

## Hanly Lecture Covers Ethics of Journalism

By EVAN ROSENMAN (V)

On Wednesday, April 4, 2007, the Pingry community gathered in the Hauser Auditorium for the annual John Hanly Lecture Series. After an introduction by Pingry Director of Studies Ms. Lydia Geacintov, Susanna Lowy Davis and David Gelber took the stage. Lowy Davis, a Pingry parent and graduate of Yale and UVA, is Senior Vice President and Deputy General Counsel of CBS, while Gelber is a Pingry alum and a producer for CBS.

Lowy Davis and Gelber began by showing a brief clip of Gelber's 60 Minutes segment "Unsafe Haven." The film "exposed horrible abuses in a hospital for troubled adolescents," said Ms. Lowy Davis. The hospital in question was part of Charter Behavior Health Systems, the single largest chain of private psychiatric hospitals at that time. After learning of several suspicious deaths while under Charter care, Gelber had decided to send in a disguised social worker with a hidden camera to record instances of abuse. The resulting film aired in 1999 and led to both a lawsuit for CBS and the eventual closing of all Charter hospitals.

After showing the clip, Gelber and Lowy Davis began their presentation. In a conversational and informal manner, the two spoke first about the issue of privacy rights. They asked the audience about how they would feel if cameras were placed in the school, and discussed the balance between violating privacy and benefiting the public good.

They spoke particularly about the Charter case and the fear that the airing of "Unsafe Haven" might challenge the mental

stability of former patients. While this eventuality did not come to pass, it presented a distinct challenge to those at CBS. Nevertheless, Ms. Lowy Davis says, "This was a very important piece of journalism... There is no question in my mind that we did the right thing by airing [the] report."

The presenters also spoke about the issue of confidential sources, though time constraints prevented an in-depth discussion. Lowy Davis presented a PowerPoint that illustrated the vital importance of confidential sources in journalism; as she showed, triumphs of investigative reporting such as Watergate or the Pentagon Papers scandal would have been impossible without whistleblowers. Her presentation also discussed newer forms of identity concealment, including the use of prosthetics rather than blurring effects for on-air broadcasts.

At the end of the presentation, students were invited to ask questions of the presenters. A host of students approached the microphone, many presenting intricate hypotheticals as foci for debate. Mrs. Geacintov called the questions "interesting and stimulating" and noted that they "showed good understanding of the complexity of the topic."

Ms. Lowy Davis agreed, saying, "The students' questions were extraordinary... I only wish that we had had more time."

Nevertheless, some students were surprised by the candor in the presenters' responses. Matt Laud (VI) said, "During Q and A, I asked the question, 'If you

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Annie Hanson (VI) and Ross Millard (VI) portray life in the 1950s in "A Cheever Evening."

M.Skiba (V)

## Seniors in Drama 4 Perform A.R. Gurney's "A Cheever Evening" as Final Production

By DARINA SHTRAKHMAN (V)

Audiences of the Drama IV show, which took place April 26, 27, and 28, got to travel back in time to the upper-middle class living rooms of the fifties and sixties thanks to an incredible cast and set. This year's senior play—performed by the Drama IV class and directed by Mr. Al Romano—was A.R. Gurney's "A Cheever Evening."

The play uses seventeen short stories by John Cheever (1912-1982) and strings them together into a moving, contemplative, and semi-nostalgic piece. It was put on by the

class of thirteen seniors. The Friday night audience was also treated to a cameo by former class member Alex Snape (VI) as Chucky Ewing.

"The text is drawn almost entirely from the short stories, but Gurney does some neat things combining parts of stories and using descriptive passages as monologues," said Mr. Romano.

He also emphasized how "the ensemble nature of the show gave everyone in the class a chance to work on several characters and the technical aspects—sound, lights, costumes, etc were challenging to students who may have

never worked on technical theater issues before."

The social comedy follows a variety of upper-class New England families, each with different troubles and idiosyncrasies than the one before it. One family has a radio that taps into others' apartments; others deal with the loss of money or loveless relationships marked by generational gaps. One of the most memorable scenes shows an adulterous love affair that is ignited when a mother at a

PTA meeting questions the school's policy on enrolling black children.

No matter the setting or situation, each scene tells the story of a culture that has crumbled over time. Apparently, popped collars, inherited money, and perfect table manners aren't everything.

As a 1994 New York Times review put it, "The breed sees itself as being overwhelmed, disenfranchised and made

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## Chris DeHart of Maintenance Department Leaves Legacy of Service and Artistry

By NICK RICE (III)

Mr. Chris DeHart, a member of the maintenance staff for the past seven years, left Pingry for Boulder, Colorado right before Spring Break. In Boulder, he plans to work as a real estate manager, but his "ultimate goal is to start an artist's retreat."



Courtesy of The Development Office

Chris DeHart poses with his own artwork.

DeHart, whom Mr. Al Romano described as a "genuinely open and giving human being," arrived at Pingry in 1999. Though Pingry was the first school he had worked at, Mr. Romano felt he quickly became an extraordinarily talented member of the community. Mr. Leef added that he kept the school "functioning for the

kids" on levels small and large, and Latin teacher Mr. Thomas Varnes described him as not only a "jack of all trades" but also a "master of every one."

In the years he was at Pingry, DeHart helped people in many different ways. For Mr. Romano, DeHart was "the guy to go to when you needed help, and the guy the Drama department always turned to for construction and painting." In one instance, he worked with theatrical advisor Ms. Jane Asch to design and build a pulley system in the Macrae Theater. Ms. Asch said, "The system helped us make a quantum leap in Pingry theater," and Mr. Romano credited him with "rescuing the drama program."

Art and film teacher Mr. Peter Delman said, "He helped Pingry in so many areas more than just as a maintenance staff member. In addition, he was also a highly technically accomplished artist who wanted to say something with his art. His art was provocative and made an impact without push-

ing a point of view."

Mr. Boyd described his works as a "reflection of his own life" as well as a culmination of "many different ideas." DeHart worked with multiple artistic mediums, and various pieces of his work have been displayed around the school and in the gallery for the annual faculty and staff art show.

DeHart also used his talents to educate others in an after-school figure drawing class that he felt "brought students closer to learning." The program provided an opportunity for all interested students to learn and improve their artistic abilities by working under his instruction to sketch models and explore the human form through art.

While hard at work, DeHart maintained a bright and positive personality as well as a reputation as "the most kind person you'd ever want to work with" in the words of

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## Inside The Record



Courtesy of The Development Office

Poet and musician Abe Chang sings and plays guitar during a Creative Writing Festival workshop.

### Reform in Order?

Mr. Charles Coe, Head of the Science Department, discusses what improvements need to be made to the Honor Code. P 3.

### Writing Workshops Celebrate Creativity

Seven professional writers taught students the tricks of the trade on March 30. P 5.

### The Good Sam-aritan

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### ¡Viva la España!

Twenty-six students and four chaperones explored Southern Spain and all its flavors during Spring Break. P 7.

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## EDITORIAL

Those who tune in at morning meetings may have noticed a sudden upsurge in announcements regarding the recently formed Green Group. Spearheaded by art teacher Mr. Peter Delman and Student Body President Dan Davidson, the committee was designed as a forum for discussion regarding the sustainability of the school.

As a member of the committee, I have made an effort lately to encourage "green behavior" in my friends and classmates. In return for teaching them how to make double-sided copies, I have asked those students to tell me what they think of the environmentalist movement and how it affects our school.

While I have come across an assortment of responses, the most common opinion seems to be that the state of the environment is a political issue. Several students have asserted that Al Gore, in his attempts at making the cause of "going green" well-known, has inadvertently made this a partisan matter.

But at the core, saving the environment has nothing to do with being a liberal or a conservative. Though George Bush does not place the global warming crisis at the top of his agenda, there are Republicans who do vote in favor of drastic changes, proving that liberals are not the only ones looking out for the well-being of the planet.

Pingry's process of becoming more enviro-friendly should be far less politically oriented than the debates on Capitol Hill. As a non-profit institution with no personal stake in the politics of the matter, there is no reason why liberal and conservative opinions should stand in the way of making the school a healthier, more proactive place.

