

# The Pingry Record



VOL. CXXVI, NO. 2

MARTINSVILLE ROAD, MARTINSVILLE, NJ 08836

JANUARY 2003

## HYPNOTIZED!



Mr. Al Romano

Robert Zacharias (V) discusses "suspenders" with Denis Malkov (V) and Andy Schlesinger (V)

### Old West Pleases Crowd

BY DANA ZOLLI (VI)

Wild Oats, an outrageous western comedy which combined gunfights and desperados with mistaken identities, deception, and Shakespeare was performed on November 14, 15, and 16.

The show featured amazing performances by Lauren Miller (VI) and Robert Zacharias (V) as the principal couple, Kate Thunder and Jack Rover. Also starring were Ben Grant (VI) as Kate's gruff, old uncle, Colonel Thunder, and David Harris (VI) as Colonel Thunder's Irish-Indian army companion.

Liz Wight (VI) played Jane, the naïve country girl who is exposed to more sophisticated subjects when she is sent by her father, Ike Gammon (played by Aaron Sussman, VI), to work at Kate's house. There, she falls in love with the unusually-dressed Harry Thunder (Denis Malkov, V).

This array of colorful main characters is perfectly complimented by many ensemble roles, such as cowboys, bar girls, ranch hands, and gamblers.

The three performances were the product of two months of hard work, involving many members of the school community. Drama Department Head Mr. Al Romano directed the play, along with the help of Mr. Frank Morano '97, Mrs. Grant, Dr. Ashcom, and Jen Zoepfel (VI) as the stage manager.

Other students and faculty contributed to the show in various ways, including construction of the complicated set. Parts of it will be retained for use in the winter musical, The Sound of Music.

Elan DiMaio (VI), who played a bar girl, enjoyed performing in her first school play. She says of her experience, "The show went really well. The script itself is hilarious and I think that we were able to convey that humor to the audience."

Many theatergoers found Buzzy Cohen's cameo as a dancing bear to be the most memorable moment. Buzzy also provided the authentic bar room music for the saloon scenes on the piano. He describes the experience as a lot of fun, and adds with a laugh, "I can finally share my passion and talent for dance with the world."

The play left a lasting impression on cast member Aaron Gelbman (IV). He explains, "One of the greatest things I learned is that teamwork is necessary for a positive outcome. We all had to work together to accomplish our goals and to put on the best performances we could."

When asked to comment, Mr. Romano paused for a moment before letting out a hearty "YEE-HAW!"

The Drama Department and cast members of Wild Oats were not the only individuals who were pleased with the performances and their experiences; students and teachers who attended the play reacted favorably to the performances as well. Jane Sawyer (VI) said she "enjoyed the western theme and the performances. I especially liked Kate Coyle's performance."

Ms. Kilgore admired the show, calling it inventive and imaginative. She thought the casting was "dead on," and commented that the play was "risqué, but why not?"

BY REBECCA SPEISER (V)

Student talent and humor was on stage on Friday, January 10 when Student Government sponsored its Mid-Year event. Hypnotist David Kramer who has been performing at Pingry for years, followed a talent show launched by the proudly politically incorrect Aaron Sussman, a k a Student Government President.

Starting with Aaron's introduction, the talent show included musical performances by Sonia Alam (VI), Denis Malkov (V) and Thor Grant, Myndroht, and The Cones, Louis Dileo's band.

All of the performers were

greeted with applause and cheers as they performed popular songs and original pieces, such as Denis Malkov's self-written and performed untitled piece.

After the talent show, which lasted for a little over an hour, the stage was cleared of all instruments and speakers, and chairs were set up for David Kramer's hypnotizing performance.

Eighteen students, including Alex Levy (VI), Jill Kehoe (V), Kenny Brown-Klinger (VI), Thor Grant (VI), and Tom Leonard (VI) were selected to go on stage to be hypnotized. After relaxing the students and getting them into a

deep sleep, David Kramer began to work his magic.

Simple stunts — such as making the students feel extremely hot or cold — started the amusement, but the truly hysterical occurrences came later in the night. Turning Tom Rosenberg (VI) into Austin Powers made everyone laugh, and seeing all the male participants dance exotically caused everyone to shriek with laughter.

Some hypnotized participants, such as Francis Callaghan (III), were made to believe that they were human seatbelts; others, such as Jane Wang (VI), thought they were receiving a haircut from a fa-

mous individual.

Overall, the night had everyone laughing and cheering. As Elana Wilf (V) said, "Having never seen the hypnotist before it was a really fun experience!"

Although the attendance rate was low, Aaron Sussman said that it was "all the people who were not there that missed out."

Student Government advisor Ms. Callas agreed, noting that the student talent was clearly the highlight of the evening. Most notable, she said, were Sonia Alam's rendition of Sarah McLaughlin's "Angel" and Thor's Grant's new original piece.



Jennifer Zoepfel (VI)

Three freshmen fall under David Kramer's spell.

## WHERE ARE OUR ID'S?

BY REBECCA SPEISER (V) AND KATIE SUCHOW (V)

They can reduce your admissions price at movies, give you benefits and discounts, and serve as identification for standardized testing. The only problem is that you need one and practically no one has one.

Student ID's can be of great assistance, but how do you get one? As Robert Zacharias (V) says, "One of Student Government's objectives is to get every student an ID that will last for all of high school."

However, after another year of laminating yearbook pictures in lieu of taking photos, the Student Government has still not completed the Student ID project. A dearth of time and space seem to be the crux of the problem.

"If we had a time or place to make the ID's, the system would work more efficiently.



Clare Kelly (VI)

We, however, have only been allocated so many resources for a resource-hungry project," says Robert, speaking on behalf of the Student Government.

However, it is not only a lack of time and space that is

hindering the processing and distribution of the ID's.

The inconvenient location of the machine used for making the ID's, as well as its antiquated condition, is further impeding progress.

Because the machine is,

according to Robert, "sometimes under lock and key" in the fencing closet, student Government members must sometimes seek out a key to gain access.

Additionally, the database in the ID printing machine needed to be updated, which took time because Apu, the Systems Engineer in charge of the updating, was only at school three days a week.

Finally, the logistics of taking student pictures has also contributed to the problem. Although times were announced last year for students to go and get their pictures taken, the process proved to be more time-consuming than first imagined, and lunches were simply too short for completing the task.

The process of making the ID's used to be handled by the administration; but as of late,

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## Tribute to a Great Institution

As I sat down to write this piece, I recalled Dr. Dineen's definition of an editorial: "Editorials, by definition, are opinions by the editor on some aspect of school life that has been reported elsewhere in the issue."

"An aspect of school life that has been reported elsewhere in the issue," I thought to myself. I rummaged through my book-bag and pulled out our second issue layout plan. I browsed through the list of articles in search of that one special gem that I could elaborate and give my opinion on. Unfortunately, this list proved unhelpful. The problem was not that there was nothing interesting to comment on, but that there was an abundance of articles that really exposed the heart and spirit of the Pingry community.

Every single article reflected everything that is so great about our school. I mean, we spend a lot of time complaining about Pingry's faults, but if it's such a bad place to be, why did Kristin and I have such a tough time thinking of misses when the hits came to mind very quickly? I think that the true strength of Pingry kids is that if there is something we're not happy about, we challenge it in a mature manner.

Testimony to that statement lies in our center spread where we report a couple of incidences where students who didn't agree with a certain rule, worked with the administration to modify it. In the real world, we don't live in a dictatorship; we live in a democratic society where we are encouraged, as citizens, to stand up, justify, and fight for our rights. We are so lucky to attend a school that aims to simulate this real world.

There aren't too many students in this school who sit back and let rules like the "flip-flop" ban roll off their backs. Most people, including myself, moaned and groaned to friends and teachers about this somewhat inane ban. But then, there are those who actually did something about it. The Dress Code Committee was formed in an attempt to revise the new code; so far it has been a very successful in its attempts.

When the foreign language trips were cancelled for the second year in a row, a Record editor came in and passionately demanded that we address why the trips are being abandoned. She wanted to get to the heart of the issue and have her voice heard. The reason why new student ID's have not all been distributed in the past couple of years also proved worth researching.

Then of course, there are the wonderful events that we report, events that are somewhat unique to Pingry. Not too many choruses get the opportunity to stand up and sing the Mahler 8 symphony at Carnegie Hall. Nor do many schools have a peer-mentoring program in which seniors meet weekly with their respective freshmen groups and then host these freshmen parents at the annual Peer Night. Other schools may have Model UN and Model Congress, but we're lucky to have so many students who win awards and are eager to participate.

We also have great people at Pingry. Mr. Rohdie gave a speech a few weeks ago which really made me consider the people who work behind the scenes here at Pingry. The kitchen staff who spend hours and hours preparing our food and gardeners who work on the aesthetics for the school are just a couple of examples he presented. I think the "Q&A" we have in this issue that profiles maintenance worker Christopher Dehart, gives an insight into the lives of key people who are often overlooked but hold our school together.

As this issue of the Record can remind us, the opportunities here are abundant and plentiful. There is something for everyone, and if Pingry doesn't offer it, you can start your own club: all you need are a few signatures. Initiative is what every student needs. These four years have the possibility to be the best years of our lives, if we get involved and make them memorable. It's a rewarding feeling to edit articles that highlight all the things that make Pingry great. Whether it's drama productions, students voicing their opinions in arts reviews and columns, school-wide events like Rufus Gunther Day or the PSPA Fashion show, there is always something going on that's worth getting involved with or reporting about.

It's too hard to pick just one aspect of Pingry life to discuss in these editorials, but it's not difficult to see that it is all these aspects working in unison that make Pingry a great place to be.

— Clare Kelly

## Living the Motto

I can still remember my first day at Pingry, chiefly my nervousness and insecurity as I timidly roamed the building in search of my third period class. I felt like a lost sheep that September of freshman year: intimidated, small, and clueless, uncertain of my place in my new community, unsure of what the next four years would bring. But even as the first semester of my senior year closes and Graduation day approaches more rapidly than ever (just a few more months, class of '03!), freshman year doesn't seem so long ago.

Those "next four years" I worried about on my first day of high school went by in a heartbeat, and I'm finally realizing that my days of roaming the hallways are numbered. Over break I watched the movie "Back to the Future" probably for the hundredth time, but this time I couldn't help but wish that I could ride that Delorian back to those first fearful days of high school. There's a lot I would like to relive again: Rufus Gunther Days, class trips, homecomings.

But to be perfectly honest, I'd gladly skip right over the first half of senior year; this is not a part of my life I would want to repeat. It wasn't so much that college applications were too tedious and time-consuming (although they definitely weren't fun), or even that looming college acceptances or rejections could make or break our moods during those precarious days before Christmas. It was the way that college seemed to infect my entire class like a pestilence that couldn't be controlled.

It goes without saying that Pingry is a driven, ambitious, college community and as a result of the high expectations and standards here, competition brews among the ranks. If I had a dollar for the number of times I heard "What was he thinking when he applied there? He'll never get in" or "Where are you applying Kristin?" I could probably pay the tuition for my first semester next year. I don't blame my peers for being interested in their classmates' academic future, but their questions and tendency to publicly speculate were difficult for me to deal with.

The divisive force of college applications reared its angry head even more fiercely in the weeks after Early Decision and Early Action decisions came out. Much of the senior class applied under one of these early categories, and some lucky ones did get in. But as the customary "rejection" Holiday Tree displayed in the Lower commons indicated, many more did not and were understandably disappointed.

As the tree was bedecked before break with rejection and deferral letters, I saw first hand the way the admissions process can threaten friendships and intensify tension among students. But in this stressful time we must not lose sight of our priorities; it is not worth losing friends over college. Instead, we need to try our best to respect our peers' personal goals and privacy. We should uphold our school's strong commitment to moral action by supporting each other and remaining a coherent community.

In the same way, because no Pingry student sits on a college admission board, no member of our community has the right to hurtfully say who will and will not be accepted to Boston College, Georgetown, or the University of Pennsylvania. It is important to realize that every student has a chance of getting into his or her first choice college. As members of a community which prizes honor and acceptance, we must act upon the values we have been taught.

The next few months, before regular decisions are mailed in April, will doubtlessly be a difficult time for seniors. I wish I could hop into my Delorian and skip them altogether, but since I know that would be impossible, I'd like to enjoy the precious moments I have left at Pingry and play my part in making sure that the members of my class enjoy their remaining time as well.

"Maxima Reverentia Pueris Debetur," the Pingry School motto, is translated to mean "Greatest respect is due students." Now it is more important than ever to respect each other and appreciate the time we have left together under the aqua clock tower.

