a billboard about abstinence?" asked Genevieve Wood, a spokesperson for the Family Research Council (FRC).

In January 1992, the Los Angeles Board of Education approved the distribution of condoms in high schools with parental permission. New York City, Philadelphia and San Francisco have similar programs in their public high schools.

The American Academy of Pediatrics recommends providing condoms to sexually active high school students. Several of their studies show that condom availability does not increase promiscuity, but does decrease the incidence of HIV, STI's and pregnancies.

In response to resistance from religious leaders, the academy also suggests practicing abstinence.

Dr. John Diggs of the FRC said he is dismayed with organizations like Planned Parenthood that encourage condom use. He prefers abstinence-until-marriage education programs that teach teenagers to build character.

At Pingry, Upper School Director Adam Rohdie said condoms are not distributed and that there has not been a movement to distribute them.

He personally believes that condoms should be made available at public schools. "This is especially true because many students cannot afford condoms," he said. "But at Pingry it hasn't come to our attention, and it hasn't been a pressing problem."

School nurse Mrs. Joanne Childs does not plan to distribute condoms either. She said that if students ask, she directs them to Planned Parenthood in Plainfield or Manville, where counseling and education are provided. She said that condoms do not promote sexual activity, but that directing students to condom distribution centers is better for their futures.

"This way, young people will

Local Schools Offer Different Approach to Health Education

By CAROLINE SAVELLO (V) with CAITLIN BERGH (VI)

Like Pingry, most other local independent high schools require students to take sexual education courses. The amount and type of that sexual education can differ.

Delbarton, an all-boys school in Morristown, offers an abstinence-only-until-marriage approach to sexual education. "Family Life," the freshman health course, teaches sexuality to students in an approach consistent with the school's Roman Catholic values.

Delbarton emphasizes abstinence as the only option for avoiding sexually transmitted infections (STI's) and pregnancy. The school does not distribute or educate students about condoms or any other form of contraceptive.

Most private schools, though, offer comprehensive sexual education. At the Lawrenceville School, a boarding school, "personal development seminars" are required to graduate ninth and 10th grades. Mrs. Kathie Prihoda, the school's director of health education, said these courses stress safe decision-making.

The ninth grade course focuses on "life skills" like stress management, time management, nutrition, health needs and puberty.

In 10th grade, students move on to more in-depth sexual education and "personal development." Mrs. Prihoda said the course covers topics like substance abuse, homosexuality, contraceptives, STI's and abstinence.

Mrs. Prihoda said the 10th grade course shows students "the reality of what's really out there." It presents them with graphic images from the Centers for Disease Control (CDC) of people with STI's.

"Adolescents in general don't think that STI's are prevalent in their age group," Mrs. Prihoda said, adding that STI's are often overlooked by sexually active teenagers.

Mrs. Prihoda said she stresses both abstinence and contraceptive options. "I remind my students that many more people are abstinent than all the hype would suggest," she said. "We want students to be able to see what choices they need to make and the risks that are out there."

Though Lawrenceville is a boarding school, it does not

distribute condoms, nor are they available in the school bookstore. However, Mrs. Prihoda said there is an adolescent health service about five miles away from the school that is run by health professionals.

The program, HiTops, is funded by several area high schools besides Lawrenceville, including Hun, Princeton Day and Princeton High School. HiTops can offer health advice to Lawrenceville students.

The Morristown Beard School takes a similar approach to health education. Ms. Jacque Davis, health education coordinator, said it is important to teach students "sexuality education" instead of conventional sexual education. Ms. Davis said, "Sexuality is a lot bigger than the act of sex."

In Middle School, MoBeard's health courses focus on puberty, acceptable sexual behavior and sexual harassment. In ninth and 11th grades, students are required to take eight weeks of health. The ninth grade course focuses on what Ms. Davis called the "nuts and bolts" of STI's, contraceptives, protection and

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QUIZ BOWL TEAM WINS BLOOMFIELD ACADEMIC BOWL

By CATHERINE CHONG (III)

On January 31, the school quiz bowl team came in first place at the Bloomfield Academic Tournament of Excellence.

At Bloomfield, each of 48 teams played three rounds against different, random teams. The top 16 teams then moved on to the playoffs, where the loss of one round would result in elimination.

The A team (Doug Ellwanger, Ben Blonder, Raj Mehta and Rita Biagioli), B team (Caroline Savello, Adam Freedman, Adam Goldstein, Alex Savello and Ajay Tungare) and C team (John Stimatis, Dan Feitel, Isaac Davis and Josh Freedman) all won the first round.

The A team scored about 300 points and the C team 335. In the next round, the A and C teams came out victorious again, advancing to the playoffs.

In the playoffs the C team was defeated by Bergen Catholic in the first round. The A team, though, was victorious and moved on to the quarterfinals.

After winning that round, the A team moved on to the semifinals, the farthest round ever for Pingry. Toward the end of the round, Rita Biagioli (V) was able to answer two crucial questions — Where did Bacon's Revolt take place? And, translate the Italian proverb "Forbidden Fruit is Sweeter" — to give Pingry the semi-final victory.

In the final round, the A team beat Bergen Catholic, which had previously defeated Pingry's B and C teams.

The Bloomfield tournament was the first ever victory for the quiz bowl team. The coach, Latin teacher Mr. Joe Wang, said his team is looking forward to going to the national tournament in St. Louis, Mo. after graduation.

