

The Pingry Record



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Dana Zolli (VI)



Ben Grant (VI), David Harris (VI), and Amit Kumar (V) run lines in preparation for November's opening.

NEW ARTS WING NEARS COMPLETION

BY AMANDA DUMVILLE (IV) & MARTA POPIOLEK (IV)

After several delays and months of construction work, the new art wing is nearing completion. The three floors of light and space are equipped with the latest technology and planned with the greatest deliberation.

Clay-working and jewelry-making classrooms are on the lower level of the building with a separate kiln room and exhaust system.

The remaining space is mainly for musicians. There is a large instrument room with risers, which will probably be used for the jazz band. Two choral rooms, the larger one fitting approximately two hundred twenty-five people, will contain built-in risers. Each room includes ceiling microphones that are wired to a recording room, allowing playback options almost in-



Isa Bacardi (V)

The construction of the Art Wing continues.

stantly after recording.

Along with three expansive music rooms there will be six small private rooms for singing and instrument lessons. All rooms in the new wing are soundproof, so that a number of vocal and instrumental activities can go on at the same time without disturbing each other. There will also be four

the location of the new theater, seating approximately 235 people. Mr. Al Romano, the head of the Drama Department, says, "The theater is very intimate. It should foster the connection between the actors and the audience that is at the heart of the theater experience."

This theater, with adjustable lighting via a catwalk, will be used for evening productions of theater, instead of the Hauser Auditorium or the Attic Theater. It also may be used for Middle School Division Meetings. Just above the new auditorium, on the third floor, there will be a lighting booth with an audio system and the capability for wireless microphones.

The second floor will also house the long-awaited fencing room, another multi-purpose room, and an art gallery.

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Fall Drama Goes West

BY DANA ZOLLI (VI)

This year's fall play, "Wild Oats," a raucous western comedy, will be performed on November 14th, 15th, and 16th. Under the direction of Mr. Al Romano, 31 cast and additional crew members have been planning and rehearsing since the first week of school. Mr. Romano describes the

play as "a wild satire of the old west based on a very popular 18th century British play."

The play takes place in Muleshoe, Texas, where Kate Thunder (Lauren Miller, VI) has just inherited a large sum of money.

Her uncle, Colonel Croftus
Continued on page 5

End of an Era: A Legend Moves On

BY DAVID SPETT (V)

Mr. Antoine "Tony" duBourg, a music and physics teacher at Pingry for 47 years, shocked the school when he announced his resignation this past June.

Mr. duBourg's departure came as a surprise to students and teachers alike. As the school's most senior faculty member, few can remember a time when Mr. duBourg did not grace our halls.

Last spring, The Broken Wreckord published a humorous article about Mr. duBourg's possible retirement. Even though it was all made up, Mr.

The countless stories of his generosity, selflessness, and eccentricity are simply astounding.

duBourg was very worried that it might be taken seriously.

After the paper came out, though, Mr. duBourg stopped me repeatedly in the halls, asking me if I was "that boy who wrote that article." When I said yes, he would vigorously

shake my hand and shout that I had "done a good job."

That was Mr. duBourg — energetic and nervous, but always contented and cheerful in the end.

In an effort to remember and celebrate all that Mr. duBourg did for our school, I set out to interview some of the faculty who were closest to him throughout his nearly 50 years here. The interviews were unlike any I had ever conducted before: the respect,

admiration, and love that people have for this man are simply beyond words.

The Music Teacher

Mr. duBourg essentially created the school's music department, which began in the late 1950's with the Glee

Club. Soon afterward, he created the Brass Choir and the Buttondowns as well.

He built the organ with a group of students at the Hillside campus and then reassembled it when the school relocated to Martinsville.

With his own money, Mr. duBourg purchased pianos, music, and instruments for the school. He gave all the brass students free private lessons and kept every musician fed by paying for plenty of pizza and soda before every concert.

Even when Mr. duBourg was no longer head of the department, he was still a giant advocate and supporter of the program. Many teachers remember how he would always shout to students in the hall, "You coming to rehearsal?"

The Physics Teacher

Mr. duBourg also spearheaded the school's physics

program. The entire physics office was formerly his preparation room, and it was filled with thousands of gadgets and contraptions that he had built over the years with his own hands.

He donated some of these creations to the school, many of which are still used in physics classes today.

The physics teachers remarked that whenever they needed a demonstration, Mr. duBourg would go home and build it in his garage. Then, the next day, it would arrive in the trunk of his van. Mr. Bill Bourne noted that "the apparatus usually had spray paint that was hardly dry."

Mr. Keith Klingler, another physics teacher, says, "These demonstrations would blow your mind. Mr. duBourg had more gizmos and gadgets than anyone I've ever met."

All the teachers agreed that Mr. duBourg had a unique teaching style. As Mr. Bourne explained, "He didn't just lecture to the kids. He wanted

new offices for the music faculty. The old music wing will now be administrative and maintenance offices while the old art rooms will become regular classrooms.

Another bonus: the whole wing will have central air conditioning.

The second floor may be the most exciting because it is



Courtesy of Yearbook

Mr. duBourg conducts the Brass Choir.

them to think on their own — to see, feel, and touch the concepts they were learning about."

Science department head Mr. Chuck Coe went on to say that "Mr. duBourg had a very classical, Socratic approach to teaching. He was very demanding of the students, and his enthusiasm was unbelievably contagious."

The teachers explained that during his physics lab periods, Mr. duBourg would set up about ten demonstrations around the room, letting the students move from station to

station to watch the various demos.

"The kids thought it was wonderful," explains Mr. Klingler. "These visual references would teach them about the physics behind everyday life occurrences."

The Man

The countless stories of Mr. duBourg's generosity, selflessness, and eccentricity are simply astounding. Everyone I interviewed felt as though Mr. duBourg was one of those people who did everything to make others happy but didn't

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SLEEP • NEW TEACHERS • RETREATS • AND MORE

The Snooze Button

Usually when my alarm clock draws me from my slumber in the morning to remind me that I must get up, get dressed, and get to school before 8:15, I hit the snooze button about five times before my mother comes in at seven to force me out of bed. This snooze button is, in my opinion, the most wonderful invention in the world.

“Why?” you ask. Well, after you have been disturbed, you can hit this button and lay your head down for about five minutes until the alarm sounds again. If you press this button several times, you may even be able to receive up to thirty extra minutes of sleep.

Unfortunately, my alarm clock has this annoying feature where I can only hit this button half a dozen times before it becomes disabled. After the sixth time I physically have to reach around the back of the clock and reset the timer. It’s like a little call back to reality. I can almost see the luminous face grinning and sniggering, “come on now, you’ve had your chance, you put off getting up for thirty minutes and now you’re going to have to humor me by scrambling around and skipping breakfast so that you can leave the house by 7:15 to avoid the morning rush.”

“So, what does this all mean?” you wonder. Is the stress of senior year driving me so crazy as to write an entire editorial about a trifling snooze button? No, not exactly. Well, I mean maybe senior year is driving me a little crazy, but I promise you there is a valid analogy to my seemingly pointless alarm clock anecdote. You all probably hit that snooze button every day without knowing it.

I like to think of this clock as Pingry, and the alarm that goes off each morning as assignments, musical, work, club, and athletic obligations. Now, when you receive a paper assignment that isn’t due for two weeks, I highly doubt that you go home the first night and start your rough draft. No, many of you (myself included) probably don’t start this paper until the week, even the night before it is due. Yes, you may religiously jot reminders to start the paper down in your planner every day for the entire fortnight, but you probably don’t adhere to this commitment.

Well that to me is the snooze button. Every night that you procrastinate on that assignment is the five minute reprieve which allows you to get a few extra minutes of shuteye. I guess the main point sounds pretty clichéd; it is the kind of idiom that you expect to hear from Mr. Rohdie on a Tuesday morning. It is the ideal that I, along with many other students, am continually striving for. What I am trying to advise here is that you not put things off. In the long term these postponed agendas WILL catch up with you and cause you undue stress!

It’s hard to say why we procrastinate. Many may attribute it to laziness, but in my opinion, the majority of people at this school are determined, driven, and far from lazy. Often I believe that it’s fear that subconsciously drives us to procrastinate and put off assignments and obligations. I’m not talking about the kind of fear that pumps adrenaline through bodies during “Red Dragon,” rather the fear of moving forwards and making another step into our future.

As I stand here on the threshold of my senior year anticipating the momentous transition that is to befall me in the next 12 months as I prepare to enter an institution of higher learning, I am just realizing that I want to savor every moment of my senior year, and the years ahead.

As I have learned in my short seventeen years on this earth, opportunity rarely knocks twice. I want to make the most of all the opportunities that come my way. I want to start those assignments early and put extra effort into them, not for the grade, but for myself. I believe that we all have to aptitude to be great people. We all have the potential to change the world, to discover a cure for a deadly disease, to win a Pulitzer prize, or to simply be happy. We just have to have the courage to tap into this potential.

We all harbor anxiety about what the future holds, and we are all apprehensive about moving forward and turning our back on yesterday. But inevitably, to enrich our future, we must let the old slip away, as we carry with us the lessons and memories of the past. As David Joseph Schwartz said, “To fight fear, act. To increase fear—wait, put off, and postpone.”

So, when your alarm beckons you from under the covers tomorrow morning, by all means hit that snooze button; that’s what it’s there for. But in the real world, alas, there is no snooze button to hit on the alarm clock of life. You can’t procrastinate with the little things in life because you may miss bigger opportunities that will come your way. You just have to do your best, and even if you do not achieve success, you must plough onwards in the hopes of one day fulfilling your dreams.

— Clare Kelly

Looking on the Bright Side

As you are reading this, your eyes may be slowly drooping under the weight of another late night and early morning. Let’s face it—those 8:15 A.M school days may be relatively late compared to the crack of dawn homerooms in neighboring public high schools. But really, for night owls like me, 8:15 A.M is still the middle of the night.

When I got the letter home this summer about the school day starting five minutes earlier, I was naturally very upset. “I can’t believe they want to start *earlier*. Who decided on this?” I bellowed to anyone who would listen. I have always been the sleep-until-the-last-moment-possible-then-throw-on-clothes-and-run type, so the prospect of five precious minutes less of sleep was very disconcerting. But, as planned, the school year began five minutes earlier than it should have, and I arrived somewhat unenthusiastically, knowing that every day to follow would also start as early as the first.

And my concern only increased when I realized that the Administration and Board of Trustees had the power to make my school day even earlier and had, in fact, been reviewing a proposal to replace the existing schedule with a six day rotating schedule. This new schedule (submitted no doubt by a person who had been a dairy farmer or an insomniac) would not only allow for several 90 minute class periods; it would also begin the school day at 8:00 A.M.

I feared that this proposal would undoubtedly be implemented. After all, the decision to start the school day at 8:15 had not been sanctioned by the student body from what I am aware—or perhaps I had just been absent that day. In any case, at least, I had never agreed to an earlier start.

Thus, I was certain that the Board and administration were just going through the motions of proposing the idea because it was required. If they wanted to pass the new schedule (or any change for that matter), it would be passed.

So it appeared as if the entire community would again be affected by the decisions of a few members of the administration and the Board of Trustees. And, yet again, Pingry students’ sleep and Pingry teachers’ sleep would once more be compromised.

But, lo and behold, a few weeks later, my concern was displaced by relief. I and the rest of my peers then learned that the proposal had received a lackluster response from administrators, teachers and Board members alike, and therefore would not be implemented any time soon.

I am thankful that I won’t be hearing the bell ring at 8:00 am, at least while I am a student here. But I am equally grateful that the decision-making process at Pingry seems to be working. As difficult as it is to believe sometimes, teachers, administrators, and the Board are looking out for the well-being and interest of the student body. They are here to heed our concerns, not to contribute to them.

The Pingry community is spared (at least for now) a further erosion of our increasingly scarce and precious sleep time.

So, the next time you find yourself stumbling groggily into Pingry, clutching your Starbucks cup, and accidentally bumping into Mr. Neiswender or another member of the faculty or administration, be sure to thank them for preserving 15 minutes of your precious sleep. And, in between stifling your yawns, remember that the 8:15 A.M. school day really isn’t so bad. After all, it could have been much worse.

—Kristin Kicenuik



HITS & MISSES

- Hit:** Salsa music and dancing at Homecoming
- Miss:** Bonfire cancelled due to the drought
- Hit:** Seniors get off-campus privileges early
- Hit:** Morning Meditation relaxes stressed-out students
- Hit:** The flip-flop ban has been lifted
- Miss:** We can’t wear flip-flops after November 1
- Miss:** No writing on shirts
- Hit:** Dr. Korfhage and Mr. Rohdie both have sons
- Hit:** Summer weather continues into October
- Miss:** School starts 5 minutes earlier
- Hit:** Art Wing opens soon!
- Miss:** Construction is running behind schedule
- Hit:** We get a shorter Pingry e-mail address
- Hit:** Poetry readings during assembly
- Hit:** Tony’s Ode to Soccer & Meghan’s Ode to Joy
- Miss:** Early Applications, need we say more...
- Hit:** AFS student Pepe arrives from Spain
- Hit:** New chairs in cafeteria
- Hit:** Better variety of salad, fruit, and bread at lunch
- Miss:** No food left at “E” lunch
- Hit:** SAC returns. Yay!!

The Pingry Record



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O P - E D

DARE TO KNOW

BY AARON SUSSMAN (VI)



Growing up

Since I am about to turn 18, I just filled out the "voter registration application." In addition to buying pornography and cigarettes, voting will be one of my new responsibilities upon turning 18. I look forward to this responsibility more than I do others, such as, say, being tried as an adult. Mainly, I am excited about writing funny, absurd names on the ballots that no one would ever take seriously...names like Donald Duck, Hulk Hogan, or Pat Buchanan.

We all have our specific responsibilities and expectations

that we feel compelled to meet. Some are pretty clear: if you are in a club, you should attend the meetings; if you are in a play, you should learn your lines; if you are a Senator, you should not accept lavish gifts from Korean businessmen. Those things are pretty much common sense.

One responsibility that many recognize is charity. Charity is great; I am 100% in favor of helping people. That being said, if one more pale, dread-locked, love-beaded jerk comes up to me at an Allman Brothers concert asking for my signature and a donation, I'll make his stupid Save-The-Burundian-Spot-

ted-Beetle-Foundation crash and burn like Duane Allman.