— Kristin Kicenuik



## HITS & MISSES

- Hit:** First snow day before the official start of winter.
- Hit:** Delayed opening.
- Miss:** We had to be here by 10:15, not 10:30.
- Hit:** "Wild Oats" was a sold-out smash.
- Hit:** Early Decision acceptances sent out.
- Miss:** Early Decision rejections come back.
- Hit:** Winter festival.
- Miss:** Three very long combined rehearsals.
- Hit:** Students sing at Carnegie Hall.
- Hit:** Rufus Gunther & Community Service Day.
- Hit:** The Great "Wrap-in."
- Hit:** Drama IV Assembly helps educates our community.
- Hit:** Senior holiday tree delivered to couches.
- Hit:** Naz's can drive fed more families than previous years.
- Hit:** Mrs. Abraham has her baby! So does Mrs. O'Mara!
- Miss:** We'll miss them while they're on maternity leave.
- Hit:** Winter Break recharges community.
- Miss:** January 6 crept up on us so soon!

## The Pingry Record



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## O P - E D

## THE NOSE KNOWS

BY EDWARD BARSAMIAN (VI)



## Teachers: Available to Students Like You

As the semester comes to an end, thoughts regarding grades seem to be voiced ever so loudly. Paper due dates loom, and tests never seem to end.

Teachers' assessments appear to be pretty standard: "John needs to see me during C.P.," or, "Jane should do her readings more carefully and come for extra help."

These statements are not meant to make students feel bad, but present opportunities for broadening our minds and deepening our understanding

of the material. This led me to ask myself if teachers at Pingry are somewhat like PBS: both educated and greatly underappreciated. So, why is their presence unrelenting?

Never having been a great fan of "Nova" or "This Old House," I callously disregarded all programs on PBS until this past fall, when a novel I was reading, "The Forstye Saga," was the latest production featured on "Masterpiece Theatre."

I watched the first part with

glee as I saw the characters I knew leap from the pages of the book onto my television screen.

After watching this program and seeing previews of other PBS shows, I came to realize that the network is not all about "Nova," but rather about entertaining viewers with programs that educate.

Now, not only will I watch "Masterpiece Theatre," but also "Frontline" and "Charlie Rose." In effect, I have expanded my mindset and found

valuable programming by truly tuning in to what PBS, a network *without* "Friends," has to offer.

PBS, like the faculty, is an undervalued, unappreciated, untapped resource. Upon reading my own interim comments, I resolved to make changes in my approach to studying and learning habits.

First, I will seek help when necessary. Who decides, however, when it is necessary?

Therein lies the problem: too many students have a

check inside the box that says, "Extra Teacher Help."

Until students receive a warning from their teacher, they believe they are "doing fine" and have no initiative to seek assistance.

The faculty, like PBS, is unrelenting in their quest to educate, because their intent is for students to succeed and comprehend the material being discussed.

By making their time and assistance available, the faculty is presenting us with the

opportunity to gain better insights and to build a deeper personal bond.

I'm not saying that all students who received checks next to "Extra Teacher Help" should go speak with their teachers on a very personal level.

I am trying to encourage you, the students, to see your teachers for help and guidance, because one day, they could possibly be your friends.

Also, every once in a while, turn on PBS. You might learn something new!

## COGITO ERGO COGITO

BY RITA BIAGIOLI (IV)



## Renovators Beware!

For future reference: In case you were wondering, having a major renovation done on your house just isn't fun. Sorry, it just isn't!

Mainly, it's hectic, crazy, your parents go insane, and your whole family is smushed into one tiny room in a tiny house. I mean, the point of renovation is to make the house bigger ... but until they're done you're all stuffed in one little room while all the other walls are being ripped down.

And then there are those days that you think they just won't ever finish.

When it's been two weeks and the construction people still haven't showed up, you know it's a problem, espe-

cially in January with little or no heat.

Yes, this has been my life since the end of August.

I am grateful, however, that my family is able and willing to make our house a nicer environment. I'll definitely have a nicer room if it's ever finished, and life might not be as crazy with the extra space. Although this is an exciting time, I'll miss my old room.

It's kind of interesting to see the entire range of my childhood memories torn away and changed to plaster in the back of a truck, but it's also quite exciting to be able to say that in a few months, my life will be remodeled, reshaped, and renovated. It feels like although I'm the same

person (as far as I know), and I'm still in the same place, it's an entirely new experience. It's all so different, but it's also a very exciting experience.

So, considering that I've already given you my bit about life changing for this issue, and considering that I'm not in a very serious mood, I'll give you a list of things to avoid if you ever happen to renovate your house:

1. First, you might want to make sure there's more than one room that isn't open to the outdoors. And if there is one room, it shouldn't contain the only TV, the only computer, your bed, and your brother, who insists it's his room because it contains the TV.

2. Another annoying prob-

lem is not having a kitchen. It's kind of hard to eat without one. Not only is the whole family restricted to eating in various parts of the house, but it isn't fun when the only food you do have has gone bad and smells because, whoops, the refrigerator's been unplugged. (This is almost as bad as having holes in the ceilings of some rooms because the construction people misread the plans).

3. Don't, just don't, leave any plastic insulation sheets stapled to the ceiling in front of the stairs (they get placed around the house so that the heat doesn't escape). It's not a good thing when you happen to slide on one, it comes undone, and you come bump-

ing down the steps rather painfully with the plastic sheet over your head and surrounding your body. Then, in your dazed state, you get up and walk straight into the piece of wood protruding into the space formerly known as the kitchen. Not fun.

4. If you have a dog, particularly a very hyper dog, beware. When there tends to be no walls on the second floor (i.e., it's open to the backyard so you could easily fall off), dogs for some reason smell escape and try to run off the edge.

My dog managed to try this three times and each time we literally caught him by the tail. He's lucky his tail isn't one centimeter shorter, or it would

have probably been his end. Too bad! (No, I really do love my dog).

5. Here is my absolute favorite: for some reason, while you have construction going on, there tends to be a large and peculiarly smelly Port-A-Potty placed on your driveway. I suppose the construction workers are very particular about their toilets or something. Anyway, though this is a little odd in its own right, it's just not a good thing to have the Port-A-Potty sitting around on mischief night ... yes, it got tipped over.

Okay, those are all the tips I have. Yes, I know, it's hard to believe, but all of this did actually happen...this is my life.

## DARE TO KNOW

BY AARON SUSSMAN(VI)



## The Real Zero-Tolerance Policy

Somewhere in mid-fall students took a break from whining about flip-flops, crying over possible Early Decision deferrals (or even rejections! Pingry students being told "no"? The horror!), and writing self-important columns for The Record in order to discuss the off-color topic of race. For many, talking about race is as disconcerting as seeing Senator Robert Byrd and David Duke shopping together for white bed sheets.

Now, I was about as shocked as anyone to hear that race was an issue in Pingry. Actually, I was just as shocked to hear that race was still an issue in America. (This was

before the whole Trent Lott fiasco reminded us it was.) Last I checked the good guys won the Civil War, Lincoln made everyone friends again, and Jackie Robinson showed that Blacks can participate, and perhaps even excel, in major league sporting events.

So, given this color blind society, why are we talking about race at Pingry, instead of important topics, like our GPAs and Yale and Harvard applications? The answer is: I don't care why. Discussion of race is not the result of problematic signs posted above the couches. Not discussing race is the result of not having signs posted above the couches.

Congratulations to the students who catalyzed the dialogue and managed to upset the status quo. Congratulations to all those who realized how silly much of high school is and decided to stir things up or pay attention to things that might actually matter (not that your personally driven pursuit of an "A" average doesn't matter, but ... um ... sorry, couldn't finish that with a straight face).

So maybe the visions of slain proponents of equality, like Martin Luther King Jr, Fred Hampton, Jesus, Bobby Kennedy, John Brown, and many others, are far from being realized. To find out why,

maybe we should look to the leaders of this country. Fortunately, I was able to contact some of them. My conversations were as follows:

Me: Senator McCain, we have been discussing race at Pingry and ...

John McCain: Pingry? Lotta Asians over there, huh? Not much a fan of "gooks." His tour bus wasn't called the Straight Talk Express for nothin'.

Me: Congresswoman Blewster, from Arizona, we have been talking a lot about race and discrimination at Pingry, and I ...

Barbara Blewster: Are you talking, Aaron? I can't see

your mouth moving behind that "big hook nose." But a yarmulke, or even one of those silly Jim Brown skull caps, is better than a feather headdress, "even African Americans are more advanced than Native Americans." Hey, at least she used the PC terms; she's practically a liberal.

Me: Senator Hollings, I am so glad to talk to a Democrat, the party for progressives! At Pingry, we've been talking ...

Fritz Hollings: Say, you're that Student Body President "from B'nai B'rith," ain't cha?

Me: Um, well, no, I ...

Fritz Hollings: Ha, just a joke. I am not a racist, I'm as neutral on the issue as Swit-

zerland. Speaking of Switzerland, "ever"body likes to go to Geneva. I used to do it for the Law of the Sea conferences and you'd find these potentates from down in Africa, ya know, rather than eating each other, they'd just come up and get a good square meal in Geneva." Ha ha! The silly Senator claimed that black Africans eat people! What a jokester; let's let him chair more committees.

OK, so maybe the government isn't the best place to look. But we can look to another force that probably has much more influence on the youth of America: Holly-

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## IF YOU ASK ME

BY MARIA SCOTT-WITTENBORN (VI)



## Racial Issues

I was fairly ambivalent about attending Pingry. When faced with attending a "traditional day school," I pictured an American version of "Brideshead Revisited" and prepared myself for prep-school hell.

I was relieved to find that Pingry is, in fact, neither an old-school Oxford nor the homogeneous nightmare masquerading as a mall that I had feared during my first few visits.

Since I came here, I have come to expect open-mindedness, and, consequently,

a conversation I had last week shocked me.

I was sitting on the senior couches talking to a boy in my grade in a sort of vague way about affirmative action when he leaned over to another boy from my class and said the following:

"Oh, did you hear this one?"

"No," answered the other boy.

"What's the most confusing day in Harlem?"

"What?"

"Father's day."

People around us: *General laughter of both an embarrassed and sincere nature. Then silence.*

This comment was not about a particular socioeconomic class;

when heard in context, the joke pertained very clearly to race. As racist jokes go, this one appears at first to be less offensive than others.

There are no ethnic slurs, no curse words, and no specific mention of ethnicity, although it is clearly implied.

However, this is the form of racism that now exists at places like Pingry and other educational institutions. Students may not yell ethnic slurs, but they may nevertheless promote the idea that from race alone one can draw inferences about a person or group.

We all know the lines that we are supposed to respect when it comes to racial equality. We attend the annual Martin Luther King Day Assembly.

Yet this boy, who has been exposed to all this education, gets his jollies by publicly taking shots at people who probably will never have the types of privileges that we enjoy every day.

The joke is both demeaning and cheap. It assumes that a predominantly black group is comprised of illegitimate offspring whose mothers cannot identify the fathers of their children.

The joke implies that those who live in Harlem, as a group, have little or none of what the Christian Coalition would term "morality." It suggests that these "uncivilized" people are all running about procreating without thought, that the men are irresponsible and the women are promiscuous.

Although some people weren't laughing, they weren't objecting either. One girl looked up, and I hoped that perhaps she would share my disgust for both the joke and the response it elicited. Instead, I was disappointed to find that she only told us to go somewhere else because we were distracting her from studying.

When I told the boy his "joke" was inappropriate, he said flatly, "You have no sense of humor," as he adjusted his Lacoste shirt, cleared his throat, crossed his arms in a manner that I found vaguely reminiscent of George Wallace. Then he made fun of me for being a Democrat.

I was being 'silly' in finding racial stereotyping so offensive, he implied. It was clear that this kid really thought that 'well, there is a greater percentage of single mothers in the Harlem, isn't there? So, what's the problem?' The boy and his audi-

ence showed no awareness or concern about the socio-economic divide that often occurs along race lines; urban poverty, for example, is not only unfortunate, but also dangerous and undemocratic.

Many people today display the attitude that we gave equality its shot, and it got as far as it deserved to go.

In what is almost a socially Darwinistic manner, many think that to promote disadvantaged groups only makes them less self-sufficient, because they should be able to help themselves. I think we should all be able to grasp the falseness of this idea without too much help.

Of course, racism and Jim Crow are far from gone. I mean, Strom Thurman held a 26 hour filibuster against civil rights legislation. This is a grown man who stood on the Senate Chamber floor and held up the democratic process for 26 hours.

And yet, he was re-elected for decades up until his recent retirement, when Trent Lott got in trouble for seeming to extol the Senator's overt racism. Yet up to that point, Thurmond's bigoted nature did not reduce his popularity or influence in our government.

However small a group the rac-

ists may be, they gain strength from those who allow the spread of bigotry through their silence.