Mr. Wang said each of the team members has his own strengths. "For example, Doug Ellwanger is the strongest in math, science and random stuff," Mr. Wang said, "and Caroline Savello is strongest in politics and literature." Mr. Wang also mentioned John Stamatis (V) and Dan Feitel (V) as "having become two of the best."

To be successful in quiz bowl, Mr. Wang said, "you almost need to know a frightening body of knowledge." He said there are questions on technology, science and math, though the majority are history and literature.

Some Schools Administer Midterms, Some Do Not

Continued From Page 1

administer an assessment within the academic schedule and without stopping the entire teaching process.

A conventional final exam period occurs at the end of the third trimester. Students in AP courses are not required to take the exams. Dr. Tucker said that teachers are given choices, though most give either tests or papers.

Though other local schools conduct mid-year assessments, the Kent Place



Michelle (III) and Julie Ann (V) Aueron dance for the opening of the MLK Day assembly.

Princeton Professor Addresses Race and Politics on MLK Day

By MARISSA BIALECKI (IV)

This year's Martin Luther King Day assembly on January 16 evoked a wide range of reactions from the student body and faculty.

The assembly, entitled "Where Do We Go From Here?" was presented by the African American Club. It began with a dance presentation, slide show and speech excerpts.

Then came a speech by Dr. Eddie S. Glaude. Dr. Glaude is a professor at Princeton University and author of "Exodus: Religion, Race and Nation in the Early 19th Century."

Dr. Glaude spoke about tolerance and how King's message applies to our lives today. He said the school community needs to realize how privileged it is and that it needs to give back.

Assistant Director of Admissions Mrs. Marnie McKoy, who organized the assembly, hoped that Dr. Glaude "would make students see many of the issues that King addressed beyond race, like justice, economics, education and social concerns."

Lisa Harris (IV) said Dr. Glaude did a good job of presenting his message. "I liked how passionate he was about discrimination and accepting people of different races,"

School in Summit does not. Like Pingry's previous system, Kent Place holds two-hour final exams during the last week of school.

Like Kent Place, the Delbarton School in Morristown does not mandate that teachers give midterm exams. Mr. Edward Kim, the school's assistant headmaster, said that some teachers administer exams anyway.

"Teachers have a large degree of freedom, though we ask that such policies are well communicated," Mr. Kim says.

Harris said.

Dr. Glaude discussed King's opposition to the Vietnam War. "It was impressive that Dr. Glaude spoke about this, since King knew it could hurt his civil rights movement," history teacher Mr. David Giarrusso said.

Dr. Glaude criticized Karl Rove and members of President Bush's administration for the war in Iraq and the Patriot Act. He implied that King would have felt the same way if he were alive.

Some students were upset by the political message in Dr. Glaude's speech. Stewart Anderson (VI), president of the Young Conservative Patriots, said the school "always brings in liberal speakers and is not doing its job of representing the other side."

Mr. Giarrusso said he hoped that Dr. Glaude's criticisms did not take away from the true message of the speech. "Students may have taken his comments as more

of a political message than a message about Dr. King's courage and passion to fulfill his dreams, even if they are counter to mainstream society," Mr. Giarrusso said.

Although no one asked questions during the assembly, Mrs. McKoy said that many students and faculty stayed after the speech to have discussions about race and affirmative action with Dr. Glaude.

"I'm sure a lot of students wanted to ask questions but feared being labeled by others," Mrs. McKoy said. "Some students felt more comfortable talking to Dr. Glaude in a less public setting."

Mrs. McKoy said she hopes Dr. Glaude will return to continue his discussions. "One of the greatest enemies of growth is fear, and in this community there are still issues that we're afraid to talk about," she said. "I hope the assembly encouraged people to talk and address these concerns."

Seniors Say Career Day Is Informative

By CAROLINE SAVELLO (V) and CAITLIN BERGH (VI)

Career Day on January 30 gave seniors the opportunity to speak with alumni who have graduated from college and entered the professional world.

Director of Alumni and Parent Relations Mrs. Jackie Sullivan organized this year's event with the help of Alumni Association Vice President Lori Halivopoulos '78. The event is designed, Mrs. Sullivan explained, "to give a thumbnail sketch of three careers of the student's choice with a keynote speaker to give a general overview."

The event began six years ago when seniors were asked to vote on popular career choices. The winners — advertising/marketing, behavioral science, education, fine/visual arts, investment banking/finance, law, media, medicine, and technology — have been offered ever since.

Seniors chose three 45-minute sessions in career fields of their interest. Mrs. Sullivan said the most popular choices were investment banking/finance, advertising/marketing, media

and law. She said there was increased interest in fine/visual arts and behavioral science and that the most popular seminars had 40 to 60 students in attendance.

Keynote speaker Jonathan Karp '82 opened Career Day with his "eight simple rules to success and sanity in the career world." He works as vice president and editorial director at Random House Publishing.

Karp has acquired and edited works like "Seabiscuit" by Laura

Asian Pottery Piece Moved to Arts Wing

By CAROLINE SAVELLO (V)

A piece of pottery deemed to be "violently suggestive" was moved from the Upper Commons to a more hidden location, the lobby of the Hostetter Arts Center, on February 4. The pottery displays five samurai swords atop a ceramic pot.