Other students have noted that though they support the environmentalist movement in concept, they do not know how to make a meaningful contribution to the cause. The obvious response would be that it is as simple as it sounds. All those things your primary school teachers taught you for Earth Day—recycling, turning off the lights, writing on both sides of notebook paper—may seem insignificant to you but are incredibly vital in the grand scheme of sustainability.

There are certainly difficulties associated with "going green." As many of you may already know, there is no way to keep track of where the recycling goes when it leaves Pingry, which means that our efforts may not always be as useful as we would hope. The administration is working closely with the maintenance staff and Mr. Virzi to create a more efficient recycling plan for the next school year.

The Green Group realizes that there are other difficulties involved, namely, fighting the force of habit. The reality is that people live according to a certain routine, and it takes incentives to encourage them to change their established lifestyle. Unlike other forms of community service, saving the environment does not always offer the obvious rewards such as community service hours and an additional bullet point to slap on to your college application. It is a mission whose rewards we will reap down the road rather than immediately.

There is also the issue of being hypocritical. Though I am in favor of saving the rainforest, I do not drive a hybrid car and will be the first to admit that I often forget to print double-sided. As a Record staffer duly noted, the Green Group put up a large display on the community service bulletin board, thereby wasting paper.

While all these students have a point, getting caught up in such technicalities is not the mission of the Green Group. Its message is that if each of us would take the time to turn the AC off when it's not really necessary, save gas by carpooling on the run to Starbucks, or help out in some equally small but significant way, the school would become a little "greener" every day. Ideas for how to positively affect your environment will be included in every subsequent issue of the Record in a green box to be found in the news section. (In this issue, see page 7.)

Pingry is a school that prides itself on teaching the facts while giving us the freedom to form our own opinions. I encourage you to attend a Green Group meeting or address an administrator with any creative ideas you may have in mind. With everyone's help, the committee can flourish and have a lasting effect on the way the entire school functions.

—Darina Shtrakhman

## The Melancholy Millenials

By EVAN ROSENMAN (V)

In the aftermath of the Virginia Tech tragedy, USA Today published an article entitled "Gen Y Shaped, Not Stopped, By Tragedy," in which authors Sharon Jayson and Maria Puente contended, "The Millennial Generation has every right to be the Melancholy Generation, and the wonder is that it's not. In fact, the trauma this generation has witnessed may make its members more resilient." As I read on, I was simultaneously captivated and disturbed by the article. Was it true that my generation was a product of repeated trauma, or was this merely a counterproductive—and self-indulgent—assertion?

The argument presented by Jayson and Puente seemed to be twofold: first was the dubious notion that the period between the late 1980's and the present has been more tragic than previous eras. Second, and perhaps more believable, was the idea that modern mass-media makes tragedy so visceral that the resulting trauma is greatly multiplied.

While I doubted the first contention and even Jayson

and Puente seemed to present it half-heartedly, the idea did get me thinking. The most distinct turning point in my life, and in the lives of many of my peers, is 9/11. Columbine occurred a bit too early, the Columbia disaster a bit too late, to permanently alter my view of the world. But 9/11 struck at a formidable time. Weeks of around-the-clock media coverage permanently bored the image of a collapsing building into the minds of millions. For young people, the tragedy obliterated any sense of safety and marked a turning point in the course of their lives

The subsequent years have brought a host of terrible events. The Madrid, London, and Egypt bombings have shown that terrorism is a global phenomenon. The tsunami of December 2004 killed more than 200,000 and stands as the worst natural disaster of modern times. Hurricane Katrina destroyed faith in the national government. And, most recently, the Amish and Virginia Tech massacres have again horrified the masses. Yet I

hesitate to say that our time is any worse than that of our predecessors. Perhaps, this era—like all previous eras—is simply a difficult time for any person to grow up. No comparison need be made.

The writers' second contention—that "no cohort of American youth has ever endured repeated mass catastrophes in the harsh, inescapable glare of a 24/7 media environment"—is far more believable. There was a time when parents were able to shield their children from traumatic news, but that time is passed. We are now subject to constant exposure to the realities of world events, no matter how traumatic or inappropriate.

Within days of the V-Tech massacre, the nation knew that the killer was Seung-Hui Cho and his exact pattern of attack was publicized. Victims' names, photos, and biographies were published in the next issue of People. The gunman's video-manifesto was downloaded millions of times off of YouTube. No person could realistically escape the barrage of hor-

rific images blaring from all sides, and the shooting thus became more realistic and more terrifying. While one could argue that conveying the personal element of a tragedy is a good thing, it can also lead to shock, despair, and psychological damage.

Yet, ultimately, the question is not a generational one. The millennials have faced a difficult youth and have grown stronger as a result. Their children are likely to be exposed to an even-more-aggressive media, and yet they too will survive and thrive. This is because events like Virginia Tech ultimately show us that the world is both an awful and a beautiful place. Inhumanity exists. Cruelty exists. Some—myself included—might even say that evil exists. But it is in our response to tragedy, our renewed commitment to improve the world, that we grow stronger and wiser.

Virginia Tech will not be the last tragedy to occur—it won't even be close to the last, in fact. But if we continue to believe in progress, if we never let our commitment to "never again!" wane, then we can hope for a more peaceful tomorrow.

## Election Reform to Create Accountability

Dan Davidson (VI)

STUDENT BODY PRESIDENT

As I canoed to school a few weeks ago, cursing the gods for not allowing me to enjoy just one "rain day" before I graduated, I realized: this horrible misfortune must be a sign! A sign, perhaps, that there are egregious flaws in the way Student Government currently works, and that I must deliver information regarding said flaws to the Student Body at all costs! Well, nothing that dramatic. But still, the recent elections have given me reason to reflect on the process.

I was disappointed to learn that Student Government candidates were given one meager minute to talk

to their peers in morning meetings during this year's cycle of elections. Obviously I can understand that with many candidates competing for time it is necessary to keep things moving during these meetings, but Student Government elections are an important part of school life. Routinely we tweak the schedule to make a little extra time for things we deem important, and I feel candidates for class office deserve this luxury. While the sixty-second limit forces candidates to be either very direct or very creative and may stop some unnecessary showboating or joking around, the benefits of allowing candidates to give legitimate speeches far outweigh the expediency of the one-minute address. In the Student Government elections that I have witnessed, it is rare that substantive talk about issues and ideas takes place in any forum other than the main speech. Eliminating the candidates' ability to present their ideas fully hampers the ability of students to select the best candidates for office, and in turn hurts Student Government's effectiveness.

This minor issue aside, I think more significant changes to the election process are needed. The current system isn't glaringly ineffective, but certain changes could make the process even better for everyone involved—candidates and constituents. What I am envisioning is a move towards mid-year elections in place of the current end-of-year

elections we use now. This idea was actually first presented to me by former Student Body President Nikhil Srivastava, and his arguments in its favor, which I adopt in this article, are very convincing.

Nikhil outlined in a letter to me his concept, which takes the current election and moves it to the middle of the school year. Elections would be held in January, and candidates would then serve until the following January—one full year, but comprised of two halves of school years. There are numerous advantages to this system. Students hoping to get reelected would have increased incentive to put in good work in the first half of the school year, since elections would be looming on the horizon. Additionally, newly elected students could carry their energy into Student Government right away, instead of having the summer to forget about their campaign promises before serving their terms. New freshmen could run sooner than they can at present. Seniors would be in a position to stay on and help new members, but would not be in a position where a need to get things done might conflict with their inevitable senioritis, since juniors would actually be in charge. Finally, Student Government would be at its most inexperienced during the lull before Spring Fling, not at the start of the school year. I know from past years when I have served that it is always very difficult to get Homecoming organized

when Student Government itself is still trying to get organized during this time.

There are other options besides mid-year elections that may be slightly less drastic but could still improve the system. Some have suggested simply having elections twice a year. While I think this would have some of the benefits of Nikhil's idea, I also think that it could disrupt Student Government's ability to work on long-term projects. Nevertheless, since there is not a tremendous amount of turnover in an average Student Government election, this concept may have some serious merit.