It is precisely because Pingry students are not likely to face much blatant discrimination that they run the risk of becoming passive. It is essential for people in a privileged majority to remember that discrimination against any group is a threat to every group.

Should Americans decide to discriminate against WASPY-looking Irish girls, I'm in big trouble.

There is not much I can do about the boy in my Government class or the people who think he is funny.

Let's try to remember, though, that in dealing with racism, we are talking about different amounts of melanin in the skin. It's a ludicrous basis on which to judge someone.

As quixotic as it may seem to pursue racial equality, the ideal is an essential part of turning America into the place it should be.

Until then, those who don't find the Harlem Father's Day joke amusing, take heart that things are improving: Jesse Helms is retiring, and as Jon Stewart so insightfully put it on election night, regardless of who takes his place, America wins.

## WORDS FROM THE UNWISE

BY BRYAN ZUPON (V)



## Stress Down: A Junior Odyssey

As of now, you're either waiting to read another brilliant and uplifting column that chronicles student survival in the untamed academic jungle that is Pingry, or you're just looking for some excuse to laugh at anyone who would write yet another column for The Record.

Well, my fellow student, if you were waiting for the latter, you're in luck. I offer my analysis of life as a junior and how I, as a junior, might find some peace and tranquility amidst Pingry's crowded halls.

If you're an underclassman, I beg that you listen to me. The rumors are true: junior year is bad, real bad. But instead of turning this column into my sob story, I'm going to attempt to shed light on the ways to handle the seemingly endless workload that junior year inevitably brings.

Before I continue, let me first say that I envy all of you who truly don't care about school. None of what I'm about to mention in this column applies to your kind because being stress-free is like second nature to you. I know you're out there and, quite frankly, I want to be you.

While your choice of lifestyle may not always yield the desired results, I respect the choices that you make, however unmotivated they may seem. Perhaps I'm talking in ex-

tremes, but for one week I would like to experience teenage scholarly bliss: attending classes and getting by happily with doing the absolute minimum.

My slacker friends, I embrace you, for you are a rare breed in Pingry. But now onto bigger and better things.

When a certain individual is burdened with hours of homework, numerous extracurricular activities, college visits, and a sense of duty and responsibility to both the community and family, there is bound to be some kind of breaking point.

The student is then forced to make a choice. Is this student to bear down and grind through it, constantly on the verge of emotional and physical collapse?

Or should this student forget his or her academic responsibilities in exchange for a carefree lifestyle? I personally know students of both types and, unfortunately, after their radical lifestyle changes, they have ended up worse off in the long run.

I speak from experience, for I have been known to wear myself down to nothing at the expense of the academic, athletic, and social aspects of my life. Instead, I propose taking small measures, baby steps if you will, in preserving some form of mental stability.

To begin, I suggest having a real conversation with your closest friend. It's amazing to see how much you can learn about yourself after speaking with someone close to you. I'm not talking about the standard fare: "Hey, how's it goin', what's up?"

I'm talking about a meaningful conversation where you can expand your mind in ways that school cannot. Once you have that one person who you know will always be at your side, try to build on that. By establishing strong bonds with the people around you, you are far less likely to feel alone when fighting the building pressure.

Unfortunately there will always be cliques in any high school, even if we are a cohesive community; however, I think you will find yourself better off if you make the conscious effort to rise above petty high school social problems.

I know you're probably getting tired of this sentimental know-it-all narrative but, at least for me, it works. Without a tight net of people to catch me when I fall, I doubt I'd be as willing to venture out on a limb as I am now.

Which brings me to my next point: don't be afraid of exposing yourself to the world. Shout out who you are. If you choose to bottle up

everything inside, how can people know who you really are? How can you even know your true self?

I know your teachers and parents probably tell you otherwise, but you're young and invincible.

Not a whole lot is going to stop the dreams of a sixteen or seventeen year-old kid in a place like Pingry. If you want to do something, be it goofy or a waste of time, go for it.

I think the biggest problem with a lot of the adults in our communities and families is that they don't want us to experiment.

Adults, quite simply, don't want us to make the same mistakes that they did. While this is a noble cause, it prevents us teenagers from living life to the fullest. I'd much rather do something and experience it myself than hear it from some middle-aged teacher who says that it's wrong based on his principles and his values.

This is not to say that adults are all stodgy, self-absorbed members of society, but unfortunately those who are, end up spoiling all our fun.

I think that as overworked and under appreciated teens on the long road to independence, we have the responsibility to take the blame for our choices and the duty to take advantage of the opportunities bestowed upon us by our parents. But

other than that, I think all of us would be much happier without the antiquated beliefs that adults impose upon us.

Getting back to my original point, if we had the opportunity to shout out to the world who we really are, without fear of adult ridicule or punishment, life for teens in general—not just juniors in the self-contained world of Pingry—would be far less stressful and much more dynamic.

I hope that through my idealistic banter I have somehow given someone in these bustling checkered halls a rough idea of how to endure what has thus far been a long and arduous beginning to the year.

Ideally, by the time you read this and have attempted to implement some of my suggestions, the second semester might not seem like such a long and daunting road.

There are some things that cannot be changed: some students will always be cold and sarcastic, teachers and parents will always try to impress their views upon you. However, as a student you must realize that you are a unique entity.

While Pingry may attempt to extinguish the free-thinking fire that burns within each of us, realizing that many of these stresses are simply not worth our time may be enough to fuel that flame.

FEATURES

# Q&A: BRAD PITT?

## An Interview with Christopher Dehart

By ELYSE FELDMAN (IV)  
Chris Dehart has worked on the maintenance crew for three years.

**Record:** So ... Chris ... when and where were you born?

**Chris:** I was born in 1970 in Newton, but I lived in Stillwater, the next town over from the hospital I was born in.

**R:** When did you start working at Pingry?

**C:** Hm...I believe it was '99.

**R:** How would you describe Pingry?

**C:** As a job environment, it's very good especially in the field that I'm working in.

Socially, everyone seems very nice.

The teachers and students are very approachable. Pingry is really a very friendly environment; teachers are always giving hellos.

**R:** What are your favorite things about Pingry?

**C:** It is a very ordered environment and I like that. I like that there is a general purpose for students to really come and learn.

**R:** Is there a certain way you would describe Pingry students?

**C:** In general, the students are very well mannered and they all seem to get along very well.

**R:** Any least favorite aspects of Pingry?

**C:** Hm...well, I don't have any.

**R:** Very good. What is most satisfying about your job?

**C:** Basically, I fix broken things and if I fix them well and they last, then I am happy.

**R:** What do you enjoy doing when you are not working?

**C:** I am an artist. I do oil painting, sculpture, photography, and really anything artistic. I try to paint every day. I actually went to school for art. I really love it. I was born loving it.

**R:** I also understand that you helped the drama students with set work for their play,

"Wild Oats."

**C:** Yes, I did help out with the set. I really enjoyed the play, and enjoy plays generally; I think they're dynamic, and the students here are disciplined. They're very good at what they do.

**R:** Any messages or words of encouragement you'd like to convey to Pingry students?

**C:** I really think that every student should follow what he or she is naturally good at and work on perfecting that.

**R:** Great. How do you feel about being compared to Brad Pitt?

**C:** Haha. I don't see it. He's a great actor though, so I'm flattered.



Nelson Lee (III)



Mrs. Elizabeth Martin

# PINGRY GOES HOLLYWOOD!

On Friday, November 8, the PSPA held its annual fundraising benefit at The Parsippany Hilton on Route 10. The one-day event showcased the talents of 24 senior models who dressed up and strutted their stuff on the catwalk.

*Clockwise from top: Senior models pose for a group shot; Stephanie Swanike(VI) makes her way down the runway; Lenny Saracino and Sarah Saxton-Frump smile for the camera at the end of the day; Katie Corrigan (VI) and John Kuchta (VI) pose with posters; Kara Brodgesell (VI) and Tom Leonard (VI) pose in true model fashion.*



Mrs. Elizabeth Martin



Mrs. Elizabeth Martin



Mrs. Elizabeth Martin



Mrs. Elizabeth Martin

## SCHOOL NEWS

Kristin Kicenuik (VI)



Kristin Kicenuik (VI)



# TRICKS 'N' TREATS

Kristin Kicenuik (VI)



BY DAVID SPETT (V)

October 31 was a day of fun and festivities for students and teachers alike. Classes were cancelled for the day, and the schedule was divided between the Rufus Gunther Day Assembly, community service, and free time.

Students in Forms III-VI started the day in the auditorium with a costume parade and contest. The winners included Marissa Bialecki (III) as 'Saturday Night Live' character Mary Catherine Gallagher; Mike Lehrhoff (IV) as math teacher Jason Milner; Rita Chen (V) and Christine Hsu (V) as Japanese cartoon characters Fook Mi and Fook Yu; Matt Bonelli (VI) and John Porges (VI) as Zoolander and Hansel; and physics teacher Keith Klingler as "Vectorman." Assistant Headmaster Adam Rohdie also appeared as an "exotic plant."

The assembly then shifted to musical performances from Spitting Image (Dave Salerno, Scott Simon, Greg Simon, and Andrew Heyman). Also performing was an unnamed band consisting of Ben Grant, Louis DiLeo, Denis Malkov, Elan DiMaio, and Lauren Miller.

SAC made a comeback as well with its hilarious skit performance. Student Body President Aaron Sussman recited an amusing monologue, and two humorous videos were shown, one by Thomas Glazer (V) on the feelings of leaves, and the other by SAC, a biography of firefighter Sumeet Shah (V).

Students then enjoyed nearly two hours of free time to chat and eat lunch with their friends. After lunch, they split up for various community service opportunities, including exotic plant removal at the Watchung Reservation, food rearrangement at the Community Food Bank, trail maintenance at the Summit Arboretum, and – everyone's favorite – fence placement at Farmer John's Organic Farm.

According to Community Service Coordinator Mrs. Stephanie Romankow, the day's purpose was "to have teachers and students, side-by-side, working together for the greater good of the community." She adds, "The day was a major success and nearly everyone had fun."

Students' reactions were overwhelmingly positive. Chelsea Blacker (V) exclaimed, "Hats off to those who got their butts on stage!" She added, "Pulling apart unnatural wildlife was a great bonding experience. I even got to know some of my classmates better – they're actually quite cool!"

The Middle Schoolers, meanwhile, took part in their own activities. They had their costume parade in the Bristol Gym and then ventured to the Community Food Bank for community service.

Unfortunately, a few students chose to spend the day at home. In the words of Aaron Sussman, though, "The only ones who didn't have fun were the ones who didn't come!"

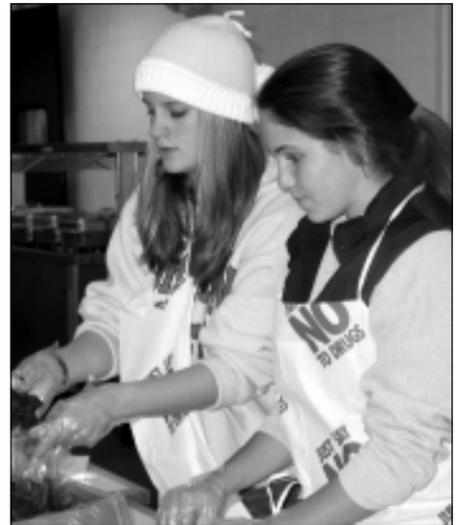
Mrs. Jill Alexander



Kristin Kicenuik (VI)



Mrs. Jill Alexander



Mrs. Jill Alexander



# VETS WHO CHANGED AMERICA'S MILITARY

BY JANE SAWYER (VI)

During World War II, a program near Tuskegee, Alabama was set up to train black aviators. The program's members became known as the Tuskegee Airmen, and they helped integrate the military.

This year, the Awareness Society's annual Veterans Day assembly paid tribute to them.

Mrs. Madeline Landau, the faculty advisor of the Awareness Society, said that "this program taught about both the civil rights movement as well as the incredible commitment and sacrifices that the Tuskegee Airmen made during the war."

The assembly began with the Star-Spangled Banner, led by the Brass Choir and Elan DiMaio (VI). Then, two representatives of the Tuskegee Airmen were introduced.

They were Lt. Colonel Thomas E. Highsmith, Jr., who served as a Tuskegee Airman, and Mr. Leroy Gillead III, Esq., whose father served as one.

Colonel Highsmith, who was born in New Jersey, was told that his dream of flying was impossible because of the military's segregation. With the formation of the Tuskegee Airmen, however, Colonel Highsmith learned to fly.

Both Colonel Highsmith and Mr. Gillead

spoke with great respect of Colonel Benjamin O. Davis, Jr., commander of the Tuskegee Airmen and the first black graduate of West Point.

