

“Rolling Stone” Columnist Matt Taibbi Visits for Finance Café

By ALYSSA BAUM (IV)

On February 3rd, Matt Taibbi spoke to the Upper School as part of this year’s Finance Café. Mr. Taibbi is a political, financial, and sports reporter for “Rolling Stone” magazine and “Men’s Journal,” a New York Times bestselling author, and a regular on radio and television talk shows like “Real Time with Bill Maher,” “The Rachel Maddow Show,” and “Imus in the Morning.”

As he opened his talk, he explained how he developed an interest in investigative journalism. During the 2008 presidential race, Mr. Taibbi was covering John McCain’s speech about drilling in the Gulf of Mexico in Louisiana when he had an epiphany; he realized he knew nothing about the topics he was covering. After that, he decided that in order to be a reputable

journalist, he had to become an expert in the fields on which he was reporting. Since then, he has extensively covered the 2008 and 2012 elections, the international financial crisis, and what he sees as corruption on Wall Street. These endeavors, among others, led him to be named one of the 35 Most Influential New Yorkers under 35.

Mr. Taibbi spoke to the student body about the mortgage crisis of 2008 in a way that most teenagers could understand. He explained collateralized debt obligations through an interactive demonstration with students acting as bank loaners and homeowners, and compared investing in the housing market to horse racing, claiming that investing in CDOs with AAA ratings is like betting on a horse favored to win the race, while investing in riskier “junk” is like betting on a long shot.



Matt Taibbi spoke to the Upper School on February 3rd. Courtesy of Pingry Communications

Mr. Taibbi also explained that “human beings have a tremendous urge to take short cuts” and described the “fairy tale mentality” that makes people think they can transform something worthless into something valuable by simply snapping their fingers. According to Mr. Taibbi, this mentality allowed people who were unqualified to receive bank loans to obtain them anyway because the loaners were too relaxed about who was allowed to receive money for mortgages.

Spanish teacher Dr. Frances Mecarty-Dunlap enjoyed Mr. Taibbi’s speech. She said, “It was the first time that I was able to understand what happened with the subprime mortgages and how it affected different people in different ways. I didn’t know anything about the situation and the way he used visuals to explain AAA made it very clear.”

Mikaela Lewis (IV) agreed that “Mr. Taibbi made a difficult topic easier to understand” adding that she “liked the interactive portions of the assembly.”

Miss Leslie Wolfson, Economics teacher and Financial Literacy coordinator, thought Mr. Taibbi connected with the students well during his presentation. She said, “I think he did a very good job and fulfilled the mission of the Finance Café very well.” According to Miss Wolfson, the goal of the program is to educate students about personal finance and the financial world, and since the end of the financial crisis is near, she thought, “it would be a good idea to give students some knowledge about what caused the financial crisis because they are all at the age where they are entering the world where they need to deal with finances.”

Career Day for Juniors and Seniors a Success

By NICOLE BLUM (V)

Career Day, which took place on January 27th, featured a slew of Pingry alumni offering career advice and food for thought for juniors and seniors.

The morning began with keynote speaker Alan Berger ’68,

who discussed his career trajectory, culminating with his current job as a Hollywood talent agent at the Creative Arts Agency.

Unlike last year, this year’s keynote presentation was more informal. The Headmaster conducted a sit-down interview with Mr. Berger, and a video was

shown detailing the Creative Arts Agency.

“I thought Mr. Berger was more captivating than the speaker last year. It seemed like his profession was more inclusive of many different types of areas,” Ryan Campbell (VI) said.

Following this introduction, the students went to different locations around the school to attend three different lectures on professions of their choosing. Students’ selections ranged from Psychological Services to Finance to Visual Arts, among many others. The speakers were Pingry graduates of all ages, from Mr. Gordon Sulcer ’61, who is the head of a sports marketing agency, to Mr. Grant Palmer ’09, who is an independent hip-hop artist.

Seniors were glad to find that the Career Day coordinators had taken “our advice on some of the presenters last year and gotten unique people,” Campbell added.

Naturally, most students found that their favorite panels were those that lay within

students, as his favorite panel. “The presenter made it really fun and it seemed like he enjoyed his work,” Flannery said.

Applied Science and Finance were also widely attended. Sydney Li (V) said of the two fields, “I really admired what the alumni there did. They gave pretty good advice on how to transition from high school into college, and even from college into a job.”

For next year, many students agreed that they would prefer to attend more than three sessions. Flannery said that he wished to see a greater “variety of topics,” as well as “more networking opportunities to help us get jobs and internships.”

As in past years, some seniors complained that attending Career Day both senior and junior year is repetitive. Jamie Ogden (VI) said, “The three sessions I was assigned this year were exactly the same as last year, so I ditched my schedule and went to the ones I was most interested in learning about.”

Betty Li (VI) summed her

Students Enjoy Snowball Dance at Dolce

By DEREK HSUE (IV)

On Saturday, January 28, students gathered for an evening of dancing and dining at the Dolce Hotel & Resort in

Other aspects of the night, like drinks, food, and music, were also well received by the students. Julian Rajan (IV) said, “I was impressed with the drink selection and the



Seniors R. Wynne, L. Barker, M. Higgins, and H. Skinner before the dance. Courtesy of M. Higgins (VI)

Basking Ridge for Snowball 2012.

As always, the event was highly anticipated among Pingry students. The hype for the annual semi-formal began just before winter break, when student government announced that this year’s event would be held at a brand new location, the Dolce Hotel. Previously, the dance was held at the Martinsville Inn in Bridgewater.

“The Dolce was much nicer and more luxurious,” Louie Montegudo (IV), sophomore class president, explained. “The higher ceiling made the space feel not as tight, especially on the dance floor.”

The overall reaction from the students about the location change was pretty positive. “There was a lot more space so it was more convenient to get around,” Natalie Gilbert (IV) said. “I liked the change.”

speed and quality of the bar service.” Connie Wang (VI) agreed, adding “everything tasted great, especially the pasta and ice cream.”

Sam Ricciardi (V) added that while “the sliders were White Castle quality, the ice cream sundae bar stole the show.” He also remarked that the DJ played “mostly top 40 pop music with a little Dubstep and house music infused in.” Because of the highly energizing and exciting music, many students, particularly the very enthusiastic and animated upperclassmen, stayed on the dance floor all night.

Overall it was an enjoyable night that both students and the organizing student government were happy about. Student Body President Marisa Werner (VI) said, “This was my last Snowball, but I’m glad it came out as well as it did.”



Juniors H. Eicher, J. Shahar, and C. Rotatori participate in a presentation on Career Day. Courtesy of Pingry

their personal areas of interest. Andrew Zola (V) explained that Medicine was his favorite because he is “thinking about going into the field, and the doctors who were there were hilarious.” Ellis Flannery (V) specified Marketing, also popular among

experienced up by saying, “Career Day is about trying something new, even if it’s something you’re not sure about. All the speakers are really passionate about their professions, and it’s important to listen with an open mind.”

Inside The Record



Courtesy of Mrs. Asch

On February 23, 24, and 25, the Drama and Music Department performed “Little Shop of Horrors.”

Entrepreneur Extraordinaire

Alumnus Seth Flowerman ’04 has been spinning ideas into gold as a highly successful entrepreneur. P4.

The Verdict Is In

The results from the Honor Board fictional case exercise are relayed and analyzed. P5.

Taibbi-Gate

Kasia Axtell (V) gives her take on the Matt Taibbi “controversy.” P2.

Starlet on the Scene

Halley Wegryn Gross ’04 is carving out her place in Hollywood as an actress. P4.

Blueprints for a New Era

Planning for a new athletic center and field house is underway. P6.

Lapping the Competition

The Varsity boys’ Swimming team storms into the Meet of Champions with a perfect 11-0 record. P8.

Sections

Roll Out the Red Carpet

Ellen Cahill (V) gives the rundown on the favorites to take home an Oscar at this year’s Academy Awards. P4.

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EDITORIAL

Lessons Learned from "Downton Abbey"

Okay, I'll admit it. I'm a sucker for period dramas. First it was "Mad Men," then "Boardwalk Empire," and now, I'm stuck on "Downton Abbey." In case you haven't caught the fever (or should I say, Spanish Influenza?) Downton Abbey is a British television drama depicting the aristocratic Crawley family and their servants during the early 20th century. Now airing in the States on PBS, "Downton Abbey" has attracted a devoted cult following in both Britain and the US to whom each 90-minute episode is an exciting departure to the conservative "great houses" of Britain.

Amidst the salacious story lines, lavish costumes, and terrific performances, I've managed to take away a few key lessons that I think all of us would benefit from, whether we identify more with the aristocrats upstairs or their servants downstairs.

First, back then, crises seemed to happen to everyone, not just the rich. In "Downton Abbey," this pattern manifests itself when both the nobility and the servants are sent into battle during World War I, and later when Spanish Influenza strikes the whole household. In the Battle of the Somme, a servant even sacrifices his own life to save his lord's in a final act of loyalty. Nowadays, it seems we're constantly being pitted against each other rather than working together to solve common problems – Occupy Wall Street, anyone?

Another theme that the makers of "Downton Abbey" have emphasized is that even if they aren't affluent, the people downstairs are just as important as the ones upstairs. They're given equal airtime and dignity and their plot lines are just as serious as those pertaining to the aristocratic family. Lately, it seems our own Pingry community is struggling with selfishness in this regard. From cafeteria cleanliness to the general lack of respect for each other that Vinita Davey (V) noted in her op-ed, it seems everyone at Pingry would benefit from a reality check and a reminder that we're all equal here, and each of us deserves fair treatment.

Finally, I think "Downton Abbey" has established something that many educators might not be eager to accept – there is a place for television in the classroom. I'm not talking about watching "Keeping up with the Kardashians" as educational material in American Perspectives. But in a class like Euro/Brit Lit, "Downton Abbey" could be a very practical supplement to the curriculum. Euro/Brit Lit classes already read "Remains of the Day," which covers much of the same subject matter over a similar time period. But I don't think anyone would disagree that "Downton Abbey" makes the same substance exponentially more interesting. And who could argue with adding supplementary materials that make seniors more engaged?