Obviously, these ideas are not without drawbacks. For one, shifting to this system would be difficult. I doubt many people will be willing to give up half a year that they were rightfully elected to in order to move to a mid-year system. Nevertheless, I would like to see Student Government confront this issue and hopefully move towards this system in an effort to improve productivity. While I think Student Government members have distinguished themselves this year as hard-working individuals whose dedication has shown in the fantastic events we've put on, we can still do better. A Student Government that is issue-focused and gets big projects done needs to have a system that ensures the best people are being elected. But it must also ensure that those who are elected have an incentive to work their hardest.



### The Pingry Record

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# Science Head Asks, "Is the Honor Code of 1926 Now Obsolete?" Without Struggle and Adversity, Individuality Cannot Flourish

**Mr. Charles Coe**  
FACULTY OPINION

When I first came to Pingry, Albie Booth, who was then the senior faculty member of the school, decided to introduce me to the Honor Code (Mr. Booth came to Pingry in 1929 and retired in 1992, when his failing health prevented him from teaching any longer). Maybe he knew I was from a public school where the only guarantee of honesty and fairness was close supervision by a teacher, or maybe he just liked to talk as much as I liked to listen, I really don't know. Whatever the reason, for a few years I enjoyed the intellectual pleasure of a monthly master-class about Pingry history.

He spoke with animation and passion about the Honor Code. In his younger years, Mr. Booth was famous for his thunderous voice and the fire in his eyes, and even in his octogenarian years he was still an imposing figure. It was, despite what one might be tempted to think, an exciting experience, intellectually challenging and often punctuated with humor.

Beginning with last year's theft of a copy of the Physics final, and continuing through several public incidents of academic dishonesty this year, some in the school community have begun to question whether the Honor Code is still alive and well at the school, whether Mr. Booth's obvious pride would still exist were he able to walk the halls today. After all, although the Honor Code touches on all ethical aspects of life, a school's central function is education, and when a lack of honorable behavior is manifested in those sacrosanct scholarly pursuits one must take it especially seriously.

I think we need a new approach to the Honor Code. There are far too many times when I hear someone tell me what the Honor Code means in practice, and it's not consistent with what I thought it to be: what I believed Mr. Booth was trying to teach me. For example, I've heard that "because Pingry has an Honor Code, it means that no one here is dishonest." That is obviously untrue—the Honor Code is a goal, something we all try to live up to, something we measure our behavior by and use to guide us.

Earlier this month, I was working with an external institution to achieve what I believed to be an eminently fair outcome for a student. I had to ask myself afterwards if I had pushed too hard—had I been honest with that institution when I tried to fit my student's situation into its rules? Or was I parsing its words too finely, asking what the meaning of "is" is? I don't know if I would have considered my behavior as carefully in the absence of my experiences with the Honor Code, and whether my answer would have been the same.

I've also heard both students and teachers state that the Honor Code means faculty must always believe anything a student says to them. This

conviction might also stem from a too generous reading of the school motto, "the greatest respect is due to the students." Clearly, there can always be conflicting student testimony, and one cannot believe both sides of an argument simultaneously. Respect should always be given to students, but it is nonetheless the obligation of everyone in the community to acknowledge the possibility of misbehavior, and actively pursue the truth, even when that pursuit places one in the position of questioning a student's word. It does not diminish one's respect for a student (in some cases a fellow student) to point out that he or

## *The Honor Code needs to belong to the students of the school.*

she might be making a mistake. In many ways, education is about making mistakes and learning from them, and if we as a school culture do not even acknowledge the mistake in the first place, how can we expect members of our community to grow from them, or to help someone else to grow? As Ghandi said, "hate the sin, love the sinner."

This leads me to one more point: I think we could also use some righteous indignation occasionally. The message that "bad things are happening, but that's okay" should sometimes be replaced with "I'm not at all happy about this, and I will make sure that it does not continue." I'm not just talking about faculty or administration here. Friends need occasionally to tell their friends to shape up or else. I know it's an immensely difficult thing to do, but if we don't do it in serious situations, we risk establishing what Dr. DeSimone last spring perceptively called a criminal culture, where the highest value is no longer placed on honor and virtue, but on the gangland principle of not "ratting out" one's friends, whatever the situation.

The Physics final exam situation brought that home to me last year: many students told me privately that the resolution of that situation seemed to them to be unjust, but few were willing to come forward and aid with the resolution. How can we expect justice if many people are not willing to share what they know to be the truth? People are not mind readers or omniscient: they need thorough, accurate information to reach equitable decisions. It often takes courage to confront one's friends, or share information with people who can administer justice, but without that courage, how can we ever respect ourselves?

Finally, I think the Honor Code needs to belong primarily to the students of the school. It was created by students, but I think today's students believe it is externally imposed upon them. I believe we need to move closer to the Haverford model, where each year the entire student body meets to ratify the code, and each year the code can be substantially

modified in this process. The faculty and administration can play an advisory role in that discussion, but it is fundamentally the students' code. And, a significant part of having the code belong to the students requires some public (anonymous) disclosure of honor violations, and public deliberation about the issues that arise. Look again at the Haverford model: they post abstracts of cases online, and make important issues public (see <http://students.haverford.edu/code> under "abstracts"). Most private schools today have a goal of "transparency," believing that secrecy undermines trust, loyalty, and even the ability of the school to function fairly. Making the Honor Code transparent would go a long way to reestablishing confidence in how it functions and how it is enforced.

Mr. Booth wrote an article for the Pingry Review that is now on display in the case outside of Mr. Cox's office in the middle school. In it, he pointed out that the Honor Code is a "voluntary adherence to a high standard of behavior." For us to aspire to reach that high standard, we really need to interact with the code as a living document, and be willing to address how it affects us and is implemented. If we don't have this discussion, if we proceed without knowledge, without occasional anger, without courageous participation, and without personal ownership, how can we even claim to be living according to the code?

*Mr. Coe has taught science at Pingry for 23 years and has just recently graduated to the status of curmudgeon. He headed the Pingry Academic Judicial Board in its final years before the creation of the Honor Board.*

By RICKY ZACHARIAS (V)

In the time that led up to my birthday, I was confronted with a few dreadful decisions about my car: what would her name be? Who would I drive home in her and whom would I refuse? Was my car worth the hundreds of dollars I wanted to spend on a paint job, new hubcaps, and a snazzy audio system? No matter what, I was getting my grandmother's Mercedes-Benz, so at least I'd be in the clear model-wise. Indeed, it seemed that the great majority of my friends were receiving glamorous new cars for their first years behind the wheel. I was excited to be part of the young and rich. What could go wrong?

The actual acquisition could go wrong.

Days before my birthday, I found out that I would instead be inheriting different second-hand car. It was my brother's when he went to Pingry and a family car before that. And, in stark contrast to the gorgeous cars I saw surrounding me in the parking lots at school, it had seen its share of people and cargo.

Despite my attempts to find a stimulating name for mine ("Cecilia" of Simon and Garfunkel fame? Maybe "Lil' Nancy McGill" from The Beatles's Rocky Raccoon?), I could not hide the glaring truth of the automobile I was to inherit: it was a 1995 red Ford Windstar minivan, arguably the least attractive or sexy car ever built.

It was neither shiny nor new nor sleek. It did not offer any advanced power or control. It provided only the most basic amenities, which certainly did not include a standard CD player or seat-warmers. It was not even particularly safe to drive in.

I certainly will not overstate my glee: I exist in such granted

luxury that it should have been no surprise when I felt cheated. Nevermind that I would still enjoy virtually unrestricted freedom on the roads, that I would not have to worry about the cost of gasoline, and that I would have a small haven to call my own; what mattered most was my insufferable loss of luxury.