The artist, Michael Silber (V), said his pottery should not be considered violent. He described it as "in Asian style, with hints of Japanese culture seen in the shape of the swords." He said the swords resemble horned samurai helmets, and the work's red color also stems from its Asian roots.

The pottery was placed in the front of the school before first period and was removed from its location before third period of the same day.

Silber, who is half-Taiwanese, said the work reflects part of his heritage. "In Asia, the sword is a symbol usually associated with honor and a code of conduct," he said. "It also has a very nice form."

Headmaster John Neiswender said the artwork was not in the most appropriate location. He said several members of the community were concerned that the swords suggested violence.

"In the height of the admis-

sions season, we were concerned of a visitor's first introduction being ceremonial swords," he said. "In these post-Columbine days, the admission staff doesn't think it appropriate to showcase weaponry to prospective families," Mr. Neiswender said.

Calling Silber's work a "lovely piece of art," Mr. Neiswender made it clear that "the piece was not censored, but moved to a more appropriate location." He added that the pottery was displayed in the lobby of the Arts Center for a Trustee Dinner on Wednesday, February 4.

Silber, however, said the administration's decision was unfounded. "The Columbine argument is an extremely weak excuse and a rather large stretch," Silber said. "It isn't a violent piece at all. It's not depicting killing anyone. Rather, the swords accentuate the piece."

Silber was also concerned that neither he nor his teacher, Mr. Rich Freiwald, were consulted before the pottery was moved.

"I understand that people unfamiliar with Asian culture might misinterpret the piece," he said, "but not allowing it to be displayed in the front is disrespectful to that culture."



M. Drell (VI)

Mike Silber (V) believed that his Japanese pottery was not violent.



Courtesy of Communications Department

William Tansey '62 gives a lecture on Career Day.

Mrs. Sullivan said the Alumni Association has considered holding Career Day for juniors instead of for seniors. In collaboration with the administration, the decision was made to keep the program focused on seniors. One reason for the decision was that the goals of Career Day are unrelated to choosing a college. According to Mrs. Sullivan, the majority of Pingry students attend liberal arts colleges, not professional schools.

Mrs. Sullivan added that in a questionnaire, seniors have given a "resounding no" to holding Career Day in the junior year.

Next year, Mrs. Sullivan and her team hope to add lectures on entrepreneurship and politics to the mix.

Student reactions to Career Day were mixed. Noah Mamis (VI) said, "Even though it was informative, I felt that on the whole it left much to be desired."

Chelsea Blacker (VI), however, said, "It was a good starting point to expand my interests from." Andrew Werner (VI) said, "It was an incredibly informative, unique look at the careers available to us."

PEER SCHOOLS HAVE UNIQUE AND DIVERSE SEXUAL EDUCATION

Continued From Page 4

safer sex decision-making.

The junior-year course concentrates on adolescent relationships and love and their impacts on safe sexual behavior. Ms. Davis said she underscores "the emotional, as well as physical consequences, of sexual decision-making within the context of relationships."

Ms. Davis said the school chooses this direction for 11th grade health because they believe that "young people don't have enough avenues for talking about healthy relationships, as well as sex, and talking about sexual decision-making." In general, Ms. Davis said the school offers a holistic approach to health, focusing on safe decision-making when faced with risk-taking behavior.

"We can teach you about ovulation and anatomy, but when you're at a party, you'll need to be able to make quick and safe decisions for yourself," she said.

Ms. Davis said she disagrees with abstinence-only education because "when you talk to kids about the facts of pregnancies and STI's, it becomes clear that abstinence is the best and only safe choice. But it's unrealistic and dangerous to teach abstinence as the only option in today's culture. It's just not the standard anymore."

MoBeard said it does not distribute condoms for fear that parents would become upset. "There is this national misconception that if you give a person a condom, you're promoting sex. Studies suggest the opposite," Ms. Davis said. "Still, it's a controversial move the school is not willing to take."

Ms. Davis added that there is a positive to not distributing condoms. Being comfortable and responsible to purchase condoms, she said, may be an indicator of a student's maturity.

"The longer you can wait, the safer and better sex is because of its physical, psychological and emotional consequences," she said.

Comprehensive Sex Ed. Taught to Forms III and IV

Continued From Page 4

allows students to learn points of view other than those of their teacher. This additional material also teaches students to be tolerant of others' choices about sex.

For freshmen (and sophomores as well this year), the health class becomes interdisciplinary and covers five topics, including date and acquaintance rape and sexuality.

In this class, students research topics on their own after being split into four different groups. The groups research either a topic's role in the media, historical background, legal and statistical information or social views.

Pornography Accusations Don't Affect Student Opinions of Abercrombie & Fitch

By CHANTAL BERMAN (IV)

The clothing retailer Abercrombie & Fitch has been under fire in the last several months for sexual imagery and lurid innuendos in their magazine, the "Abercrombie & Fitch Field Guide." The controversy, however, has not affected the popularity of the company's youth-inspired clothing line at school.

Their advertising tactics have been attacked in several venues. Morley Safer of "60 Minutes" uncovered racial and "sex appeal" discrimination in their hiring policies, while the American Decency Association told CNN that Abercrombie has trampled standards of decency among today's youth. The project website VictimsOfPornography.com even charges Abercrombie & Fitch with promoting underage drinking, recreational sex and chauvinistic behavior.