Now, you may say I have no heart for not caring about the poor beetle, or you may say I have no heart for the Duane Allman simile, but the point is that 99% of the people at that concert just want to get more trashed than Kid Rock's hotel room and hear a 45 minute version of Whipping Post, not ponder the plight of an insect.

There are millions of causes out there, and it is impossible to contribute to all of them. No one is going to cure the world of all its problems, except maybe the second coming of Christ. Or Bono. Granted,

many of these organizations are vital and need funds and volunteers as desperately as the crowd at Lilith Fair needs razors and shaving cream.

So why does it annoy me when I look at Paul "All Profits Go to Charity" Newman's smug face staring out at me from the lemonade container, or when I see his eyes fixed on mine as I pour my salad dressing, his beautiful blue eyes that pierce through my soul like two gorgeous daggers; if being in love is a crime, than the Verdict for me is guilty!

But my feelings about Paul Newman aside, yeah, that's great that every time I buy Ben

and Jerry's/Dave Matthews Band's "One Sweet Whirled" ice cream, a portion goes to save our environment, but you know what would really be a convenience? Making the ice cream cheaper. Maybe I can find my own charity to give it to, like a support group for people who listen to bland, overrated college rock bands whose popularity is solely dependent on the success of Colombian cannabis growers.

It is great when celebrities become involved and raise awareness about certain issues, but when Eddie Vedder tells me at one of his concerts to vote for Ralph Nader, I want to grab Stone Gossard's gui-

tar, hit Eddie in the head with it, and tell him to shut up and play Daughter.

Though giving to charity and joining causes and being aware might be considered responsibilities, it is equally important to make these decisions for yourself instead of listening to a celebrity, be it Jello Biafra or Bon Jovi. Our main responsibility in life is to determine exactly what our responsibilities are. Now if you will excuse me, I have to go get my ear pierced and buy some lotto tickets.

Z STANDS FOR POORLY WRITTEN

BY ROBERT ZACHARIAS (V)

Sleep! ≠ Pingry:
A Modest Proposal

I once heard that first-year students at MIT have to choose two out of three things: friends, study, and sleep. Now I count myself very lucky that the first item is self-eliminating, and so I would not find myself having to struggle with this choice if I was at MIT. But what can I say of all those MIT freshmen who have people in their lives who are more than merely acquaintances? Well, they are between a rock and a hard place...and not a soft rock, no sir. A hard rock.

I'm not saying that Pingry is similar to MIT (although I'm not saying too much at all if you really read this closely). But I do see a certain similarity in the study habits of some of their respective denizens.

I'm talking about sleep here, or lack thereof. I'm talking about sleep deprivation.

You can count yourself a full-fledged member of "Club Don't Sleep Enough" if you have ever:

1. Found your eyes unable to align their two views, of the world into one whole picture due to tiredness.

2. Discovered a latent ability to fall asleep in a precarious position.

3. Ever seriously considered how funny the word "sleep" sounds if you really think about it.

4. Ever seriously considered the flip-flop rule based in sound, justified logic.

5. Said to yourself, "hey, it's only 2:45 AM! the night is young!"

6. Decided that studying for your math test can easily be

accomplished in the walking time between the before-math class and the math class,

7. Have not only gone to, but actually read the content of ridiculous websites such as stupid.com, hamsterdance.com, or pingry.org later than midnight.

8. You have decided that you can feasibly do all of your remaining work on the bus or in the car on the way to school.

I myself have done all of these things at least once. Well, except for number four. That's just plain crazy!

Granted, I am a junior, and I am involved in several extra-curricular activities, which consume a great deal of my time, but I know that many Pingry students are heavily involved in sports, music, etc., all of which take up a lot of time. And I know that I am

taking some hard classes, but many of my friends are taking harder ones. And I know that this article isn't going anywhere, but that's just more testament to my inability to form logical statements due to my lack of sleep.

Teens are supposed to get at least eight hours of sleep per night, and nine is better, according to all the credible sources I've heard.

Last week, I calculate that I under-slept a total of nine hours. And that wasn't even a bad week!

Then yesterday, a Saturday, I fell asleep at 9 PM and woke up at 10 AM—still tired! Who can possibly be tired after sleeping for 13 hours? Not a good sign!

My solution to this whole problem: let's get rid of sleep as an institution! Barring that,

let's get rid of homework as an institution.

How would one go about eliminating the tyranny of sleep? Perhaps a petition to the universe...and that right there is the product of not getting enough sleep: saying that we should petition the universe to eliminate sleep.

Maybe if Pingry would become a little bit better acquainted with its legal boundaries, i.e. only controlling students within its property and during school hours, then the school would recognize that giving out homework is not okay at all.

It's unfair to go to school and work hard for literally 6 or 7 hours and then go home and bring another 3 hours of schoolwork with you. Pingry is breaking child labor laws!

Actually they're not, but it's

still a bold claim to make, and I love making bold unfounded claims against Pingry—just ask any of the administrators.

So what am I saying? Little or nothing? Alternately, you should try to do your homework really really quickly, and very poorly, if possible, then go to sleep when the sun goes down and wake up a little bit before it rises—like a naturally born homo sapiens should do.

If you don't like the idea of that, then audit all of your classes. Because if you don't, you will end up like me. And there is no price too high to pay to prevent yourself from that eventuality.

Sell your soul if necessary...oh wait, you already did! You go to Pingry!

SHORT AND SWEET

BY DENISE LAFORGIA (VI)



America the Beautiful

My brother got married in Spain this past summer. The wedding was beautiful — it was unlike anything I could have imagined — and my family and I got the opportunity to spend a week in Málaga, Spain, doing the whole tourist bit. As a disclaimer, I would like to say that Spain is really an amazing country full of culture and history. With the exception of a few hard-core natives who laughed at our desperate at-

tempt to find a bank, the Spaniards were very friendly and accommodating. Periodically throughout the trip, however, I realized that there were many little things about America that I missed — little things that easily go unnoticed until you're without them. Here are the top five "underdog American specialties" that I came to appreciate while on the trip:

1. Here in America, we tend to eat our seafood faceless. When you're used to faceless shrimp cocktail, shrimp scampi, fried shrimp, and

grilled shrimp, shrimp that's looking at you and requires de-facing can be a little shocking. It doesn't affect the taste very much, but it can certainly have an adverse affect on your hunger level.

2. The next time you're hiking around Manhattan in the summer, be sure to tip that hot dog vendor who sold you a 12-ounce can of soda. Be thankful that he has more to offer than a 1-liter can of soda, because I promise you, when you're parched, that extra amount makes a difference.

3. Flamenco Dancing vs. the Electric Slide. Granted, flamenco dancing takes years of arduous training, and it's amazing to watch, but American-born dances like the electric slide and chicken dance are much easier. In fact, the entire family can boogie down to them, even the least coordinated klutzes of the clan. Just for the "record," I opt to stand aside and take pictures.

4. There was a time when I never thought I'd be a licensed driver. The New Jersey Department of Motor Vehicles,

with all its rules, laws, and regulations, was at the top of my hit list. After Spain, though, I've come to realize that the restrictions are necessary. Here in America, it's true that a few people drive 90 mph everywhere they go, but if everyone did it (as they do in Spain), chaos would ensue and countless lives would be in imminent danger every time someone came even remotely close to a road. The American SUV is a gas-guzzling, road-hogging nuisance. However, an SUV offers much better

safety than a Vespa or fuel-efficient Mini when every driver is behaving in an asinine manner behind the wheel.

5. You can go to most public beaches in America and not worry about shielding your eyes from scantily clad individuals. If nude beaches are your thing, you can exercise that right—separately. As for everyone else, they can catch some rays in the company of women whose chests are covered to some extent and men whose gluteus maximus isn't flapping freely in the wind.

WORDS FROM THE UNWISE

BY BRYAN ZUPON (V)



Dealing With the Daily Grind

As another glorious school year descends upon us, Pingry students dejectedly ask themselves, "How exactly am I supposed to survive another nine months of the daily grind?" In these opening weeks of the school year, imagining day after day of tests, papers, and deadlines is a terrifying prospect.

Perhaps the unmerciful teachers or the rigid curriculum are to blame. Maybe we students lack the efficiency needed in a fine learning institution like Pingry.

As long as we're placing blame, why not just give it to ETS, that fascist institution that determines our future. The list goes on and on, but whatever the reason, students deal with stress in our community in different ways.

Many students live solely for the weekend. Those two gratifying days are the only times when one can proudly exclaim, "I don't have school today! I don't have to work!"

The only problem with this notion is that in Pingry you have to work seven days a week. Schoolwork effectively dominates all aspects of our lives, in class and at home.

On those rare occasions when I can finish all my assigned work and leave my room, I find that many aspects of the Pingry Community have infused my pores and penetrated into my very being. While many moral ideals from our school have become a part of me, I am certain that no one wants to feel Big Blue pulsing through his or her veins 24 hours a day, seven days a week.

My friends' blind optimism at the end of every week never falters. Yet, every Sunday night when I discuss the weekend's events with my friends, I hear only sullen sighs. Excuses like "I was going to go out on Friday night but I was just too tired" and "Sorry, I can't do anything Saturday, I have a paper due" are so commonly heard that they have become somber clichés.

Something is missing from the lifestyle of the Pingry warrior. Two days of bittersweet freedom just don't seem like enough to clear the mind and soul from five nights of homework.

Unlike weekends, vacations offer freedom and should liberate students. Perhaps I'm being overly dramatic, but there are few better feelings than waking up on the first day of Spring Break, knowing that school is closed for two weeks.

Similarly, a snow day causes so much elation that you can never quite tell what is more blinding, the fresh white snow across the transformed suburban landscape, or the shining white teeth in students' huge smiles.

However, both situations have their shortcomings. On returning to Pingry after over two weeks of freedom, the effects on students' sense of well-being can be heartbreaking. I'm surprised that more students don't pour into Mrs. Childs' office on the days immediately after Winter and

Spring Break with fictitious symptoms and ailments from the exotic destinations they have just visited.

Personally, I find the first days after a long break to be torturously long, slow, and arduous at times. It's difficult to say this, but sometimes vacations can be just too long, making the return to school a spirit-crushing process where depression and impending gloom go hand in hand.

By no means am I advocating shorter vacations, but I do wonder how individuals can go through an entire academic school year with the prospect of a few short weeks off. School vacations are like street drugs; they're easy to enjoy and become accustomed to, but painful and difficult to be without.

For Pingry students who think they're ready to rise above the petty high school problems of failing a ten-point vocabulary quiz or deciding whom they'll sit with at lunch, I offer this advice to get through each day. First, recognize that Pingry does bur-

den us all with an endless sea of work that threatens to pull us away from the metaphoric beach of friends, family, and freedom and can make us feel as if we're treading water. Yet, recognize, too, that we can survive. Stop focusing on days off from school when most students' lives revolve around the very establishment that they are trying so hard to escape.

By living for events in the future that are so far away, the average student simply sets himself up for inevitable failure. It's almost impossible to work for months straight in pursuit of something that lasts two and a half weeks.

I know what you're thinking: "What does he know? Why is he preaching? Why am I even reading this in the first place?"

To answer the first two questions, I can assure you that my "live each day to the fullest" outlook has helped me to survive and succeed at Pingry.

To answer the third question, I'm not entirely sure why

you're reading, but clearly, you're looking for something. I am perfectly aware that you have heard the exact same words from others who are supposedly so much wiser than me, just a plain old ignorant and lowly student.

But where adults place such importance on responsibility and the future, I speak only of getting through each and every day with something that resembles a smile on my face.

I wholeheartedly agree with Aaron Sussman's idea that the time to live is right now. I beg all of you to forget about what will happen in your big game after school and disregard the test next period that you didn't study three hours for last night. I'm sure if you just relax a little you will find yourself actually enjoying school and its challenges.

For all its trials, school was never supposed to be an institution of oppression, but a place of learning and personal growth.

THE NOSE KNOWS

BY EDWARD BARSAMIAN (VI)



College, College Everywhere, Not a Minute to Think

Senior year is full of wonderful things: fun classes, off campus privileges, and the satisfaction of knowing that you will be receiving your diploma at the end of the year. All of this is on the mind of the average senior but, unfortunately, so is the thought of college.

College is the final destination for seniors, but in order to get there, we must endure the long application process followed by months of stress and anxiety due to the prospect of rejection, all in the midst of tests, homework, AP exams, and the many other things that life throws off balance.

Consider my experience, for example. As school approached and the days of summer came to an end, I eagerly anticipated having some of my college applications finished so that by November I would be able to relax and just wait for the mailman to deliver news of horror or glee.

However, this was not the case. I did not receive many of my applications until the first week of September, and

the ones that I had received were not from my selected schools. As the weeks went on and I had not received any mail from my number one and two schools, I became hostile towards the mailman, even calling several times, demanding to know where my applications were.

A few days later, and a lot calmer, I called the universities and politely asked once again if they would send me their applications, as I had not received them. I hadn't yet figured out that if you have not received your applications on time, you can download them from the internet and print them out so that in case you never receive it, you will have a copy of it to mail anyway.

College applications are pretty standard: you have to answer a bunch of questions which seem inane in the middle of the night (like what dead person would you like to have dinner with?) and in your most cynical mood only seem to justify the (on average) \$60 application fee. After filling out approximately seven applications, I was exhausted and quite disheartened.

When I wrote down all of my accomplishments, classes, and standardized test scores, I

was taken aback. This was not because I had done so much, but rather because I saw that I could have done more. This feeling subsided as I proceeded to start one of my essays with a topic of my choice.

I won't divulge the details of my essays, but I believe that if there is a deciding factor at a college to either accept or deny admittance this is it. The essay must be written with a great deal of focus and effort, otherwise it will be ineffective and the college will dismiss it as typical and trite.

The hardest decision I have had to make this year was where to apply early. While for some this matters very little, to me it was pivotal. Reading the statistics printed in U.S. News and World Report, Barron's, and others, did not help me in making my choice, but rather just added to my already intimidating dilemma.

When I finally came to my decision I was pleased with myself and with my selection. The school I chose combined everything I was looking for: a big city with opportunities and a lot of distractions for those times when doing work just won't do; I was jubilant about my choice.

I came to a realization: if I

should not get into this school, I will be disappointed, but I decided that would be fine because wherever I will end up going will become the right school for me. This message resonates in the back of my mind as I continue to fill out college forms, and it will until I receive my letters.