Colonel Davis' intensive training and able leadership turned the Airmen into a group feared by the Germans and respected by the

Americans for their record of safely escorting bombers past the enemy.

As much as the story of the Tuskegee Airmen involved their heroism in battle, it also involves the story of racism in the military.

Colonel Highsmith described the racism he

endured as a member of the Airmen, even though the group was always trying to prove their equality with their skill and bravery in battle.

During their training in Alabama, he remembered, the Airmen were confined to the back of the trains while German prisoners of war rode in the first class cars.

Later, when they returned home, the Airmen like all blacks at that time, could not even sit at lunch counters in the South.

Yet ultimately, the outstanding performance of Colonel Highsmith and the other airmen led to the Air Force's integration in 1949.

The assembly concluded with the singing of America the Beautiful, led once again by the Brass Choir and Elan DiMaio (VI). After a moment of silence, Jack Zoepfel (V) played Taps.

Many students, including Alex Raiffe (V) praised the assembly for giving "a good insight into a unique experience."

Athena Arbes (V) similarly felt that "it helped the community to understand a historical event through others' eyes."

As Mrs. Landau said, "When students can hear first person accounts, it is a far more powerful lesson than one learned from a secondary source."



Lt. Col. Thomas E. Highsmith and Mr. Leroy Gillead III, Esq.

## U.S. History . . . In an HOUR?!

BY BRITTANY NOSHER (V)  
& DANA ZOLLI (VI)

Here is the scenario: it's Friday morning and you're walking down the halls with a clear imprint on your face of page 247 from your history textbook, on which you fell asleep while studying last night. "Wouldn't it be nice," you muse, "if I could somehow learn all of this information in one convenient time slot?"

Lucky for you, the 16 members of drama IV understood your predicament. Thus on Friday, October 18, students filtering into the Hauser Auditorium were met with "The Complete History of America: Abridged."

This comedy, performed by the senior drama class, documented the most important events in America's history from the sixteenth to the twentieth century.

The play was written and originally performed by the Reduced Theater Company (also known as the Reduced Shakespeare Company), a group specializing in adapting works of literature and history to perform in limited amounts of time. Other work of theirs include "The Complete Works of William Shakespeare-Abridged" and "The Bible-Abridged." Their works are

intended to both inform and entertain. Every three minutes or so, quick moving scenes and antics bordering on the politically incorrect induced either laughter or applause.

The play started with the Salem witch trials and ended with World War II. The hour-long tour through nearly five hundred years of American history consisted of song and dance, poetry, and reenact-

ments of famous battles.

Vignettes showed Washington giving a pep talk to his troops, Betsy Ross and her cousin Marion demonstrating their original designs for the flag, and Lewis and Clark performing a vaudeville comedy routine.

Special guests in the audience included a group of approximately 20 students from ECLC, a school in Chatham

for students with special needs. After the show, the actors spent half an hour with the students, answering their questions and receiving feedback on the play.

Tomo Gibson (VI) was a big hit with the ECLC students for his energized performance as a nervous messenger in World War I, flopping over the stage and diving behind chairs set up to resemble trenches. He says of the experience, "It was a lot

of fun performing in front of the kids and I was glad they were able to come and enjoy it."

The connection between the schools was established by Ms. Shelley Hartz, a faculty member and parent of an ECLC student. She was delighted by the day's events, saying, "The greatest part of the day was that our students took the opportunity to inter-

act with the ECLC students. The kids really enjoyed themselves." She added that it is important for the ECLC students to "talk to mainstream kids," noting that the Drama IV class were "excellent role-models."

She hoped to have more opportunities for co-mingling between the schools. The Pingry audience also praised the show. Mrs. Cassidy described the assembly as "one of the most entertaining shows I've seen in a long time," calling it "interesting" and "very funny."

"There were times I didn't want to laugh because I didn't want to miss any of it," she added.

Props were minimal, consisting of chairs and wigs, and there were a few costume changes.

At the end of the play, the actors were met with enthusiastic applause from their audience of peers. As everybody exited the auditorium, they took with them at least one new aspect of American history.

As for the students with a history test the next period, for one morning meeting they were able to put down their note cards and study guides and simply watch history in action.



Left to right: Jeremy Massler (VI), Lauren Miller (VI), Arron Sussman (VI), Denise LaForgia (VI), and Kate Coyle (VI) read the script.

# Students and Administrators Work Toward Change

BY DAVID SPETT (V)

Headmaster John Neiswender reports that he is very pleased with the recent student-recommended changes, which include earlier off-campus privileges for seniors, the removal of the Internet filter, and temporary suspension and follow-up discussion of the footwear policy.

Mr. Neiswender was open to students' suggestions as soon as he arrived at the school two years ago.

That year, he accepted the Student Government proposal to grant seniors early off-campus privileges; the date was pushed back even more this year.

He explains, "I'd like off-campus privileges to be for the entire senior year." The Headmaster also agreed to allow shorts beginning on May 1 or at any other time with his authorization.

Last year, the Student Government, led by Junior Class President Aaron Sussman,

suggested that the school remove its Internet filter.

With this change, students would be required to sign a technology agreement if they wished to use the on-campus computers.

The Headmaster ratified this suggestion as well. "It was a wonderful idea that fit right in with the spirit of the Honor Code," Mr. Neiswender explains. "The majority of our students are responsible enough to monitor their own behavior."

The Headmaster also applauded this year's Junior Class President Robert Zacharias's recent initiative to reword the Student Technology Agreement. "Some parts of the Agreement weren't enforceable, and we will reword it for next year," he says.

Robert also questioned why the Agreement is needed, since the school already has an Honor Code. Mr. Neiswender says, though, that "it is occasionally necessary to expand



Dana Zolli (VI)

Students who signed the Technology agreement, enjoy access to Pingry computers

on the Honor Code, and the Student Technology Agreement is not the only example."

This September, the school administration announced a stricter footwear policy on sandals and flip-flops, and Student Government immediately proposed removing the

new regulations in their entirety.

Mr. Neiswender notes that this was the first proposal to be turned down since he arrived at the school. "The administrative team had a discussion, and we decided to lift the regulations until November 1," he says.

Mr. Neiswender explains that the school might become less attractive to prospective students, parents, and donors if the Dress Code were too lax. "The administration is held responsible by our Board of Trustees for creating appropriate standards," he comments. "We are willing to compromise, though, because that's how life works."

The Headmaster admits that it was a mistake to ban all open-toed footwear. "We wanted something that was easy to enforce," he says, "but bathroom and beach flip-flops don't match our current Dress Code of long pants and a collared shirt."

This dilemma led Mr. Neiswender to create the Dress Code Committee, which

is comprised of both faculty and students with differing opinions on the Dress Code.

He says, "It will be nice to receive others' input, even though the final decision is still with the administration."

Mr. Neiswender took a moment to remind upset, sandal-loving students that "you have a choice to come to Pingry, and you knew there was a Dress Code when you came."

For the future, Mr. Neiswender suggests a possible school-wide governance organization, comprised of students and faculty, that will debate im-

portant school issues such as exam days, academic policies, and the Dress Code. "This model presents some exciting possibilities," he remarks.

The Headmaster also outlined a suggested procedure for students who wish to change a school policy.

First, he says, they should see if it has popular support, and if so, they should then send it to the Student Government.

"Clearly, that's the process, and I think it's been effective," Mr. Neiswender says. "If it's not, let me know!"



Dana Zolli (VI)

Pooja Raval (VI) checks her pingry e-mail



Dana Zolli (VI)

Oh no! A student out of Dress Code.

## THE KIDS IN THE HALL SPEAK OUT

BY DANA ZOLLI (VI)



**Zachary Carr (I)**  
"Start school at 10 o'clock"



**Hadley Johnson (II)**  
"Paint the tower blue like for our school colors."



**Jodie Francis (III)**  
"Better food and less homework-related stress."



**August DuPont (III)**  
"Make meditation required."

# THE NETWORK AGREEMENT AND ME

*(a modest vignette)*



BY ROBERT ZACHARIAS (V)

I was asked by the Record editors to recount my experience with the Student Network Agreement, so here it is:

Last year student government recommended to the administration that the internet filter be lifted at Pingry, citing the upholding of the Honor Code, fairness to the student body, and freedom of research. I was very happy this happened. It was good.

The administration then felt they had to make a change to the way students gain access to the computers here, which I believe is justified. They said that since the filter had been lifted, all of the students should have to sign a compliance agreement before they could use the computers. I was not so happy that this happened, and even initially refused to sign the agreement, but after talking with Mrs. Cirino, Director of Technology, I felt it was acceptable and made sense, so I signed it.

This year, we had to sign the same Student Network Agreement, but this time after reading it through I realized that I did not agree with the policy, and I was pretty determined that it wasn't fair. There were two specific clauses that I didn't agree with in it, but I also have a blanket disagreement with the whole thing, which I think I should explain.

The latter part of the first sentence of the Honor Code states that we should live by standards of behavior "which are essentially a matter of attitude and spirit rather than a

system of rules and regulations."

I believe that the Student Network Agreement is in direct opposition to this statement—it is definitely a "system of rules and regulations."

So I somewhat disagreed with the document existing at all. I also recognized the Honor Board's opinion of the document, that it is a clarification of the Honor Code, to help guide the errant student in their righteous path of Honor Codeness. I don't agree, but I'm willing to follow the Honor Board's opinion.

There were two specific clauses that really got to me when I read the Agreement. They were "I will not send *or* receive messages that are inflammatory or that discriminate or harass in any way," and "I accept full responsibility for activity that occurs on my account..."

These two I have objections to specifically because they don't make logical sense. Keep in mind that this is a document we had to sign, so the specific wording is especially important.

Regarding the first quote, we don't have any control whatsoever over what material we receive, so holding us culpable for this material is ludicrous.

I have the same problem with the second quote: even if our account gets hacked into without our knowledge, we are blamed for any activity that occurs on it? I hope not—because that, too, is ridiculous.

I didn't feel I could sign the

Agreement, and I communicated this to Mr. Neiswender. He understood my problems with it, but wasn't willing to change the document this year.

After a few days, Mr. Neiswender told me that he had talked to all of the kids who hadn't already signed the Agreement for whatever reason and that all of the students in the school (except for me) had eventually signed it.

He extended my previous moratorium (I couldn't use any networked computer at that time) even further, so that I was no longer allowed to use any Pingry computer at all.

This was an inconvenience I simply prepared to work around, anticipating it wasn't going to change for the rest of the year.

After a talk with Mr. Rohdie a little while later, I met with the Honor Board, not as someone whose case was being adjudicated, but rather as someone who wanted to talk with them about a pertinent issue.

The Honor Board understood my problems with the Agreement but also defended much of it. Their opinion was communicated to Mr. Neiswender, whom I met with several days later.

He told me to write and sign an agreement that said that I had read and understood the Student Network Agreement and would abide by the Honor Code in my dealings with the Pingry network. I signed that agreement, and he then let me use school computers, which I have been doing ever since, much to my ecstatic glee.

## The Agreement: What Does it Say?

The Pingry School computer network is a comprehensive campus network which enables students, faculty, and staff to communicate, store and share information, and access virtually unlimited resources from the global community. As such, it places a responsibility on all users of the network. Any actions performed or initiated through the Pingry network must reflect the honesty and integrity as set forth in the Pingry Honor Code. Students are expected to use technology in a manner respectful of themselves and others at all times.

While communicating on the network both within and beyond the school, students should remember that they are identified as Pingry users and are therefore held to the standards of the School. Further, it is every student's responsibility not to initiate access to materials on the Internet that are inconsistent with the goals, objectives, and policies of the School.

All users are expected to abide by the generally accepted rules of technology behavior. These rules include, but are not limited to the following:

### ***In the Labs and the Library:***

I will not bring any food or drink into the labs or library.

I will work quietly and not disturb anyone else in the room.

I will not connect, disconnect, move, or adjust any equipment.

### ***Using the Computer and Network:***

I will not use the network for activities which would be disruptive to others, violate Pingry's Honor Code, or are prohibited under local, state, or federal law.

I will not create or transmit any offensive, obscene, or indecent images, nor material designed or likely to cause annoyance, inconvenience, disruption, or needless anxiety to others.

I will not attempt to access the accounts, files, or e-mail of others, subvert network security, impair the operations of the network, or bypass restrictions set by the administration.

I will not play or download games on any computers here at Pingry at any time.

I will not send broadcast messages of any kind over the Pingry network.

I will not assist others in violating these rules or share information or passwords with others.

### ***Using e-mail:***

I am aware that e-mail is not guaranteed to be private.

I will only send messages which are polite and use appropriate language.

I will not send or receive messages that are inflammatory or that discriminate or harass in any way.