Abercrombie's board of directors, in turn, have argued that their magazines employ fair marketing techniques and that the recent court ruling that their "Field Guide" be distributed only to 18-and-older buyers limits the breadth of their market and cuts off a huge and vital sector of their customers.

The company boasts a 13 percent minority workforce, which is higher than the na-

CONDOMS ARE NOT DISTRIBUTED HERE

Continued From Page 4

know where to get condoms later on," she said.

Mrs. Childs also said condoms are not entirely effective alone. Without the use of an additional spermicide, she felt that distributing condoms would not be a good choice for preventing pregnancy. And distributing both condoms and spermicide would be far too expensive, she said.

Mrs. Childs added that students should learn to be responsible for their health early in life. "Distributing condoms isn't teaching responsibility," she said. "If students choose to be sexually active, they should get condoms on their own."

tional average for clothing retailers. Michael Jeffries, CEO, explains that Abercrombie sells not merely a brand of clothing, but a lifestyle, and describes their catalogs and magazines as "youthful, lively, and responsible."

Regardless of Abercrombie's marketing techniques, students still wear the clothes. Ashley Ulker (IV) said, "I shop at Abercrombie a lot, and I think the clothes are comfortable. I've never seen one of their catalogs." Lindsay Pounder (IV) said, "I like Abercrombie's clothes, and I don't really have a problem with their advertising."

Matt Laud (III) said he has never shopped at Abercrombie & Fitch, but "the catalogs are awesome. They are advertising genius."

Of the students who do not shop at Abercrombie, most seem to be opposed to the brand name and its cultural significance, rather than concerned about the recent accusations of pornographic advertising. Tai Dimaio (IV) said, "I would never wear Abercrombie clothes myself, but I do like the catalogs. I think they should be free."

Among high school students who are strongly opposed to Abercrombie's advertising techniques, most believe that they are not only distasteful, but also unnecessary. Katie Jennings (IV) said, "I brought my Grandma into Abercrombie, and she was shocked by the salespeople wearing boxers. I just wanted to buy clothes, not look at models." Sam Waterbury (III) said, "Abercrombie is a clothing company. They should market clothing, not bodies."

The same holds true for Abercrombie non-enthusiasts



Courtesy of Abercrombie & Fitch "Field Guide"

A suggestive image from Abercrombie's Spring 2001 catalog.

at other schools. Ben Russo, a junior at Ridge High School, said, "I don't have a problem with Abercrombie catalogs, but I really don't like the brand in general. I think it's overpriced and spoiled." Pete Ford, a senior at Seton Hall, said, "Abercrombie represents everything that is wrong with the retailing business. It sells 'perfect' clothes on 'perfect' people to less than perfect customers. It's taking advantage of customer's insecurities."

Overall, students from public schools are less fervent about Abercrombie as a brand. Kaitlin Kelley, a sophomore at Wallkill Valley High School, said, "The clothes way too ex-

pensive and not worth buying." Amanda Podiak, a sophomore at Chatham High School, said, "I shop at Abercrombie because I really like the clothes, but I hate how some people go there just for the brand name. It's way too expensive for that."

In the controversy between clever brand management and traditional standards of morality, it seems for now that the media attention being showered on Abercrombie & Fitch has, if anything, increased the brand's popularity among youth. Sales have gone up 14 percent since last year, and Abercrombie's CEO is continuing to work hard to ensure that A&F khakis are as popular as ever.

'Once Upon a Mattress' Opens Next Week

By ZARINE ALAM (IV)

This year's winter musical is "Once Upon a Mattress," a comedic production showing from February 19 to 21. The director is drama teacher Mrs. Stephanie Romankow. The cast is made up of 38 students. Main characters are Prince Dauntless (Josh Leight, V), Princess Winnifred (Susannah Bragg, VI), Lady Larken (Alex Holland, VI), Queen Aggravain (Priitha Ghosh, VI), Sir Harry (Steven Horowitz, VI) and King Sextimus (Ted Moller, III).

The story begins with the characters realizing that no one in the kingdom can marry until Prince Dauntless does. And his mother, Queen Aggravain, forbids him to marry.

The setting, according to Mrs. Romankow, is "storybook land in the 15th century."

Mrs. Romankow said she picked this musical because the script and songs made her laugh. She also said she liked the challenge of the physical and vocal comedy the story requires.

Mrs. Romankow has been directing musicals for

six years and said the cast is one of the more talented groups she's worked with. She said it was difficult to pick the lead actors because there are so many gifted students. Still, she said, she is "having a wonderful time working with them."

The best part of the musical, she said, is that "there is a lot of fun dancing, catchy tunes and engaging charac-

ters."

Stage manager Chantal Berman (IV) noted that the musical is loosely based on the fairy tale "The Princess and the Pea."

"It is really funny and everyone should come see it," she said.

The musical is different from last year, according to Mrs. Romankow, in that it is less traditional, funnier and

more offbeat. It is also a different genre of drama.

Courtney Jackson (IV), who plays Lady Courtney, said, "I'm enjoying it. I definitely think it's going to be a great success. It's all very light-hearted."

Jackson said acting in the play is a fun way to meet other students. She is excited that it will be the first musical in the Macrae Theatre.



M. Drell (VI)

Sam Tasher (V) and Teddy Moller (III) rehearse for next week's musical.