The college process is getting to be an extremely competitive game where students utilize all of their best attributes in order to achieve admittance to their top school. At school, friends may be torn apart because of those applying early decision or early action. If colleges knew what students went through in order to receive acceptance to their institutions, they might be a little more compassionate toward those rejected.

As I watch my classmates scurry around school asking teachers for recommendations, I revel in the knowledge that once this year is over, we will never have to do this again — at least until we apply to graduate school need jobs.

At this time, all seniors are experiencing some doubt as to their future, even those with perfect grades and phenomenal standardized test scores. I, who cannot make such

claims, am doing my best to focus on my academic school year and trying to keep stress under control. I realize that not all schools I am applying to will send me acceptance letters.

What my fellow seniors and I must comprehend is that no matter how hard we work, there is always a chance that others have worked harder, and that the competition for spots in college is not limited to our school alone; rather it is a competition against individuals across the globe.

I am not saying that we as

a generation should be constantly competing, but that we should be doing our best and trying our hardest to achieve what we want to achieve.

If there is one message I wish to impart to my fellow seniors it is this: do not spite each other and do not wish each other ill because these are your friends who will be there during the rejections and the acceptances. No matter what, they will help you through it.

Furthermore, no matter what college you get into, whether it is RVCC or Harvard, you will survive.

ART WING UPDATE

Continued from page 1

This gallery will be strictly used for the showing of artwork. Instead of windows, it will have adjustable lighting depending on the pieces displayed. A ticket booth will be situated in the main lobby.

The third floor will be full of light. Dancers will rehearse in a studio equipped with full-length mirrors, a wooden floor and built-in sound system. Nearby, studio artists will work in rooms with large skylights and remote-controlled shades. Drafting students will

work at built-in drafting tables with the art faculty readily accessible in their nearby offices. From the third floor, it is possible to look down on the theater lobby.

The building should be substantially completed by December. According to Mr. Mike Virzi, Director of Operations, "We're shooting for January" to move into the new building. Anticipation is growing, and as Mr. Romano says, "I am getting very excited as the plans are turned into actual physical spaces."

COGITO ERGO COGITO

BY RITA BIAGOLI (IV)

*We've Got to Dream*

Halloween last year was a freezing day with endless wind and that numb feeling that pretends it won't ever go away. I remember watching the Rufus Gunther Day assembly and laughing as my fellow classmates skipped on stage in several ridiculous costumes of quite a few varieties. I even remember running a blistering 3.1 miles on Halloween afternoon.

Unfortunately, I remember no trick-or-treating what so ever.

Last year, instead of celebrating Halloween normally, the cross-country team was taken to Blair where we endured one of the least friendly runs I've ever taken part in. Though I was instructed to come to school in my lovely cross-country sweats, I recall fishing around in my closet and finding a beaten red sombrero in an attempt to be even the least bit festive on one of the most entertaining days of the year.

So there I was, trotting around school in my sweats and velvet sombrero, thinking, "Why, oh, WHY did they

have to have this meet on Halloween??"

Now, I love cross-country, and the meet really wasn't thaaaaat bad, but it brought up some pertinent questions: How old are we before we're too old to get dressed up as someone else? How old are we before we are forced to grow up and lose our imaginations and childhood wishes to age? And most importantly, how old are we before we have to go without the benefits of trick-or-treating (yes, that means the candy)?

Each year I hear so many kids saying that they're just

too old for Halloween and too old to go trick-or-treating. Obviously whoever schedules cross country meets also thinks that high school kids are old enough to go without the traditional Halloween activities. But still, isn't there a thrill about pretending you're someone else for a day?

On Halloween, you can be stuck in the back of our minds. These are the mind's inventions during childhood which fuel our adult selves with the reality of who we want to become.

And hey, if the whole

country agrees that for one day a year, any person can be anything he or she wants to be, shouldn't we all take advantage of it? Wouldn't the world be a better (and definitely more interesting) place if everyone was carefree enough to pretend for a minute and use their imaginations which have been hibernating much too long? In my opinion it would.

Who wouldn't want to live in a world of colorful costumes and projections of what people really want? Who wouldn't want to live in a world of princesses and car-

toon characters?

Anyway, I think I'll take advantage of Halloween as long as I can. I find it sad that this holiday is normally restricted to children because I think it would benefit the adults more than the kids to let everything go for a bit.

But as long as for one day a year, I can be who ever I want, wherever I want, whenever I want... I believe I'll always have a costume, though I'm sure I could never decide on just one.

Also, I don't think a little candy ever hurt anybody... right?

APPLESAUCE IN YOUR PANTS

BY AMIT KUMAR (V)

*Do Chickens Shiver?*

With the loss of some of the coolest seniors ever, The Record is left with a big void to fill this year. Really, what this newspaper needs is a fresh bunch of writers to keep it interesting. It needs someone witty, someone intelligent, someone charming, perhaps even someone good looking.

Unfortunately, you're stuck with me As I entered the ominous halls of this mall/jail-like structure that we know as Pingry, I could not help feeling, after a wonderful summer, that everything has changed. I am no longer that really, really tiny 7th grader or that nervous freshman. I am one of those junior-type-things.

Weird, isn't it? I came to school expecting the hardest year of my life, and it has already been that and more. Sleeping at two o'clock in the morning on the first day of

school is not exactly the brightest indication of the future. (Just for reference, averaging four hours of sleep a night is not healthy. It makes you look like me.) And yet, in the few spare moments between history reading and trying to understand physics, I somehow managed to have one of the best experiences of my life.

On September 13th, I went to see the premiere of the new Dispatch DVD, "Under the Radar." Things weren't exactly looking so hot when I arrived: there was a big sign on the door stating that Dispatch would NOT be playing that night.

While waiting outside, though, I happened to notice someone familiar directing traffic. I approached him and said, "You're Rich Price, aren't you?" His reply was, "I sure am, and you're . . . that kid . . . from New Jersey, was it?"

Then I was like, "YEAH I AM!" That was pretty much

it, but he remembered me. I finally went inside after a long wait, and grabbed my front row seat. Rich Price came out and played a few songs, and then Brad Corrigan from Dispatch joined him, followed by a Costa Rican mandolin player, and then by Pete Francis from Dispatch. They played a variety of stuff, and it was a pretty good performance. Things were looking up.

Then they showed the DVD. Well, all right, it wasn't all that bad. Okay, maybe it was. Let's just say it was of poor quality — below mediocre perhaps. Imagine listening to all the Dispatch songs you have ever liked, sucking all the life and energy out of them, and then putting them on film.

That's what it was like. The night had been disappointing so far. I mean I could've spent this time doing history homework!

Then, as I was ready to

leave, the disappointed but ridiculously attractive Brad Corrigan came back out. He proceeded to have a question/answer type shindig with the audience. Needless to say, I sucked it up and went up to the microphone.

Before I proceed, it might be relevant to know that two years ago at Spring Fling, my friend Isaac and I decided to give a random gift to Dispatch. We went to CVS and found a bouncy Winnie-the-Pooh ball, which we gave to Brad, and which he had us sign.

I wrote, "Keep it real for the Pooh." Later that night, they played "Prince of Spades" for "three of our closest friends . . . Amit, Isaac, and Pooh Bear." It was très cool.

In any case, I went up the microphone and said I had three questions. The crowd groaned, but I went on and said, "I don't know if you remember this, but my friend and I gave you this Winnie

the Pooh ball like 2 years ago . . . and we were wondering if you still had it — because we might want it back." Brad laughed, and said, "Oh yeah, I think I remember you guys . . . some prep school, right?" My second request was, "I'd like a hug later." A few people laughed and Brad replied, "How about now?"

Third, I said, "The last time I saw you guys, I promised Chad that I'd bring a banana for him. Do you think you could give it to him for me?" That got a roar of laughter from all of Irving Plaza, which was really quite cool. I then proceeded to pull a blackened banana from my pants. Good times.

After the show, I was approached by a good looking 22-year-old woman who gave me a pick she had gotten from Brad, because she thought I would appreciate it more than her.

That was mighty cool. Anyway, what I am trying to get at is the following: I

know school is really stressful. I know you feel like it is standing in your way of living life. I know you just wish it could be summer again.

As much work as you have, do yourself a favor and try to have a little fun. You have good friends, lots of opportunities, and now an inspirational Record article all assisting you in doing that . . . so . . . do it. Don't drop out of school or anything, but make your experience here at Pingry the best that it can be. You cannot imagine how many possibilities lie in front of you. Play, sing, dance, act, join the Popsicle Club. Simply take advantage of anything you enjoy doing.

Whoa . . . personal anecdotes and all aside, his sounds a bit like one of Rohdie's speeches. Somewhere in between the chickens shivering and the cows eating corn, there's actually a lot to be learned. Could it be he actually knows what he's talking about?

Shakespeare Meets the Wild West

Continued from page 1

Thunder (Ben Grant, VI) returns to Muleshoe, chasing army deserters and interested in the family inheritance.

He hopes to marry off his son, Harry (Denis Malkov, V), to Kate.

The play then integrates Shakespearean quotations into the context of the Old West when a traveling acting troupe led by the confident Jack Rover (Robert Zacharias, V) arrives. Confusion prevails when Kate mistakes Jack Rover for her cousin Harry and falls in love with him.

The cast includes such colorful characters

as Ike Gammon, played by Aaron Sussman (VI), a typical western villain obsessed with money, and his young and impressionable children, Jane (Liz Wight, VI) and Sim (Louis DiLeo, VI).

In other subplots, Ephraim Smooth (Aaron Gelbman, IV), founder of the Church of Christian Suffering and Denial, schemes to steal Kate's estate.

Jeremy Massler (VI) and Denise LaForgia (VI) play theatrical "techies," Mr. Kliegle and Mr. Leako, who provide entertainment by experimenting with lighting.

Mr. Romano chose "Wild Oats" because

he "wanted to do a play that would be different than what we usually do."

"I wanted to do an American play," he adds.

Cast members have been working hard on their classic Old West accents.

David Harris (VI), who plays an Irish-Indian scout, has to learn the mannerisms of an older character as well as an Irish accent. "It's always challenging to act the lines," he admits.

"It's always challenging to get the accents and the character. But this is a darn fun play!"

Along with the challenge of mastering ac-

cents, many girls have been cast as men.

After seeing a production of "Hamlet" in which most of the male roles were played by women, Mr. Romano realized Pingry students could also take on this challenge.

Chantal Berman (III), who plays a cowboy, says she does not mind playing a male part. "It's just great to be a part of this experience. It will help me broaden my acting skills," she says.

Lauren Miller (VI) praises the play, saying, "The play is hysterically funny. It's just goofy and lighthearted. I think the entire Pingry community will thoroughly enjoy it!"

NEW TEACHERS

Mr. Robert MacLellan Heads College Guidance

BY DANA ZOLLI (VI)

Mr. Robert MacLellan is thrilled to join the guidance office this year as Director of College Counseling.

He comes to Pingry with sixteen years of experience in college admissions, including several years in university admissions offices. He describes the various schools he has worked at as a "Whitman Sampler" of universities.

Mr. MacLellan was born in Manhattan and moved to Burlington, Vermont as a child. He remained in Vermont to pursue a B.S. in business at Norwich University.

Before coming to Pingry, Mr. MacLellan spent four years at Wayland Academy, a boarding school in Wisconsin, as the Director of College Counseling and as an interim Dean of Students.

Mr. MacLellan was excited to move to New Jersey where his wife's family resides. He is also happy to be closer to his mother, who still lives in Burlington.

He admires Pingry students for their "ability to fit so much into a 24-hour day." He is "deeply impressed with what students here have accomplished."

Mr. MacLellan looks forward to the upcoming year. One of his main objectives is "helping the seniors receive successful college outcomes."

This year, Mr. MacLellan is planning to implement several improvements to assist seniors in their college search. He hopes to set up a computer work center in the Guidance Office, allowing students to explore colleges on the Internet and fill out online ap-

plications. He thinks it will help students find schools that interest them.

He also wants to explore options of meeting in a relaxing environment with students and helping them fill out applications, possibly on the weekend. He explains "It is probably too late for this year," but he hopes to try it with next year's seniors.

The one aspect of college admissions Mr. MacLellan worries about is the stress. "It's hard to see stress," he admits. "I want to try to relieve it even though I know I can't."

Mrs. Ananya Chatterji, a fellow college counselor, says that "from day one, I knew I'd be excited to work with Mr. MacLellan." His best qualities, she explains, are his abilities to share ideas and listen patiently. "I definitely think

we're lucky to have him."

In his free time, Mr. MacLellan enjoys being with his children, Rob and Gillian, and with his wife. He also enjoys reading, especially murder mysteries and Tom Clancy novels. When possible, he likes to watch football and cheers for the New York Giants.

Jane Sawyer (VI), one of Mr. MacLellan's students, describes him as "very organized, on-top-of things, and helpful." She adds, "He is easy to talk to and good at answering my hysterical questions about college."

To the seniors, he gives this advice: "Relax! There is a perfect school for everyone. It will all work out for you in the end."

Laughing, he adds, "Try to enjoy the process."



Dina Kim (VI)

Mr. Tommie Hata Teaches Biology

Dina Kim (VI)



BY CHANTAL BERMAN (III)

Multi-talented Mr. Tommie Shintaro Hata is Pingry's newest biology teacher, middle school wrestling coach, and cheerleading sponsor. He has lived all over the world, from Japan to Missouri, and has had a varied career from student-teaching to motorcycle racing, although he admits he never won any races.

Mr. Hata was born in Tokyo and lived there until age ten, when he moved to Hawaii. There, Mr. Hata attended high school and worked at assorted jobs including being waiter, a bartender, and a salesman for Armani Exchange.

Mr. Hata left Hawaii to pur-

sue a bachelor's degree in biology and secondary education at Washington University in Missouri. While there, he taught for the first time.

According to Mr. Hata, however, the job was less than enjoyable. "The students didn't seem to care about school," he says, "and their priorities were not in learning."

Fortunately for Mr. Hata, his next job has been (so far) a very pleasant experience. "I like the kids much better at Pingry; we have better facilities, plus I am very impressed by the honor code." His plans for the future of his biology classes include integrating more biotechnology and ge-

netic engineering into the curriculum.

Although new to New Jersey, Mr. Hata has been busy preparing for the school year and hasn't been able to do much sight-seeing. He is currently living in Piscataway. He hopes to go fishing soon, which, in addition to camping, is one of his hobbies.