Thankfully, I got over the insufferability of it all. I made both the conscious and subconscious decision to savor what I had, embracing utility over aesthetics. And with the proverbial lemons I had been handed, well, I took the back two rows of seats out and installed a mattress and bedding. I'm completely ecstatic about the transformation of my car because it suits my wishes, reinvents my car as novel rather than banal, and did not cost a penny (I hypothesize that because the bed weighs less than the rows of seats, I may even be

## *Adaptation and creativity are underplayed in our academic environment.*

saving on gasoline mileage).

To risk a literary stretch, it seems to me that we don't make enough of this proverbial lemonade here, perhaps because we're handed too many spotless apples and oranges. Creativity, however, blooms with adversity, even as mild as that which I encountered. Without it, there would be no pizzazz, no spark to my driving experience, not to mention no good place to nap after school with soft music and air conditioning. If I had received what I believed to be my perfect car, I would have received only that, nothing more.

Adaptation and creativity are underplayed in our academic environment. One student I

knew who had no desk in his room spent weeks building his own that catered specifically to his needs, while another friend of mine reused M&M Minis containers to bring her own salad dressing to school every day. These solutions proved not only economical and enjoyable, but also customized to their creators, enabling even heightened satisfaction with the product.

There is no wood-shop or home-economics class here to cater to these Do-It-Yourself (DIY) projects, even as nationwide interest with DIY has grown. Of course, I imagine that upon graduation, I will be able to handle myself as an individual and deal with life's many problems, but my solutions will probably be bland and generalized; with a leaky faucet, I will call a plumber, and with an electrical problem, I will call an electrician or replace the item. I do not foresee true comprehension of the basic systems in my household, and I certainly do not expect to have acquired the mechanical and creative ability to fix or improve my own things.

If I cannot invent and improve upon the things that I come into contact with daily, if I lack the basic skills to make my environment work for me rather than the reverse, then I have lost a piece of my individuality. Consciously or not, we admire those few adroit folks who speckle our population and always seem to know what to do and how to do it (our beloved Mr. duBourg and Mr. DeHart come to mind first).

Therefore, I candidly hope that the students who are fortunate enough to have beautiful, fast, and reliable cars enjoy their lavishness, but I also encourage everyone else to exploit what they do not have and work with what is not already perfect; it is the only way to truly get what will make you happy.



By MATT LAUD (VI)

# In Depth: Creative Writing Festival 2007



Dr. Dineen introduces the speakers at the Creative Writing Assembly.

M. Skiba (V)

## GENINE LENTINE

Lentine received an M.F.A. in Poetry from NYU and an M.S. in theoretical linguistics from Georgetown before moving on to complete coursework towards a Ph.D. in Sociolinguistics. As the literary assistant to United States Poet Laureate Stanley Kunitz, Lentine worked to collect and record his thoughts. She also worked as a collaborator with him on "The Wild Braid: A Poet Reflects on a Century in the Garden," a book of poetry and gardening published in 2005. The poet is currently at work on a book of prose poems called *Poses: Poems Drawn From the Model*.

## JACOB APPEL

Having received a B.A. and M.A. from Brown, an M.A. and M.Phil from Columbia, an M.F.A. from NYU, and a J.D. from Harvard, Appel is an ardent advocate of the power of study on the growing mind. He has published his work in more than sixty literary journals. His short story "Shell Game With Organs," won the Boston Review Short Fiction Contest in 1998. He has also won the William Faulkner-William Wisdom short story competition, and one of his short stories was short listed for the O. Henry Award in 2001. When he is not writing fiction, Appel publishes in the field of bioethics and pursues his goal of visiting every national park site in the U.S. He also recently taught at Brown University and at the Gotham Writers Workshop in New York.

## NATALIE DANFORD

Danford graduated from Yale University and received her MFA in fiction from NYU. Her writings have appeared in multiple publications, includ-

ing *The Chicago Sun-Times* and *The Los Angeles Times*. Danford currently works as co-editor of the Best New American Voices, an annual publication that showcases up-and-coming fiction. She is an accomplished Italian interpreter and recently published her first novel, *Inheritance*, in January 2007. Danford lives in New York City.

## MAJOR JACKSON

The author of two collections of poetry "Hoops" and "Leaving Saturn," Jackson is the winner of the 2000 Cave Canem Poetry Prize and finalist for a National Book Critics Circle Award. He has received critical attention in *The Boston Globe*, *Christian Science Monitor*, *Parnassus*, *Philadelphia Inquirer*, and on National Public Radio's *All Things Considered*. His poems have appeared in the *American Poetry Review*, *Boulevard*, *Callaloo*, *Post Road*, *TriQuarterly*, *The New Yorker*, among other literary journals and anthologies. A recipient of a Whiting Writers' Award, he has been honored by the Pew Fellowship in the Arts and the Witter Bynner Foundation in conjunction with the Library of Congress. An Associate Professor of English at the University of Vermont and a faculty member of the Bennington Writing Seminars, he is currently a fellow at the Radcliffe Institute for Advanced Study at Harvard University. (Information courtesy of [www.majorjackson.com](http://www.majorjackson.com)).

## KAZIM ALI

Ali works as a permanent faculty member of the graduate program at the University of Southern Maine, and as an assistant professor of English and creative writing at Shippensburg University. In addition to poetry, he has pursued interests in dance and publishing. His works have been published in numerous national journals, though he also reads his work along the East Coast. He has also published a book of poetry and a novel. In the fall, he will join Oberlin College's faculty teaching creative writing and will publish his second book of poetry soon afterward.

## ABE CHANG

Working with both the written word and sung lyrics as his creative media, Chang is a multi-talented young writer. After college in Boston and travels abroad, he returned to his hometown of New York, where he attended NYU's M.F.A. program and was privileged to work with several accomplished poets. He then received the Academy of American Poets Prize. His work has been featured in national and Chinese-American journals, including those at Tufts and Columbia, and in Montgomery County standardized tests. Chang also performs regularly in New York City lounges and clubs.

## B.J. WARD

BJ Ward's third book of poetry, "Gravedigger's Birthday," was a finalist for the Paterson Poetry Prize. His two earlier volumes are "17 Love Poems with No Despair" and "Landing in New Jersey with Soft Hands."

Mr. Ward is the recipient of a Pushcart Prize for Poetry and two Distinguished Artist Fellowships from the NJ State Council on the Arts. His poetry has been featured on National Public Radio, New Jersey Network's "State of the Arts," and *Poetry Daily*, as well as in publications such as *TriQuarterly*, *Poetry*, *Painted Bride Quarterly*, *Puerto Del Sol*, *Mid-American Review*, *The Sun*, and a host of other journals. His essays have appeared in *The New York Times*, *The Worcester Review*, and *Teaching Artist Journal*.

He has received fellowships from the Dodge Foundation and the Artists/Teachers Institute, and served as University Distinguished Fellow at Syracuse University. An Assistant Professor of English at Warren County Community College, he has been named Teaching Artist of the Year by Playwrights Theatre for his work in the New Jersey Writers Project, and he has received the New Jersey Governor's Award in Arts Education. (Information courtesy of [www.bjward.net](http://www.bjward.net)).



Jacob Appel and Natalie Danford fielded students' questions.

J. Freedman (VI)

*This year's Creative Writing Festival consisted of a marathon of listening, writing, and sharing. After seven speakers read several of their own pieces to the school and then to a smaller group of creative writing students in the Hauser auditorium, the participating students proceeded to split into several individual workshops, each run by one of the visiting authors or poets.*

## Writing the Poem

The Writing the Poem workshop, led by Mr. BJ Ward, proved to be both a mentally and physically challenging experience for its participants. Ward, who is the author of three books of poetry and a finalist for the Paterson Poetry Prize, began the workshop by leading students in a fast-paced game of Simon Says as a warm up. He then asked the group what the single most important thing a writer needs is. Answers ranged from "pain" to "inspiration" to "a working pen," but Ward pointed out that what a writer needs most of all is words.

After pondering this, students were instructed to make a fist and come up with four ways to describe their fist without using words such as "flesh," "fingers," "nails," etc. "Ward inspired me to draw more from my surroundings for poetry," explained workshop attendee Kerry Bickford (V).