"Downton Abbey" has something for everyone: war, romance, class conflict, scandal, you name it. But for me, its greatest offering is something different: perspective. My own personal fears are mostly focused on the future – where I'll go to college, what my career will hold, whether or not I'll be successful – just like many of the Crawleys' conflicts throughout the series. Yet theirs are much more far-reaching, with repercussions that symbolize a microcosm of the impending destruction of a centuries' old social order. The dignity, valor, and self-sacrifice embodied by so many of the characters reminds me how small my problems are in comparison, and how selfish. In one scene, Dame Maggie Smith, as the acidly hilarious matriarch Lady Grantham declares, "I'm tougher than I look." Thanks to "Downton Abbey," I think I've learned that we have to be too.

—Roxanne Feitel

Eschew Contempt: Let's Clean Up Our Act

By VINITA DAVEY (V)

I like to believe that we are all at Pingry because we believe that the accumulation of knowledge is an important, formative piece of our adolescence. We've all heard faculty speakers who talk about how lucky they feel to be at a school like ours. They've noted how the incredible atmosphere of respect, honor, and love of learning sets Pingry apart from other schools.

Yet, a recent event has made me recall faculty speakers who observed the degeneration of expected mutual respect between students and teachers. Last year, Mrs. Newman and Mrs. O'Mara spoke about how multiple episodes of students' blatant disrespect towards them hurt deeply. Why doesn't our pursuit of knowledge consistently translate into respect for those whose duty it is to impart that knowledge to us? Why must we witness rude

acts on a daily basis?

Last week, this situation came to a head for me. While taking an AP U.S. History test, my class was distracted several times by a crowd of rowdy freshmen who were pushing each other, yelling, and screaming outside of the classroom. It took my teacher around five minutes and multiple requests to get the freshmen to actually stop and quiet down.

Witnessing that act of contempt towards the teacher's authority bothered me a lot. Not only is this teacher an esteemed member of the faculty, but he also was just looking out for all of the students in my class. This type of situation is not an isolated instance, but something that happens on a

frequent basis. The fact that this kind of incident occurs in a place where we pride ourselves on being mature, intelligent individuals shows that our generation has a lack of respect for those who have come before us.

We learn history in school because it is a generally accepted idea that by learning about the past, we can change society and create a better future. However, "Generation Me" seems to forget that the past holds the secret to the future. We forget that our teachers and parents have something worthwhile to say. We also tend to forget that the technological luxuries we enjoy every day

come as a result of the work of our previous generations.

I'm not saying that we should respect teachers simply because they happen to be older than us, but rather we should respect them because they have more perspective and wisdom. By sharing their experiences and helping us cultivate our minds, our teachers are preparing us for our futures.

Unlike those in other professions, most teachers don't teach for the money they earn, but for the desire to make at least some small lasting impact on us as the next generation of leaders. Our teachers are here every single day in order to make a difference in our lives and to impart the wisdom they have gained in all of the years that they have been alive. Next time you push past a teacher in the hallway without saying sorry, or continue to talk after your teacher has repeatedly asked for silence, remember that fact.

Brewing Up Controversy Where There Is None

By KASIA AXTELL (V)

Although I'm putting myself at risk of sounding ill-informed by saying this, I admit it: I had never heard of Matt Taibbi until my Economics teacher, Miss Leslie Wolfson, mentioned him in class before he came to give his presentation.

I hesitate to admit that I didn't know who Mr. Taibbi is because it seemed like everyone else already

did. In the few days before the annual Finance Café, I heard words like "controversial," "outspoken," "outrageous," and "legendary" being thrown around in the halls. I started to wonder who this guy was, and did a little research to find out.

As it turns out, Mr. Taibbi is indeed a frank, confrontational man, and I understand why some people felt that they would be uncomfortable hearing him speak. But I think some people were being a little *too* dramatic.

As I exited the auditorium after Mr. Taibbi's presentation, I couldn't help but wonder what

all the fuss was about. His presentation had clearly been broken down to basic facts; the most controversial point he made was that it's a bad idea to sell subprime mortgages to "potheads."

(A subprime mortgage, by the way, is a loan made to someone

economy affects us all, and the students are entering a world where the financial environment in our economy has changed, and they need to be familiar with this environment."

I believe that we all have something to learn from a person

were they afraid of? That he was going to – Heaven forbid – tell us the *truth* about Wall Street?

Mr. Taibbi was not brought here to point fingers at anyone, nor was he here to feed us false information. He came to simplify the overwhelmingly complex



K. Leib (VI)

who is not likely to stick to his repayment schedule, and, thus, is charged higher interest rates to compensate for his lack of credibility. It's a term I've heard used frequently in recent years, but could never define until Mr. Taibbi explained it during his presentation).

In fact, Mr. Taibbi's explanation was so clear, he met Miss Wolfson's goals in inviting him to speak to us in the first place. As Miss Wolfson put it, "He achieved the mission of the Finance Café, which is to educate our students about financial issues and the economy. The

like Mr. Taibbi. Who cares that he uses obscenities in his writing? It's not like we don't hear offensive language on a daily basis. And who cares that he singles out prominent political and financial figures? His information is supported by factual sources, so he must be citing them for a reason. By stating his opinions as bluntly as he does, Mr. Taibbi provokes intellectual discussion and thought amongst people of all ages.

So how can anyone argue that he shouldn't have been invited to speak at Pingry? Why were some so riled up over the idea? What

concept of the 21st century banking crisis for students, faculty, and parents alike, and he succeeded. The assembly may have been disappointing in its factuality

and neutrality, but that did not make it any less informative. Personally, I enjoyed the presentation and found myself understanding the current status of the economy and how it got to be this way better than ever before.

I hope we've all learned from this experience that things may not always be as they seem, and that people are not always who we expect them to be. It's funny, actually, because that's precisely what Mr. Taibbi makes his priority: tracking down those situations, and, more importantly, exposing them.

Take a Look at What I'm Wrestling With

By MATT FROMM (III)

I'm no Neanderthal. I've never been a super athlete, never branched a 6-pack, never dated a Queen Bee. If you can imagine a bunch of teenagers sitting in a room together, I'm not the one hogging the pull-up bar or doing one-handed push-ups with his shirt off. I've never really considered myself a jock.

But there was one sport that required intense physical drive: Wrestling. It sounds ridiculous. If this kid doesn't like getting beaten around, what is he doing strapping on a singlet and inviting a man-child with zero percent body fat to pin him to a mat?

If you didn't cringe when you read that you've either never watched a match or you're Arnold Schwarzenegger. Wrestling is probably the world's oldest sport.

Animals do it. I saw a couple of alpha male elephant seals go at it during winter break on the California coast. They drew blood, until one of them slunk away. In wrestling, it's you vs. him. Mono mono. And only one of you is going to get up from the mat smiling.

Despite this, there is a small contingent of people who find the good in it, and I fall into that category. Two years ago, on the first day of winter sports, I was walking to the basketball courts and, my friend Ken, who knows the ins and outs of Pingry better than I do, came up to me and said, "Hey Matt, Stevenson (a senior) told me basketball sucks. Let's go to wrestling." Thus began my career.

I entered wrestling after having played three years of low-level hockey. During that period I amassed three or four concus-

sions. The deal with my pediatrician and parents was basically to wrestle until I got a concussion. Not that it was necessarily going to happen, but if it did, I needed to know that five concussions would mark the end of my time as a wrestler.

But first I had to survive opening week. Initially, wrestling was awful. My legs were shaking, my stomach was functioning more like a punching bag than a bodily organ, and my confidence had fallen off a cliff. The first kid I ever wrestled pinned me in 19 seconds, and my teammates and I named him "The Ax Murderer." You didn't think he was going to pin you; you thought he was going to take you to his home planet. After that match, I figured my

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Absorbing the Big Lessons from My Last Career Day

By SARAH PARK (VI)

With only four short months left of my high school career, it is inevitable that I have started to think about my future and what I want to do with my life after college. Like many of my peers, I don't have a clear idea of what I want to do yet.

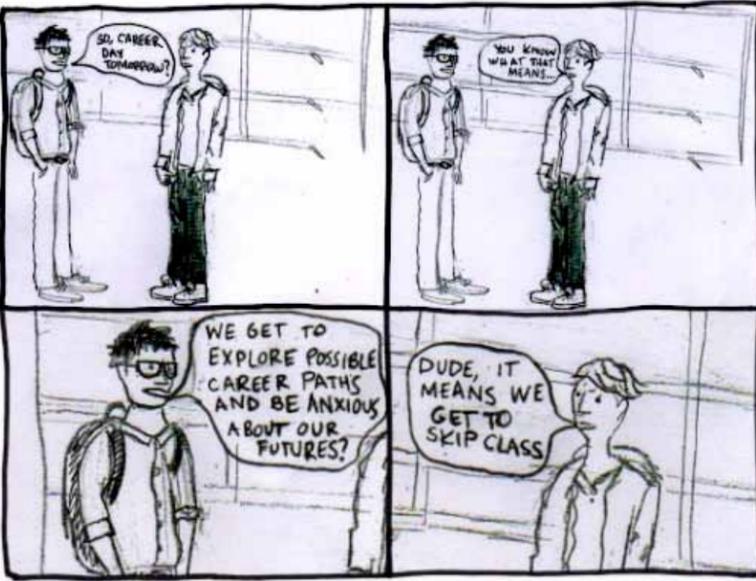
Although Career Day didn't point me to one definite path, it was infinitely more valuable to me this year than when I attended as a junior. Last year, my vision of the future was limited to finishing junior year alive. I was in no mindset to think about my life beyond college when I had things like APs and SATs to worry about, but this year, Career Day was different. Not only was I more engaged in the sessions and therefore able to gain more information from them, but they also imparted some beneficial advice that I

hope to take with me into my future endeavors.