When asked to describe himself in a few words, Mr. Hata says, "I'm eukaryotic. I am not photosynthetic," so it's pretty clear that biology has permeated his whole brain. "Growing up in Hawaii, I was always surrounded by nature, and I have always known that I wanted to study it."

In fact, he enjoys nature so

much, he spent the summer of his junior year at college backpacking on Vancouver Island, doing field research about the effects of logging on genetic diversity.

The decision to teach, however, didn't come until much later. Mr. Hata started to study education partly because he wanted to share his passion with students, but also because he hated his pre-med classes.

So far, Mr. Hata is very impressed with the Pingry community. According to one of his biology students, "Mr. Hata is a great teacher; he tries really hard!"

"You can't underestimate the coolness of Mr. Hata," another says.

Mr. Phillip Gratwick Teaches World and U.S.

BY REBECCA SPEISER (V)

Mr. Phillip Gratwick, a new member of the History Department, is teaching freshman World History and junior American History. Previously, Mr. Gratwick taught history at The Hackley School, a boarding school in Tarrytown, NY. He is beginning his seventh year as a teacher.

Originally from Philadelphia, PA, Mr. Gratwick graduated from Germantown Friend School, a Quaker school. He then pursued a B.A. at Williams College in Williamstown, MA, majoring in History and French Literature. Although he was a consultant for a few years after college,

Mr. Gratwick found "business not as interesting as history," and decided to attend George Mason University outside of Washington, DC, where he received his M.A. in Colonial American History.

After teaching for several years, Mr. Gratwick took a break, joining the Peace Corps in Russia, where he taught at universities and high schools.

Before joining the Peace Corps, Mr. Gratwick did not know any Russian; his only exposure to the language had been through language tapes. He lived with a family in Russia for the first few months of his stay and attended classes during the day and spent the

evenings with the family, learning Russian from the people surrounding him.

While teaching and working abroad, Mr. Gratwick met his wife Marina, whom he married last October. In mid-July Mr. Gratwick, his wife, and his stepson Oleg moved to the United States, and in August they moved to Westfield.

Although he loved Russia, especially the "white nights where there were 24 hours of daylight, an endless day," Mr. Gratwick is happy to be back home. He lived for two years in a northwest region of Russia called Pskov without coming back to the United States

for a visit

Mr. Gratwick and his family love Westfield because it is "convenient, pretty, nice, and they are able to make contacts with other Russian people." He is getting used to the daily commute, and, he comments, "It is nice to be able to drive a car again."

Mr. Gratwick loves skiing, traveling, playing tennis, and hiking. In fact, before going to Russia he was part of the Appalachian Mountain Club. Although he misses being able to walk downstairs to get to his classroom, as he could at Hackley, he is "happy to be part of a good community with hardworking people."



Marissa Drell (V)

Mr. Fredrik Hendengen Becomes a Permanent Sub

BY RITA CHEN (V)

Mr. Fredrik Hendengen, a former economics professor at Farleigh Dickinson University in Madison, is Pingry's new permanent substitute. In addition to being a substitute teacher, he is also coaching football, middle school ice hockey, and boys' lacrosse.

Also known as Coach H. or Mr. H, Mr. Hendengen, currently resides in Morris Plains with his wife and three children. He was born in Brooklyn, NY and moved to Millburn, NJ when he was twelve. During high school, he played football and basketball and was on the track team.

He later furthered his basketball career by playing for Sweden after he graduated from college.

At Cornell University Mr.

Hendengen switched his major from labor relations to economics with a history elective. "I entered Cornell as a labor relations student because I wanted to be just like Jerry Maguire!" he remembers. "But after freshmen year, I had to get out. I switched into economics and studied history as my elective."

He worked as a currency trader on Wall Street for eleven years, but the job was "too demanding of my time. It was a major burn-out factor, especially the late night calls from European traders."

Mr. Hendengen has always been a teacher and a mentor at heart. While he worked as a currency trader, he was also responsible for training new employees about the market.

"I always volunteered to

give sessions for the incoming employees because I've always been interested in teaching," he recounts.

After 1999, Mr. Hendengen switched professions to become an economics professor at Farleigh Dickson University. He taught economics for three years and was inspired to continue teaching by one of his student's comments.

"This student just came up to me after class and told me 'I've taken this type of class many times and I've never gotten it until you taught the class.' Even though what he said was nothing, it just gave me an instant gratification for teaching!"

Mr. Hendengen enjoys watching sports, reading, and traveling during his free time. He also learned to speak flu-

ent Swedish while watching American Sitcoms during the time he played for the Swedish basketball team.

Mr. Hendengen commented, "I have no special talents except that I am probably the tallest ice skater in Pingry history. With my skates, I stand about six-feet ten inches!"

Mr. Hendengen, the permanent substitute for the upper school, has found the job very interesting. "I've been able to meet a lot of kids through substituting and even more through coaching," he adds.

Mr. Hendengen commented, "I wanted to teach at Pingry because the students are all very ambitious and motivated!" He hopes that he can teach economics or U.S. history in the future.



Nelson Lee (III)

MR. DAVID MAXWELL BRINGS BIOLOGY TO LIFE

BY JANE SAWYER (VI)

As a new biology teacher, Mr. David Maxwell brings a lot of experience to the Science Department. This year he is teaching two sections of AP biology and one section of freshman biology. Mr. Maxwell comes to Pingry from Frederick County, Maryland, where he taught eighth grade science.

Mr. Maxwell grew up in Waynesboro, Pennsylvania, after which he attended Juniata College where he majored in biology and ecology.

He then attended the University of Wisconsin, where he earned a masters degree in plant pathology, and Wilson College, where he received his teaching certificate.

Mr. Maxwell lived in Russia for six months where he helped to translate Russian articles in scientific journals into readable English. He eventually decided that research science did not appeal to him the way teaching did.

At the University of Wisconsin, Mr. Maxwell had his first teaching experience. Next, he taught for eighteen months at a juvenile detention center, a challenging position because "there were kids with real problems," who according to Mr. Maxwell, "burned out easily."

He felt the experience was rewarding, however, because some kids became very inter-

ested in science.

His next job was teaching at a rural school in Littlestown, Pennsylvania. After this, Mr. Maxwell moved to Maryland and taught at a school in Frederick County.

In his spare time, Mr. Maxwell does woodworking, brews his own beer, and is a cycling enthusiast. He is a fan of Lance Armstrong, describing him as "a very inspirational figure."

At Pingry, Mr. Maxwell had planned to coach Middle School Waterpolo, but there was not enough interest to

form a team. He hopes to coach middle school ice hockey in the winter.

Mr. Maxwell sees Pingry's greatest strengths as the Honor System and the motivation and respectfulness of the students.

The respect that students give the honor code is "refreshing," he says, particularly after his experience at the juvenile detention center.

Mr. Maxwell also enjoys the small classes, which are a welcome change from a class of 36 people that he taught last year.

Dina Kim (VI)



Mrs. Jennifer Runge Takes Over Women's Glee Club

BY SUSANNAH BRAGG (V)

After spending the first day of school driving back from her wedding, Mrs. Jennifer Hand Runge joined the music department this year. She is teaching Women's Glee Club, the Balladeers, and Girls' Chorus as well as advising middle schoolers.

Mrs. Runge was born and raised in Massachusetts, an hour north of Boston. She attended Bowdoin College, where she majored in Music and minored in English. She then went on to graduate school at the New England Conservatory to get her Masters' Degree in Music with a concentration in Choral Conducting.

Mrs. Runge's desire to teach followed her decision to be a musician. "That came first," she says. "At the same time I started to study conducting, I realized I was going to become a teacher."

Before coming to Pingry, Mrs. Runge served as the Assistant Director of Choral Activities at Phillips Exeter Academy. There, she worked with the Co-ed and Women's Choruses as well as with the cappella groups.

When asked what drew her to Pingry, she mentions "the people, their spirit, [and] the way everyone sang at my audition...I was just bowled over by their enthusiasm and vitality. I knew this was a



Marisa Drell (V)

place where singing was treasured. You don't always find that!"

So far, Mrs. Runge is "taking it one day at a time." In the future, though, she says that she would love to be able to rehearse with the entire Women's Glee Club together in one room, if scheduling permitted.

For this year, she will keep much of the music sung by the Glee Clubs in the past, while "tweaking things here and there." Next year, she hopes to change the repertoire more

significantly.

She also plans to "expand what the Balladeers have been doing, in the way of non-traditional music—more world music."

Mrs. Runge lives in Basking Ridge with her husband. Recently, she has been occupied with her wedding and moving from New Hampshire. Her most time-consuming hobby for the moment is setting up her new apartment. Other than that, she loves to rollerblade and aspires to join a community choir soon.

Mr. Tim Jaqua Joins The Math Department

Nelson Lee (III)

By PRITHA GHOSH (V)
Mr. Tim Jaqua, the newest addition to the Math department this year, currently teaches sections of Math 2A and Geometry.

Before coming to Pingry, Mr. Jaqua taught one year at Dunellen High School and two years at the Somerset Hills School. Last year he coached at Pingry, while teaching at Somerset Hills.

"I enjoyed the Pingry atmosphere, so when I heard of the open position in the Math Department, I was enthusiastic about applying," he explains. What attracted Mr. Jaqua to the school was its "community involvement."

He cites as an example: "four or five people come for extra help when they have time. At public school, students didn't feel right going to

see teachers."

Mr. Tremontana enthusiastically welcomes the addition of Mr. Jaqua to the math office, saying, "We are very pleased to have him. Having known his ability to handle kids through his coaching of the basketball team, I thought

'Working with kids in athletics helps in the classroom.'

he would be a great addition to the math department." He admires Mr. Jaqua for his meticulousness and preparedness; Mr. Trem describes him as a "hard-worker" who is "well-rounded in his knowledge."

A California native, Mr. Jaqua moved to Warren after marrying his wife three years ago. He received his

bachelor's degree from the University of Nevada in Las Vegas and later received his teaching certification from Jersey City University.

Mr. Jaqua originally wanted to be a physical therapist. Moving to New Jersey, he found work managing the

In addition to coaching JV basketball and middle school baseball, Mr. Jaqua is himself an athlete. He has hiked the Grand Canyon and is fond of basketball, golf, and water skiing. Mr. Jaqua also enjoys running and would one day like to participate in a marathon.

Mr. Jaqua feels that his varied coaching experience adds another dimension to his teaching. "Being able to work with kids in an athletic environment helps me in the classroom," he says. He goes on to mention that just as a coach needs to teach athletes to cooperate in a game, he needs to teach students how to cooperate in the classroom.

One of Mr. Jaqua's students, Dan Smith (IV), enjoys having him as a teacher. "Mr. Jaqua explains things well. Personally, I like the subject matter," he says, "He's a good teacher."



MR. DAVID GIARRUSSO TEACHES WORLD HISTORY

By ASHWIN IYENGAR (IV)
A native of Hingham, Massachusetts, Mr. David Giarrusso joins the History department this year, teaching four sections of World History 9 and 10 and coaching both football and lacrosse.

Mr. Giarrusso attended the University of Vermont where he graduated in 1992 with a major in History and a minor in English. He then attended San Francisco State University and taught at the St. Ignatius School in San Francisco for 6 years. He and his wife, Suzanne, who is teaching at the Short Hills campus, relocated to the east coast this summer in order to be closer to their families.

Mr. Giarrusso says that his decision to work at Pingry stemmed from his desire to "teach and coach in a good environment." He says that he was attracted to the school because of "its reputation for developing well-rounded students."

"We both feel blessed to have landed positions at the Pingry school that will enable us to continue to do what we love to do, teach and coach, while living in a great area, even if it is Yankee country," he adds.

An avid Red Sox fan, Mr. Giarrusso says that he has always been involved with athletics because he loves to work



Marisa Drell (V)

with students. He also notes that athletics are really "an extension of the classroom," and that they are "a good way to develop experiences for life."

When asked how he likes to spend his free time, Mr. Giarrusso asked, "What free time?" He notes that between teaching and coaching two sports, there isn't much extra time left for relaxation. He admits, though, that while he does find some free time on Sundays, it is family time, and he usually lets his wife set the agenda then.

While living in Northern California, Mr. Giarrusso enjoyed sports such as mountain

biking, hiking, and skiing. "I'm an avid outdoorsman," he says.

Mr. Giarrusso also likes reading historical biographies. Recently, he read the biography of former President Teddy Roosevelt. "Reading enables me to learn and relax at the same time," Mr. Giarrusso says.

While he does not have any real nicknames he can have printed, students have often been known to call him "Mr. G" or "Coach G, depending on the setting."

Mr. G currently lives in Summit and hopes to complete his masters in education within a few years.

Ms. Laura Yorke Rejoins Community

By LISA MALCHOW (VI)
Ms. Laura Yorke, a graduate of the class of 1998, rejoins the community as a teacher of eighth and ninth grade English. Outside the classroom, Ms. Yorke is coaching the JV girls' soccer team, and assisting the track weight team.

Ms. Yorke's family has been affiliated with Pingry since 1926 when her grandfather, Edward T. Yorke, graduated. This class drafted the Honor Code and as class secretary, Mr. Yorke played an integral role in facilitating that process. Ms. Yorke's father, uncle and three siblings also attended Pingry.

As a student, she excelled at sports, playing soccer and basketball and heading the track team. After graduating, she attended the Naval Academy for one semester and then she decided to switch schools to complete her education.

She graduated from Rutgers last spring with a B.A. in both Political Science and Philosophy.

Inspired to become a teacher by her mother who teaches math, Ms. Yorke decided to teach English in order to help students learn about themselves and improve important academic skills. She

feels that English is the subject that allows her to accomplish both objectives most effectively.

Although some people may question her decision to teach in the school where she was so recently a student, Ms. Yorke says that Pingry "feels like home." She stayed involved with Pingry during her

college years by coaching athletics.

The biggest change since she left Pingry, Ms. Yorke says, is the difference in morning meetings. She enjoys Mr. Rohdie's inspirational stories. During her free time, Ms. Yorke enjoys reading, meditating, running, lifting weights, and rock climbing.



Marisa Drell (V)

SCHOOL NEWS

Q&A: MUSIC, MOTTOES, & MORE WITH SENIOR BUZZY COHEN

BY ELYSE FELDMAN (IV)

Welcome to "Q&A," the newest section of The Pingry Record. In each issue, we'll use this space to interview an interesting member of the school community – student or faculty. The interviews should be both informative and humorous. We hope you enjoy them!