ALUMNI ATTEND ANNUAL LUNCHEON

By LAUREN SALZ (IV)

Alumni, seniors and faculty members mixed in the faculty lounge on January 7 for the annual Back From College Luncheon.

Director of Alumni and Parent Relations Mrs. Jackie Sullivan started the luncheon in 1999. The original concept of the luncheon was to reunite Pingry's young alumni. But starting in 2000, current seniors were invited so that they could receive advice from graduates.

This year, event coordinator Mr. David Fahey '99 invited all seniors and all alumni currently in college. Over 100 young alumni attended, and Neil's Nosh provided an assortment of subs that were popular with attendees.

Mr. Fahey said the event was "a good opportunity for people to come back without looking weird in the halls." He said he looks forward to current students coming back from college in future years.

"It was a great time for me to reconnect with my class and see old teachers," said Stephanie DeVos '03, a freshman at Georgetown University who had also come back to the Pingry campus on January 5. She said she felt comfortable walking in the school's halls.

About 20 faculty members attended and mingled with their former students. "It's really amazing to see someone I taught in his sophomore year coming back a college graduate," Upper School Director Adam Rohdie said. "I showed some of these students how to write a five paragraph essay, and now they're searching for a job. It's funny to see how people grow, change and mature."

Mr. Rohdie also said, "Sometimes it's hard to recognize some students. Eighteen to 24 is a pretty big change."

Give 'Heartbreaking Work' A Try 'Girl With Pearl Earring' Movie Falls Short of Chevalier's Novel

By CATIE LEE (V)

What is not to like about an author who recommends that his reader skip 120 pages or even stop after the fourth chapter of a book?

"A Heartbreaking Work of Staggering Genius" begs the question of why the author, Dave Eggers, didn't cut out pages himself. But the book carries the same half-deprecating, half-humorous tone throughout most of it.

A #1 national bestseller when it came out and a 2001 Pulitzer Prize finalist, the book garnered Eggers comparisons to great literary icons like J.D. Salinger. Though Eggers' writing may not yet be as subtle or refined as Salinger's, the book is obviously the product of a talented Gen-X'er.

At 22 years old, Eggers is placed in the unenviable position of caring for his eight-year-old brother, Toph, after their parents die only months apart. The book explores the range of emotions and conundrums Eggers has to deal with in the long-term.

In the memoir, Eggers wonders why his parents died, what values to imbue in Toph, whether he will master the Zen of Frisbee and why MTV won't pick him for "Real World." Eggers makes his decisions by writing about conversations he has with friends, Toph and himself.

Toph adds a refreshing dimension to the book. He is too young to comprehend the true meaning of death, but old enough to realize that it means a major change for his family.

He is innocent, inquisitive and ecstatic at the chance to live with the big brother he idolizes. As Toph grows up, an interesting parallel forms between Eggers, who tries to deal with his parents' death, and Toph, who is in the middle of puberty.

Raising Toph presents Eggers with interesting dilemmas.

At times it is hard to keep track of the numerous charac-

ters in the story simply because of the many plot lines and the sheer number of people that pass in and out of Eggers' life.

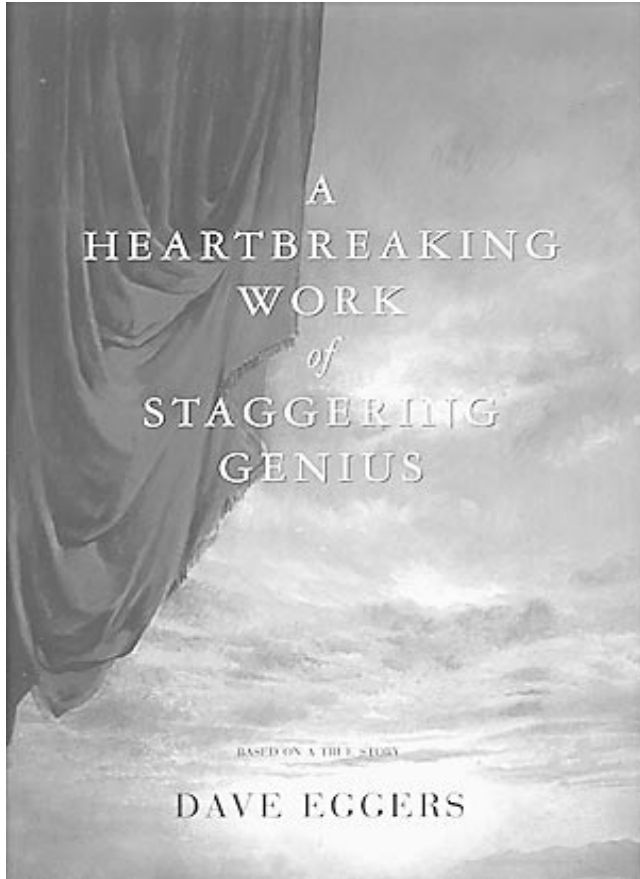
There are love interests, business partners, friends and everything in between. There are liberals, conservatives, free spirits and plain odd people. The diversity of characters ensures that every reader can identify with at least one of them.

The middle is slow and tedious, and Eggers' writing style rambles annoyingly at times. He often overanalyzes in hope

of find irony in his everyday events.