Ward explained that the exercise was designed to make the group see ordinary things in a new light. He stressed that searching for profound meaning is not necessary to create a poem. With this in mind, students attempted to craft their own poetry based on activities they enjoy. The workshop culminated with readings and critiques of several poems.

The group left the workshop pleased with their new poetry and Ward's instruction.

"He's obviously had a lot of work with students before," commented workshop participant Eliza Adams (V). "I also liked that he was from New Jersey; all of his references hit close to home."

Many students left the workshop already excited for next year's Creative Writing Festival. "It turned out to be a great environment," Bickford said. "I'd absolutely do it again!"

—Jenna Devine (V)

## Fiction

Jacob M. Appel started his March 30 fiction workshop by having the 20 student participants write about the weirdest thing that had ever happened to them.

"I want to take you out of what you're used to," Appel told the students. "I don't want you writing about something average and everyday. This has to be something unique."

The assignment proved challenging for many in the workshop. Students explained that they had always previously been told to write only about familiar things.

After about twenty minutes Appel told students to finish their pieces, or at least to try to find a good stopping point. He then encouraged them to first talk about their works with one other. Then he had each student read his or her finished piece in front of the group. After each reading, students were directed to provide positive feedback and comments to the author. Once everyone had said what they wanted to say and questioned the author, Appel would add his own commentary. He gave suggestions and pointed out weak spots in the stories and explained how he might fix them.

General comments on the stories from their authors and from other students led into Appel's discussion of writing fiction. He described the "sandbar paradox" to students: the dual desire to keep one's characters "deep in the water but still able to stand, as if they're on a sandbar."

Appel warned that "just being a writer" was probably not enough to live on unless you "ended up like one of the greats" but said that it was still worth it. "I don't write for other people, or as a job," Appel said, "I write for myself. That's the best way."

—Hallie Bianco (V)

## Tuning the Poem

"Tuning the Poem," was directed by the poet Major Jackson. About eight students gathered in one of the history rooms to share one or two of their prepared and polished poems. These poems ranged from a Harriet Molen styled "cosmopolitania" by Liz Lynch to a religiously-based and symbolically repetitive piece by Mike Martinson called "The Five Sorrowful Mysteries." When each person had read their poems through twice, everyone, including Mr. Jackson, commented on them and gave specific suggestions for each piece; one of the recurring pieces of advice given by Major Jackson was to avoid any completely circular poems by cutting off the final line to create a kind of unresolved cliffhanger.

After an hour of readings and discussions, each student had at least one newly polished and edited poem. However, the most fruitful and entertaining part of the workshop was probably the experience each participant had while listening to their fellow Pingry students' creative works. I'd encourage students in the future to participate in this workshop to make it even more of a success.

—Beth Homan (V)

# Seven Authors Read Works and Offer Advice During Workshops

By ANDREW SARTORIUS (IV)

Pingry has long had a reputation for taking the arts very seriously: this year, there have been student and faculty art exhibitions, two theatrical productions and countless musical concerts.

This year's festival featured five poets and two fiction writers, each of whom read short excerpts from his or her works during morning assembly. Dr. Dineen explained that she invites more poets than fiction writers because the shorter

Dr. Dineen drew on the expertise and connections of Ms. Alicia Simon, a first-year English teacher. "Ms. Simon, who has an MFA [Master of Fine Arts] from NYU, had contacts through the creative writing program at NYU, and sent out an email asking if anyone was interested," said Dineen. "Over forty people responded to us, which was great. We went through the resumes and manuscripts we received, and picked the ones we especially liked."

In the afternoon, students had the option of signing up for a full day of workshops, readings, and lunch with the authors. This year, more students signed up for fiction and poetry workshops than ever before. This increase, says Dr. Dineen, parallels an increase in interest in creative writing at Pingry over the past ten years: "Originally, back when the festival began, there were only two sections of creative writing. Now, there are four sections. Every student in creative writing was required to attend the festival as an in-class field trip."

"Also, the Justin Society Creative Writing contest and Ms. Simon's Creative

Writing Club have increased interest in creative writing as well."

One poetry workshop, entitled "Writing the Poem," was attended by seventeen students and taught by B.J. Ward, recipient of the Pushcart Prize for Poetry, and Genine Lentine, finalist for the Campbell Corner Poetry Prize. Jack DiMassimo (V) especially liked B.J. Ward: "He was probably the biggest [success] just because of how involved he got with reading his poems and also the simple subject matters."

A second writing workshop entitled "Tuning the Poem," was attended by nine students and taught by Major Jackson, a finalist for the National Book Critics Circle Award. Those who attended the workshop were impressed and learned a great deal, including Sarah Paton, who "learned that a poem can come from anything and that telling the truth is the best place to start in poetry."

The more popular fiction workshops, attended by forty-five students, were held in two groups: one, by novelist Natalie Danford, and a second by short-story writer

Jacob Appel. When asked to describe each writer's unique methods for writing a short story or novel, Jack DiMassimo said, "Jacob started out writing a lot of his stories with no connection to the people or places he was writing about. He told me that he determined the setting on many of his stories with a map of the United States open and a pencil in his hand. He would close his eyes and then just jab at a point and have his story take place there. Natalie told us that she would start writing by bringing her laptop into her bedroom and disconnect it from the Internet. If she eliminated all of the distractions she would be forced to write!"

Some students who didn't attend the workshops still got to work with a poet in their English classes. Kazim Ali joined the Greek Drama class, and, according to Mr. Shilts, gave an excellent talk linking Euripides's political bravery to modern world political responsibility, cycling all the way back to Euripides again. Abe Chang inspired Ms. D'Antonio's sixth period ninth graders, many of whom mailed him their po-

ems after the class.

Although Dr. Dineen believes that the festival was a big success, she still thinks that there are minor areas in which the festival can be improved. For example, she would like to make "the festival more accessible to all Pingry students. I'd like more students to feel that they have the freedom to leave their other classes for a day, and I'd love to see students whose English classes don't coincide with the festival schedule still have a chance, once a year, to work with a creative writer. It's always hard at Pingry scheduling special event classes and trips because we have so many wonderful strong programs going on at the same time. Still, we should always envision what we think would add to the lives of all our students and keep working towards that vision."

"I'd also like to see more students supporting the open-mic readings after school," she added. "Ideally, that reading should be the cap-off of a wonderful day in which students are excited to read, hear their peers, and feel proud of the talented writers among us."



J. Freedman (VI)

Major Jackson reads one of his poems.

One of the lesser known artistic endeavors at Pingry, creative writing, literally captured center stage on March 30, with the tenth annual Creative Writing Festival sponsored by the Justin Society.

Initiated in March 1996, the Creative Writing Festival was designed "in the style of the Dodge Poetry Festival, held every other year at Waterloo Village," says Dr. Susan Dineen, organizer of the festival. The festival is usually held every year in early April to coincide with National Poetry Month.

The festival has evolved since its creation ten years ago, Dr. Dineen said. "At that time, because of the generous donation of George and Dee Ring who gave us the charge to foster creative writing at Pingry, I tried to model a one day in-school festival on the much larger biannual Geraldine Dodge Poetry Festival. I needed help in finding a range of different writers and based on a recommendation from Dr. James Handlin, a former Pingry teacher, administrator, and poet, I hired a literary consultant. We were making it up as we went."

format allows for a wider range of voices. Listening to a complete short story takes time. We hope that by including many different voices in the festival, there will be something for everyone."

For that reason, students listened to a range of different writing styles and subject matters at the assembly, from B.J. Ward's quirky "Mythology in the Shop-Rite," relating his experiences trying to save fifty-one cents in a supermarket, to Natalie Danford's "Inheritance," a novel about a women's travels to her ancestral Italian town.

Sarah Paton (IV) enjoyed the great diversity of writers in the festival, saying, "The writers had different styles of writing so it felt like there was something to inspire or interest each [student] writer, whether it be a novelist or poet, comic writer or dramatic writer."

Other writers who read included Jacob A. Appel, Kazim Ali, Abe Chang, Major Jackson, and Genine Lentine.

This year, instead of using an outside consultant,



Students listen to poetry readings in the faculty lounge.