I left the Entrepreneurship Career Day session feeling inspired, motivated, and excited. The three alumni, Seth Flowerman '04, Joseph Essensfeld '97, and Matt Strangfeld '02, made me realize that the ideas I have could actually become reality one day. Although

it is difficult to envision, at one point all three of them were where I am now — a senior at Pingry trying to figure out what to do in life. Although there are hundreds of failures for every success story, I couldn't help but leave that session with feelings of hope for my future. There is no denying that Flowerman, Es-

senfeld, and Strangfeld are all extremely bright and talented, but they aren't supernatural human beings — just normal people who had the passion and willpower to execute their ideas. Something that all three of them continued to emphasize was that if you believe in and are passionate about what you are doing, success will follow.



K. Leib (VI)

They stressed that success isn't strictly limited to financial success, but also to happiness and overall well-being. That is the greatest piece of advice that I took away from Career Day.

My other two sessions, Visual Arts and Finance, reinforced the same idea. Kelly Peeler '06, an analyst at J.P. Morgan, starts her day at 6:30

A.M. and doesn't get off of work until around 9:00 P.M. On a typical day, Peeler often goes out after work to give free consulting advice to friends. On top of her busy schedule, Peeler managed to make time to come in to speak to Pingry students because she wants to be able to share her passion for finance with others. Although it is something that I have heard countless times before, it wasn't until Career Day that I realized how important it really is to love what you do. Peeler even admitted that she probably would not be able to handle her challenging schedule if she didn't feel passionately about her job and the financial world in general.

Given the events of the last

few years, I believe that many of my peers think as I do that today's society puts too much emphasis on monetary success. As we all witnessed in the 2008 financial crash, the insatiable greed for money almost led to the meltdown of not only the American economy, but the global one too. I think it is important to remember that money isn't happiness, although many often link the two together. Rather, what's really important is finding something that you — not your parents or your friends — love, and pursuing it.

As I near the end of high school and approach the start of the "rest of my life," I hope that I can find that something I love, whatever it may be, and maybe even come back to Pingry one day to talk about it.

EDITORIAL

What Really Matters

If you sit through an average form meeting, you would probably get the impression that everyone at this school is a troublemaker who gets a kick out of breaking the rules. There is always some admonishment from the administration about some problem that we are causing or some line we are crossing, and how we are doing it out of malice and disrespect to each other and the school community. The truth is, though, that most of the "horrible problems" are not really that terrible. People are being scolded for leaving campus four minutes early, eating outside the cafeteria, or untucking their shirts — not dealing drugs on school grounds, starting fights, or anything seriously troublesome and wrong.

I do not bring this observation up to point out how we are overreacting to the problems we have at our school, but to instead to show how amid all of this need to berate and scold us over any number of issues, we tend to completely overlook what we do right. We can easily forget that we are actually kindhearted and supportive people, who naturally abide by the qualities detailed in the Honor Code. There are genuinely wonderful people here, people who help others without needing to be applauded for their efforts. If you do not believe me, hear my story: recently I have come across these qualities firsthand.

Back in January I received a surprise gift for my 18th birthday: appendicitis. After going through surgery and beginning my recovery process, I had to miss multiple days of school before I could be healthy enough to come back. Along the way, I was missing tons of work, just as the most important semester of my school career was ending, and it was hard to manage catching up with actually getting healthy. The timing could not have been worse.

Without asking though, my friends and teachers were there to help. When they heard about the surgery, my friends made sure I got the notes and got caught up, and then made sure when I did come back that I was getting around just fine and could handle the workload on top of it. My teachers were also extremely accommodating, extending deadlines and assignments and making the time to help me go over what I missed, even at what was a busy time for them as well (the closing of first semester). They even managed to keep checking in on me to see how I was recovering.

My coaches and teammates were there for me at a tough time, too. Not just my senior captaincy season, but also my wrestling career ended with that surgery, yet the team around me let me know how important of a role I still had with them for the remainder of our season.

And then, when it all seemed like life was getting back to normal, I found out that my dad needed surprise open-heart surgery. It was stunning and frightening to say the least, but I also did not know who to tell or who to talk to. I was not sure if I even wanted anyone to know about it, but then I decided to let a few of my closest friends know and then figured whatever happens, happens.

They took the initiative to inform all of the people that cared about my family and me about what was going on, and since then, the overwhelming support for not just me, but even my dad—who many of my friends, teachers, and school acquaintances do not know personally—has been incredible. I truthfully did not think at first that I needed the support. I was handling the situation well, and I usually hate the idea of receiving sympathy. But honestly, you have no idea how nice it felt to receive the genuine support and help of people that not only I know well, but also ones that I would not have expected to come through.

My experiences were a wake-up call of epic proportions for me, but it would be a shame if you did not gain from them too; do not forget to appreciate the kind of people that we actually have in this community, both students and faculty. The people at this school care about you, and they care about each other. If you see this, you will understand why asking people to clean up after themselves in the cafeteria is not being picky; it is asking us to respect that our community members are there for us by not taking advantage of them and having them clean up our messes.

Do not take lightly how supportive this community can be when the going gets tough. Do all of us here make mistakes? Sure. Do we talk too loud at the couches, or text during assemblies? Yeah, sometimes we do. But before you feel inclined to look around and wonder where all the respect and thoughtfulness went, realize that it still is there, as strong as ever before. And if you ever find yourself in a tough situation, I guarantee that you will see it for yourself.

—Dan Abend

Diversity: It's More Than Just Race and Religion

By BEN KAMINOFF (IV)

If you asked most Pingry students what they thought about diversity, they'd probably tell you we're extraordinarily sensitive and that our community is very understanding of others. They might also say that diversity is an overwhelmingly important part of our global society. However, do students actually understand what diversity is and why we need it?

Along with seven other Upper school students I recently had the opportunity to attend the Student Diversity Leadership Conference, sponsored by the National Association of Independent Schools. While I thought that Pingry did address issues of diversity before this

experience, I can truly say that the conference "opened my eyes" to a multitude of different perspectives on diversity and on society in general that I had not previously thought about. The conference educated me about the complexity of diversity that many of us tend to neglect.

Diversity, the presenters stressed, does not just involve race and religion. In fact, there are over eight core cultural identifiers that encompass diversity, including ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

Recognizing and respecting the wide variety of the core cultural identifiers people feel an affinity with is crucial.

At the conference I was

taught about ageism—prejudice or discrimination based on an individual's age. Students need to be cognizant of ageism through understanding and respecting the fact that their teachers have grown up in a different generation and may be less technologically adept than we are. Another thing that members of our community need to be mindful of is that not all Pingry students are on the same economic footing and may not have the same resources as others to succeed.

As a community we have an ethical and moral duty to accept and respect people who are different from ourselves, and we need to follow through with that responsibility. Tolerating other's cultural differences involves the Golden Rule: "Treat others how you would like to be treated." Students should adhere to the Golden Rule in spite of the differences between one student and the next.

One aspect of school culture that we need to change involves the way students often make cultural and ethnic "jokes" towards one another as a part of everyday conversation. The Honor Code states that students "should honor the rights of others, conducting themselves at all times in a moral and decent manner while at Pingry and throughout their lives as citizens of and contributors to the larger community of the world." When making these jokes, students do not abide by this clause in the Honor Code. While these jokes may seem silly and insignificant, they can be hurtful.

By the same token, keeping the cafeteria clean is another part of being sensitive to diversity. As others have argued, we need to show respect for those who work in our community, and not expect to have them pick up after us.

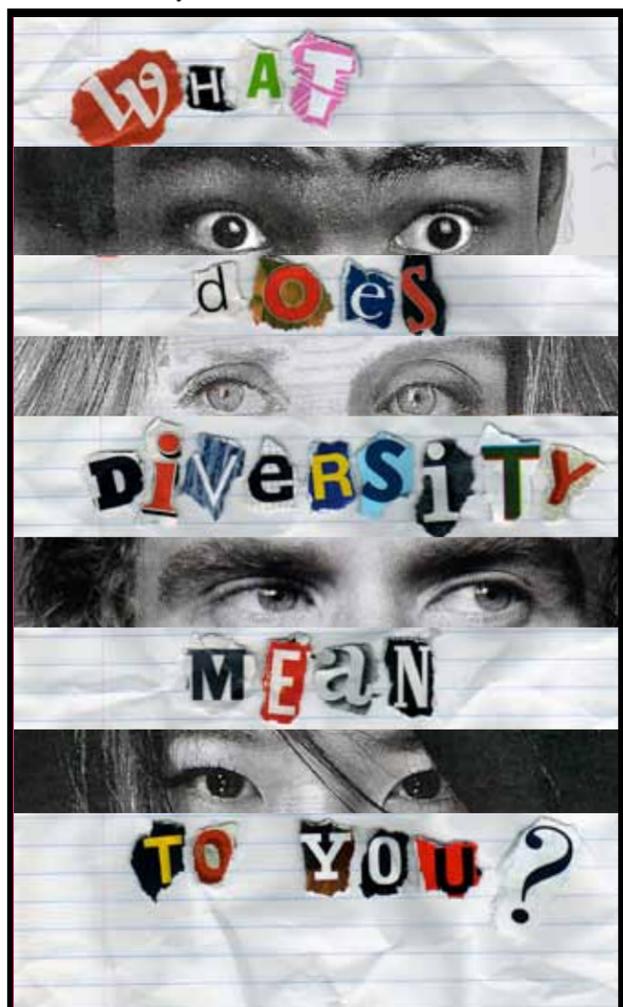
Recognizing and respecting these differences among people

at Pingry is only half of the solution. Community members should also be more willing to work with those who come from different cultural backgrounds. By experiencing and accepting diversity, we are preparing ourselves for our futures outside the "Pingry bubble." The world is made up of people from unique cultures and backgrounds, and we will encounter these people no matter what path in life we choose to take. Furthermore, interacting with only culturally similar people today will cause us a rude awakening later on in life.