### ***Using the Internet:***

I will use the Internet only for academic research and as a means of obtaining needed information.

I will not engage in any copyright violations such as plagiarism or software piracy, or become involved in any other improper use or distribution of information.

I will not access, upload, download, or distribute information of an inappropriate nature (pornographic, obscene, sexually explicit, or militant/extremist materials, as well as those involving vulgarity, gambling, or threats etc.) from/to the Internet.

I am aware that it is a dangerous practice to join chat groups and will not join such a group or give out personal information (name, address, phone, etc.) anywhere on the Internet.

Since all hardware, software, and storage devices are the property of The Pingry School, the School reserves the right to review any material on user accounts.

## WHAT DO YOU WISH YOU COULD CHANGE ABOUT PINGRY?



**Laura Boova (V)**

"Lift the flip-flop ban entirely"



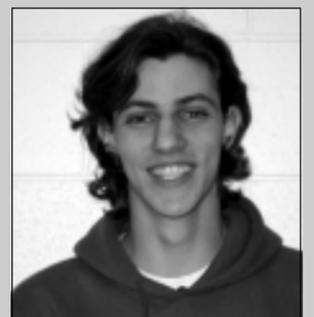
**Amit Kumar (V)**

"Revise the Dress Code, or perhaps get rid of clothes altogether!"



**Sarah Saxton-Frump (VI)**

"I would like to see Pingry become more diverse."



**Alex Levey (VI)**

"Everything!"

# CHORAL GROUPS SING AT CARNEGIE HALL

Mr. Christopher Kelly

By SONIA ALAM (VI)  
The Upper School Women's Glee Club and the Middle School Boys' and Girls' Choruses participated in the Canterbury Choral Society's 50th Anniversary Concert at Carnegie Hall on November 15.

Pingry's singers joined together with the Canterbury Choral Society, comprised of ten groups from different schools. Besides Pingry, these included the Church of the Heavenly Rest Choristers, Saint Bartholomew's Choristers, Choristers from the Saint Cecilia and Boy Choirs of Grace Church in New York, Rudolf Steiner Junior Chorus, Trinity Choristers, the Brearley School Senior Chorus, the Chapin Choral Club, and the Nightingale-Bamford School Choral Ensemble.

This large group came together with the New Haven Symphony Orchestra to give an astounding performance of Gustav Mahler's 8th Symphony, which was conducted by Charles Dodsley Walker, the founder and conductor of the Canterbury Choral Society.

To prepare for this event, the singing groups began rehearsing selected pieces from the Symphony in early

September. Learning the music was not easy, as the notes and the various harmonies were complicated.

Although the adult choir sang throughout the full symphony, the Youth Chorus was featured several times by themselves in Part I and Part II. Part I of the Symphony was in Latin, while Part II was in German, making the piece even harder to master.

Despite the difficulty of the music and language, Women's Glee Club Director Mrs. Jennifer Runge called the concert "a great success."

"Even though we could not devote our time solely to the symphony, the Women's Glee Club and the choruses did a superb job," she said.

To further prepare for the event, the various singing groups met in Manhattan on November 9 to rehearse.

The rehearsal was long and somewhat tedious, but it proved to be extremely beneficial for all the groups because it demonstrated which sections needed more work.

As a result of the rehearsal, Pingry's groups were prepared and confident for their actual performance on November 15; the Youth



How do you get there? Practice, practice, practice.

Chorus' strength and balance was so exemplary that it astounded the audience.

The other school groups included

in the Youth Chorus were "very well prepared," Mrs. Runge said, adding that "altogether, the performance was fabulous." Summing up her enthusi-

asm, she says, "It was an amazing opportunity for the Glee Club and the choruses, and I am glad we took advantage of it."



Mrs. Jill Alexander

Mrs. Jill Alexander



## Holiday Festival 2003

After months of hard work and three combined rehearsals, the music department showcased its annual festival on December 11, 12, and 13. The Wednesday concert was held during school and followed by the all-school wrap-in. The Thursday and Friday night performances welcomed parents, teachers, and friends.

Mrs. Jill Alexander



Mrs. Jill Alexander



Mrs. Jill Alexander



## Spring Trips Abroad

## Canceled Again

BY KATHRYN LEVINE (V)

Due to current international tensions, the Foreign Language Department recently cancelled the trips planned for Spring Break. Mr. Norm LaValette, head of the department, knows that Pingry students "want to expand their horizons." However, he says, "that in itself is a huge risk" and asking students to take a "greater risk with the current climate" is "not rational."

Like the rest of the Foreign Language Department, Spanish teacher Mrs. Diana Abreu says that she was "unsure about the safety issue." Additionally, "students were saying their parents were concerned" about the trip.

She also says interest in the trip declined as individual students backed out, and groups of their friends subsequently cancelled.

Latin teacher Mrs. Susan Forrester

says that the "general world situation" combined with the "deadline to get funds in and the chance of losing these deposits" was worrisome to her as she planned the Latin trip to Italy. Travel insurance, she says, would only cover travel costs if the U.S. government specifically warned American tourists about visiting Italy prior to the trip.

Mrs. Forrester also cites the responsibility of taking care of the students' safety in a foreign country. "It was just too scary," she says.

Latin student Ben Blonder (V) says, "I'm pretty disappointed because I was looking forward to being in Italy with my friends."

Karen Giangreco (VI), another student who is unhappy about the cancellations, says, "I feel bad for everyone who won't get to go." Mr. LaValette says it's "sad that we won't have the euphoria" of exploring a

foreign country and experiencing another culture. Athena Arbes (V), a Spanish student, says she was upset that the Spanish trip was cancelled, but adds, "I'll go next year."

The Foreign Language Department is similarly optimistic for trips further in the future.

The German trip, which will take place in August, will probably be planned out in January. German teacher Dr. Ann Dickerson says, "As far as I know, it's on."

Mr. LaValette added that the trip "is a long way off" and the German teachers still have time to decide the issue.

"Maybe we can start planning earlier in the year," Mrs. Abreu suggested. "It is our goal to go to Spain next year."

"What the world needs now is people coming together," Mr. LaValette concluded.

Clare Kelly (VI)



A thing of the past: students and teachers seize a Kodak moment in front of the Rock of Gibraltar back in 2001.

## Model UN Off To Rutgers!

BY SUSANNAH BRAGG (V) &amp; PRITHA GHOSH (V)

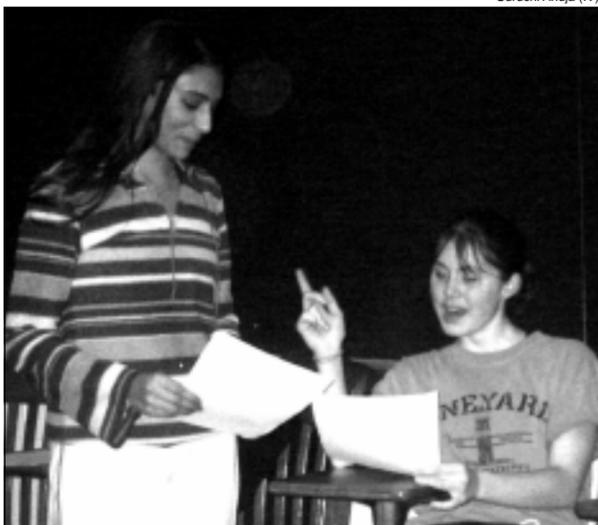
On Thursday, November 21, the Model UN headed off to Rutgers University for an intense weekend of debating current world issues and events. Students formed committees to discuss topics ranging from AIDS to women's literacy in Asia.

Pingry students represented Canada and Pakistan in the Rutgers University Model United Nations (RUMUN), which was held at the Hyatt in New Brunswick. Many schools, including Pingry, had the misfortune of staying about 20 minutes away in East Brunswick, creating many headaches for the faculty advisors, Dr. David Korfhage and Dr. James Murray, who had to usher students when they missed the shuttle.

The RUMUN conference featured seven different meetings, running from 9 AM until 11:30 PM. In a committee session, the delegates from each country debate and try to come to a consensus before they pass resolutions. Co-president of the club, Sonam Sharma (V), explains that for a topic like malnutrition, for example, delegates would debate ways to find funding, educate the public, and train health personnel to solve the problem.

Other issues included spinal cord injury, street drugs, and problems in developing nations. Cyprus was a particularly hot topic, which sparked disputes over whether it should belong in the European Union.

For delegates involved in the select "advanced committees," impromptu meetings sprang up around 3 AM. The



Sonam Sharma (V) debates with Jackie O'Conner (IV).

members of these meetings dealt with "crises," debating and resolving a sudden, dramatic scenario. The lucky, night-rising delegates were allowed to sleep in the next morning to recuperate from their spontaneous awakening.

On Sunday, November 24, co-president of the club Sonam Sharma (V) and her partner, Pritha Ghosh (V), received an award for Outstanding Delegate for the World Health Organization.

Sonam felt that "RUMUN turned out to be a great experience for everyone. We had a lot of new kids this year, so this was kind of an orientation for us. I think the kids learned a lot at the conference, and I was surprised by how many people came up to me to say how much they enjoyed the weekend."

The other co-president, Eric Bergh (VI), agreed that Model UN members "gained valuable experience, especially since this was the first conference for many. Hopefully, we will improve in future conferences and possibly earn more awards." The next

conference will be held at Yale University at the end of January. "We'll be taking a smaller number of people," Sonam says, "but it's a good group."

The most anticipated conference of year, however, is the National High School Model United Nations (NHSMUN), which takes place right before spring break. According to Sonam, "that conference has the highest level of debating because it is a national conference, and very strong candidates are coming from all over." The highlight of NHSMUN for most is the opportunity to visit the UN building in New York and conduct a committee session in the space where actual meetings are held.

Katie O'Connor (III), a new delegate, had a great time. "It wasn't as bad as I thought it would be. I especially enjoyed the "Delegate Boogie, the showing of "Monsters Inc." and "The Panic Room," and the a cappella group performance on Saturday night."

## Peer Night Now a 20 Year Tradition

BY CLARE KELLY (VI) &amp; KRISTIN KICENUK (VI)

The peer leadership program helps freshmen adjust to high school more easily. Every year, the program presents an evening for the parents of freshmen to help them understand how the system works. The 20th annual peer night took place on Friday, November 22, 2002, from 7:30-9:00 P.M.

Each peer group consists of two senior peer leaders and approximately nine freshmen. In order to become a peer leader, interested students must apply in their junior year.

Those interested have to fill out an application form that requires short answers to several questions.

Students must also obtain letters of recommendation from faculty members. Dr. Richardson and Mrs. Lionetti review these applications and

select 14 boys and 14 girls to become peer mentors to freshmen.

At the beginning of their senior year, these chosen leaders are matched with a senior (of the opposite sex) who compliments them.

Before the start of the school year, these 28 seniors embark on a bonding retreat where they learn more about their co-leader and the other 27 students.

Dr. Richardson, Mrs. Lionetti, Mrs. McKoy, and the 28 senior peer leaders had been planning for Peer Night since September in order to ensure that topics such as interim grades, peer pressure, drugs, and drinking were discussed.

After Peer groups ate dinner together in the cafeteria, the night commenced with a skit performed by the peer leaders, which illustrated the roles of leaders in facilitating

a smooth transition for freshmen into high school.

Many students, including Caroline Holt (III), were very impressed by the skit. "The skit was really wonderful and it covered a lot of issues pertinent to freshmen," she said.

After the skit, peer groups dispersed into classrooms with two peer groups per room. Parents of freshmen and parents of seniors were encouraged to join a peer group that their child was not in and participate in the discussion that was taking place.

Once in the rooms, parents wrote down questions they wanted to hear answered by the students, including questions on parties, school pressures, and adjusting to Pingry.

The freshmen also asked questions of the parents in the room, including questions on trust and parental pressure. Maggie Obberender, one of the senior peer leaders, believed that that this question-answer session "was beneficial to students and parents."

Maggie also felt that "one of the best things about the night was how well the freshmen answered the parents' questions. They really took the time to think about their answers," she said.

Other leaders, including Lenny Saraceno (VI) and Billy Kovacs (VI) also praised the activity, saying that the discussion "covered many important topics and allowed for good parent-student interaction." The classroom discussions ended at 9 P.M. and refreshments were then served in the cafeteria until 9:30 P.M. While socializing with their groups and snacking, peer leader pairs were able to meet the parents of their "peer groupies."



Brittany Wigmore (VI) conducts bonding exercise with her group.

# ANDREW'S QUICK REVIEWS

BY ANDREW HEYMAN (VI)

*Last Stop Suburbia*

By Allister

Three years is a long time to wait before putting out a second album, especially for a pop-punk band. But in Allister's case, it's okay. Anyone who heard the band's first album, "Dead Ends and Girlfriends," could tell you that even though they were raw and unrefined, the band still had something special – they just needed some more time and experience.