J. Freedman (VI)

## Word in the Hall: What Did You Think of the Poetry Festival?



BRIAN HART (IV)

"I laughed. I cried...it was a moving experience."



ERIN JAMES (III)

"I found the Q&A in the workshops very helpful."



SAM BARON (III)

"I liked hearing the poetry being spoken, especially by the poets themselves."



DAN DAVIDSON (VI)

"Compared to previous years, it was better. On the whole, it was a good time."



CASSIE OSTERMAN (IV)

"I really liked the guy who sounded like a movie announcer!"

# Junior Plans Matheny Carnival

By HANNAH GOLDSTEIN (IV)

An active Matheny School and Hospital volunteer for the past six years, Samantha Melligon (V) recently put in more than 50 hours of her time as a key planner and hostess of the school's 16th Annual Indoor Carnival.

The carnival, which takes place in January, is an occasion for the school's students and patients to play games, watch creative skits, and have a good time with children from all over New Jersey.

"One person coming to volunteer would be limited to

visiting one or two residents, but the carnival provides activity for all the residents," Melligon said.

After hearing that the usual carnival director fell ill, Melligon decided to step up as one of the coordinators. Alongside Kent Place student Chelsea Durgin, Melligon helped organize and execute the carnival, brightening the lives of over 140 wheelchair-bound children and young adults suffering from disorders such as cerebral palsy, Lesch-nyhan Syndrome, muscular dystrophy, and spina bifida.

"I've been going to the

carnival for a few years, and I saw what a big impact it had on the kids there and how much it meant to them," Melligon said. "I wanted to do something for these kids: a party, entertainment—something. I didn't see a reason for them not to have it this year."

Not only did Melligon achieve her goal, but she also helped to set up "the most successful carnival to date," according to John Szkwarko, one of the carnival directors.

Melligon and Durgin made arrangements for food, drinks, and other refreshments, planned simple games that the students could play, and asked friends to perform during the opening ceremony in various roles, such as Mickey and Minnie Mouse. Melligon, who has already won two Awards of Appreciation for her volunteer work, recruited more than 100 additional volunteers, including Julia Cipriano (V), to achieve maximum turnout.

"When we were done, it was such a high. It was so exciting to be part of something like this," Melligon said. "These kids are just like us. They think like us; they want the same things, have the same dreams. It's just that their bodies are broken."

Melligon was glad that she was given the chance to make a difference in the lives of the residents.

"Being part of making them smile and laugh and dance in the wheelchairs was so emotionally rewarding," Melligon said. "The great feeling we get out of it lasts a long time."



Courtesy of Matheny School

Sam Melligon (V) poses with her award.

# Hanly Speakers Discuss Ethics

Continued From Page 1

had unequivocal evidence that somebody was doing something wrong but for some reason a story would not be able to be broadcast, would you continue to pursue it?" Davis and Gelber seemed to me to beat around the bush, and their answer in the end was effectively no." It bothered Matt that these journalists wouldn't work harder to expose the truth, no matter what.

Others shared this sense of distaste for the moral ambiguities relating to the topic presented by Lowy Davis and Gelber, and many classrooms were abuzz with discussion throughout the day.

The assembly represented

a departure from traditional Hanly Lecture assemblies, which have tended to deal with more concrete moral topics relating to the Honor Code.

However, Ms. Geacintov was pleased with her choice. As she said, "Programs such as 60 Minutes are there to inform the public about the society in which they live. So, in that sense, many ethical dilemmas come up... After all, it is easy to choose a right from a wrong, but difficult to choose from a myriad of possibilities that may enlighten, protect, or educate the public."

The complexity of this year's topic, and its associated moral ambiguity, produced an assembly that was more

controversial than those of previous years. However, the presentation also engaged many students on an intellectual and ethical level and fostered spirited debate among students and faculty.

# Prom Brings the Young and Old Together

By NEHA SIRVASTAVA (IV)

On Tuesday, March 6, the Pingry School held its sixteenth annual Intergenerational Prom, a community service event that invites senior citizens for a night of dancing and fun in a gala atmosphere. Students enjoyed interacting and socializing with the elderly members of nearby communities.

The Community Service Club organized this Valentines Day-themed prom. Participation was open to everyone, and students earned community service hours by setting up in the school cafeteria from 2:30 to 5:30 or by acting as hosts and hostesses during the dance. This year, approximately two hundred people attended the Intergenerational Prom. The event is not a fundraiser; instead, it is a service that the Pingry School provides for the elder members of the community.

"It's very enjoyable and a great opportunity to earn hours," said Mrs. Shelley Hartz, the head of community service. "This year, like the others, was fun as well as rewarding."

While the school funded the entire event, much of the entertainment came from within the community itself. The Jazz

# Fourteen AFS Students Visit With Volunteer Host Families

By RICKY ZACHARIAS (V)

For the last weekend in March, Upper School students welcomed international AFS students for three days of social exploration in their homes and at the school.

Fourteen foreign students who have spent the academic year living with area host families spent a few days with Pingry sophomores, juniors, and seniors instead. Though the AFS club hosted the weekend, it was completely voluntary for both hosts and guests.

"I signed up for the weekend because my host-mom recommended me to go," said Enrico Buttignoni, originally from outside of Venice, Italy and currently living with a family in Morristown. "I also wanted to get together with the other exchange students, and I really wanted to see how the Pingry School looked."

Other AFS students echoed their curiosity about the disparities between American schools, including the differences between the public and private ones.

They arrived Thursday

afternoon and each spent the night with his or her host student. Some, like Aline from Switzerland, went out for ice cream with their hosts, or, like Isabella from Austria, watched an American movie. Some even drove around trying to play pranks on locals, like Federico from Italy.

Nevertheless, homework loads for the hosts thwarted big plans for the night.

The following day, guest students followed their hosts through the school day.

"It's a completely different world compared to an average public high school... or to an Italian one," said Buttignoni. "I personally loved everything in there. I can't think of anything I would change or could say wasn't good."

Isabella noted that, although the rules seemed stricter and the workload harsher, "It was kind of relaxed; the teachers trusted the students more."

After classes, most of the hosts left for athletic commitments while the AFS students gathered in Madame Jordan's room for a movie, snacks, and socializing.

At dinner time, the group convened at the Chimney Rock Inn for a few rounds of American (or Americanized) food: buffalo wings, nacho chips, cheese fries, and pizza. One student remarked that though the food here has practically none of the salubrious nutrition of European cuisine, it was marginally tastier; as such, he has packed on the pounds since his arrival.

Afterwards they headed off to the ice rink for a few hours of skating, and then each headed home or relaxed informally with friends.

Saturday morning, the students shared a parting brunch at the Morash's house (where one AFS student, Ton, is staying this year).

Reminiscing, AFS students mentioned their regard for Pingry and its students, with girls focusing on the easy-going society and boys focusing on the beauty of the grounds and population.

"It was an awesome weekend, and I'm so glad I was given the opportunity to come to your school and meet you guys," Buttignoni reflected.



Courtesy of Madame Jordan

AFS students and their Pingry hosts attended brunch at the Morash home in Bernardsville.

## Green Group Agenda

The Green Group is an environmental committee, which comprises both students and faculty. It is subdivided into four groups: Communications, Events, Long Range Programs, and Outreach.

The groups are each developing their own projects, which include:

- Looking for a recycling facility for next year
- Reducing power consumption and paper usage
- Stressing that being eco-friendly saves money
- Teaching ecology in the classroom



Courtesy of Catherine Chong (VI)

Students pose in front of the mosque in Cordoba, Spain.

## Twenty-six Students Traverse the Iberian Peninsula by Bus

By CATHERINE CHONG (VI)

From March 9 to 18, twenty-six students and four chaperones worked their way down from central Spain to southern Spain. The group started in Spain's capital, Madrid, and ended in Costa del Sol, a Mediterranean vacation area.

The group stayed in Madrid for three days and two nights. Straight from the plane, the group was taken to the Prado Museum, which houses Velasquez's famous "Las Meninas."