By learning from people with different upbringings than ours, we can reach a common goal together. An unknown author who was quoted at the conference said, "Great achievements are not born from a single vision but from the combination of many distinctive viewpoints. Diversity challenges assumptions, opens minds, and unlocks our potential to solve any problems we may face." Education and progress stagnate when there is only one viewpoint at the table.

Through accepting diversity, learning from people who are different, and working with people who are different, our community is capable of doing anything. While I was at the conference, I learned a lot of different ideas and beliefs from a diverse group of people with different perspectives. My experience at the three-day conference probably taught me more about the world than I typically learn in a one-month period at Pingry.

I am not asking you to make friends with everyone at school, but I do ask that you try to accept everyone and celebrate the things that make them unique. Learn something from someone who is different than you are in any way, because it will truly allow you to think differently and prepare you to be a member of the greater global community.



The above image was created by Kate Leib as a poster for the SDLC Art Competition.

Seth Flowerman '04 Pursues His Own Entrepreneurial Ventures

By VINITA DAVEY (V)

Seth Flowerman '04 followed his dreams from a young age, and now it is paying dividends. An entrepreneur since high school, Mr. Flowerman has turned many of his ideas into extremely successful companies.

A Pingry "lifer," Mr. Flowerman started down the path of entrepreneurship at the age of sixteen, when he started his own business, Career Explorations, a program that sets up high school students with summer internships.

Mr. Flowerman was inspired to start Career Explorations, based in Morristown, New Jersey, after interning at a financial services firm in London during the summer following his sophomore year. Inspired by the lessons he learned

that summer, Mr. Flowerman created Career Explorations so that other students "might also have the opportunity to gain experience in the business world." Career Explorations pairs high school students with custom month-long summer internships, and provides mentors for motivated students in any field that they are passionate about.

While a student at Pingry in 2004, economics teacher Miss Leslie Wolfson encouraged him to enter a nationwide entrepreneurial contest with his Career Explorations idea, and he won the award for Junior Achievement International Student Entrepreneur of the Year. By the end of his senior year Mr. Flowerman began to see entrepreneurialism as a viable career even at his age. "Pingry helped



provide me with the confidence to see that age is just a number and that ambitious goals are possible at any age with hard work and focus," he said.

After graduating from Pingry in 2004, Mr. Flowerman earned a B.S. in Applied Economics and Management from Cornell University in 2008. He went on to receive a M.B.A. from the S.C. Johnson Graduate School of Management at Cornell University in 2009. Even as a student however, Mr. Flowerman kept pursuing new ideas; when he was

a senior at Cornell, he founded Vertex Academic Services, a test preparation program in Manhattan.

Mr. Flowerman has been recognized for his entrepreneurial success multiple times. In 2007, he was named one of Kaplan's Most Promising Campus CEOs, in 2008, BusinessWeek named Flowerman as one of its top 25 Entrepreneurs under 25, and that same year, he won the Global Student Entrepreneurship Award for Social Impact.

Mr. Flowerman's explanation for all of his success is his experiences learning from others. "Opportunities in business education and interactions with peers, fellow entrepreneurs, and mentors are what have helped me succeed and thrive as an entrepreneur," he said.

In addition, he believes that actual hands-on experience provides the most valuable and necessary lessons for a young entrepreneur. "There is no substitute for rolling up your sleeves and learning through the challenges of running a business or leading a team toward a common vision," he said.

Mr. Flowerman is more than happy to come back and talk to Pingry students about his great success as an entrepreneur, providing them with invaluable advice through discussions. One piece of advice he offers to high schoolers is "be proactive in your career," adding, "Whatever you choose to pursue, pursue it passionately and be accountable for making things happen," he said. "Never sit and wait for an opportunity to come your way."

Halley Wegryn Gross '04 Acts on "Gossip Girl," "Law and Order:SVU"

By ALYSSA BAUM (IV)

Ms. Halley Wegryn Gross '04 is living the dream of most young girls. As a Hollywood actress, Ms. Gross has been in movies such as "The Missing Person," (2009) "The Babysitters," (2007) and "Lying," (2006). As a television performer, she played Wanda in an episode of the 2006 NBC series "The Book of Daniel," and has made appearances in popular shows such as "Law & Order: SVU," "The Good Wife," "Gossip Girl," and "Law & Order: Criminal

actress. "I've gotten to have adventures traveling around, living in places I might never have otherwise seen, and you get to play dress up and get your makeup done," she said.

Ms. Gross began her acting career while she was at Pingry. As a student at the lower campus, Ms. Gross saw the film "The Addams Family" and decided that acting was something that she wanted to pursue. She got an agent at age nine, at twelve years old landed her first television gig, and was cast in her first off-Broadway play when she

decided to go to graduate school to get a degree in Dramatic Writing, during which time she worked very little as an actor. "I think it's important for anyone in the film industry to have something that keeps you from putting all your eggs in any one basket," she said. Ms. Gross earned her MFA from the Dramatic Writing program with a focus in television writing at NYU Tisch in 2010.

Although she loves her job, Ms. Gross has no problem admitting how difficult it is to support herself in the acting industry. She stressed the importance of having career options besides acting in case the future does not unfold as planned. "You need to really understand that it is a tough, mean business, and if you can do anything else, you should," she cautioned.

Reflecting on her experience in the entertainment world Ms. Gross had some advice for any aspiring actors in the Pingry community. "It will be incredibly difficult to get your footing, to be noticed amongst the throngs of other eager new actors," she said, adding, "You have to know that people will comment on your weight, on your personality, on your look with no sensitivity."

She also said, however, that if that information doesn't deter you from acting, "You should go for it." According to her, if you stick with it, "being an actor can be a very fun life."



Halley Wegryn Gross '04, far left, on the set of Gossip Girl. Courtesy of Ms. Gross

Intent."

What Ms. Gross loves most about the entertainment industry is that she is able to meet so many interesting and talented individuals. In addition, she enjoys the life that comes with being an

was fifteen.

After graduating high school, Ms. Gross went to college at the NYU Gallatin School of Individualized Study, where she focused on writing. After graduating from college early, she de-

Dr. David Rothschild '98 Analyzes Data for Yahoo! Research

By MARIEL KENNEDY (VI)

The career of Dr. David Rothschild's '98 is typified by the

interested in the humanities. For this reason, he decided to attend Brown University, where he was able to pursue a double major,



atypical: as an economist for Yahoo! Research, Dr. Rothschild has the opportunity to pursue his own projects with no immediate deadlines or academic limitations. Using data stored by Yahoo!, he gathers and analyzes data to forecast upcoming events and individual behavior. He then writes articles about his predictions across the Yahoo! platform.

His techniques for forecasting include using tweets to gauge public opinion on controversial topics. His work helps to optimize the way Yahoo! shows ads and creates content.

Although Dr. Rothschild seems to have found his niche, his career, he emphasizes, didn't follow a straight line. "It was not easy figuring out a job path that was not obvious," he said.

As a junior in high school, Dr. Rothschild was certain he wanted to go into engineering. "I enjoyed the mathematical challenge and problem solving component of engineering," he explained. At the same time, he was also

graduating with both a B.S. in engineering and a B.A. in History.

Dr. Rothschild stressed the importance of "taking classes that prepare you in different ways and provide a well-rounded education." He felt that "Pingry prepared me well for college and for life" by exposing him to such a wide range of subjects and allowing him to develop varied interests.

While in high school, Dr. Rothschild volunteered on political campaigns for the Democratic Party outside of school. Later, he participated in politics at Brown, earning a summer internship at the White House during his freshman year. Following college, he spent a year in Texas garnering support for a Democratic candidate.

Although he knew politics would not be his ultimate career and he expected to eventually attend graduate school, Dr. Rothschild emphasized, "My experience working on a campaign after college was a great oppor-

tunity to pursue an interesting and meaningful life experience. It is important to take the time to do what you enjoy when you are young because it may help you later in your career."

After working on the campaign trail in Texas, Dr. Rothschild moved to Washington D.C. where he founded a firm which provided consultations and logistics for Democratic candidates. At the same time, he took economics courses. He saw that through pursuing economics, he could engage all of his interests, from problem-solving to politics. Ultimately, he decided to pursue a Ph.D in Applied Economics from the Wharton Business School at the University of Pennsylvania. He graduated from Wharton in May 2011, joining Yahoo! Research that summer.

Dr. Rothschild finds his work challenging but ultimately rewarding. "It is great to love going to work," he said. "With my articles, I have the opportunity to engage the academic community as well as the masses. I get a quite a rush from the immediate impact of my work."

Some of Dr. Rothschild's articles have received as many as 1,000,000 page views and 10,000 comments. He attributes his success to his own drive and self-motivation.

"I work in a job environment where I don't have to deliver much to my boss," he noted. "I work hard because I am working in a field that I love."

Dr. Rothschild advises students to, "Pursue what you love at all stages of your life. You might form a really rewarding and unexpected career path as a result. Worst case scenario, you move on!"

Juniors and Seniors: Where do you see yourselves in 20 years?



DYLAN SUN (VI)

"Hopefully I'll have started my own business."



KATHERINE THOMAS (V)

"Traveling the world!"



KC EBOH (VI)

"Managing high profile soccer divas like Mael Corboz (VI)."



MAEL CORBOZ (VI)

"Sitting in an office full of soccer pictures and raising money for the school."



ANDREW HANNA (VI)

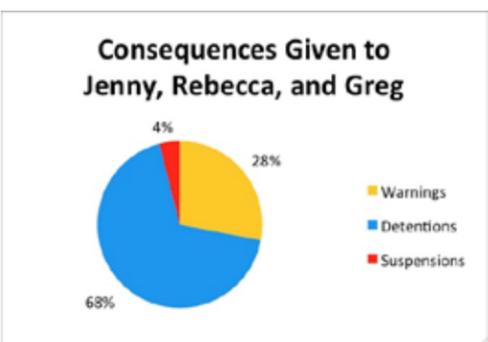
"Being the human liaison for our robot overlords."