The band has gone through a few interesting changes since their first release: one of their original guitarists, known only as "Skippy," left the band a few years ago. Also, Tim Allister has come out from behind the drums to become a full-fledged frontman (a much better drummer has taken his place), and guitarist/vocalist John Hamada left just before the album's release. Fortunately, though, Hamada performed and wrote songs for the album.

Allister's greatest strength has always been that three of its members share singing/songwriting duties.

Tim, Scott, and John each have very different styles, but they seem to fit together perfectly to create something very special. That's actually an understatement, because "Last Stop Suburbia" is a strong candidate for the best pop-punk album ever written by a member of the "new punk generation."

There isn't a single weak link on the album. It's amazingly consistent: every song is a perfect example of what quality pop-punk is. Of course, "Last Stop Suburbia" does suffer from Drive-Thru-Records-Second-Album Syndrome.

Just like every other sophomore effort from every other Drive-Thru band, Allister's new album sports a shiny new coat of glitzy and over-the-top production. While other bands have suffered as a result (cough cough ... Fenix TX ... cough cough), Allister has thrived.

Even if the band hadn't had a big-name pro-



ducer, this album still would have rocked. Because Allister rocks. A lot.

When I first heard them in '99, I knew that one day they'd be one of the best bands around. How I love being right. **FINAL GRADE: A**

*Between the Senses*

By Haven

This is average British pop-rock that's been done infinitely better by Blur, Travis, and Coldplay. Bleg. **FINAL GRADE: C**

*Red Letter Days*

By The Wallflowers

The Wallflowers' last album, "Breach," was not very good. The songs were average and not nearly as good as front-man Jakob Dylan is capable of writing. Moreover, lead guitarist Michael Ward was deprived of many chances to show off his incredible skills. Look at the band photo on the cover of "Red Letter Days" and you'll notice something missing: a certain pasty-white and bald lead guitar player.

form on the recording. I would have liked to see if Dylan was good enough to fit the role, but you can't win them all. I still love this album, and Jakob Dylan has just proven that he has more of his legendary father's ability than everyone gives him credit for. **FINAL GRADE: A/A+**

*Ben Folds Live*

By Ben Folds

This album has helped me realize two things: 1) I love Ben Folds and 2) I love Ben's ex-Ben Folds Five bandmates Robert Sledge and Darren Jesse even more. Ben Folds, you see, is a genius.

He's got a phenomenal voice and he's an insanely gifted pianist, not to mention that he has prodigious songwriting talents.

What was so special about Ben Folds Five was the way in which Folds' energetic piano hammering, Jesse's flawless drumming, and



That's because Ward, easily the most talented member of The Wallflowers, is no longer a member of the band.

So you'd think "Red Letter Days" would be even worse than its dismal predecessor. But you'd be wrong, because somehow, Jakob Dylan has written 13 songs that are nothing short of spectacular. His genius, which is so obvious on The Wallflowers' eponymous debut and their sophomore effort "Bringing Down the Horse," seemed to have disappeared when he wrote "Breach." But now it's back. I don't know how or why it went away, and I don't particularly care.

"Red Letter Days" is beautiful, and it more than makes up for the band's past blunder. This album is haunting, memorable, and classic. One of Dylan's major pitfalls used to be his lack of emotion – his songs were catchy and complex, but somewhat sterile. Now, he's overcome that problem. "Red Letter Days" is sometimes the most friendly and at other times the darkest The Wallflowers have ever been ("Health and Happiness" may very well be one of the most beautifully malicious songs ever written). The band has gotten over Ward's departure by bringing in various guest guitarists to per-

Sledge's innovative and tricked-out bass playing worked so well together. Folds' new, live album is 17 songs spanning his time in BFF and his solo career up to this point.

The problem is, though, that there's only so much one man and a piano can accomplish, especially when he's playing songs that were originally written for the best piano/bass/drums trio in the world. Old classics like "The Last Polka," "Best Imitation of Myself" and "Army" sound empty and naked.

Novitiates who still don't understand how a band called Ben Folds Five could have only three members will find this album to be a perfect showcase for Folds's incredible talents ("One Down" and "Rock this B\*\*\*h" are improvised!).

But for long-time BFF fans, "Ben Folds Live" is nothing but reinforcement of the belief that Folds will never be as good as he was with Jesse and Sledge.

He will never achieve the level of success, critically and commercially, as he did with his former band because he simply isn't as good solo, and he knows that.

Look at the font of the words "Ben Folds Live" on the album's cover. The "L" in "Live" looks conspicuously like an upside-down "F." Now that's sad. **FINAL GRADE: B-/C+**



# Harry's 'Chamber': Not All That Magical

BY SUSANNAH BRAGG (V)

Despite my substantially lower expectations for the second "Harry

Weasley (Rupert Grint) and Hermione Granger (Emma Watson). Mischief begins when Dobby the

I was particularly bothered by the way the film left out all of Rowling's wit and replaced it with the overdone and overdramatic. For example: Harry almost falls out of a flying car so that Ron must grab onto his arm and urge him to hold on; a magical hand in a dark wizard shop seizes Harry as intense music plays in the background; Harry and his nemesis Draco Malfoy zoom around neck-and-neck with each other during a match of quidditch (a wizard sport played on broomsticks) for what feels like ages.

Meanwhile, Fred and George, Ron's twin brothers, who are notorious practical jokers in the books, do not tell one joke! The ghost Nearly Headless Nick's deathday party is cut altogether. (In fact, Nick, played by John Cleese, utters only a few words, all of which are along the lines of "Hello" or similar greetings.)

The characters lose all of their charm since the audience barely has time to get to know them. Enchanting characters in the book—the entire Weasley family, Oliver Wood, Neville Longbottom, and Justin Finch-Fletchley, to name a few—are reduced to a few obligatory lines that serve only to advance the plot.

It did not even upset me that fun parts of the book are absent in the movie, as there would obviously not be enough time to fit everything in. Nevertheless, the movie plods through all the required action and

leaves itself no time to enjoy Hogwarts.

The books are genuinely funny! Their appeal does not lie in their plots but in Hogwarts itself and the daily lives of the quirky characters within its walls. The movie never lets the audience settle into this world.

The child actors are much more sure of themselves in this installment. They seem to have matured in their emotions since the first movie and have grown into their characters better. Still, I was sometimes bothered by their overacting, and found myself wishing Ron would use more than one facial expression, Hermione would speak normally, and Harry

dark-arts teacher Gilderoy Lockhart and mopey ghost Moaning Myrtle. Played by Kenneth Branagh and Shirley Henderson, respectively, the two characters are among the few that capture the tone of their literary counterparts. Branagh especially provides much of the humor in the film.

The second novel is darker than the first, but the movie is too somber in general. It needs the book's comedy and lighter sides to balance the perils Harry faces. "Chamber of Secrets" is on the right track—a clear improvement from "Sorcerer's Stone." Still, there is a long way to go before the films can be half as



Potter" movie, I was still somewhat disappointed with "Chamber of Secrets."

Yes, it is better than "Harry Potter and the Sorcerer's Stone," but I attribute this to the superior plot of the second novel. J. K. Rowling's story in "Chamber of Secrets" is much more captivating since she is not bogged down with the burden of introducing readers to the wizarding world and its eccentric characters.

The movie follows young wizard Harry Potter, played by Daniel Radcliffe, and his exploits at the Hogwarts School of Witchcraft and Wizardry with his best friends, Ron

house elf (who in the movie is scary-looking but not too far off the essence of his literary counterpart) comes to warn Harry that terrible things will be happening at Hogwarts. As the year progresses, Harry and his friends become involved in the mystery of who is attacking Hogwarts students and turning them to stone.

Naturally, the second movie benefits from having less exposition, but still, compared to the book, it is utterly boring. At 2 hours and 41 minutes, the movie feels twice that length. My friend and fellow Harry Potter nut actually fell asleep in the middle.



would not be so dull (his voice change is also a problem).

Two new additions that work well are haughty defense-against-the-

entertaining as the books.

For my part, I would listen to the books on tape over watching the movie any day.

## 007'S STILL GOT IT

BY CAITLIN BERGH (V)

After 40 years, James Bond is still saving the world, winning women over, and escaping the jaws of death with style. The 20th 007 movie, "Die Another Day," shares the same basic ingredients as its predecessors: fancy cars, unthinkable gadgets, beautiful women, an evil man plotting to take over the world, and

plenty of action.

Despite the film's inevitable predictability, however, "Die Another Day" is far from boring.

The movie opens with James Bond (Pierce Brosnan, of course) on a top-secret mission to deliver diamonds in North Korea. However, much to the audience's chagrin, Bond's identity is quickly discov-

ered. After the suspenseful chase scene that follows, abundant with guns, hovering tanks, and bombs, Bond is taken to a prison where he is held captive for 14 months.

007 is finally released when the British trade one of their prisoners, Zao (Rick Yune), who James fought with in the opening scene. However, the bedraggled, un-shaven Bond is not welcomed by the British with open arms. Rather, he is immediately knocked unconscious and searched for signs of his alleged betrayal.

The British believe that Bond has told their secrets to the enemy while in the prison camp. Although Bond is kept under the tightest security, he escapes, of course, in search of Zao, whom he suspects framed him as a traitor.

Soon, Bond learns that Zao is in Cuba, and quickly the audience finds itself at a Tiki bar on the island's white sandy beaches. Since no Bond film is complete without a romantic subplot, Bond stumbles upon Jinx, an American agent played by Halle Berry. Although Jinx and Bond don't work for the same country, they are essentially after the same thing: Zao.

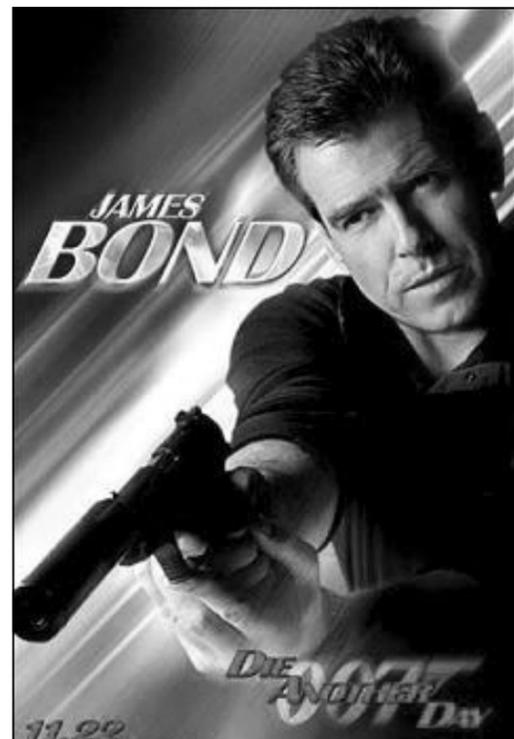
Their pursuit of this evasive enemy leads them through a labyrinth

of deceptions and obstacles. In their travels to England and Iceland in pursuit of Zao, they discover Gustave Graves (Toby Stevens), a fiery millionaire who has recently developed Icarus, a light as powerful as the sun that can cause mass destruction with the push of a button.

They also meet Miranda Frost (Rosamund Pike), an MI6 from Bond's office, posing undercover as Graves' publicist.

Although the movie's ending is rather predictable, the twists and turns of the plot will keep all 007 connoisseurs on the edge of their seats. Still, the plot pales in comparison to the action-packed scenes and incredulous stunts, which truly give "Die Another Day" its edge.

While saving the world once



again, Bond continues to captivate audiences with new missions, gadgets, and girls. "Die Another Day" proves Bond's originality to any skeptic. No matter how many anniversaries 007 has, James Bond will never get old.



# GABRIEL'S FOUNTAIN

## *Religious Parlor, Heavenly Desserts*

Clare Kelly (VI)



BY SUMEET SHAH (V)

If you're a regular reader of my column, you might notice that I generally do not review desserts. Naturally, you might be thinking, where would be a good place to get some *dessert*? I would tell you to go to a parlor near Rutgers University called Thomas Sweet's, but I cannot since it is too far from Pingry. So where could, say, a peer group go for some good ice cream close to Pingry?

How about Gabriel's Fountain?

Gabriel's Fountain opened two years ago.

Since then, the parlor has attracted so many customers that it has had to expand. Additionally, the parlor now serves breakfast and *lunch* as well feeding the early birds!

After eating a splendid dinner at Café Giardino (you all know that's an *Italian* restaurant, right? Of course you did, because you read my review on it, right? Right!), my family and I recently decided to check out Gabriel's Fountain.