Still, I found this book interesting because I could relate to it. Dave is an ordinary guy just trying to do what is right while having a good time.

Read if only just to understand why there is a drawing of a stapler on page xlv. Actually, there is no reason, it's just because Eggers could. And a picture of a stapler could come in handy — you can't know what types of challenges you are going to face in life.



Courtesy of amazon.com

Dave Eggers' memoir was a 2001 Pulitzer Prize finalist.

By ELANA WILF (VI)

I entered "Girl with a Pearl Earring" with very high expectations. After reading Tracy Chevalier's novel, which the movie is based on, I was anxious to discover how director Peter Webber would film the story I had come to love so much. But the film simply did not live up to the book.

"Girl with a Pearl Earring" is a fictional story about the 17th century Dutch painter Johannes Vermeer's portrait of a young maid. The film hypothesizes over what led to the creation of one of Vermeer's most famous paintings, "The Girl with a Pearl Earring." The maid, Griet (Scarlett Johansson), is required to work for the artist (Colin Firth) after her family is forced into poverty.

The movie can be considered a work of art in itself. The cinematographer, Eduardo Serra, beautifully captures the experience of viewing the piece of art. The lighting and framing of the shots make it seem as if the viewer is actually getting a glimpse into an artist's world, staring at each angle as if the movie itself were a Vermeer painting.

While there is very little dialogue throughout the film, Griet's expressions as she examines paintings and



Courtesy of imdb.com

Vermeer (Colin Firth) adjusts the pose of his model (Scarlett Johansson).

the long silences as she and Vermeer grind paint speak for themselves.

Johansson masters Griet's silence and is able to say more through her acting than Vermeer would have with words. A spitting image of the girl in Vermeer's real painting, Johansson and her quiet, modest expressions astound the viewer. She herself becomes more like a painting than a character.

Griet and Vermeer convey a sense of peace and tranquility that Webber suggests exist in the artistic realm. The energy between Johansson and Firth, who skillfully plays the repressed Vermeer,

demonstrates the relationship between a painter and his subject.

Despite the breathtaking filming and performances, the lack of dialogue and the thin plot are great disappointments in the film. Since it is only 90 minutes long, the film fails to develop a very compelling story.

Those who have read the book will find that many major details were excluded. Some of them could have served to intensify the story's relationships and make the plot more interesting. Overall, the movie does not do justice to Chevalier's extraordinary novel.

Record Staffers Battle Chaos, Confusion In a Fun and Festive Quest for Food and Soy Sauce

By CAROLINE SAVELLO (V)

The Record staff, including Editors-in-Chief Susannah Bragg (VI) and David Spett (VI), Rohan Mathew '05 (hopefully) and Assistant Editor Caroline Savello (V), spent the night of Tuesday, February 10 sequestered in the Record Office.

Spett enthusiastically said the staff was working diligently on the layout and final editing when hunger struck.

Bragg said that after some squabbling, the four decided to order food from Ichiban Japanese Restaurant in Warren. Spett enthusiastically and ardently opposed anything other than Burger King.

Bragg called the restaurant at around 4 p.m. and ordered chicken teriyaki, steak teriyaki, three orders of California rolls, two pieces of tuna sushi and one bowl of chicken udon noodles.

Mathew said Bragg left the office to pick up the food at 4:15 while Mathew, Savello and Spett stayed to continue laying out page 4. At around 7 p.m., Mathew said he received a phone call from Bragg, who had already visited the wrong Japanese restaurant in Basking Ridge (Ichiban is in Warren).

"Susannah's sense of direction is a tad sub-par," Mathew said.

"Rohan told me to go to the Japanese restaurant that had just opened up next to the A&P," Bragg argued. "Clearly there are two restaurants in New Jersey that fit that description, and I feel Rohan should have given me better directions," Bragg said.

"Susannah, as always, you're clearly wrong and I'm clearly right," Mathew purported.

Bragg returned at approximately 5:30 with the food, which totaled \$56.90. Savello said Bragg was visibly upset, adding that the restaurant forgot to include soy sauce with the sushi. Bragg complained of having to dip her California rolls in ginger salad dressing.

Spett's meal, steak teriyaki, came with miso soup and white rice.

Spett immediately encountered problems with the chopsticks, never having been acquainted with anything other than fast food, and proceeded to dig his nose enthusiastically into the rice.

"My big nose hit the rice before my mouth could get there," Spett complained enthusiastically. "I was like

a cat, or a dog, or whatever animal, trying to eat from its bowl."

According to Spett, Mathew, now considered the "Ghost of Record's Past," spent the evening "farting around." Bragg and Savello agreed.

"All night, he was making lewd comments about my soup and making fun of Spett's nose, Bragg's 'heroin chic' appearance and my nose as well," Savello whined.

Mathew agreed but said, "Caroline was too busy slapping me or calling her mom every five minutes to be productive."

Savello disagreed, noting that she designed four pages, though she did admit to unnecessarily frequent communication with her parents.

"YO Caroline, the future of this paper looks great!" Spett exclaimed enthusiastically while bastardizing another young writer's article.

"Spett's dreams of national awards for this paper are going down the drain, I feel," Bragg said.

Mathew agreed and joined Savello in laughing.

A little preview.

BrokenWreckord2004

It's coming...