"This part was really tough. All of us were very jetlagged, and some of us left the tour early to take a catnap outside in the sun," said Eliza Adams (V).

Other sites included El Palacio, the royal palace; La Reina Sofia, Madrid's modern art museum; and the Atocha Memorial, a monument memorializing those that died during the Madrid Bombings of 2004. On the second night, the students cooked their own meal of authentic Spanish food with omelets, paella, and fried milk.

Students were also given three to five hours of free time, during which groups of three could travel wherever they wanted to in the city.

"Some chose to shop while others explored more tourist sites,"

said Lisa Thomas (VI).

The students then took the bus south to Toledo, a city famous for its picturesque architecture and interesting history. But the group only stayed there for one day before leaving for a short day trip in Cordoba, home of one of the most famous mosques in the world. They then arrived in Seville later that night.

In Seville, the students saw the Giralda tower.

"Seville was, by far, my favorite city. It brings the old, historic aspect in with modern city life. My mom studied here, so I feel an even greater connection to it," said Thomas (VI).

One of the most interesting sites, however, was La Alhambra, the great fortress complex of the region of Granada.

"The architecture was amazing," said Brian Hart (IV).

Their final stop was in the region of Costa Del Sol, where they visited two cities. The first was the city of Mijas, which is now a sort of artistic and creative hub. The city is known for its white, stucco architecture that is so characteristic of the Mediterranean region of Spain. The second city, Torremolinos, is more touristy.

"Some students even braved the relatively cold weather to dip their feet in the Mediterranean

Sea," said Brian Hart (IV).

"All in all, this trip was quite successful," said Mrs. Abreu, Upper School Spanish teacher and trip chaperone. "My favorite experiences from the trip were the donkey ride in Mijas, and the Capuera lesson."

"The route we took this year was better than those in years past. And on top of that, the students improved their Spanish," said Mrs. Abreu, "which only added to creating a successful trip."

By ANDREW SARTORIUS (IV)

"Twenty-five years, and it does not seem like such a long time, does it?" Mrs. Lydia Geacintov, Director of Studies, leans back in her chair and surveys her office. It's filled with books and papers crammed on shelves and the walls are covered in picture clippings of various European landmarks and art posters. "I've been at this school for 25 years."

Mrs. Geacintov was educated in French schools before matriculating at the University of Rochester and graduate school at Villanova University.

## Juniors and Seniors Keep it Classy at James Bond Prom

By HALLIE BIANCO (V)

At 7:30 on the evening of April 19, juniors and seniors, along with some outside guests and underclassmen, paraded into the ballroom at the Bridgewater Marriott for Prom 2007.

Organized by a group of seniors with the help of Mrs. Jordan and Ms. Shipps, the theme of the prom was James Bond. Table titles were named after James Bond films (e.g.

Live and Let Die) and characters (e.g. Jill Masterson). As the guests entered the ballroom, the James Bond theme song began to play and red accent lights dotted the room.

"No other school could handle such a classy event as a James Bond themed prom!" said Megan Craighead (V). Table settings were accompanied with M&Ms and flower arrangements in giant martini glasses.

Girls wore a colorful array of elegant dresses and boys wore tuxedos each with their own personal touch.

A number of faculty members were there to supervise and greet students, including Mr. Jon Leef, Mrs. Joan Hearst, Ms. Elizabeth Shipps, Mrs. Kate Cassidy, and Mrs. Kelly Jordan.

"I think everyone had a lot of fun; I know I did. And everyone looked so nice too," said Mr. Leef.

"I had a really good time. Everyone looked gorgeous with the eclectic mix of dress choices," Beth Homan (V) said.

Aly Kerr (V) agreed: "It was lovely. I wish we could have stayed all night!"

"The theme was a very creative idea and I enjoyed prom. It was so nice to see everyone dressed up and dancing and just having a fabulous time!" Maureen Brady (V) said.

Craighead summed the evening perfectly: "My table was absolutely fabulous. In fact, the whole event was absolutely fabulous."



Courtesy of J. Zhao (V)

Students line up in their prom attire.

## Seniors Portray 50s and 60s Life

Continued From Page 1

rootless by just about everyone who has had the rudeness to land on New England and other American shores after 1750."

Cori Hundt (VI) noted that "many of the families are quirky and dysfunctional in some way or another," and the cast worked hard to make that apparent.

The cast members were fittingly proud of the performances that they put on.

"I was very pleased with everyone's performance. It was a really strong cast, and it really came together for the final performances. It's a shame that the audience wasn't larger, but I feel that

those who saw it are a privileged few," said Sam Waterbury (VI).

Anne Hanson (VI) echoed those sentiments: "I was amazed at how well we all worked together to pull it off in the last few days. Mr. Romano was absolutely amazing and helped all of us appreciate theater in a way we never have before, not just acting but all the work that goes into a backstage production."

The show was well-received by its audiences, including Remy Teicher (III), who said, "The drama department never fails to impress me. To portray really realistic characters with varying emotions is definitely not easy. In this play, the seniors really displayed their incredible

acting talents that they have worked hard to acquire."

The cast was excited with how the play turned out and noted how they will miss drama class.

"I'll miss coming to class everyday and listening to Al get excited and preach to us about how each scene really means something," said Jake Kreeger (VI).

Mr. Romano was equally enthusiastic, saying, "This has been one of the strongest senior drama classes in my experience—they have formed the core of productions for three years. They have a positive energy which has gotten us through many crises over the years. They can be a little crazy, which makes things interesting."

## DeHart Relocates to Colorado

Continued From Page 1

Mr. Leef.

In all his years working with him, Mr. Boyd claimed, "He was never bothered and always took time to sit down while never giving anything less than patience and a smile. He always treated his work as

a partnership; he was never one-sided."

Mr. DeHart was very close to the Pingry community and will miss the school. He viewed the school as a "culmination of some of the most amazing people and a magnet for culture." Although DeHart said that there were simply too many memories to choose just one to

share, he also expressed that the very positive atmosphere that Pingry provided will stick with him forever.

Mr. Delman summed up Mr. DeHart by saying, "He was an incredibly knowledgeable and always cooperative member of Pingry who left behind a legacy of spirit and willingness to help."

## Faculty Profile: Mrs. Lydia Geacintov

She came to Pingry in 1981 from the Shipley School in Philadelphia where she was a department head. She moved to New Jersey after she mar-

ried a New York University professor. Thus, I introduced the Freedom course and worked on the American Dreams course with several teachers.

main goals is to make the school "a center for [academic] inquiry: a place where one can grow, and enhance the discussion of educational issues."

Despite all her daily pressures, she believes that she continues to develop a curriculum at this school where the content supports the needed skills of a changing world."

Some of her biggest frustrations are the outside forces that manipulate a student's life.

"It is not often that the student drives his or her decisions. Far too often I see how students' choices are driven by the perceived need to compete in all areas of possible offerings," she said.

Mrs. Geacintov also believes that too much emphasis is placed on extra-curricular activities.

"There is a struggle between out-of-school and in-school demands," she explained. "It is hard for a student to participate in all activities everywhere and to shoulder a difficult academic course load."

Mrs. Geacintov plans to stay at Pingry "because of the high energy felt throughout the school."

Already, as co-chair of the Middle School Steering Committee with Mr. Cox, she is developing an independent curriculum and schedule for the new Middle School. She is also looking forward to revamping the master schedule for the Upper School and reviewing curriculum offerings.

Mrs. Geacintov has two sons who have both graduated from Pingry. She loves opera, enjoys diverse cultures and loves to travel. She believes that her job is challenging and stimulating.

On her website, Mrs. Geacintov quotes the Talmud, a sacred document of Judaism: "The job [of education] is not ours to finish, but neither are we free not to do it."



Courtesy of The Development Office

ried a New York University professor.

"I didn't want to commute to Philadelphia from New York City, so I looked for schools in the area," she said.

Pingry caught her eye. "I liked it so much because it offered strong academics and gave students opportunities to use multiple talents," she said.

Mrs. Geacintov served as the head of the Foreign Language Department until the position of Director of Studies opened up.