Honor Board Challenges Advisory Groups to Deliver a Ruling and Consequences in Fictitious Cheating Case

By ANDREW HANNA (VI)

In the last week of January, the Honor Board sent out an activity to advisory groups, in which advisors were given a fictitious Honor Board case detailing how three students, Jenny, Greg, and Rebecca, copied the homework assignment of a fourth student, Alex. Advisors played the role of the Honor Board, discussing the facts and student testimonials of the case. At the end of the activity, groups decided whether an Honor Code violation had occurred, and if so, what consequences were appropriate.

All of the advisories agreed that Jenny, Greg, and Rebecca had all broken



Most advisory groups thought the students who copied Alex's homework deserved detentions for the infraction.

the Honor Code, while only 70% of advisories believed Alex had broken it. One group argued that "Alex was doing a good deed" and that "it was right and proper to help those in need." Other groups disagreed, reasoning that while "Alex was trying to be helpful... he didn't

have to teach them all. It was wrong what he did."

The differences in the consequences for Jenny, Greg, and Rebecca, as seen in the chart, might be explained by comments written by advisory groups on their discussion sheets.

One group pointed out that "there was an inconsistency between Rebecca and Greg's story" leading to different consequences being given to those students. Some groups argued that the "importance of the

assignment determines the severity of the infraction," while others toned down their consequences based on the fact that all the students were freshmen.

Despite an overwhelming majority of groups believing Alex had broken the Honor Code, his consequences were overall less severe than those of his peers. Only two advisories recommended a detention for Alex, while 70% of advisories gave Alex a warning. Twenty-five percent of groups decided against giving Alex any sort of consequence. One group's rationale for giving a warning was that while "detentions can be brushed off, talking to students, teachers, and parents creates an uncomfortable situation that the student would want to

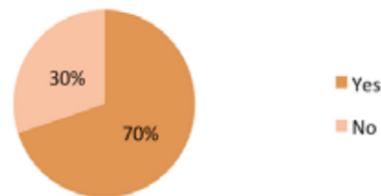
avoid happening again."

Advisory groups were also asked if intention should play a role in Honor Board cases. Seventy-four percent of advisories believed that it should. An interesting comment by one group was that intentions are "important in deciding the consequences of a case, but not whether the violation took place."

The wide variety of opinions just goes to show that not every situation is black

and white. Shades of grey exist in most Honor Board

Did Alex Break the Honor Code?



Seventy percent of advisory groups believed that allowing other students to copy homework is an Honor Code infraction.

cases, and one's opinion often depends on his or her perspective.

Graphs Courtesy of Andrew Hanna (VI)

Work Underway on Headmaster's House

By VINEETA REDDY (IV)

Construction on the new environmentally friendly headmaster's house, scheduled to be finished by July 2012, has officially reached the half-way point. The future residence of the Pingry Headmaster, The Beinecke House, is being funded by Pingry alumnus and Honorary Trustee, Mr. William S. Beinecke '31.

While the current headmaster's house is located at 294 White Oak Ridge Road in Short Hills, adjacent to Pingry's Short Hills Campus, The Beinecke House will be located on the northern part of the Martinsville Campus, on an area of open field where the Cross Country team currently runs. Mr. Beinecke '31 is funding the project because he believes that "the headmaster should live on the Martinsville Campus."

The Beinecke House will be constructed in a very "green" manner. Mr. Peter Delman, environmental art teacher and

faculty advisor for the Green Group, said, "It will be a 'net zero' house, meaning it will produce all its own energy. The project will be LEEDS certified, which means it meets certain high energy saving standards."

The house will also make use of recycled materials, have a copper roof, use solar technology for hot water and electricity, utilize geothermal heating and cooling, and operate with recycled storm water. The interior will be made with reclaimed, recycled, or sustainable stone and timber.

Mr. Jack Brescher '65, chair of Pingry's Board of Trustees, said, "The Beinecke House will be one of the most environmentally advanced structures in the area, and will be more than just a home." He further pointed out, "It is designed to enable the headmaster to welcome students, parents, and alumni in an extraordinarily pleasant and warm setting, and the green aspects will create an exciting educational component."



Work underway on the Headmaster's House on the Martinsville Campus. Courtesy of Pingry Communications

Dr. Michael Fowlin Speaks about Diversity

By SARAH PARK (VI)

On Thursday, February 9, Dr. Michael Fowlin presented his original program, "You Don't Know Me Until You Know Me," to the Middle and Upper School students and faculty on the issues of race, discrimination, violence prevention, and personal identity. Dr. Fowlin possesses a talent for imitating voices, which

he began experimenting with when he was nine. These voices form the basis of each of his presentations, which make use of his background in psychology to address important issues. After earning his bachelor's degree in psychology from Evangel University, Dr. Fowlin went on to attain his doctorate in clinical psychology from Rutgers University.

Dr. Fowlin's goal is to

Winter Musical Is "Little Shop of Horrors"

By MATTHEW MARVIN (IV)

For three nights in February, the story of a hopeless botanist, a beautiful blonde fashionista, and a carnivorous plant is coming to life in Pingry's annual Winter Musical: the charming, hilarious, and entertaining "Little Shop of Horrors."

Pingry's Drama and Music Department is presenting its production of Alan Menken and Howard Ashman's unforgettable comedy-rock musical on the evenings of February 23, 24, and 25, with an extra matinee performance on the 25th, all located in the Macrae Theater. (A snow date matinee performance will also be held on Sunday, the 26th, in the event of inclement weather.)

One of the longest-running Off-Broadway shows of all time, "Little Shop of Horrors" features songs by the creative team behind the music of Disney's "The Little Mermaid," "Beauty and the Beast," and "Aladdin."

But, unlike those wholesome family classics, "Little Shop of Horrors" tells the grisly story of

an unfortunate flower shop assistant who becomes an overnight sensation when he discovers a plant that feeds only on human blood. Chaos ensues when the R&B-singing plant offers the main character Seymour love, fame, and money in exchange for the satisfaction of his radical diet.

Ryan Campbell (VI) plays Seymour Krelborn while Caroline Zee (VI) stars as his love

Gelman (VI) plays Mr. Mushnik, owner of the flower shop.

In addition, Andrew Gorelick (VI) is entertaining as Audrey's abusive dentist boyfriend, and Marissa Von Nessi (VI), Yumi Casagrande (V), Natalie Gilbert (IV), Simone Moten (IV), Gavi Shandler (IV), and Camille Vannasse (IV) own the stage in their lavish dance numbers, playing the sextet of street urchins who

of kids come together to put on a great show. There is nothing quite like the rush of putting on a completed production for a great audience with a close cast." The ensemble cast features a group of more than 30 dedicated students from the Upper School. As always, the members of the student body who are on the creative team form an indispensable backbone to the project, ensuring that everything runs smoothly behind the scenes. Kyra Topor (VI), Hannah Ajmani (VI), and Billy Porges (V) stage-manage and many more students report to Macrae every day to help design, build, and paint the elaborate set.

Backstage, Mrs. Stephanie Romankow returns as director. "I chose this musical because I really enjoyed reading it," she said. "It is not easy to pull off a dark comedy with so many theatrical elements, but this cast is doing a fabulous job!" Dr. Andrew Moore is the music director and Mr. Jay Winston is the vocal director, while Ms. Patricia Wheeler choreographs, and Mrs. Jane Asch designs the set and costumes.

"I am very excited about all the work that the students and faculty have put into this production," Mrs. Romankow said. "I think the audience will really enjoy it!"



R. Campbell (VI) and C. Zee (VI) star as Audrey and Seymour in "Little Shop of Horrors."

Courtesy of Mrs. Asch

interest, the beautiful but vulnerable Audrey. Justin Sullivan (V) voices Seymour's plant, and Sam

provide narration.

Campbell said, "It's great seeing a bunch of different types

Second Coffeehouse Event Showcases Talent

By ANNA BUTRICO (IV)

On Friday, January 20, The Pingry Coffeehouse Society sponsored its second event of the year, "The Gelatinous Mountain Jamboree." Organized by Nick Canavan (VI), Jose Barrionuevo (VI), Brian Hochberger (V), Mael Corboz (VI) and Tanner McMahon (VI), the Gelatinous Mountain Jamboree "was meant," according to McMahon, "to showcase how talented students here are and to spend a night appreciating art together." Held in the Attic Theater, the "Jamboree" featured student

photography, paintings, drawings, sculpture, music, acting, and poetry performances.

The show ran for three hours with an intermission and food between each of the three acts. Each act featured students presenting their artwork and performing original songs and poems to the audience. In addition, all of the featured artwork was displayed prior to the show and during intermissions for the audience to view at their leisure.

The audience was consistently energetic and animated during the performances, reflecting how impressed they were with

their fellow students' talents. "Seeing everyone exhibit such a wide variety of talents showed me what a vibrant community we have here at Pingry," Tom O'Reilly (VI) said.

Even other performers were amazed at their classmates' presentations. "I thought it was wonderful how a bunch of people performed, showing talents that I never would have known they had otherwise," Ryan Campbell (VI), who sang in the show, said. "The whole night was really open and inspiring."

Overall, not only were the performers and audience pleased,

but the organizers were as well. "I think it opened everyone's eyes to their peers' talents that they might not have known about," Barrionuevo said. "It definitely pushed some envelopes but I thought it went splendidly and hopefully everyone had as much fun as I did."

The Coffeehouse Society is already in the process of planning the next Coffeehouse Performance. They are anticipating that it will occur sometime in March, and encourage everyone who has not been involved in either of the first two events to perform or attend.

show that the diverse characters he creates onstage are all searching for acceptance and love in a world where differences too often create separation and hate. In his opinion, it isn't about stopping the bullying that occurs everywhere, but instead replacing it with something

positive. In order to do this, people have to be able to understand the needs of others rather than always thinking of themselves. Dr. Fowlin emphasized that the root of the problem is that "we only judge our actions based on our consequences." If nothing bad happens, we don't

think that we did anything wrong. Dr. Fowlin also posed many powerful questions that forced his audience to think, like "What do you do with the pain of not fitting in?" and "Where do we learn to hate differences and different people?"