– The Editors

Record: So, we understand you're an active participant in Pingry's music program.

Buzzy: Yes. In eighth grade I started playing piano and saxophone, but I soon developed arthritis in my hands. I then started playing bass drum in the orchestra and, of course,

bells. Yes, bells. I played them with upper school students as an eighth grader (already over-achieving).

I also became involved with the Jazz Band and the Men's Glee Club.

R: What influenced you, if anything, to become involved in music?

B: Well, I went to band camp. It's called "jazz school," but I've got to be honest with you, it's band camp.

R: What aspects of the school music program do you like most?

B: The small concerts like Cabaret. It would be great if we could get more people involved. Maybe we could get a marching band!

R: You want to be in a marching band?

B: Well, no, not really.

R: What's the weirdest instrument you play?

B: Well, I play the melodica and the accordian. Some Australians I met this summer called the melodica a "shmorgan." I think that's short for mouth organ.

Oh, and I have an African thumb piano from South Africa. That's in the back of my car, but I'm working on that one.

R: Interesting. So, if you could be a fruit, which one would you be?

B: I'd definitely be a grape and I'll tell you why.

First, grapes taste good. If they go bad, they're still good – then they're raisins. Grapes can also make grape juice, which makes little kids happy. If I were a grape, I could be grape jelly or jam and make a

sandwich with peanut butter or cream cheese. I could be frozen and turned into a grapesicle. You always have a bunch of friends – you never see just one grape by itself. Melons are the loneliest fruits out there. There is one flaw with grapes, though: there are no grape pies.

R: Any thought on what you want to be when you grow up?

B: An archaeologist, because it combines literature, culture, and philosophy. I think music will be a part of my life, but I'm not sure that's what I want to pursue. I'm really not sure.

R: So, when do you think you'll grow up?

B: In the words of Jeremy Massler, "I don't want to grow up, I'm a TOYS 'R' US kid!"



Dina Kim (VI)

Laureates in the Barn

Poetry Rocks the Village At the 2002 Dodge Festival

BY DENIS MALKOV (V)

Thursday, September 19:

The 21st century has littered America with innumerable poets and poetic minds, often making it difficult to distinguish the best of the lot. The Biennial Geraldine R. Dodge Poetry festival, held in the historic Waterloo Village, is designed to familiarize us with the greatest poets of our time.

Properly deemed "the largest poetry event in North America," the festival offers an incredible variety of Modern American poetry, ranging from the debuts of talented teen poets to the proverbial voice of Stanley Kunitz.

On Thursday, September 19, the four-day festival began

with Student Day, in which high school students from all over the state were invited to attend for free. This year Dr. Dineen and nine Pingry students attended the events.

The main attractions were readings by our nationally celebrated poets. Billy Collins, our current U.S. Poet Laureate (and creator of the "Poetry 180" program, which is currently becoming popular within our school), and Amiri Baraka, our current New Jersey Poet Laureate, were just a few of the well-known writers who shared their work.

Consisting of little more than a few large tents and some old barns, a restoration of a 19th century iron mining

town, the rural setting of the village established the ambiance as casual and inviting. Although all participants were handed a schedule upon arrival, they could attend any event at any time they wished. However, since every reading lasted no longer than 45 minutes to an hour, students needed to keep close track of time if they wanted to hear a particular poet recite.

In addition to the recitations, there were other activities to explore for those who became tired of nothing but listening to poetry. In locations around the village, one might find a group of students crowded around each other, sharing their own work, discussing the work of a poet they had just listened to, or even jamming on their guitars to some Grateful Dead or Jack Johnson.

Later during the day, the poets had dialogues and discussions with their eager fans.

For those who came back at night, following the discussions, musicians gathered in the main tent and played self-composed pieces for enthusiastic crowds.

Although questions were encouraged and answered at the end of each reading, there was unfortunately a small selection in terms of interactive activities. There were stations



Courtesy of Dr. Dineen

From left to right: August Dupont (III), Lauren Neaman (VI), Chantel Berman (III), and Catherine Stanley (III) try to decide where to go next.



Chantel Berman (III) and Cathryn Stanley (III) enjoy their time between events.

at which student poets could come up to the podium and recite a poem in front of their peers. However, there was a lack of poet-student workshops which would have been a great addition to the festival.

Still, as most of the Pingry attendees agreed, there was something for everyone. With dozens of renowned poets reciting their work, it was difficult to not find someone or something you genuinely enjoyed.

One of the more exciting

ramifications this year is that Pingry students have brought the spirit of the festival and Collins' "Poetry180" back to school. Sytze Kamphius (III) started the process off, and other students, in the weeks since the festival, have been reading poems of their own and poems by others in morning meeting.

For those interested in "Poetry 180," who might want to find a poem to share in the middle of school announcements, go, as Sytze says, to the

Poetry 180 Web site (www.loc.gov/poetry/180).

If you enjoy reading, writing, or just listening to poetry, this particular festival is absolutely worth attending. Being at the center of so many imaginative and original minds is truly an inspirational experience. If you did not attend the festival this year, you'll get a chance again in 2004.

(For more information on the Geraldine R. Dodge Poetry festival, visit their official site at www.grdodge.org/poetry.)

zzzzzzzz

S L E

TEENS ALL OVER
SUFFER FROM
EFFECTS OF SLEEP
DEPRIVATION

BY KRISTIN KICENUK (VI)

Sleep studies have shown that while the average teenager needs between eight and a half to nine hours of sleep each night, only about 15 percent of American adolescents are actually receiving this amount and more than one-quarter sleep less than seven hours.

Besides its effects on teens' abilities to concentrate and succeed in school, sleep deprivation can also lead to negative moods, behavior problems, and traffic accidents. According to the National Highway Traffic Safety Administration, over 100,000 sleepy drivers cause vehicle accidents each year.

Adolescent sleep experts, including Dr. Mary Carskadon, the director of the Chronobiology and Sleep Research Laboratory at Bradley Hospital in East Providence, R.I., have attributed this widespread sleep deficiency problem to both early school

starting times and changes in sleep cycles as teens go through puberty. According to William Dement, a Stanford sleep researcher, "This shift in teens' biological clocks makes it difficult for them to fall asleep early enough at night to get all the sleep they need in time for an early class."

Representative Zoe Lofgren, D-CA., similarly agrees that lack of sleep is a problem for teens. In an attempt to facilitate more healthy sleep patterns, she recently introduced a bill in Congress called the "Z's to A's" Act which would allow school districts considering later school times to apply to the Federal Government for grants of up to 25,000 dollars.

Like Representative Lofgren, The National Sleep Foundation, a Washington, D.C.-based nonprofit organization dedicated to improving public understanding of sleep and sleep disorders, urges

educators to adopt later starting times for middle and high schools so that teens can get more sleep in the morning. The NSF also recommends that schools create a sleep-education curriculum to assist students in learning about the consequences of sleep deprivation and the importance of sleep to their overall health.

Some schools in the U.S., including high schools in Minneapolis, have already taken the advice of Representative Lofgren, the National Sleep Foundation, and countless other sleep experts by deciding to delay their starting times.

Researchers from the Center for Applied Research and Educational Improvement at the University of Minnesota have reported that by changing the starting time of school from 7:15 a.m. to 8:40 a.m., students attending Minneapolis high schools have begun to receive an extra hour of sleep each night.

*What the Experts on
Sleeping Disorders
Can Tell Us*

Clare Kelly (VI)



Jill Kehoe (V) gets some much needed sleep before the bell rings.

BY CLARE KELLY (VI)
Students who sleep eight hours or more a night typically score better on standardized tests, in school, and they are more happy and alert in general.

Their physical appearance is also heightened, their skin and hair is in better condition, they perform better on the sports field, and they have more energy and enthusiasm to carry out everyday tasks.

On the contrary, kids who receive less than the advised

eight hours per night display adverse side effects. They perform worse socially, academically, and athletically. Many of these sleep-deprived teens suffer from serious sleep disorders.

A person who gets less than the optimal amount of sleep a night is said to suffer from a medical condition called sleep deprivation. Sleep-deprived people are more likely to be involved in motor vehicle accidents. Thirty percent of Australian highway deaths are said

to occur when a driver falls asleep at the wheel.

Pilots, who work round the clock, deal with varying air pressure, and travel through many time zones also complain that they need more sleep, and many of those who have crashed their planes have attributed their accidents to their weariness.

One of the most common effects of sleep deprivation is suppression of the immune system. In other words, people

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Why Must School Start So Early?

BY DAVID SPETT (V)

Some people believe that our school could cure its students' insomnia by starting the day several hours later. The administration, however, disagrees strongly.

"If we were to start school later, there would be major conflicts with athletic events," explains Headmaster John Neiswender.

"This would require us to eliminate either class time, conference period, or athletics from the daily schedule, and we can't afford to lose any of these."

The headmaster agrees with most sleep experts that starting school later would make students more alert and attentive during the day.

He notes, however, that "we've

tried to balance sleep, work, and play, and starting the school day any later just wouldn't be feasible."

"At this point, we haven't decided on next year's schedule," he explains, "but if there were to be any changes, the day would most likely begin slightly earlier than it does now."

This year, the schedule was

tweaked so that first period begins five minutes earlier than it did last year. The headmaster notes that this change was "only to give students more free time during the day." He firmly believes that a school day should contain plenty of free time for students to relax and chat with their friends.

The headmaster also remarks that

some schools have completely disregarded modern science, choosing to begin first period at 7:00 or 7:30. "I don't think we'd ever consider such a change," he says.

Mr. Neiswender jokes about his own sleeping habits, saying that if he were selfish he might choose to start school at 5:30 AM. "I'm an early riser," he says.

THE KIDS IN THE HALL SPEAK OUT

BY RITA BIAGIOLI (IV) & DAVID SPETT (V)



Jay Sogliuzzo (I)
"Eight hours."



Sarah Levinn (II)
"Let's just say I can count it on one hand."



Josh Freedom (II)
"Not enough!"



Will Parham (III)
"Six, and 14 on the weekends. I'm not kidding, I need it!"

E P ! zzzZzzz

TEACHERS WORRY ABOUT KIDS DEPRIVED OF SLEEP

BY DANA ZOLLI (VI)
 Numerous teachers we interviewed agreed that students are sleeping for too few hours a night.

Mr. Rohdie feels that sleep deprivation is "becoming more and more of a problem. It's going to eventually hurt students' grades, athletic performances, and extra-curricular activities."

He adds, "When forced to decide between an extra half-hour of study and a half-hour of sleep, I firmly believe the extra half-hour of sleep has the potential to give students higher grades."

English teacher Mrs. Vicki Grant also recognizes the harm caused by students' lack of sleep. "I'm horrified that students are falling asleep on their books. They are drooling and snoring on their novels." She is worried about students and their health. "I think often they are getting four hours of sleep and they can't function" she adds.

Mrs. Grant, who is also a Pingry parent, has reservations about kids driving to school in the morning with less-than-enough sleep.

When asked her opinion about starting the school day later, Mrs. Cassidy replies, "I think it would, as the studies have shown, no doubt benefit kids." On the other hand, she says, "it would wreak havoc

with sports, after school activities, and especially bus-sing! It's not how the world works."

Dr. DeSimone is quick to point out that lack of sleep affects people differently. "Not all people have a visible reaction to sleep deprivation." Dr. DeSimone explains that "first period class is hard for some people, and in general first and eighth are the toughest. During first, some people haven't really woken up, and during eighth, some are running out of energy."

Dr. DeSimone feels that the biggest problem is "the people who drive themselves day in and day out. They are doing too much!" But what would happen if teachers asked less of students? "I don't believe if we gave less homework, they would use that time to sleep," Mr. Li notes. He presumes students would "add more activities." Proving his statement, he cites an informal poll he took of students a few years ago.

He proposed a nine-period school day and asked the students' opinion on such an idea. The results, he said, were "most people wanted to take another course. It's habit." The mindset of a student is, "I have to pack as much into a day. Sleep is not

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What Students Think (Wake Them Up & Ask)

BY SUSANNAH BRAGG (V)
 Students of all ages have a lot to say about their own problems with sleep.

"Once you are at about seven hours, it's all good, but if you get less than that, it's detrimental to everything—your mood, energy, ability to process complex problems,

reaction time," says Bryan Zupon (V).

"I laugh at the kids who go to bed at two in the morning, though," he adds. "In my opinion they should find the time to get stuff done earlier."

Becky Ng (IV) agrees that sleep affects how well she functions during the day. "It's

harder to concentrate in school when I get less sleep," she explains. "I am less energized in sports and I feel more rushed in general."

According to Ben Grant (VI), lack of sleep also "makes it harder to memorize lines for the play."

Freshmen Caitlin Fitzger-

ald and Lindsay Pounder find that they get slightly less sleep this year than they did while in Middle School. "We're more tired this year because sports run a lot later." They also feel that their athletic performance suffers when they sleep less.

Kate Coyle (VI) expresses a different view: "My academic career would suffer if I got more sleep because I do all my work late at night."

Some students make sure to go to bed early every night. "I don't worry about every little detail in my work," says Gwen Tobert (V). "Getting sleep is more important to me." She adds that she usually takes an hour-long nap when she gets home from school.

"For the first few weeks of school, I made an effort to go to sleep at nine. It's not worth spending every waking moment doing work," explains Nikki Green (V). Now, though, she has "been going to bed at 12:30 every night."

Many people feel that the school's starting time being five minutes earlier this year has not been a substantial change.

Jackie Marcus (V), on the other hand, says, "It messes me up so badly. I need my winding-down time in the mornings.

I used to get something to eat and talk to people; now I just pack my bag and go straight to class."

Amit Kumar (V) sums up the feeling of most students in his statement about sleep: "I wish I had some."



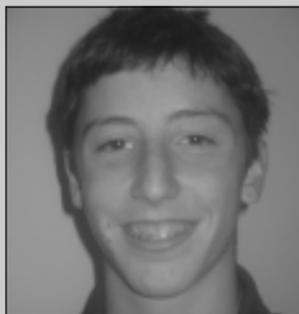
Dina Kim (VI)

Maura Donnantuono (VI) takes a nap during her free period.

HOW MUCH SLEEP DO YOU GET EACH NIGHT?



Lauren Tanenbaum (IV)
 "I get, like, four. It's ridiculous!"



Hayden Reich (IV)
 "Two. Just kidding. Seven"



Rita Chen (V)
 "Four and a half. Do you think that's enough? Fourerenerushenough?"