"The proposal I wrote for the job involved the library and the lack of technology in the school. Our library was very weak and needed work. Also, back then [in the early nineties], there were almost no computers on campus. I felt that something needed to be done about this," Mrs. Geacintov said, "and I also wanted to take a good look at our curriculum. It needed a new focus on interdisciplin-

Currently, Mrs. Geacintov runs department head meetings in which she discusses academic issues, oversees the annual publication of the curriculum guide, is the Director of Mentoring and Peer Coaching, and works with Mr. Phil Cox on the Middle School Steering Committee.

In addition, she serves as a member of the John Hanly Lecture Series, is the President of the Cum Laude Society, and has also chaired the last two accreditation protocols.

Finally, she runs faculty in-service days and teaches French 6 and Freedom, "an inter-disciplinary seminar-driven class with Mr. Keating."

She spoke of her multi-faceted job, saying, "It is a very busy job that requires hard work because Pingry is such a high-energy place. There are always many things going on at the same time, and it is difficult to stay on top of them." One of Mrs. Geacintov's

## Lacrosse Coach Mike Webster Inducted into NJSCA Hall of Fame

By JACKIE REEF (IV)

Varsity boys' lacrosse coach and history teacher Mr. Mike Webster was inducted into the New Jersey Scholastic Coaches Association (NJSCA) Hall of Fame on April 1st.

The Hall of Fame is described as an association for not only coaches who win games but for coaches with integrity.

Mr. Webster said his induction was "a great honor but very much a surprise."

The Maryland native spent much of his childhood playing lacrosse with his father, a high school lacrosse coach. Before high school, his family moved to Indiana where lacrosse was not offered. He did not let lost time affect him and as a sophomore at Johns Hopkins College, he was a walk-on for the lacrosse team.

Mr. Webster came to Pingry straight from college. He has

been here for 20 years as a history teacher and has coached lacrosse every year but one. Along one wall of his new classroom in the new Middle School, he keeps all the plaques, pictures, and trophies to remember each team.

At the start of this year, his overall record was 189 wins and 130 losses. He has been successful with his "be our best" motto and he tries to "treat each year as a new year."

He said that every year there is a new team with new coaches and new opponents. His motto refers to "what we can achieve regardless of the opponents."

He celebrated his achievement with his wife, daughter, mom, dad, sister, and brother. When asked what the highlight of his day was, he said it was "when my little girl, Maisy, ran up to the podium to stand with me after I received the actual plaque."

While reflecting on his time as a coach, he said that last year's team was the best team he has ever coached. He remembers all of the teams and players, but last year's team really stands out. With a record of seventeen wins and only three losses, the team won counties and the Colonial Hills conference. They also went on to become state champions. Last year's team holds the school record for the most wins in the history of boys' lacrosse.

"Pingry has had boys' lacrosse longer than any other school in the state," he said. He considers it an honor to be a part of a program with such a great history.

He is looking forward to coaching this year's lacrosse team. The boys have a full schedule with fourteen league games as well as counties and states.

"I have great pride in being the coach of this program," said Webster.



Mr. Mike Webster, right, holds his plaque.

Courtesy of Mr. Webster

## Girls' Softball Wins Award in FL

By MEREDITH SKIBA (V)

Despite losing five seniors, the softball team is still strong under the leadership of captains Julie McMahon (VI) and Arielle Grapstein (VI) as well as coaches Leslie Miller, Sheree Hoskins, and Alison Grill.

The team started the season by traveling to Orlando during March vacation to participate in Disney's Wide World of Sports Softball Spring Training. Being the only team to have participated in Spring Training Program since its inauguration, Pingry was

awarded "Ten Years of Ears." The team was honored before their first game with a surprise award ceremony. According to Disney officials, "We have teams that have come for nine years, but Pingry is the only team who has been here for all ten."

The softball players themselves enjoy the trip very much. "The team really bonded in Florida. It's always a great way to start off the season," said McMahon.

With the switch to the Hills Division of the Colonial Hills Conference, the team is facing many other teams for the first time. The season began with back-to-back

wins over Glen Ridge and Morris Catholic. Although the team lost to long-time powerhouses Cedar Grove and Montclair Kimberly, the team played well with the excellent pitching of sophomore Maja Feenick and catching of Emma Carver (IV). Grapstein has led the infield at her new position of shortstop while "Biff" Parker-Magyar (V) returns to second.

The team easily moved on to the second round of the SCIAA county tournament with a 10-1 win over Manville and faces Mount Saint Mary in the next round. Currently, the team's record is 6-3.



Courtesy of Rebecca Hamm Conard (IV)

The Pingry softball team faces off against its archrival Pingree.

## Boys' Tennis Team is Poised to Have a Successful Season

By JONATHAN REEF (VI)

The boys' tennis team, led by captains Jonathan Reef (VI) and Austin Conti (VI), are looking forward to another great season. With the return of last year's seven

starters, the team has the potential to become one of the top teams in the state. After finishing last year thirteenth in the state in the Star Ledger Top Twenty poll, this year the team is currently ranked eighth.

After switching from Colonial Hills-Colonial Division to the more competitive Colonial Hills-Hills Division, this year's schedule is much more difficult. Challenging opponents include Delbarton, Newark Academy, and Bridgewater. The team hopes to win the Non Public A State Championship and perform well in the Somerset County Tournament, although Somerset County has five of the top ten teams in the state.

With Garrett Schuman (V) at first singles, Jonathan Reef (VI) at second singles, Austin Conti (VI) at third singles, Sam Adriance (VI) and Jeff Tanenbaum (VI) at first doubles, and Will Klein (IV) and Evan Ju (IV) at second doubles, Pingry's lineup is talented and has much depth. Everyone is excited about one of Pingry's most competitive tennis teams in recent years.

## Baseball Head Coach to Step Down After 20 Years

By GIANCARLO RIOTTO (IV)

Albeit with a new look, the boys' baseball team is looking forward to the upcoming season with plenty of optimism. Last year's dream season ended with a loss to Immaculata in the County Finals at Commerce Bank Ballpark, the home of the Somerset Patriots minor league team.

Even with the loss of a number of key seniors, including catcher Anthony Feenick, starting pitcher Park Smith, first baseman Kevin Miiicke, and designated hitter Ryan MacGibbon, a made-over team is hoping to repeat last year's success.

Perhaps the most significant change in the team from last year to this year, however, does not involve any players. It involves the coaches. Instead, after more than twenty years as the team's head coach, Mr. Tramontana, is handing over the reigns to Mr. Corvino, a long time assistant and

Pingry baseball alumnus.

This year, shortstop Craig Ramirez (VI) and second baseman Brian O'Toole (V) return to anchor the infield and should form a double-play tandem to be reckoned with. Coach Corvino believes that Ramirez is one of the better shortstops in the area, as he has the ability to make a spectacular play at any given time.

Nick Devers (VI) and Chris Cummins (VI) return to anchor the outfield in left and right field, while Ben Spicandler (V) will play center.

The team is also relying on ace Zach Carr (V) to anchor the pitching staff and will also utilize his big bat in the cleanup spot of the order.

After the aforementioned core, the team is relatively inexperienced; however, this doesn't mean they are lacking in talent. Third baseman Brendan Burgdorf (IV) was moved from the outfield to third base because of his hitting. Peter Corrigan (V) will look to

produce from first base, and Ryan Kiska (III) will man the catching duties.

On the mound, number two starter Lous Riccardi (V) had no varsity innings coming into the season, but his curveball could make him a big success in his first campaign.

Coach Corvino has often stressed "doing the little things right," such as making routine plays in the field, advancing runners, and running the bases well. In a conference full of teams with more experi-

ence and perhaps more physical ability, playing "small-ball," along with out-working and out-smarting teams, will be essential to the team's success. With a blend of

veterans ready to help the team compete right now and youth that will be the core of the future, Pingry baseball is in as good a position as it has been in a long time.



Peter Corrigan (V) stands ready to catch the ball.

B. Morrison '64

The editors would like to thank Bruce Morrison '64 for taking sports photos and allowing the Record to use them.