Overall, reactions to Dr.

Fowlin were very positive. Christine Kumar (VI) thought "He was amazing. His presentation changed the way I look at and judge people." Julian Rajan (IV) agreed, saying "I hope the members of the Pingry community can adopt Dr. Fowlin's ideas and implement them."

Student Tech Committee Reboots Pingry

By MAHMOUD ALIAMER (V) and ROXANNE FEITEL (VI)

For the past year or so, Josh King (VI), William Saulnier (VI), Kevin Baquero (V), Greg Koziol (V) and Kunal Nabar (IV), also known as the Student Tech Committee, have been fighting technological illiteracy with a goal of improving the overall tech experience for students and faculty at Pingry. The Student Tech Committee came about as the need for everyone in the community to become technologically literate grew. Essentially, the STC as its members call it, is a legion of tech-savvy students who work hard behind the scenes to make the school more technologically sophisticated and proficient.

To determine the needs of the student body, in December the STC sent out a survey to the student body to examine the current technological habits of the students. In its introductory email, the STC identified one of its goals as: "to use input from students to help define training and technical support needs as well as hardware and software standards for the Pingry Upper School."

The survey asked students questions about a variety of tech-related subjects, including their usage of websites like Moodle and Blackboard, which teachers use to post assignments; how often they back up their files; and their access to laptops at home and at school. With the results of the survey, the STC hopes to be able to better serve the interests of the student body by taking their requests and making them a reality. According to King, these appeals include getting more teachers to put grades online and increasing the use

of Moodle to manage courses.

Another enterprise the STC is pursuing is the 1:1 initiative, which Nabar said "is not as complex as it seems." The 1:1 initiative exists to create a learning environment where there is one laptop per student and teacher. "It is a way to have students communicate better with one another as well as with their teachers electronically," Nabar said.

"In this kind of environment, learning becomes more active," he continued. "Students can connect quickly to other students and teachers, and everything will be more technological and more dynamic."

Working alongside members of the Technology Staff like Mr. Quoc Vo, the STC hopes to implement the 1:1 initiative in the next year.

The Student Tech Committee has also been evaluating the use of MediaScape centers throughout the school. In November, a MediaScape center was set up on a trial basis outside of Hauser Auditorium. A collaboration table for group work featuring two large monitors that can be connected to Mac or PC laptops, the loaner was met with generally positive reviews. At the same time, some feared these centers would be used for the wrong purposes, like playing video games or watching movies.

In the next few months, the Student Tech Committee is planning to add several new members in order to accommodate the high volume of teachers and students seeking help with technology. Patrick Lackey (VI) said, "The next time I have a problem with my laptop, I'm just going to go see them rather than going to the Apple Store. It's much more convenient and the Tech Committee knows just as much!"

Plans for Field House Develop

By STEPH WILF (V)

Much of the discussion in the Development Office and around the Athletic Department these days is about a future Athletics Center to be built on the Martinsville Campus. According to Mr. Gerry Vanasse, Director of Athletics, the center will be located alongside the existing varsity baseball field, near the back of the upper school. The proposed facility would be home to squash courts, a fencing room, a wrestling room, and a new fitness center for year-round training.

The facility will help to expand several of Pingry's interscholastic sports. The squash team, which currently practices on two courts at Drew University, will be able to conveniently practice on the six squash courts planned in the new Athletics Center. The fencing team, which does not have a dedicated area for practice in the Martinsville building, will have its own space for training at the future facility. The wrestling team, which now practices in the Multi-Purpose room and uses the gyms for competitions, will have its own

large space for both practices and matches.

The proposed new fitness center will be double the size of the current one. Additionally, all sections of the planned athletics center will adjoin each other by using a retractable wall and roll-away doors. Although much of the space will be occupied by winter sports teams, the facility can be used as a

Global Programs Assembly Addresses Conflicts in the Middle East

By RACHEL LIMA (V)

On Friday, January 6, students and faculty attended a Global Programs assembly about the Arab Spring.

Organized by English and German teacher Dr. Ann Dickerson, as well as Director of Global Programs Ms. Sara Boisvert, the assembly functioned as a panel discussion to cover the issues in the Middle East. History teacher Dr. Barrington Edwards served as the moderator.

"Pingry students are the leaders of tomorrow and need to understand global issues whether it affects us immediately or not," Ms. Boisvert said. This informative assembly was one of the first of its kind where students were able to learn first-hand about global issues.

Dr. Dickerson has always been interested in the Middle East, primarily because of her Palestinian husband, who was a guest speaker at the assembly. "I did not want my husband to do a presentation by himself,"

she said. "I thought it would be more interesting to do a panel discussion as a follow up to the presentation last year on the Middle East by Dr. Chris Taylor."

After conversing with Ms. Boisvert and finding an opening in the assembly schedule, Dr. Dickerson and Ms. Boisvert arranged the

Kindergarten teacher Ms. Homa Watts, Director of Community Service and technology teacher Ms. Shelley Hartz, Monmouth University professor Dr. Saliba Sarsar, and Dr. Dickerson's husband Dr. Azzam Elayan.

Ms. Watts was born and raised in Iran, Ms. Hartz has

associate vice president for global initiatives at Monmouth University, and Dr. Elayan grew up in a refugee camp called Dehaisheh in Palestine.

Dr. Edwards noted, "All the speakers were very intelligent and thoroughly engaged in the topics. They all had a really good sense of the material and the issues."

The presentation received generally positive reviews from the audience. "The assembly was very informative and the panelists taught me a lot," Taylor Wright (VI) said. "The extent of their collective knowledge was pretty amazing. I hope we do more assemblies like this in the future." Physics teacher Mr. Bill Bourne agreed, "The assembly was fascinating. But it would have been even better if we could ask more questions."



Members of the panel on January 6 discussed the events of the "Arab Spring" in the Middle East.

Courtesy of Pingry Communications

Arab Spring Assembly and acquired five guest speakers for the panel discussion.

The panelists included

traveled and volunteered in Israel multiple times, Dr. Sarsar is a professor of political science and the

Film Series Continues with "Munurangabo"

By ERIN BUTRICO (IV)

Beginning at 6 PM on Friday, January 14 in Hauser Auditorium, students and faculty viewed "Munurangabo," an internationally acclaimed film describing the relationship between the Tutsis and Hutus in Rwanda ten years after the Rwandan genocide. The showing was the second in The Odyssey

Film Series, a sequence of international films that is being shown at Pingry.

Mr. John Crowley-Delman '97, the coordinator of the film series, said, "This was a very challenging film. Unlike 'La Haine,' the first movie shown in the series, 'Munurangabo' is slow-paced and harder to get into." He added, "My goal with this film was to expose students to art and culture that they wouldn't be able to see on a regular basis, one that is not the easiest to grasp."

"Munurangabo" was created and directed by Lee Isaac Chung, a Korean-American filmmaker, and the parts were portrayed by amateur Senegalese actors. It stars two teenage friends, Munurangabo, a Tutsi, and Sanwa, a Hutu. The pair embarks on a journey to find and kill the man who murdered Munurangabo's father. Although they are best friends,

their relationship suffers from their differing ethnic identities and the violent history of their country.

Following the screening, Mr. Crowley-Delman led a discussion with Ms. Sara Boisvert, Dr. Susan Dineen, and students who attended the film. Mr. Crowley-Delman noted, "The discussion was excellent."

Justin Sullivan (V), a student who attended the screening, said, "The Odyssey Film Series is really enhancing the cultural scope of Pingry. 'Munurangabo' was a truly interesting film, which many students would not be exposed to normally."

A community service opportunity was offered along with the showing of "Munurangabo." Ms. Boisvert and seven students went to an apartment in Newark to meet and assist ten Sudanese refugees, who recently immigrated to America

and escaped from the genocide currently taking place in the Darfur region of Sudan. The community service opportunity was fitting when considering the subject matter of "Munurangabo," the after-effects of the genocide in Rwanda.

"It was a wonderful cultural exchange," Ms. Boisvert said. "The men spoke to us about their time in Sudan, and our students talked about the U.S. with them as well. It was awesome!" "It was really enlightening," Sam Cummings (IV), who participated in the community service opportunity, said, "Hearing their stories and the risks that they took to come here was really inspiring. I'd love to do it again."

The Odyssey Film Series will continue throughout the year. On Friday, February 10, the third film in the series was shown: Peter Jackson's "Beautiful Creatures."

MLK Assembly Focuses on Service

By BEN KAMINOFF (IV)

On Friday, January 13, students and faculty gathered together in Hauser Auditorium for the annual Martin Luther King Jr. assembly. This year, the assembly focused on the importance of continuing and commemorating Dr. King's legacy by serving our community. The assembly gave students an opportunity to do community service, specifically writing letters to individuals in need of assistance in our greater community. Members of the Student Diversity Leadership Club (SDLC) and their faculty advisor, Dr. Diana Artis, were responsible for organizing the day of service.

The assembly began with Vinita Davey (V), SDLC's student leader, explaining Dr. Martin Luther King Jr.'s lifelong commitment to service

and our duty to serve the community. The club then presented a video discussing the creation and purpose of Dr. Martin Luther King Jr.'s annual Day of Service, which involved commentary from revolutionary civil rights leaders, Ms. Ruby Bridges and Congressman John Lewis.

After the video, SDLC members described the four organizations they felt would benefit from the project the students would be undertaking: Bryan's Dream, Cancer Support Community Central New Jersey, Deidre's House, and Operation Jersey Cares. Subsequently, students met in their advisory groups, where they wrote letters to soldiers and created cards for the other three charities. Afterwards, the advisory groups discussed Dr. King's dedication to helping others.

Generally, the day of service received positive reviews from students. Sydney Li (V) said, "It is great that students were involved doing community service rather than being talked to." Neeraj Shekhar (IV) agreed and added, "The assembly was very thoughtful and creative, representing Dr. King's true vision and values while allowing for the community to help others."