David Salz (VI)
 "I don't get much sleep, so you can put whatever you think is comical."

Governor's School 2002

A Summer of Opportunity

BY STEPHANIE DEVOS (VI)

At the beginning of their junior year, students were nominated by department heads for various subjects and activities at the summer programs at Governor's Schools. The students completed applications in which they listed their extracurricular activities and wrote several essays explaining why they felt qualified for this opportunity.

This past July, four rising seniors —Dina Kim (VI), Brad Feldman (VI), Rebecca Livengood (VI), and Mila Dunbar-Irwin (VI) — had the privilege of attending.

Both Dina and Brad attended the Governor's School for music at the College of New Jersey in Trenton: Dina for violin and Brad for viola. In addition to string octets and piano quintets, the school formed two string quartets, placing Dina and Brad in the same group.

"We had a good time with the music because we liked it,



Brad Feldman (VI) rehearses for his recital

and our quartet bonded very quickly," Dina said.

Their days began with a three-hour coaching session for the string quartet. After lunch they would either attend class, such as theory, jazz or technique, or practice during free time. Both Brad and Dina took theory classes, including

one called the Alexander Technique, which worked on posture, breathing, and relaxation during a performance.

At night, students usually attended seminars. In one seminar dealing with African music, an expert came to the campus with all his instruments to play for the students. Dina said that the instruments were "pretty, inspirational, and to some people, [it was] an enlightening experience."

There were also performances given by both the faculty and the students every Sunday. Brad especially enjoyed the fact that there were "people there from all types of the arts: theater, video, film, visual arts, and creative writers."

Dina and Brad found it especially rewarding to see how everyone improved in their respective fields from week to week through galleries, readings, dancing, and concerts.

Mila, another Governor's School attendee, studied the

environment and chose oceanography as her intensive class. She also took classes in sign language and an interdisciplinary class for a week called an integrative.

Mila and her fellow scholars worked at the Bristow-Phillips Property, which was newly donated to the Audubon Society.

The students classified flora and fauna, surveyed the land, and learned about the entire ecosystem, and Mila received a college credit for her integrative coursework.

She greatly enjoyed her experience. "It was awesome and the people were incredible and the classes were extremely interesting," she said.

Rebecca, the fourth Governor's School student, spent July at Monmouth University studying Public Issues and, more specifically, the environment.

She took three courses and an intensive in which "We discussed environmental phi-

losophy, environmental racism, the difference between conservation and preservation, and other similar topics."

Rebecca participated in a research program and presentation that dealt with beach preservation, a New Jersey issue. She also took part in an integrative, which she described as a support group of

ten students who talked about school, college, and anything else on their minds. Among Rebecca's faculty supervisors was a counselor who was a Rhode scholar from Kenya.

The highlights of the program, she said, were the "great, smart people from all over the state with incredible diversity among them."

Courtesy of Mila Dunbar-Irwin (VI)



Mila Dunbar-Irwin hangs with fellow environmentalists.

A Tribute to Mr. duBourg

Continued from page 1

want any recognition for it.

Mr. duBourg was so altruistic, in fact, that he insisted upon his resignation being kept a secret until after last year's graduation. "He didn't want any celebration," said Mr. Neiswender.

Music teacher Mr. Sean McAnally explains that during his time at Pingry, Mr. duBourg was always busy working with students during the school day. Admiringly, he says, "Tony was always willing to find time and share it with others."

Mr. duBourg took many of his students on small excursions when school was not in session: usually, it was skating in the winter and sailing in the summer. "The kids were such a part of his life," explains Mr. McAnally, "and he wanted to be such a part of theirs."

Mr. McAnally jokes that just about everyone has his or her own Tony duBourg impersonation. "We loved to make fun of him, and he was very good-natured about it," Mr. McAnally says. "Although he took his work seriously, he didn't take himself quite so seriously."

Headmaster Neiswender described Mr. duBourg as "cantankerous and eccentric, but someone every headmaster loves to work with."

All the faculty I interviewed seemed to agree that Mr. duBourg was extremely dedicated to his students; Pingry was his whole life. Music department head Dr. Andrew Moore agrees that "Mr. duBourg dedicated his every moment to the students."

Dr. Moore told of what he learned from Mr. duBourg: "He taught me about the kind of dedication it takes at a school like this to have a successful program. He taught me to put the kids first and to teach them something they'll always remember."

Mr. Klingler commented that Mr. duBourg is the type of person you'd want as your phone-a-friend on the TV show "Who Wants To Be A Millionaire?" "He knows just about



Mr. duBourg's star remains hanging on the wall in the science office.

everything," explains Mr. Klingler.

Chemistry teacher Mr. Tim Grant relayed a humorous story about Mr. duBourg from years past. "I heard a commotion in the room," said Mr. Grant, "and I went running in to find his shirt sleeve on fire. He was doing a lab, and something dropping from the ceiling caught fire and landed on his shirt."

Mr. Bourne explained that Mr. duBourg was always trying to help others. "If a kid's battery was dead, he'd teach him how to jump the car, and if a tire was flat, he'd teach the kid how to jack the car and put on the spare."

Mr. Coe took a moment to reminisce over Mr. duBourg's science department dinners for the faculty. "He hosted them in Old World style," Mr. Coe explained, "and he made

sure everyone had a good time. That's a glue that's just not here anymore."

All the science teachers remembered their dinners with Mr. duBourg: "We would be sitting around at some restaurant, and all the waiters would know Tony. They'd ask us if we want shrimp cocktails, and we'd say yes, knowing that Mr. duBourg would insist upon picking up the tab in the end."

Mr. Bourne commented that "it just showed the generosity of the man. He'd do anything."

Mr. Bourne also remembers his old desk chair in the physics office. "It kept breaking," he said, "and Tony kept fixing it again and again. Eventually, I had to hide it to stop him from fixing it."

The science teachers also noted that Mr. duBourg was

"the only one who kept the clocks somewhat accurate." Mr. Bourne feels that Mr. duBourg "looked at his job as a calling," and Mr. Coe added, "He was one of those guys that some kids don't come to appreciate until a few years out, when they look back and say, 'This is one of the best experiences I've had.'"

Mr. Coe, Mr. Bourne, and Mr. Grant, who all came to Pingry in the same year, also remembered asking Mr. duBourg about what they were supposed to teach. "He gave us a sheet with 13 words on it: mechanics, kinematics, etc.," they chuckled. "He'd been doing it for so long, and that was all he thought we needed."

They also noted how much Mr. duBourg hated technology. "The only way to email him was if the music secretary opened the message for him," they said. Sitting around with these science teachers, a few tears came to their eyes as they told stories about this man who had such an effect on them.

As Mr. McAnally says, "This school has had Tony duBourg in its halls for the better part of half a century. He was involved and important, his presence was felt inside and outside the school's walls, and things are just not the same without him." No one I interviewed

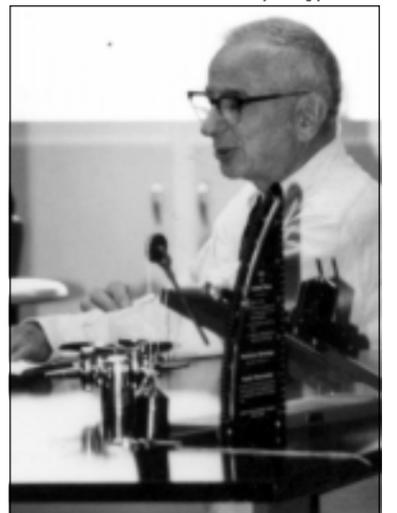
could disagree that Mr. duBourg's absence is obvious, and that Pingry sorely misses him.

As a remembrance of Mr. duBourg, the annual Spring Concert will be renamed in his honor, and a room in the new Academic Arts Center will be dedicated to him as well.

Dr. Moore added that he doesn't think we'll ever see again someone who dedicates 50 years to an institution. "It's quite a marvelous thing that doesn't happen much anymore," he said.

Dr. Gesualdo reports that Mr. duBourg is doing very well at the St. George's School in Newport, Rhode Island, where he is helping with physics classes and has started a Brass Choir. We all wish him a fond farewell and much happiness in this next chapter of a long, varied life.

Courtesy of Pingry Bluebook



Helping kids with physics.



Mr. duBourg at his desk.

SAT: Big Changes

BY DANIELLE PERETORE (IV)
As Pingry students know all too well, the SAT is still a major criterion for college admissions. However, what they may not know is that the test has been subject to criticism in recent years, especially from the University of California. In February 2001, the University of California threatened to drop the SAT completely. The president said he believed that the SAT "is compromising our educational system," adding, "The test does not accurately measure students' achievements."

Other groups have accused the SAT of favoring affluent white males, being "too coachable," and being an inaccurate representation of what students learn in school.

In response to this criticism, the College Board (the organization that sponsors the SAT) has decided to alter the test to make it more indicative of a student's true potential and appease its critics. The new test is supposed to be a better representation of the skills required by colleges.

Students taking the SAT in 2002, 2003, or 2004 won't be af-

ected by the changes. The new PSAT will be given for the first time in October 2004, and the new SAT in March 2005. Thus these changes will not affect current sophomores or juniors but will affect current freshmen.

Although some of these changes are drastic, especially the addition of the writing section, many colleges consider them necessary. Colleges claim that admissions essays have become so coached and polished it is impossible to determine if they are true reflections of student writing.

Originally the SAT was designed to estimate a student's likely success during their freshman year of college. To continue to meet that goal, colleges need an accurate representation of applicants' writing.

Many groups disagree that the SAT is a good predictor of college success, although the College Board still insists it is.

Other changes on the test include harder math questions, new logic-based math questions, and more emphasis on inference questions in reading comprehension.

| Old SAT | New SAT |
|---|--|
| No writing test | New writing test, similar to current SAT II writing test, with essay and multiple-choice questions on grammar and word usage |
| Highest possible score: 1600 | Highest possible score: 2400 (new writing test counts 800 points, scored 200-800; essay worth 30%) |
| Little emphasis on critical reading; fewer and less varied reading passages | More emphasis on critical reading; more and more varied reading passages |
| No Algebra II on math test | Addition of Algebra II to math test |
| Contains analogies and quantitative comparisons | Elimination of analogies and quantitative comparisons |
| Test length: 3 hours | Test length: 3.5 hours |
| Test fee: \$10 | Test fee: \$12 |

Seniors Enjoy Retreat



Clare Kelly (VI)

Mikasha Edwards-White, Aaron Sussman, Maggie Oberrender, Clare Kelly, Lauren Miller, and Karen Giangreco enjoy their final hours at camp

BY DAVID HARRIS (VI)

The senior class spent the first weekend of September bonding during the annual Senior Retreat. This year, for the first time, the retreat was in Newton, New Jersey.

The group of 129 12th graders spent their time participating in both fun and educational activities.

Once the buses arrived in Newton, the class found their bunkmates and settled in, but it wasn't long before the actual work began.

First on the agenda was a group talk with Mr. Rohdie, who wanted to make sure everyone knows what it means to be a senior. Mr. Rohdie's buzz phrase was "role model."

The getting-to-know-you activities included discussions about open campus, proper behavior, and setting good examples for younger students. Although these are serious topics, the campfire chats were rather laid back. "We all came together from such a large group," remarked J.T. Burgess.

A thorough college meeting was also held to help ease the seniors' anxiety over the application process. During the meeting, the seniors had the opportunity to meet Mr. MacLellan, the new head of College Guidance. The group meeting helped prove to all the seniors that Mr. MacLellan is more than qualified to take on the position.

As a creative activity to learn about the college acceptance process, the seniors pored over summaries of recent applicants to Pingry. The activity helped teach them what it takes to have an appealing application. Kate Coyle said that this activity "helped put in perspective how arbitrary the college acceptance process really is. It was reassuring to know that it isn't personal at all."

A brief essay-writing workshop was also held. For this activity, the seniors were split into small groups and given essay questions to answer. For example, one task was to begin an essay on siblings, but write it from the perspective of a random fictional character named Vincent.

Other time was spent canoeing, swimming, and making s'mores. For many, the retreat served as a break from the non-stop stress that is senior life. As Scott Simon said, "It was a great way to start the year."

Freshmen, Seniors Bond at Peer Retreat

BY MAGGIE OBERRENDER (VI)

On Wednesday, October 2, the freshman class was accompanied by the twenty-eight senior Peer Leaders, Mrs. Lionetti, Dr. Richardson, Mrs. McKoy, Mr. Boise, and Ms. Yorke on a three-day camping trip at the Bryn Mawr Camp Retreat Center in the Poconos. At the camp, the freshmen and seniors participated in many activities, both as an entire group and with their smaller Peer Groups.

On the first night, everyone gathered together to play various games, including an "egg, chicken, and dragon" version of "rock, paper, scissors." The games were very beneficial because they helped everyone get to know each other better.

On Thursday and Friday, the freshmen spent their time with their Peer Groups and had the opportunity to use many of Bryn Mawr's excellent facilities. Despite the cloudy weather, most of the fourteen Peer Groups were able to challenge each other to multiple softball games throughout the day.

The seniors and freshmen also enjoyed the three ropes courses that were available for their use, especially a new element that swung participants out over the camp's lake and then back to the shore. During another activity, Bryn Mawr counselors worked with individual Peer Groups to organize games that emphasized the importance of trust, respect, caring, and communication within the group.

Another part of the trip was organized by Mr. Rohdie, who arrived at Bryn Mawr on Thursday morning. He spent the day meeting with two Peer Groups at a time and helped answer any questions they had about the upcoming year. He discussed

many prominent issues pertaining to the ninth graders, including their concerns and expectations for their freshman year and changes they hope to see in the Pingry Community.

The Peer Groups also had much time to meet as individual groups. During this time, the groups did a great number of activities, such as playing board games and doing boundary-breaking exercises to learn more about each other.

They also used this time to create some sort of group skit or cheer, which they performed at a big campfire on Thursday night. Everyone, including the Bryn Mawr counselors, gathered around a campfire by the lake to watch the skits and listen to various musical performances. Each Peer Group presented their own skit, which reflected certain aspects and characteristics of their groups. Also, many of the Bryn Mawr counselors

performed their own skits and musical entertainment for the enjoyment of the group.

Many freshmen and seniors performed as well, including a collaboration between Joe Della Rosa and Paul duPont on the guitars, along with Buzzy Cohen on the "smorgan," a small, hand-held accordion-type instrument.