'Secret Life of Bees' Will Draw Readers

By COURTNEY JACKSON (IV)

As Lily Owens discovers in the home of three black beekeeping sisters, love can be found in the strangest, wondrous, most unexpected places.

Lily's life is centered around the blurry vision of the afternoon that her mother was killed, inspiring her longing for knowledge of her mother. Her endless strife for love, beauty and compassion lead her to embark on the path to a new life.

Set in South Carolina in 1964, "The Secret Life of Bees" by Sue Monk Kidd follows Lily as she escapes from the home of her angry, abusive single father and her deeply racist town with her outspoken black nanny, Rosaleen.

The two travel south to the town of Tiburon. They go there because the town's name is scribbled on the back of a wooden picture of a Black Madonna that is one of the few keepsakes Lily has of her mother.

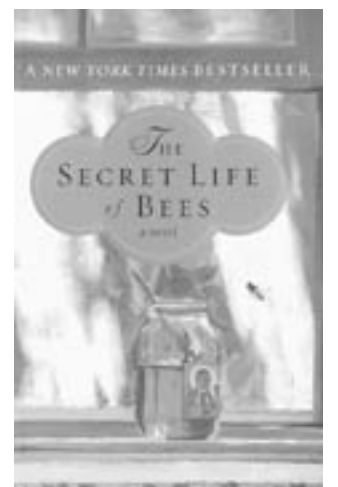
Lily finds a Black Madonna on some honey jar labels at a general store in Tiburon. She seeks out the maker of the honey, hoping to discover the secret of her mother's past.

The true force of divine female power is depicted as all the women, including Lily, come together to face

the difficulties and painful memories in their lives. The novel is an excellent portrayal of self-discovery, as Lily grows into womanhood and comes to know what she wants out of life.

During the 1960's, when racism was rampant, the blacks were labeled, isolated and avoided by most whites. Lily Owens finds her "mothers" within people who finally love her.

Sue Monk Kidd enlightens readers by describing the active, demanding lives of bees at the beginning of each chapter. This is effective because the purpose and behavior of bees tends to reflect upon the nature of the humans in the story.



Courtesy of amazon.com

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Four Winter Athletes Are Nationally Ranked

by Andrew Werner (VI)
RECORD STAFF WRITER

Winter sports teams have four nationally ranked athletes: Drew Blacker (V), Lauren Phillips (VI), Zach Shanaman (VI) and Brian Wilson (III).

In Shanaman's four years wrestling for Pingry, he has garnered more state, regional and national honors than any other wrestler in school history. He holds the school record with over 100 wins and has earned a medal at the last three state tournaments.

Head coach Joe Forte estimates that Shanaman will have over 130 high school career wins. This could put him into the all-time top 20 for wins by a New Jersey wrestler. Currently, he is ranked first in the state and eighth in the nation in his weight class.

Next year, Shanaman will wrestle for the University of Pennsylvania, a perennial NCAA Division I powerhouse. Assistant Coach Tom Keating offered praise for Shanaman, saying, "I've had the privilege of working with him on the mat and in the classroom. He's a hard, goal-oriented worker."

Keating called Shanaman "a fine wrestler and a successful student as well. That's been every bit as satisfying for me as watching his victories on the mat."

Swimmer Brian Wilson, though just a freshman, has



M. Drell (VI)

Lauren Phillips (VI) is one of four nationally ranked winter athletes.

already made a name for himself. He is nationally ranked in six events, including a number two ranking in the 200-yard Individual Medley.

Wilson has been swimming for the past eight years. In addition to his participation on the Pingry swim team, he swims for a club team called the Summit Seals.

Before being sidelined with an injury, Wilson competed in the first few meets and has already broken a number of records. He even broke the oldest Pingry swimming record, beating the 50-yard freestyle time set in 1967.

Swimming coach Bill Reichle is confident in Wilson's abilities. "As a 14 year old, his time in the

100-yard butterfly is only six-hundredths of a second off the time of Olympian and world record holder Ian Crocker when he was 14," Mr. Reichle says. "He's in that same league. He's that caliber of an athlete."

Central to the squash team's success has been junior Drew Blacker. Playing for the past five years, Blacker is now ranked second in the nation in the under-17 division by the United States Squash Racquets Association (USSRA).

During the school week, Blacker splits his time between the school team and practicing for national events. On weekends, he competes in USSRA tournaments across the east coast.

As a 15 year old, Blacker placed sixth in the under-17 division of last season's USSRA National Open Tournament. This fall, he played his way to second place in Philadelphia at the Hunter Lott Championship.

"The more we think about it, the more we want to be Drew Blacker," say fellow teammates Brad Fechter (V) and John Stamatis (V).

The fencing team has come together behind senior Lauren Phillips. Besides leading the squad, Phillips competes on a sabre in national matches in junior and senior divisions. Currently, she is ranked nationally and internationally.

While she trains at school, Phillips admits that "most of my practice comes at club fencing [the Lilov Fencing Academy], three hours per day every day." Phillips' intense work ethic brought her a second place finish in the under-20 sabre division of last year's Junior Olympics.

In addition to a bevy of all-state selections for her Pingry performances, Phillips was awarded the 2003 Sportsmanship Award for Sabre by the New Jersey Interscholastic Fencing Association. Next year she will join the team at the University of Pennsylvania.