SDLC and everyone else who played a role in commemorating MLK's legacy of service were pleased by the productivity and enthusiasm shown by the community. "The assembly was a new and different approach to Martin Luther King Jr. Day," club member Jessica Gluck (IV) said. "We did what Dr. King would have wanted us to do—community service to assist others in need."



The proposed structure boasts six squash courts, training spaces for the fencing and wrestling teams, and a large fitness center.

Courtesy of Mr. Bratek

multipurpose space for fall and spring seasons, especially at times of inclement weather.

Right now, according to Major Gifts Officer David Greig

school's commitment towards the athletics program and the physical fitness of all the students, faculty, and staff," Mr. Vanasse said.

Childish Gambino Establishes Himself on the Rap Scene with "Camp"

By JOSE BARRIONUEVO (VI)

On November 15, hip-hop's new kid, Childish Gambino, released his 13-track debut commercial album titled "Camp,"

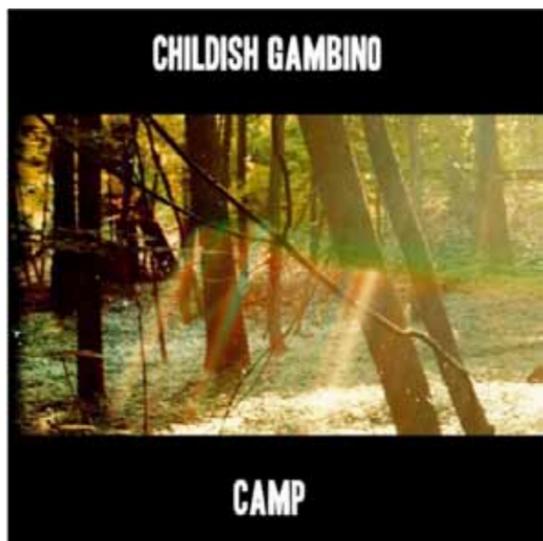
which has made a lot of noise in the hip-hop community. At one point holding the #2 spot on the iTunes list of the top ten albums, right behind rap sensation Drake, "Camp" is making people look twice at the charts—it's as if this rapper came out of the blue. So who is Childish Gambino?

Childish Gambino is TV star Donald Glover's ("Community," "Mystery Team") alter ego, used to channel the unfiltered thoughts and lyrics about the chaos of human emotions that usually reside in Glover's head, yet cannot be spoken aloud. The moniker Childish Gambino came from entering his real name into a Wu-Tang Name Generator. The result sounded unique, so he decided to use it as his rap name.

On June 5, 2008, Gambino released his first mixtape, titled "Sick Boi." It consisted of crude samples and an underdeveloped rap technique, yet it was evident that he had talent. He later released "Pointdexter," followed by "I Am Just A Rapper" and "I Am Just A Rapper 2." Up until that point, he had very little fan

support and wasn't taken seriously due to his high-pitched, whiny voice.

It wasn't until July 3, 2010, when he released his first semi-



serious album called "Culdesac," that Gambino gained fan support. He found his comfort zone and talked about things that affected him to which other people could relate. The album proved that he could be a serious rapper.

He took his music to the next level when he released his "EP" in November 2010. Featuring top-notch production from Ludwig Goransson, its acoustic feel played along nicely with Gambino's vocals. The song "Freaks and Geeks" gained major attention for Gambino after it was featured on an Adidas commercial. It was the start of the crude language and raw emotion that we hear on "Camp."

"Camp" exceeds all expectations for Gambino fans. Glover brought back Ludwig for the executive producer position and

the sound that defined Childish Gambino. The starting song, "Outside," introduces you to "Camp" both literally and figuratively, using the help of a choir to turn it into an anthem. With songs like "Bonfire" and "You See Me," the listener regresses to a "Freaks and Geeks"-like state of mind and gets in touch with the gritty drum kits and powerful guitar riffs that represent the true Childish Gambino.

In other tracks like "Les," "Kids," and "Heartbeat," Gambino talks about his relationships with girls. Tracks like "Firefly," "All the Shine," and "Sunrise," discuss how music is his main focus right now and no matter what the haters say, he is here to stay. "Letter Home" and "Hold You Down" express

Gambino's sentimental side by showcasing his talent in singing.

Childish Gambino worked his way from the bottom to the top and refused to let anything stop him. "Camp" is his greatest creation, and it represents him staying true to himself, one of the greatest lessons you can ever learn.

On the track "That Power," he digresses into a four-minute monologue about being stuck on a bus ride home from camp next to the girl he likes. He proceeds to think about how he might never see her again, so he expresses his true feelings to her. The words were later used against him as an insult when the girl told all of her friends. He explains how not everyone is who you think they are, but no matter what, you should still stay true to your own feelings. His final words, which sum up the entire album, are: "The truth is I got on the bus a boy. And I never got off the bus. I still haven't."

Faculty Arts Show Impresses Visitors

By DAN ABEND (VI)

From January 12 to February 3, the annual Visual Arts Faculty Exhibition was held in Hostetter Arts Center. The exhibit presented the work of six different faculty members who each brought their own unique style and techniques to their displays.

Pottery by Mr. Richard Freiwald, for example, featured glazed pieces of wood as well as a series that was inspired by white-nose syndrome, a disease that affects bats in the Northeastern United States.

Mr. Miles Boyd produced series of wood tiles whose knots he painted over, creating beautiful designs.

Just as Mr. Boyd's tiles were inspired by a series of similar paintings that he saw in the 1980s, inspiration from older artwork served as a common theme in the

show. Mr. Peter Delman showcased canvas paintings with images inspired by old New York Times photographs and American Plains Indians' ledger books. Ms. Laurinda Stockwell, whose contribution was a group of pigment print photographs



A piece of Mr. Freiwald's series titled "Raven," made of patinated zinc glazed stoneware clay.

infused onto metal plates, also got her creative spark from older art.

"I print these images on a metallic surface to suggest the 19th century historic procedures such as tintypes and daguerreotypes," Ms. Stockwell explained. "My

Oscar Nods Favor "Hugo," "The Artist"

By ELLEN CAHILL (V)

With the Oscars around the corner, members of the Academy of Motion Picture Arts and Sciences have filtered through countless films and actors all hoping to be victorious on February 26. The nominees have been released and the actual ceremony days is away; it is time to look at some of the major contenders.

According to Peter Knegt of Indiewire, the three main contenders to rack up awards in all the categories are "Hugo," "The Artist" and "The Descendants." "Hugo" follows a young orphan



with a knack for invention as he uncovers a mystery involving his late father and a grand invention in 1930s Paris. "The Artist" portrays interlinked destinies between a movie star and an extra at the end of the silent film era. "The Descendants" tells the story of a middle-aged father forced to re-examine his past and think about his future when his wife suffers an accident.

While Martin Scorsese and Alexander Payne ("Hugo" and "The Descendants" respectively) are widely considered the top candidates for Best Director, the Best Actor race looks to be a heated competition, pitting some of the best actors in the world against one another. At this point, the opinion of many critics is that Brad Pitt of "Moneyball," Leonardo DiCaprio of "J. Edgar," and George Clooney of "The Descendants" are most likely to emerge from the pack and claim the prize.

This year it is also especially difficult for movie critics to predict who will win Best Actress. Knegt has narrowed it down to what he believes are three potential winners: Viola Davis in "The Help," Meryl Streep in "The Iron Lady" and Michelle Williams in "My Week with Marilyn." These three performances were each incred-

ible in their own right, making this year's winner anyone's guess.

The contenders in other categories are more obvious to critics. Best Cinematography, Best Art Design, Best Costume Design and best Original Score will likely be dominated by "The Artist," "Hugo," and "War Horse," movies which stunned audiences and critics with their tremendous depictions of their respective settings and eras.

Right now, the consensus is that many of the awards are too close to call. "There's still a lot left to happen and it's hard to predict at this point which movies will still

be standing." New York Times film critic A.O. Scott wrote recently. That being said, critics like Scott have not been stopped from picking their own favorites. Scott calls "The Descendants" "one of my favorites of them all," and he is confident George Clooney will take home Best Actor for his performance.

In addition to the major players, this year there are, as always, surprise nominations. Whether or not any of these surprise nominations turn into surprise winners is yet to be seen. "Bridesmaids," the raunchy, predominantly female comedy, shocked many critics when it was nominated for Best Original Screenplay. Meanwhile, a shocker for traditionalists in the Best Animation category is that Pixar will not be taking the prize this year. The decorated company did not have any nominees while "Rango" is at the top of many critics' lists as this year's frontrunner.

With so many contenders and great films this year, The Academy has their work cut out for them. While films like "The King's Speech" and "The Social Network" cleaned up the majority of the awards last year, the critics' consensus is that this year's intense competition means that every category is up for grabs.

Dramafest Features Student Actors, Directors

By KATHERINE THOMAS (V)

On Thursday, February 2, and Friday, February 3, Dramafest took place in the Attic Theater. The four year old program allows students from all grades to perform in a dramatic production whether it is an original piece, short play, or monologue in front of an audience.

Drama department Chair Mr. Albert Romano, along with Drama students Ryan Campbell (VI) and Maisie Laud (VI) organized this year's program.

Campbell said, "Dramafest is a great way for classmates to dabble in acting even if they've never been on a stage before." Mr. Romano agreed, and added, "I hope that Dramafest will one day be completely student run and performed at least two to three times per semester."

In addition to showcasing student performances, the program raises money for a charity that a member of the program feels passionate about. In the past, Dramafest has been successful in raising money to help fund the building of a house in Guatemala. This year, ad-

mission fees were donated to St. Jude Children's research hospital to support cancer care and research.

This year's program included many comedic and edgy performances. Sam Ricciardi (V), for example, provided an entertaining act in which he dressed up in "drag" and performed a monologue.

In this original piece he poked fun at the stereotype of a Pingry mom through his portrayal of a woman from the Upper East Side of New York. "Sam was really funny," Kevin Sampaio (VI), who was in the audience, said. "He played a woman well."