Students had a wonderful time on the trip. When asked what they liked most about the trip, many freshmen said they enjoyed spending time with their groups and doing the many activities, especially the ropes courses.

Freshman Lisa Harris said, "I liked just hanging out and getting to know my group better," a feeling that was echoed by many of her peers. Senior Peer Leader Anne Kroeger also agreed that she and the other leaders learned a lot about themselves and the freshmen in their groups throughout their trip. She said, "I found it really interesting in how the freshmen interacted with the seniors. I think the Peer Group Program this year will be really enlightening for both the seniors and the freshmen."

Courtesy of Mrs. Lionetti



Paul Dupont and Pailin Nitabon pose hang with their peer groupies.

Morning Meditation Relaxes Students, Teachers

BY CHELSEA BLACKER (V)
This fall, English teacher Mr. Dean Sluyter began holding Morning Meditation sessions during Wednesday and Thursday advisor-advisee meeting periods.

Mr. Sluyter started using meditation in the classroom for his Literature of Enlightenment class in the late '70s. Through course evaluation forms, he found that students enjoyed the benefits of meditation but regretted not having learned about it sooner.

Meditation has been proven to help reduce stress in all as-

pects of life, even in school-work and relationships.

So what is meditation, besides sitting on couches and shutting your eyes? Mr. Sluyter compares it to a cat. Cats spend a lot of time "just being," he says, taking in their surroundings. Mr. Sluyter argues that although we humans do sit in front of the television "just being," we don't rest in a state of vividly alert silence.

According to Mr. Sluyter, the point of meditation is "to rest in simple awareness, to give up to the present moment and do nothing." He adds,

"We don't have to repress thoughts or feelings. Instead of trying to flatten out all the waves of mental activity, we just rest in the ocean of presence that underlies all those waves. Then, more and more, we find ourselves in that ocean throughout the day."

Mr. Sluyter is excited about offering meditation and notes that all students, faculty, and staff are welcome to attend. Sessions are held in room 308 every Wednesday and Thursday, from 9:51 to 10:15. The program is voluntary and nondenominational.



Mrs. Hearst and her advisees meditate under the instruction of Mr. Sluyter.

Students Sway at Homecoming



(From left to right) Kristin Kicenuik (VI), Maggie Oberrender (VI), and Clare Kelly (VI) smile for the camera.

BY ELYSE FELDMAN (IV)
¡Arriba, Arriba! Homecoming spirit spread through the Martinsville campus on Saturday, September 28th. After the sophomores won spirit week, and Saturday was full of tough competition and several sports victories, students put on their best Mexican garb in preparation for the annual Homecoming Dance.

At 7:30 p.m., the doors swung open as students chachad into the Pingry School.

After passing through gossiping crowds, each student promenaded into the Hyde Watson Gymnasium, where music ranged from salsa to Nelly. The atmosphere was truly one similar to that of a Mexican fiesta with Student Government's colorful decorations and the Mexican dips, fruit punch, and tortillas offered by the cafeteria staff.

The dance floor was filled with energetic students, many of whom looked like Mexican

jumping beans as they swayed to the beat. Glow sticks lit up the night as Kevin Cheung (Form V) performed an altered version of the Mexican hat dance. Finally, at 10:30 p.m., the students gathered up their sombreros and called it a night.

Dina Kim (VI) was just one of the students who praised the dance. "I really had fun this year, the salsa theme and music was unique and memorable!" she enthused.

CHANGE IS GOOD

BY JAMES SOMERS (IV)
While it may seem as though little is different this year, Student Government and the administration have actually been planning several changes that could have major effects in the months and years to come.

During its first meeting on Wednesday, September 11, Student Government decided that the Student Activities Committee (SAC) should perform at various assemblies and bring back the fun of previous years. Of course, these performances will still be under the watchful eye of Mr.

Rohdie, who is chairing a committee of faculty members to censor the performances.

Other proposed changes could have major effects on younger students. The most drastic of these ideas, though only tentative at this point, is to move all sixth graders to the Martinsville campus. Obviously, this would require additional space, and maybe even a new building. In the meantime, the faculty is looking into other middle school structures to see what might work best at Pingry. Regarding the current construc-

tion project, the new Academic Arts Center, Mr. Rohdie says that the building is progressing nicely. Although it probably will not be completed until December, the construction workers are not experiencing any of the same delays that they encountered last year.

Although the new wing should be completed by December, it will probably remain closed until January of 2003. According to Mr. Rohdie, this is necessary because there is a mandatory "30-day testing period" to ensure that the building is safe and

ready for use.

In addition, a new bookstore will be opened once the art wing is completed. The bookstore will be similar to the old college-style one, which was moved after the second tech lab opened in its place four years ago. The new, much larger bookstore will sell school supplies, clothing, snacks, and drinks, and will offer new vending machines and a new seating area for students to relax and chat with friends.

The cafeteria also has a new look this year: its floors are a new color,

which gives the room a brighter atmosphere. There are also temporary plastic chairs, which will be replaced by classic wooden chairs in the near future. Other plans include replacing the floors in the Upper and Lower Commons. All these flooring changes are necessary because the current checkered floors are very hard for the maintenance staff to manage and keep clean.

Mr. Rohdie notes, however, that all these changes are tentative and still need more thought before becoming final.

Pepe Loves the Couches!

BY JEREMY JORDAN (V)
José "Pepe" Azofra-Parrondo, a native of Soria, Spain, joins the junior class as this year's AFS student. Back home in Soria, a small town outside Madrid, Pepe is the youngest of three children: he has an 18-year-old sister, Luisa, and 19-year-old brother, Angel.

This year, though, Pepe is living in Morristown with the Flowerman family: parents Paul and Margot and students Seth (V) and Zach (II). Pepe and Seth have become the best of friends in just a few months.

According to Pepe, his life at home was "boring, and always the same," and he felt

ready to "do something different." So far, Pepe has found the United States to be an enormous change.

He says that the biggest differences between Pingry and his school in Spain are the quality of food and the daily schedule. He likes our school's "early lunches," and he also enjoys all the free time for relaxing and chatting.

In Spain, Pepe would wake up later, and he would eat lunch at 3 P.M., dinner at 10 P.M., and then go to bed at 11 P.M. He finds that the daily routine here in the U.S. better suits his style.

When asked if he likes



Pepe chats with fellow student Buzzy Cohen (VI) on the couches.

quickly and without hesitation that he does. Even better, he says that "the students and teachers are all very friendly."

It also doesn't hurt that Pepe is an extremely friendly person in his own right. In addition, he loves the privilege of being the only junior allowed to sit on the senior couches.

Pepe's favorite subject in school this year is geometry, but he enjoys participating in sports as well. In Spain, Pepe played soccer on the youth national team, and here at Pingry, he plays outside left defense for Boys' Varsity Soccer, trying to keep the ball from getting to Seth, the

team's goalie. Pepe also plays with Seth on the Morristown traveling soccer team.

Both Pepe and Seth agree that "we spend so much time playing soccer together that there is very little time for anything else." Pepe admits, though, that he does occasionally find a few moments to play on the computer or listen to music. Although he doesn't have a favorite radio station, he says that he likes "all music, especially classic music and Linkin Park."

As Pepe's good friend and host, Seth remarks that "it's great to have someone my age living in my house who I can have fun with."

Varied Summer Programs

Time Out for Learning and Fun

BY CHRISTINE HSU (V)

From pre-college programs to backpacking across parts of the United States, Pingry students know how to make the most out of those thirteen weeks of summer. Juniors especially seek out interesting opportunities to gain independence and get a head start on college life.

Rita Chen (V) spent her summer in Japan with an exchange program sponsored by The New Jersey Rotary Club. The Short Term Youth Exchange Program is a program for students who are interested in learning about other cultures and who dare to try new things. The program's duration was three weeks, lasting from the end of June to mid-July.

Along with Rita, nineteen other students from New Jersey went to Japan. The students lived with host families while traveling through Osaka, Kochi, Hiroshima, and other fascinating places. During most of the trip, students



David Spett (V)

David Spett (V) volunteered at the Boys and Girls Club of Santa Fe, New Mexico.

went sight-seeing. They also visited shrines, met ambassadors, and went shopping. Rita says, "It was a great experience living in a foreign coun-

try with different host parents and trying to communicate with them simply with body language. It is always great to learn about different cultures

and customs."

Bryan Zupon (V) and two other Pingry students, Jack Falcone (V) and Jaime Delia (V), went on an adventure-

based summer activity sponsored by Adventures Cross Country (ARCC). For three weeks, they hiked, surfed, sea-kayaked, and "chilled on the beach" in Hawaii. When asked to describe his experience, Bryan replied, "It was amazing!" Bryan remembers being on a 54-foot catamaran for three days. He also remembers all the new friends he made through the trip., "I met a few really solid kids, and one friend from my trip just visited me for the weekend from California," he said.

David Spett (V) spent two weeks with a group of teenagers in Santa Fe, New Mexico. He performed various kinds of community service, including working at the Boys & Girls Club, a Habitat for Humanity site, a food bank, and an organic farm.

Although it is only September, it is not too early to start planning for next summer. For those who are looking to travel to exotic locations and experience outdoor

activities, a suggested program is Rustic Pathways, which allows students to travel through Australia, Thailand, Fiji and New Zealand. The program is a minimum of 10 to 24 days and activities include skydiving, camping and scuba diving.

The Seeds for Progress program, sponsored by Putney Student Travel, focuses on serving the world community. Locations include Costa Rica, Ecuador and many others. Students learn about foreign cultures while helping those who are less fortunate.

Pre-college programs are also a great way to spend a part of your summer. Many colleges, such as Columbia, Harvard, Cornell, University of Pennsylvania, and Stanford, have summer programs for high school students. Not only do pre-college programs help people meet new friends, experience college life and take a college-level course, they also help students get a feel for which college they might want to apply to in the future.

Technology Update

BY LAUREN PHILLIPS (V)

The fast-paced world of technology creates a challenge for consumers who aspire to stay current. However, Pingry has successfully faced this challenge, according to Mrs. Gracemarie Cirino, Director of Technology, by adding additional computers and servers to maintain its cutting edge reputation.

The tech team, led by Mrs. Cirino, worked hard this summer to update technology on both campuses. They continue to "work very hard to provide the best service for the Pingry community." Among the improvements are a more efficient e-mail system, advanced servers, additional mobile labs, upgraded computers, and an update to Windows XP Professional on all PC's in the school.

"An Ethernet network with T1 Internet lines connects both campuses and creates a more productive atmosphere, where time is maximized," Mrs. Cirino explains.

Students and faculty returning from summer vacations were pleasantly shocked to have access to these technological advances. As Rebecca Speiser (V) notes, "It was surprising to find it re-done at first, and it will take some getting used to, but it's nice to find everything updated."

Upon the return to school, all e-mail accounts and passwords had to be changed in an effort to facilitate, standardize, and improve all



Dina Kim (VI)

The tech team loads new software onto the computers.

around usage. For the most part, the transition wasn't difficult, especially since many of the improvements have eased the integration of technology into everyday life. Three new mobile labs at the Martinsville campus and two on the Short Hills campus are now capable of bringing technology into the classroom. Mobile labs allow teachers the convenience of classroom usage without the distraction of uprooting the class to another location.

In-service training on integrating techniques into the classroom setting have been helping teachers maximize and facilitate the use of this advanced technology. Most teachers received Dell Latitude laptops, individually equipped with DVD players and speakers, and are beginning to teach more through visual examples. Projection units, now operative with Dell Inspiron computers, allow Power Point presenta-

tions, writing workshops, and class-led Web-searches in classrooms throughout the building. Students can now watch as they listen and learn.

Teachers are also finding the new technology helpful. "I dreamed these projection units years before they were invented," says English teacher Dr. Dineen, one of several English teachers who grade papers electronically and pushes her students to become tech savvy if they aren't already.

"Having a computer that we all can see together is a terrific way to get everyone in a classroom more aware of how to seek out information or rewrite an essay," Dr. Dineen says. She and her students are also appreciative when they can use the projector unit to watch films. "The big screen is much more effective than the small TV's we've been used to," Mikasha Edwards-

White (VI) agrees.

The new servers, Mrs. Cirino says, create ease of management, increase reliability, and help standardize software and versions.

On the server end, known to the tech-savvy as a backend, the system migrated from Novell and GroupWise e-mail accounts to Windows 2000 and Exchange/Outlook, permitting a fast top-of-the-line e-mail system that can be easily accessed through the school's Web site.

This standardized approach has allowed the technology team to give better support as well.

Through a "School" agreement, Microsoft will allocate regular updates on software throughout the year, allowing our technology team to evaluate and assess students' needs on a monthly and annual basis.

The improved new Web site is a great asset to students. Through links, students can gain access to specific links, subscribed sites, and search engines useful for research essays and general increased knowledge.

The Internet database on the library's part of the Web site also allows students to easily research books and magazines. Finally, sports schedules, results, directions and other school information are easily accessible from the new Web site.

A daily overview of the day's happenings also pops up when the site is accessed.

SLEEP DISORDERS

Continued from page 10

who do not receive eight hours of sleep have fewer disease-fighting antibodies in their systems.

In a scientific experiment, rats who were sleep-deprived had increased levels of pathogens in their blood stream because they did not have enough antibodies to suppress them.

Sleep allows the brain time to repair, reorganize, and secure our memories by restoring body tissues. In addition, sleep is an integral factor in our growth process; while we sleep, the pituitary gland secretes a growth hormone, so lack of sleep leads to a smaller amount of growth.

Another common disorder, which 10-15 percent of adults suffer from, is insomnia (constant trouble in falling or staying asleep). Insomnia is often triggered by stress, a major part of the average high-schooler's life.

Scientists recommend that teens try to spend at least an hour before bed relaxing and unwinding. They also advise that teenagers avoid caffeine, exercise regularly, and sleep on a regular schedule.

Narcolepsy is another, more damaging disorder. Narcoleptics experience overwhelming sleepiness.

These bouts of drowsiness often last just 5 minutes or less but they can occur at the most inconvenient times, like during a football game, in-class, or while shopping.

The sleepiness can cause the person to drift into a short period of sleep.

Mrs. Joanne Childs, the school nurse, believes that Pingry students "need more sleeping time and more downtime to unwind before they go to bed. It's just unhealthy to stay up studying until the early hours of the morning and then come to school in the morning on just four hours of sleep."