Immediately I was struck by the beauty of

the building, a small cottage with a window in front for to-go orders. I thought, "If the owners spend a lot of money making a parlor as nice as this, the ice cream has to be good."

Inside, I was again amazed by the simplicity of the décor. There are two floors as well as a small room for birthday parties and such. I stood and looked around until my father hit me on the shoulder and told me to order my dessert.

I could have ordered anything from a simple small cup to a gigantic 10-scoop sundae! I was

amazed by the variety of scoops and sundaes as well as the flavors (though I noticed that flavors like Rum Raisin were not choices). I decided to have a two-scoop sundae (\$3.75) with chocolate chip ice cream, while my mom and dad shared one with vanilla ice cream.

After eating the first bite, I felt like I was in heaven (really). The scoops were easy to dig into, and yet they did not melt in my mouth too quickly. Heavenly ice cream, I tell you! Heavenly ice cream!

I must admit, this is probably the second-best place for ice cream I've ever been to in the United States (the first being Thomas Sweet's, of course). I do a lot of traveling, but until now I could not find a dessert place. Also, for those who prefer something other than ice cream, Gabriel's Fountain also serves banana splits, large sundaes, frozen yogurt, gelato, and other good stuff.

Overall, Gabriel's Fountain is a conveniently located place to take a date, your peer group, or your friends.

*Gabriel's Fountain*  
Washington Valley Road  
(Near Dunkin' Donuts)  
Martinsville

Ratings (On a scale from 1 to 10):

**Food:** 9.5

**Décor:** 8

**Service:** 8.25

**Cost/Person:** from \$2 to \$14

# From My Dead, Cold Fingers

BY ISAAC ORANSKY (V)

Why does Charlton Heston think there is so much gun violence in America? Well, in Michael Moore's new film, "Bowling for Columbine," Heston, whose National Rifle Association mantra is that his gun can only be taken "From My Dead Cold Fingers," suggests that the effects of our bloody past could be the root of today's violent culture. Moore, however, asks why Germany and Britain — once Nazi Germany and Imperial Britain — have substantially fewer gun deaths.

"Well, their pasts aren't as bloody," Heston mutters.

Moore's latest film, hailed the world over at various film festivals, deals with some major questions facing our society today: why is there so much more gun violence in America than in any other developed country? Why is there so much fear in our lives today? Where does this fear and violence come from and what does all of this say about our culture? Moore's crusade is certainly a noble and much-needed one, yet how he goes about it is not as noble.

"Bowling for Columbine" is done in typical Moore fashion, in a confrontational documentary style like that of his earlier "Roger and Me," an attack on the automobile industry and the hotsy-totsy, conservative CEOs who run it. The societal issues and questions presented in these two movies and in his other work certainly need discussing. Mr. Moore, however, is self-righteous in presenting these issues and questions in a broad, general way, while making us

think we are getting a fuller scoop than we really are.

The movie starts out with a piece on the Columbine shooting in Littleton, Colorado. Moore, like us, wonders how and why something like this could happen: how could two teenagers carry out what they did and why did they have access to sophisticated, automatic weapons? For that matter, how did the six-year old boy in Moore's hometown of Flint, Michigan find a pistol in his uncle's house and proceed to kill a kindergarten classmate? The answers are important, trust me. And, trust Moore, who is going to figure them out, or at least try to.

To get us started, Moore points out that coincidentally, on the very same day as the Columbine shooting, the U.S. started to bomb Kosovo. At first, this seems scary and strange (are we suspicious? of course), but as time progresses, and you think about it more, why would the bombing in Kosovo have anything to do with the shooting? Moore then moves on to a Lockheed Martin plant (the largest manufacture of missiles for our military) near Columbine and its supposed relevance to the shooting. Moore interviews a worker at the plant — strategically in front of Lockheed's impressive products — about whether he sees any connection between the plant's presence and the shootings.

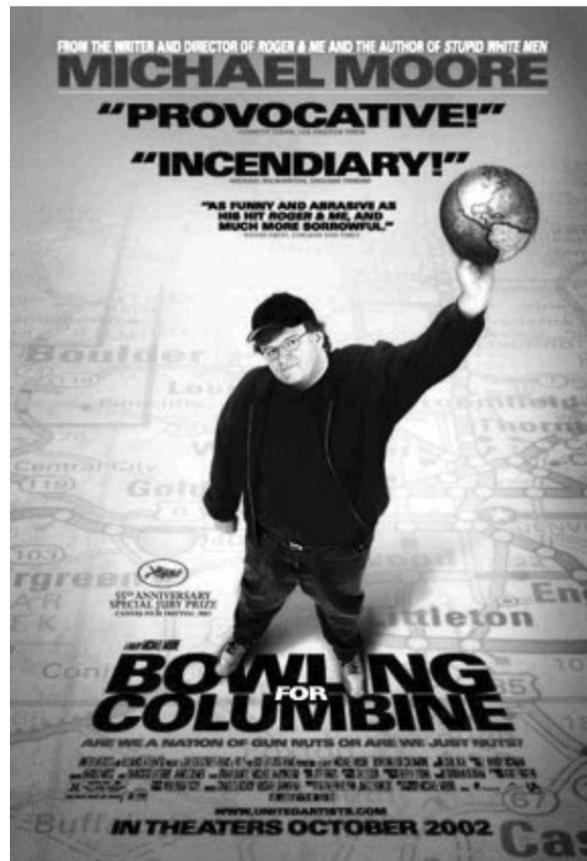
"I guess I don't see that connection," he replies, while Moore tries to make a fool out of him.

This is Moore's style of blame-sliding and finger-pointing through-

out the movie. What possible sort of connection could the presence of Lockheed Martin have on the shooting? None, obviously, and how could it. During another of his emotionally manipulative charades, Moore brings two former students of Columbine, both wounded in the shooting, to visit Kmart's Headquarters (Kmart being where the two killers bought their ammunition) with the intent of stopping Kmart's sale of bullets.

Yet it is no fault of Kmart or of the people whom he berates for what happened at Columbine. It's inappropriate for him to blame our violent culture of guns on any of these people. Moore uses these tactics of mixing important issues, tragic events, and attention-grabbing anecdotes as emotional bludgeons.

Moore also, as the scene above shows, makes a complete fool of Heston during his interview, with questions concerning the gun issue and why Heston insisted on holding NRA conventions in Littleton, Colo., and Flint, Mich., within a week after each community's shootings. While the interview and Moore's other exploitive stunts create the dramatic and emotional atmosphere he is try-



ing to achieve, these are just manipulative politics on his part.

Nevertheless, despite Moore's strange success in unethically deceiving us, the movie has important and timely features. Moore does present the different opinions on why America has this violent society. In our free, open-ended society, we experience great diversity. Yet we are crushed on top of each other with unemployment, with a sense of pervasive hopelessness. Moore explores

these and other areas: diversity, unemployment and the resulting lack of hope, violence in our media and entertainment, the overwhelming presence of guns in our communities.

But Moore goes only skin-deep on these issues, and this is obnoxious. He starts a topic and as we are pulled in he gives one of his usual unimportant, unsubstantiated, and unfulfilling anecdotes in an attempt to emotionally convince us through an indictment of some easy-to-blame character.

At one point, however, he does spend some time on the issue of unemployment and hopelessness in our culture, things he is interested in and emotionally concerned with. This topic provides a deeper look

into Moore's less self-serving side and his genuine interest in rooting out the misfortunes of our culture and its influence on violence.

"Bowling for Columbine" is certainly worth seeing — that is, if you can tolerate Moore's attention-loving presence. And although it rides heavily on Moore's formula of "Here's the problem, here's the root of the problem — so you're guilty and you're guilty," it provides for the sort of awareness we need today.

# GO, JANE, GO!

BY SAMANTHA BAILYE (VI)

Meet Jane. See Jane Go. See Jane Grow. See Jane Fall In Love. See Jane Fall Out of Love. Go Jane Go!

While I am normally wary of a book that sounds like it's for self-help, "The Girls' Guide to Hunting and Fishing" by Melissa Bank is anything but a do-it-yourself, emotional rescue handbook. Instead, it is a collection of vignette-like pieces that center around Jane Rosenal and her journey into the "real world."

So, in theory, you might say that "The Girls' Guide to Hunting and Fishing" is indeed a book that reassures you that your problems aren't as out there as you thought they were. The lessons it imparts are not indoctrinating, however, and Bank's novel is far from a post-facto series of "I wish I had's."

Though I hadn't expected "The Girls' Guide to Hunting and Fishing" (which shall hereafter be affectionately shortened to GG), to be a series of stand-alone chapters, Bank's style was unusually refreshing. I feared, after sinking my teeth into the second chapter, that the book would begin to fall apart and that I would spend most of my time flipping frantically trying to link names and events.

Nevertheless, I was most delightedly proved wrong, and I actually enjoyed Bank's jumps between the different points in Jane's life (which lasts all of 30 years). Nonexistent were the parts I nor-

mally skip in novels where Jane goes off to college, or Jane gets in to college. (Am I sounding preoccupied about college? It's possibly because that beast is rearing its ugly, two-headed face at my life.)

And although Bank never focuses any of her chapters on Jane's "life-changing events," the little situations she describes from everyday life are much more endearing. Sometimes, the greatest epiphanies in life won't come while walking down the aisle, but instead while bent over a sink doing dishes with our mothers.

The aspect of GG that really duct-taped it to my soul was the fact that



Melissa Bank

Jane is a believable character. While it is hard to imagine Scarlett O'Hara or Harry Potter living next door, Jane is as real as the woman down the street who walks her dogs past your

house every day at four in the afternoon. And like a "real" person, Jane's growth throughout GG isn't devoid of the occasional snags or knots we all find.

In the chapter "Advanced Beginners," which focuses on Jane in her early teens, the precocious, cynical young adult described on the pages is someone we've all met. In one instance, Jane says, "I'm just rinsing them. The dishwasher is supposed to wash them. That's why it's called a dishwasher." These lines brought a smile to my face as I recalled similar conversations in my own home.

However, while Jane at least does as she's told, a more realistic response would have been for her to just ignore any further complaints and keep on stacking the plates into the dishwasher. That is of course, my professional opinion, having been a headstrong, stubborn teenager myself (though only very, very briefly).

As Jane takes you into her first romances, anyone who has fallen in love will recognize her self-doubting fear. Similarly, those who work full-time will sympathize with Jane's worry that she is becoming too complacent with her stagnant publishing job.

All in all, by the time I had finished GG, I wanted to call up Jane and ask her over for a cup of coffee to talk about her latest boyfriend, her

dog, and how her job was going. I felt comfortable enough to tell Jane my darkest secrets, and relate to her



my most life-changing moments.

Bank's writing peaks in the chapter "You Could Be Anyone," a standalone piece that later ties itself into the rest of the novel. This chapter caught my attention because Bank's writing style switches from first to second person, which really pulls you into the novel. While at one point you are merely a bystander, an observer of the life of Jane Rosenal, all of a sudden you are entangled in the novel.

"You Could Be Anyone," while it could easily be read as a stand-alone

short story, beautifully complements the rest of the unfolding world of Jane. So does "The Best Possible Light," another possible independent piece. Bank's knack for weaving together the warm, fleece-lined cocoon of Jane's world is brilliant and breathtaking to say the least.

GG, unlike the majority of books currently in the fiction market, left me with a good taste in my mouth. While there is death, heartache, and the realization that we're tiny creatures in a big world, Bank and Jane tackle all of those subjects without the Hallmark-kitschiness I've come to fear in most books that venture into those topics.

GG was sweet, but just tangy enough to leave me wanting more. When I closed the novel, I found myself sitting quietly, savoring the aftertaste greedily. And though I wanted more and wanted to see what became of Jane, I was somehow still content with how the novel ended.

Now, as I re-read the closing lines of GG, I'm left again with that fond sensation for all of Bank's characters and her snappy writing style. Though it is far from a self-medicating novel, it's helped me to get through the last few weeks of boredom, stress, and anxiety. I know that somewhere out there (even if it's only in the literary world), there is someone who's made it through the wilderness and found the person that is the "fries and slaw" to their "surf'n'turf special."

## STUDENT ID's

Continued from page 1

it has become a student-run activity.

Despite the obvious inefficiency of the current system, the Student Government did not ask Headmaster, John Neiswender, for administrative assistance, until recently.

The current system is the brainchild of senior Dough Hirsch who, as an eighth grader, imagined a Student ID with a barcode that would allow for charges from the Breakfast Club, Snack Shack, and bookstore to be added to students' accounts.

Additionally, the ID's would serve as a library card for the C.B. Newton Library.

Different from the ID's of previous years', the new ones have a digital picture of the student in the upper right hand corner, a barcode underneath the picture, the year of the student's graduation, the student's name, birth-date, and the insignia of The Pingry School.