As a second year participant in Dramafest, Andrew Hanna (VI) enjoyed the event and performed a scene titled "Controlling Interest," which discusses the idea of age in the business world. Hanna said, "I do Dramafest because I love seeing what crazy stuff everyone brings to the table and it's always a ton of fun."

On the whole, this year's Dramafest production was a success. "I had a great time," Charlotte Zee (IV), who attended the event, said.

Take a Look at What I'm Wrestling With

Continued From Page 2

wrestling career would be shorter than a Kim Kardashian marriage.

But things changed. I toughened up, I lost some weight, and I learned how to mentally adapt to such an inherently brutal sport. I learned that it's a great adrenaline booster, and I started to actually love wrestling.

Of course, I completely forgot about the concussion rule.

Until week three.

My usual partner, Andrew, was sick that day, so I was matched

with Shane, a senior. He didn't look fearsome, but with his arms around you and his legs churning away on the mat, you felt like King Kong's prey. We were in "neutral position," which is basically circling each other like two animals on the prowl, staring each other down, waiting for the other to make the tiniest slip. We both attempted a "takedown" (a move that, if done correctly, takes the other person down on the mat) at the exact same time, and our heads collided. He didn't even blink, but I was seeing stars. I knew it was

a concussion. The mental haziness, the clouded thoughts, the sensitivity to light; all the familiar symptoms were there. All that was left to do was check with my doctor, who confirmed it.

"Matt, you need to find a new sport," he said, "or at least one that won't give you Alzheimer's."

One of the worst parts about leaving wrestling was no longer being a part of the brotherhood there. The guys on the team were so understanding of life as a freshman, and they knew how to make everybody laugh during practice

when it felt like the Cookie Monster was doing open heart surgery on you. Of course, the coaches took the lead by helping foster such a welcoming environment. Mr. Facciani is one of the greatest teachers and mentors I have ever studied under or been coached by, and one of the most painful things I've ever had to do was walk into the wrestling room and tell him that I'd have to miss the rest of the season.

So, what now?

That's what I'm wrestling with.

Profile: Olympic Hopeful Kate Northrop (III)

By HUNTER STIRES (III)

On February 1, 2012, a Star Ledger journalist reported with some astonishment that Pingry fencer Kate Northrop (III) went completely undefeated at the District 2 fencing competition that had taken place the previous Sunday. Kate ultimately won the tournament and was the only fencer, boy or

girl in any weapon, not to lose a single bout. But for those in the know, it was actually just another day at the office for Kate in the tireless pursuit of her Olympic dream. An internationally respected foilist, she is just as likely to be fencing at a tournament in Germany or Salt Lake City as hanging out with friends in Bridgewater on any given weekend.

By any standard, Pingry is a challenging academic environment that requires full time dedication. Yet Kate, who has been fencing foil since she was nine years old, manages to succeed here while attending multiple competitions around the world each year. Just about every one of these trips requires her to catch up on what she missed in class while staying current on homework assignments, which can be a tall order when flying to some far-away land to sword-fight against other armed competitors.

Kate's dedication and ability is hard for those around her to miss. Mr. Ted Li, head coach of the Pingry Varsity Fencing team and one of Kate's teachers, is very impressed by the young athlete. "She is undoubtedly a young woman with a great deal of fencing potential backed by self-motivation, dedication, and incredibly supportive parents," Li said.

According to Kate, the biggest secret weapon in her arsenal is her supportive family. Her mother and father make sure all the off-strip work goes according to plan, as they oversee everything from equipment to logistics. "They take me to practice three days a week, they fly me all over the world, and they cheer me on. All in all, they're the ones who make it happen," she said.

As a result, Kate is currently among the top-ranked fencers in the world under sixteen years of age. Her next goal is to be named a member of the U.S. World Cup Team, which consists of the top four fencers in the country for a given age group. When asked about what the future holds, Kate said, "My dream is to one day represent the United States in the Olympics. It will be my biggest challenge ever, but with hard work, I think I have a shot at it."



Northrop, left, fends off an opponent in a bout. Courtesy of K. Northrop (III)

Girls' Basketball Sees Hard Work Pay Off

By ANDREW ALDER (IV)

This year, the Varsity girls' Basketball team stands with a record of 10-13, led by Head Coach Ms. Courtney Tierney, Assistant Coach Ms. Sara Boisvert and captains Lexi Van Besien (V) and Kate Sienko (V).

Unlike most Varsity teams,

shone in games against challenging, competitive opponents. By collaborating and working together as one, the girls routed rivals like Bernards, Bound Brook, and Manville, by respective scores of 41-33, 59-28, and 62-28.

But the girls' hard work doesn't always reflect the outcome of the game. In tough games such as that



Captain L. Van Besien (V) goes in for a layup against Manville.

the girls' Basketball team has no seniors on the roster. As a result, opportunities abounded for underclassmen looking to join the squad for the 2011-2012 season.

According to Van Besien, "In spite of the varying amounts of experience from player to player, the team stills boasts heart and chemistry on and off the court. We have been successful and are improving every day."

Sienko agreed, adding, "I absolutely love playing with our team. I think that we're finally melding into a unit."

The team's newfound synergy

against Belvidere, in which the final score was 43-61, and against Mount St. Mary's, to whom they lost 43-50, the girls fell short despite their best efforts.

Regardless, Sienko reflected that she still viewed them as successes. "These games proved that even though we're young, we are still very talented and capable of playing tough competition," she said. Motivated rather than discouraged by their losses, the team continues to pursue their goals of succeeding in the county and state championships as tournament season approaches.

Boys' Swimming Takes Preps Title

By CAROLINE MURPHY (V)

This year's Varsity boys' Swimming team has had a successful season thus far, despite expectations for it to falter with the loss of several contributing seniors from last year's team. With victories over schools such as St. Joseph, Bridgewater-Raritan, and Scotch Plains, the team has an undefeated record of 11-0. Coaches Mr. Bill Reichle, Mr. Steve Droste, and Mrs. Judy Lee are all major factors towards the team's success. Dorian Allen (V) said, "The coaches have done a great job of leading the team. They are all very motivating and enthusiastic."

Senior captain David Sukhin and assistant captains Jason Ring (VI) and Alex Ingrassia (VI) are also responsible for leading the team to their undefeated record. "The captains are outstanding," Mr. Reichle said. "They get the team psyched up, and they're very reliable. In the beginning of the season the boys sat down and set team goals, and they've met almost all of them."

The team has capitalized on the mix of upperclassmen and nine freshmen to rebound from the graduation of many of

last year's key swimmers. According to Allen, "What really made the difference this year were our new freshmen. This year, they have truly stepped up to the plate by winning events and especially filling in our outside lanes."

In addition to team's wins, the swimmers have broken several records along the way. Alex Mango (VI) set records for the 200 and 400 meter freestyles. Also, the combination of James Ross (VI), who was recently the Division A winner of the Outstanding Swimmer at the NJISAA state prep championships, Mango, Will LaCosta (V), and Sebastian Lutz (III) broke the team's 400 meter freestyle relay record.

As for the remainder of the season, the next big challenge will be the upcoming Meet of Champions. This year the team has seven qualifiers for the MOCs: Ross, Mango, Ring, Allen, LaCosta, Lutz, and Jamie Finnegan (III). The boys are looking to make a big splash at this year's event and take home as much hardware as they have in years past. "Last year the team won all three relays and in record times, which is pretty unheard of," Allen explained, "but hopefully the team will accomplish this again."



W. LaCosta (V) competes in a relay event at Preps.

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

Varsity Squash Plans to Rebuild in 2012

By KASIA AXTELL (V)

Captains Justin Trousdale (V) and Sarah Park (VI), and Coaches Mr. Ramsay Vehslage and Mr. Keith Vassall are leading the boys' and girls' Varsity Squash teams to a satisfying close to the 2011-2012 season. Currently, the girls' record is 4-9, while the boys stand at a slightly better 7-6.

The boys' team hopes to boast a stronger record in 2013, as it will be a "serious rebuilding year. We currently have no seniors in the top seven and three strong 8th graders coming up next year," Coach Vehslage said. The girls' team also looks to next year's

season with optimism after having played almost the entire season without their number one player, Diana Masch (III), who has been out with a back injury.

All players practice together after school at Drew University's squash courts in Madison. At practice, which takes place three to four times a week depending on the match schedule, the players participate in "challenge matches" against other members of the team, giving the coaches and the players themselves the opportunity to determine what each individual needs to work on.

"I enjoy the fact that squash has all the elements of an individ-



D. Hsue (IV), number one on the boys' roster, hits a backhand in a match against Poly Prep.

Boys' Ice Hockey Finishes the Season Strong

By ANDREW DELLAPINA (V)

Despite starting the season with a 6-9 record midway through January, the boys' Ice Hockey team has made a comeback. Led by coach Mr. John Magadini, senior captains Patrick Lackey and Nick Branchina, and junior alternate captain Mac Hugin, the team now has a record of 15-10 after an eight-game winning streak, including two in

the Skylands Conference Tournament to clinch a spot in the finals against Ridge. The members of the team have proven that when their backs are against the wall, they come through in the clutch.

No example is more pertinent than Lackey's overtime goal to beat Princeton Day School, ranked fourth in the state, in the Prep B Tournament Semifinal. Lackey, who was recently named the New Jersey Devils' High School Hockey Player of the Month, thinks that their head coach has been the driving force behind their recent success.

"It's very important to the entire team that we win big games, like the PDS one, because we all want to make Coach Mags proud," Lackey said. "Each time we step onto the ice, we know that we have to give 100% effort for the guy next to us and for Coach."

Now, the team is in prime

position to win the Skylands Conference Championship, as well as to make a run in the State Tournament in March. Lackey said, "Our team's performance is peaking at the optimal time, and I hope our hard work continues to pay off as we head into the playoffs."

Congrats to all of the winter sports teams!
We're sorry we couldn't feature stories on all of you.