Pingry fencing coach Ted Li knows Phillips' performance has a great effect on her teammates. "She's been tremendous in many ways," he says. "She gives the team the wisdom and experience of her time fencing for national events."

Athlete Profile

Sara Springmeyer (VI)

by Caroline Savello (V)
RECORD EDITOR

Varsity Field Hockey player Sara Springmeyer (VI) was named Field Hockey Player of the Year in Somerset County by the Star-Ledger.

Coach Judy Lee said Springmeyer, who led the team with co-Captain Ellis Kelleher (VI), was "the perfect kind of captain: quiet, determined, always getting the job done." Lee also said Springmeyer consistently offered "leadership on the field," setting up scoring opportunities for the rest of the team.

According to Coach Lee, Springmeyer was an important part of the team's victories this year. "The fact that we won to State Finals, let alone got there, was largely due to Sara's ability to take charge on the field," Coach Lee said, adding that Springmeyer always stressed team unification and was "always an unselfish player."

Springmeyer plays field hockey year-round with outside teams and summer camps. During the winter, spring and summer seasons, she plays for the Spirit Eagles, a New Jersey field hockey club. This weekend she is traveling with her team to Pittsburgh for a tournament.

Coach Lee said Springmeyer's involvement in field hockey outside of school has "obviously paid off" and been a significant factor in her performance during the school season.

Over the summer, Springmeyer helped coach younger players at a field hockey camp in her home town of Harding. Every Wednesday night during the winter, she helps coach younger Spirit Eagles teams.

Springmeyer's accomplishments do not end with her most recent Star-Ledger award. This year she was named by the North Jersey Coaches Association to 1st team All Conference, All County and All Area, 3rd team All State for all groups and 1st team All State for the Group I division.

Springmeyer was recruited for her athletic abilities by Brown University. She learned that she was admitted two weeks ago and plans to attend next fall.

"The best part of the team this year was that no one had high expectations for us, so we went in there to have fun," Springmeyer said. "The team grew so close over the season, and it really contributed to our victories."

Cheerleading Has New Faces

by Melissa Loewinger (III)
and Caroline Savello (V)
RECORD STAFF WRITERS

This year's cheerleading squad is in the middle of a successful season, motivating the boys' varsity basketball team to several victories. However, the team did lose several experienced seniors from the fall.

Associate Director of College Counseling Ms. Nia Kilgore is this year's head coach. She began coaching the team during last year's winter season, succeeding biology teacher Mr. Tommie Hata.

Ms. Kilgore's past cheerleading experience includes three years of high school cheering and one year on the college team at Georgetown University.

Ms. Kilgore describes the team as "very cohesive and socially accepting of each other,

which helps and impacts the success of the squad. They are a large group of friends, which makes it easier to work together and learn faster."

Ms. Kilgore attributes the team's growth this year to flyers Liz Gallo (III) and Linsey Cozewith (V). Though the team lacks an adequate number of flyers, Ms. Kilgore says it relies on Gallo's flexibility and talent to "give us a sense of what we can accomplish."

Co-Captains Isa Bacardi (VI) and Catherine Donne (V) lead the 13-girl squad, which has cheered at seven home basketball games so far.

Ms. Kilgore says the girls "are a big, enthusiastic part of the success of those games. When they put their all into it, the crowd becomes excited too."

The squad chose not to participate in competitions this year because it has too many

newcomers. However, Captain Catherine Donne says that for a fledgling team, "We're doing very well, a lot better than I would have thought." She says that several new stunts have been added to the girls' routine.

Donne says cheerleading is one of the most difficult sports at the high school level and that cheerleaders have high rates of injury. "Cheerleading has had to be restricted at the high school level because cheerleaders are getting badly injured," she says.

Ms. Kilgore says she is looking to recruit more cheerleaders for next year's football and basketball seasons. She says she is "very anxious" to recruit males, because they would add significant strength and stunting opportunities to the team. "It would enable us to compete successfully in cheerleading competitions," she says.

The cheerleaders led a school-wide pep rally on January 31. In addition to organizing the competitions of the day and selecting participants from the audience, the squad also performed a routine.

"I think it went really well, despite that the performance was not as difficult as in past years because we have a really new team," Donne said. "However, we were able to do more than I'd expected in a fairly short time, which was impressive. The team has worked hard. I'm proud."



Courtesy of Communications Department

The cheerleading squad roots for Boys Basketball.

Current Sports Records

BOYS BASKETBALL



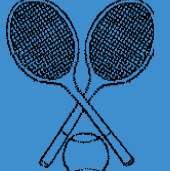
7 - 9

BOYS ICE HOCKEY



4 - 10 - 3

SQUASH



6 - 1

GIRLS BASKETBALL



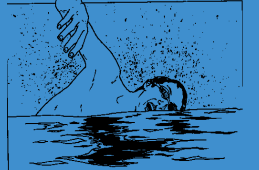
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GIRLS ICE HOCKEY



5 - 5

BOYS SWIMMING



5 - 4 - 1

BOYS FENCING



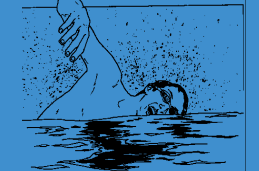
1 - 6

BOYS SKIING



5 - 7

GIRLS SWIMMING



6 - 4

GIRLS FENCING



2 - 4

GIRLS SKIING



0 - 8

WRESTLING



1 - 8