Coated in hard plastic, these ID's are a technological step-up from the previous years' laminated ones with yearbook portraits. If only everyone had one, the system would be working well.

While some students did get

ID's placed in their mailbox by the middle of last year, many students remained without ID's and are still waiting.

In an informal poll conducted during Morning Meeting, it appeared that approximately one-fourth of the student body had received new ID's last year.

When asked her opinion about student ID's, Marisa LaValette (V) asked in a seemingly shocked tone, "Do we even have ID's?" Marisa says she never received one last year and cannot even remember being called to have her picture taken.

Isaac Oransky felt, "They could be helpful for getting into motives, but then we would have to remember to bring them along."

Some, like Matt Silbermann (V) keep their ID's with them and have actually used them to get into movies at lower prices.

On the other hand, Liz Sebesky (IV), when questioned about the ID's responds, "Oh, you mean those little card things? I never use mine."

Although he is unable to establish a definite time frame in which all students might expect to receive their ID's, Robert believes that "you can expect them sometimes before the apocalypse."

## THE REAL ZERO-TOLERANCE POLICY

Continued from page 3

wood! How can race be an issue when children are exposed to such great Disney movies as Tarzan and Aladdin. Say ... where are all the Blacks in Tarzan? Not one Black character in a movie based in Africa; I guess the animators could only find a pale tan crayon.

And Disney's precious little Aladdin, a Whole New World? How 'bout a Whole New World Church of the Creator. Why does Aladdin speak English with a perfect American accent and have light skin, but all the villains speak with heavy Arabic accents and have markedly darker skin? Ix-nay on the wishing for less racism ...

So there are racists in the government, racists in Hollywood, a negative portrayal of minorities in the media, and an extremely small percentage of Blacks and other minorities at Pingry. So maybe race IS an issue after all.

But that does not mean that we need speech codes and sensitivity training and brand new PC terms, and, to be honest, we have more than enough watchdogs already. Ever attend Model Congress, Debate Club, or an AP Government class? No wonder people are

scared to talk about these issues now that liberal thought has changed from preaching tolerance to practicing political intolerance and rampant declarations of racism. When it is at the point that a student can't express a view such as, "It might be common sense for airport security to be more attentive to the demographic that has been responsible for recent terrorist ...," or say that a black figure is intelligent and eloquent because of the implication that other blacks are not, or when discussion of race has to be marred by obsessive worrying about using the wrong pronoun and sounding pejorative, then we are letting knee-jerk reactions and pseudo-tolerance make honest discussion and true expression almost impossible.

In 1999, a Washington, D.C., mayoral aide was fired for using the word "niggardly." This year, Michael Jackson lambasted Sony Music honcho Tommy Mottola, claiming that Jackson's new album sold poorly because Mottola was racist. One: Michael Jackson looks about as Black as the crowd at a Lenny Kravitz concert. Two: When it came out, Thriller was the best-selling album of all time, and this

was while Jackson was clearly Black. Three: The new album sucks, I've heard it. These are two examples of absurd claims of racism, which, if anything, only downplay the many legitimate and serious ones.

We should all be thrilled that we are talking about race in school and should all be thankful to those who initiated the discussion. We should also realize that being tolerant of beliefs and ideas is more important than spouting ideologue rhetoric, whether it be conservative or liberal (they all end up sounding like "ditto, ditto" anyway).

Let's not turn race into the creepy alcoholic Uncle that no one ever talks about. Let's see this as an opportunity to discuss something important, to understand that a main priority should be improving society (even if that sometimes means sacrificing selfish personal ambition), and that these issues are very real, even at Pingry.

I'm just glad that New York City's 2012 Olympic bid isn't for the Winter Olympics. If the NYPD saw African teams competing in the shooting portion of the Biathlon, things would get a lot uglier than provocative signs hung above school couches.

# Winter Sports Preview

The 11 winter teams have again been displaying exceptional athletic skills whether on the court, in the pool, or on the strip. Most of the teams have achieved winning records thus far, and are anticipating continued success.

## BOYS' & GIRLS' SWIMMING

The Varsity Boys' and Girls' Swimming teams are off to a great start. The teams began their seasons on November 15 and have been practicing extremely hard both in the morning and afternoon.

This year, the boys' team consists of 12 members, including co-captains, Eric Bergh and Jason Kurz, and seniors Kenny Brown-Klinger, Ian Deeks, and Andrew Olson. The girls' team consists of 18 girls, including captain Katie Corrigan and senior member Sonia Alam.

Other strong swimmers this year are Jack Zoephel (V), Paul Kolb (V), Emma Chapman (IV), and Kelly Peeler (III).

Unfortunately, both teams graduated strong swimmers last year, including Amy Corvino and Mark Falkner. The boys' team gained four freshmen, however, and the girls' team gained a staggering nine. The teams are optimistic that these additions will help compensate for the loss of strong swimmers.

Despite the relatively few members on the teams, the captains have high hopes for the



Clare Kelly (VI)

Kenny Brown-Klinger (VI) swims backstroke.

upcoming season. Boys' co-captain Eric Bergh foresees a successful season "because the team has more depth this year and the swimmers are working very hard."

Girls' captain Katie Corrigan is looking forward to a successful season as well. She is particularly excited about the large freshman addition: "The number of new freshmen is great. My goal is for the freshmen to have a fabulous introduction to Pingry swimming."

The teams had their first meet on December 4 against Lawrenceville, and they participated in the Pope John Invitational on Saturday, December 7.

## CHEERLEADING

With a new head coach, Ms. Kilgore, and a new advisor, biology teacher Mr. Hata, the Cheerleading squad has been enjoying an exciting and innovative season. Eric Corcoran, a student at Rutgers University, is also joining the staff as an assistant to help the girls with their stunts.

The senior captains are Liz Donne and Dria Bey. Other important members include Ashley Cohen (VI) and Emily Majka (V).

Although several members have sustained injuries from the fall season, Liz Donne is confident that the team "will prove successful in its winter competition."

## BOYS' AND GIRLS' FENCING

The Boys' and Girls' Fencing squads are optimistic about their upcoming season. The

teams had no seniors last year, and although they are still young, the fencers are filled with enthusiasm and team spirit.

Last year the saber squad did exceptionally well, with both the boys and girls going to States. The girls came back ecstatic after their first place finish, and the boys were pleased as well after finishing third.

Most of last year's team will be returning this season. "I think the season will be great," Captain Elan DiMaio (VI) comments. "We moved to a new district, which will give us a chance to fence other teams."

Last year, five of the top state teams were in Pingry's district. As the new district does not include all five of these teams, this season should prove less challenging. DiMaio hopes that the changes "will motivate our team to excel more by boosting the fencers' confidence levels."

The girls' first and most challenging meet was against Oak Knoll. In practicing for the meet, the captains tried to jump-start the season.

A new challenge for the fencers this year will be adjusting to their new practice space in the Arts Wing. Although the room will include electric fencing strips and a better surface for practicing, it is much smaller than the cafeteria, where the fencers currently practice. As a result, each squad (foil, epee, and saber) will practice only four times a week. The coaches expect team members to practice their footwork individually on the free days.

These smaller practices will allow fencers to receive more individual attention from Coaches Li, Nazario, Varnes, and the newest edition to the team, Coach Tatianna. The entire team, however, will still practice together twice a week.

"It looks like a fun year," DiMaio exclaims, "and the team seems to be really outgoing. There is a nice balance between all the different forms, and I am really looking forward to this season!"

Captain Capetta also has high hopes for the upcoming season. "I think we will be a well-prepared team as we had no graduating seniors last year. The fencers are a very bright group of athletes that should have no problem understanding the sport, and they all appear to have the natural talent to excel."

## GIRLS' & BOYS' BASKETBALL

Under the direction of senior captains Julie Clingan and Liz Nguyen, the Girls' Basketball team has been practicing in preparation for their first scrimmages and games of the year.

In addition to the two captains, key players this year are expected to be Ellis Kelleher (V), Allison Keeley (IV), and Julie Hamilton (III).

As Julie Clingan notes, "Practice is going well so far. I have seen a very strong effort from many of the new freshmen players."

Clingan and Nguyen are confident that the team's accomplishments this year will far exceed those of last year's "weak season."

The Boys' Basketball team has been practicing intensely under the leadership of Captain Amadi Thiam. Their hard work has already paid off with an important win in their season opener against Science on December 20.

The team welcomes Christian Walsh, who previously coached Newark Academy, as head coach this year. Key players include Steve Braco (VI), Liam Griff (V), Will Munger (IV),



Clare Kelly (VI)

Adam Pantel (III) and the fencers practice lunging

and Scott Whitney (IV).

With only a few seniors this year, Amadi and Coach Walsh are working to develop new plays that better utilize the underclassmen's talents. Although Amadi foresees continued statistical success for the team, he and Coach Walsh also plan "to play just regular basketball and have fun this year."

Important upcoming events for the team include the Prep and SCIAA tournaments in February.

## SKIING

The ski team makes a fresh start this year after losing many of its experienced members. While its current record is 0-2, the team placed 4th out of 14 teams in their most recent invitational race. Captain J.T. Burgess (VI) is optimistic about future prospects and says that it is a "really new team, very different from last year, but we have a lot of potential and should do really well."

## GIRLS' & BOYS' HOCKEY

The Girls' Ice Hockey team, despite graduating several of its varsity players, is looking forward to a strong winter season. Led by Captain Jen Maxwell (VI) and Assistant Captains Stephanie Yen (VI) and Melissa Tyson (V), the players are focusing on improving individual skills and building a cohesive team. Coach Sean McAnally is confident that the team will be able to mature enough over the course of the season to beat its arch-rival, The Princeton Day School.

Although going through a "transition season," the squad is still looking strong with the addition of freshman Ashley Platt and returning varsity members Melissa Tyson, Stephanie Yen, Jen Maxwell, Bess Rowen (IV), and Tanya Nahvi (V). Despite a narrow 3-2 loss to the Hill School in their first game, the girls' commitment, according to Coach McAnally, has not dwindled. "The team continues to have so much spirit, enthusiasm, and dedication," he says.

To Coach McAnally, the game is about more than just winning: "There is so much involved in varsity sport. It's more than just the game; it's more than just the competition. It's the preparation, the commitment to practice, improvement, and developing a sense of team."

With a 4-2 record thus far, the Boys' Ice Hockey team is anticipating a successful yet challenging season. Dave Salerno (VI), the starting goalie and a captain, notes that recent victories over Chatham and Mendham were "huge games to win."

The team is coached by John Magadini and the four captains are Matt Ghabrial (VI), Dave Salerno (VI), Brian Zupon (V), and Mike Lehrhoff (VI). Other key players are Chris Collins (IV), John Moore (IV), and Todd Tosti (IV).

The team's goals this year, according to Salerno, are to make the Mennen Cup Playoff and to win its division. Zupon is optimistic about the team's chances, since "we are playing much better than was predicted at the beginning of the season and the underclassmen are playing up to a very high level."

## WRESTLING

According to Coach Joe Forte, the Varsity Wrestling season looks promising.

The team finished 8-9-1 last year, and they lost big starters like Doug Penrose, Doug Clarke, and Omar Nolan to graduation. However, many other strong starters have returned. This year's captain Zack Shanaman (V) has already made Pingry history by becoming the first wrestler to win the Somerset County championship twice, two years in a row. Zack starts at the 145-pound spot on the team.

Other veterans include Evan Whaley (V) who finished 4<sup>th</sup> in the District Tournament last year, co-captain Jeremy Massler, and captain Nick De-Angelis. Whaley starts at the 152-pound spot, Massler at 119, and De-Angelis at 135.

Dan Scheininger (IV) weighs in at 112, Michael Silber (IV) at 130, Stewart Anderson (V) at 140, Andrew Stock (V) at 189, and Miguel Roman (IV) at 215.

A big addition is Andrew Gatewood (III), a solid wrestler during middle school, who finished 4<sup>th</sup> in the Somerset County Tournament as a 160-pounder. He starts at 160 for this year's team.

Other new starting wrestlers to the team include Sean Bruno (III) at 140, Sytze Kamphuis (III) at 215 and Heavyweight, and Alex DeLuca (III) at 103.

Josh Grant (III) and Justin Schwartz (III) back up the team at 189 and 152, respectively.

Coach Tom Keating returns to assist Coach Forte, along with Mr. Forte's nephew.

A big problem for the team is that it has to forfeit some weight classes during their meets. Coach Forte explains that "each forfeit hurts us during matches since it gives the other team six points automatically per forfeited weight class."

"If people just come in," he adds, "we'll shape them up for matches."



Clare Kelly (VI)

Sarah Skarzynski (V) takes a shot.