Faculty Voice Opinions on Sleep

Continued from page 11

one of those necessities." Several teachers have ideas on how to improve the current situation.

Mr. Delman suggests that the school should allot "a place where everyone can go to take naps." He even offers to donate a hammock

to the cause.

Mr. Rohdie believes it is important to "keep working with students to help them balance work and sleep." All the teachers interviewed agreed that students are taking on too many activities that inevitably take up time that should be devoted to sleep.

BUTCH ROCKS

BY ANDREW HEYMAN (VI)

Butch Walker is The Man, and he will be referred to in this way many times over the next few paragraphs. If you buy The Man's album, "Left of Self-Centered," you will find out why he, and no one else, deserves that title.

Rewind to 1999. The Man and his band, Marvelous 3, record and release their second album, the "Hey! Album." Included in this album is a little song called "Freak of the Week." Driven by heavy radio play in the band's hometown of Atlanta, Georgia, and by the fact that it was simply a really great power-pop rock song, "Freak of the Week" quickly became a hit.

What makes this situation so spectacular is that the M3 were not signed to a major record label when they started to gain national popularity! It was only after "Freak of the Week" started getting big that Elektra Records picked the band up. The Man rode high on the tidal wave of his band's popularity, and he even put his rock-star quality looks to good use by posing for a Calvin Klein ad.

Unfortunately, once Elektra picked up the "Hey! Album," they decided to do nothing with it. Instead of promoting any of the other phenomenal songs on the album as singles, they simply let the album sell, driven by "Freak of the Week."

In 2000, Marvelous 3 re-

leased what I consider to be their best album, "ReadySexGo," but the people at Elektra didn't really seem to care. The Elektra employees who'd supported the band and gotten them signed had been replaced, and the band was more or less forgotten by the label.

The Man triumphantly led his merry band of Marvies to a split with the label. Marv3's split from Elektra marked the beginning of the end for Butch (vocals/guitars), Jayce Fincher (bass), and Mitch "Slug" Mclee (drums). You can find out all the details with a bit of research, but suffice it to say that Marvelous 3 agreed to "end for awhile." Sadly, most of America was never really exposed to Marv3's incredible and unique blend of hair metal, punk, and pop.

But hey, that's OK! The Marvelous 3 may be gone, but their heart and soul lives on in the form of The Man's solo career. The songs on "Left of Self-Centered" are, generally speaking, in the same vein as the songs The Man wrote while with the Marv3.

Fortunately Arrista Records has decided to release The Man's solo album, giving the world another chance to find out what makes The Man who he is. So what does Butch Walker do that makes him so special? A more appropriate question might be, What doesn't Butch Walker do?

First and foremost, The

Man has one of the best, if not the best voice in popular music today. If you want to get an idea of what The Man sounds like, think Vince Neil (Motley Crü) plus Fran Healy (Travis) plus all of the elements that make up a good punk singer...but better.

If you want to get a better idea of The Man's vocal talent, pick up his album. Every song showcases his versatility: The Man can croon like no other and his screams are melodic, if you can believe that. Walker has an impressive but not unbelievable vocal range, although many men would kill for the quality of his falsetto. It takes something special to sing songs like "Alicia Amnesia" or "Diary of a San Fernando Sexx Star." The Man's voice just oozes coolness.

Second, The Man is a phenomenal guitarist, capable of hanging with the best players of today. Rarely do you find someone able to get as much out of a PRS guitar and a Mesa Boogie amp than Walker. His tremendous playing ability isn't as obvious on "Left of Self-Centered" as it is on the Marvelous 3's albums, but if you listen to the guitar lines you'll notice little nuances that take quite a bit of skill and talent.

Third, The Man is an incredible songwriter/composer. Listen to any song written by The Man and you will quickly realize that he has a talent for



writing some of the best and catchiest melodies around today. Remember that song by SR-71, "Right Now"? You know, the only one that was good on their album? The Man co-wrote it.

Walker may not show off his "mad guitar skills" through flashy solos, but his compositions are deep, winding, and complex. Once you've listened to The Man and heard the real deal, you'll realize that most other rock and punk bands just really aren't that talented. Once you've heard Butch, it's tough to go back.

There is no real "best song" on The Man's solo debut; the songs are all equally catchy. The Man has managed to write an album of 13 (check out the hidden 14th track...funny stuff) songs that are all superb. Not only is The Man good, but also consistent to boot.

Fourth, The Man has a great talent for album production. Walker's crazy, intense, supafly, and tricked-out production is comparable only to Jerry Finn on speed (for those not in the know, Finn is responsible for many modern rock and punk albums including Blink 182's "Enema of the State" and MxPx's "The Ever Passing Moment").

The Man's trademark production style includes multi-layered guitars and even more layered vocals that create a sound that can only be described as massive (In fact, The Man has produced SR-71's new album...hopefully, with Butch at the helm the band's next album won't suck as much).

The Man's production may sound too polished and overdone to some, but his style is truly unique. Featured promi-

nently on "Left of Self-Centered" is the man's trademark humor: the first track on the album is one big joke, and there are frequently comical segments leading into songs.

Despite Walker's obvious talent and the fact that his songs are more than radio-friendly, The Man has not had any real commercial success since "Freak of the Week." Walker's lack of success is a paradox. He, more than any rock band or singer in America, fits the bill of what a popular rock star should be, and then some (at least by society's standards). Moreover, The Man deserves success. Go out right now and buy The Man's album, because you know Unca Butch would do it for you.

FINAL GRADE: A+

Andrew's Quick Reviews

Life, Love, and the Pursuit of Justice

By Justin Sane

No, Anti-Flag is not breaking up; their front man just took some time off to record an incredible, beautiful, and insightful punk-but-not-punk album. While Sane and his band are generally known for their political activism and straight-up old school street punk, "Life" is more of a folk album.

Sane took a minimalist approach on this record, and each song con-

sists only of one or two electric guitar tracks, a vocal track, and (on occasion) some background vocals. Amazingly enough, Sane has managed to create a more human and emotional album than Anti-Flag has to date (and that's saying a lot). Much to the chagrin of longtime AF fans, Sane dropped much of his fake British accent to record his solo debut.

However, his naturally whiny and almost Emo-esque voice works perfectly. Don't expect a lot of your typical Anti-Flag left-wing political goodness here. Rather, Sane seems to have taken some time off for inner reflection, and what an astonishing result that has produced. Even if you don't like Anti-Flag or punk rock or even music in general, you should own this album. **FINAL GRADE: A+**

BYO Records Split Series: Vol. IV
By The Bouncing Souls and Anti-Flag

Somehow, BYO manages to snag some of the best punk bands in the

world for their Split Series, and Volume IV is by no means an exception to the rule. The Split contains some great originals by both bands, including "Punks in Vegas" by The Souls and "America got it Right" by Anti-Flag, as well as some great covers.

The Souls actually do a better version of AF's "That's Youth" than AF does, and AF's cover of The Soul's "The Freaks, Nerds, and Romantics" features Justin Sane, Chris Head, and #2 Chris all on lead vocals. The Souls and AF are longtime friends (they even played at The Palace in Bound Brook back in '98, and are on tour together right now) even though their music is fairly different.

The Souls' hopeful and poppy "Oi Punk" style is offset on this split by AF's anger and pleas for world peace. Still, the two bands gel incredibly well. Although the originals on this Split might not be either of the bands' best, it's still an incredibly strong record. If you're a fan of The Bouncing Souls or Anti-Flag, you already own this. If you're curious

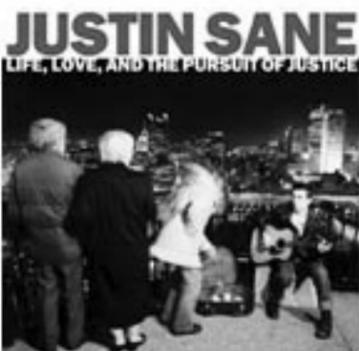
about either band, get it now. **FINAL GRADE: A-/A**

Sticks and Stones
By Newfound Glory

In a lot of ways, I'm happy that "Sticks and Stones" isn't as good as NFG's previous two albums. After seeing just how big the band's self-titled album got and hearing just how poppy it was, most longtime NFG

fans were sure the band was going to sell out with their next effort. It never really occurred to anyone that "Sticks and Stones" might not be as strong as "Nothing Gold Can Stay" or "Newfound Glory."

Fortunately, the reason "Sticks" lags behind its brethren is because NFG is growing up. Certainly, the first (and probably only) big single off this album, "My Friends Over



You," sounds like it could easily fit in on the last album. Strangely enough, the rest of "Sticks" is a good deal edgier and a bit darker.

The first words out of Jordan Pundik's mouth on this album are "I'm sick of smiling, and so is my jaw," probably some of the most biting words Pundik has ever sung with NFG, and this trend continues for most of "Sticks." Unfortunately, although the band is trying to branch out on this album and expand their pop-punk horizons, it's painfully obvious that they still need a bit more time to grow. The songwriting on this album isn't up to par with their past writing, but "Sticks" has renewed my faith in NFG's capabilities. I'll bet you all that NFG's next album will absolutely rule. **FINAL GRADE: B**

The Guest
By Phantom Planet

It seems you can't read a Phantom Planet review without someone mentioning that Jason Schwartzman from the movie "Rushmore" is their drummer. Fortunately, that really is the least remarkable thing about PP. "The Guest," the band's major label debut, is nothing short of genius. Lead singer (and actor) Alexander Greenwald's haunting and beautiful voice perfectly fits the band's pop-rock Travis-esque style.

The main thing that separates PP from Travis is PP's youth, which is evident in the band's more upbeat

and somewhat harder-rocking songs. For the most part, "The Guest" is really consistent. However, it loses a good deal of its magic over the course of the last few songs. The band makes great use of the fact that they have three guitarists to create some impressive layers and harmonies.

Unfortunately, the members of Phantom Planet are "cute" in what you might call a "teen heartthrob" sort of way, meaning they have oodles and oodles of 14-year-old female fans. In addition to being something of an annoyance for the band's older fans, it's indicative of the fact that Phantom Planet may soon be in danger of becoming a kiddie band. But for now, they rock. **FINAL GRADE: A-**

Let Go
By Avril Lavigne

If it skateboards, wears punky clothes, and says it's punk, than it's punk, right? Wrong. Lavigne's punkiness isn't 100% real. Sure, she may sing about topics that are mildly



associated with punk ideas, but Lavigne's music is straight-up pop. The only thing that separates Lavigne from her neo-Britney comrades Michelle Branch and Vanessa Carlton are her spike bracelets and her tendencies to misspell phrases like "Sk8er Boi."

Actually, that's not completely true. Branch and Carlton don't need help writing their songs; if you look closely at the inserts on "Let Go," you'll notice that every single song was co-written by Lavigne and another random person who usually has a crazy name like The Matrix or Cliff Magness. Oh, Avril...you really have been sent from above to deliver us from

this terrible era of boy bands with your incredible ability to co-write songs that sound like they should have been sung by a boy band!

Unfortunately, my review of this album is biased based on the fact that I despise Lavigne and what I perceive her to represent: the complete commercialization of punk. She may not appear that way to you, but that's just the way I see her. You could make a perfectly valid argument that Lavigne has managed to bridge whatever gap was left between pop and punk, whether that is a good thing or a bad thing.

You could also say that Lavigne, with her "Yo, I'll do what I want" attitude represents a step away from all the industry puppets that all the kiddies love so much, or that her insistence on dressing the way she wants makes her punk. I just wouldn't necessarily agree with you. Still, I'm reviewing Avril's songs, not Avril herself.

If you can forget the fact that all the hype surrounding Miss Lavigne is entirely false, you'll realize that the songs that are on this album are not spectacularly horrible. In fact, they're kind of fun and catchy in a guilty pleasure sort of way.

Are they memorable? No. Are they punk? Not in the slightest. They're mindlessly juvenile and will serve as a diversion for the majority of the youth of America for a few months. Then Avril Lavigne will go away. I

hope. **FINAL GRADE: B-**

Autopilot Off
By Autopilot Off

Honestly, there really isn't anything incredibly interesting about Autopilot Off. They're a really good rock band with a little bit of punk thrown in for good measure. Chris Johnson's voice is moderately good. Chris Hughes' guitars are moderately impressive. Sure, there are a lot of bands that write that kind of music, but APO does it *really really* well. Johnson's songwriting is quite a good deal better than most of the stuff on the market today. You can find this five-song EP for relatively cheap, so check it out. **FINAL GRADE: A-**

Rocks
By Sanbox

Sanbox is, more or less, your average three-chord local Green-Day-and-Screaming-Weasel-esque pop punk. But even though they're a really fun live band that put on a great show, their album is tremendously underwhelming. Maybe "Rocks" was just recorded incredibly poorly, or maybe the production on the album is just terrible. It's more likely, however, that Sanbox is the type of band whose sound can't really be captured on a recording. The incredibly simplistic songs are good live, but can't really cut it on this album. **FINAL GRADE: C+/B-**

Thai House Spices Up Warren Competition

BY SUMEET SHAH (V)

A newcomer to Warren, Thai House, opened up during the summertime. This Thai restaurant serves mouth-watering Thai cuisine at amazing values, making it very popular in the Township. The owner, also owns a Thai restaurant on Route 22 across from Bowcraft Amusement Park.

Since my brother Sachin and I are mutual friends of the owner, we decided to pay the new restaurant a visit, so we came a week after the restaurant opened. We parked the car, and as we walked towards the restaurant, I noticed through the windows that the restaurant was very busy. Amazing, I thought: a restaurant that opened for only a week and it's jam-packed? That's purely amazing.

When we walked through the doors, congratulated Paul (the owner), and followed the host to our table, I could not but notice the attractive, colorful, and bright décor and. Although the restaurant was small, the welcoming ambience reminded me of the other Thai House on 22. If this restaurant is what I think it is, I thought, it should be even better than his old one!

As we sat down and relaxed, a waitress dressed in formal Thai clothing came to take our appetizer orders. We ordered some Beef Sa Tay (\$5.95, beef marinated in Thai herbs, charcoaled, and served with peanut sauce and cucumber sauce), Vegetar-

ian Thai Spring Rolls (\$3.95, stuffed with vegetables and served with plum sauce), and a large pot of Tom Kha Tofu (\$3.50, bean curd soup with coconut milk, galanga, lime leaf, mushroom, lemon grass and lime juice).

I decided not to have any beverages except water; however, the Thai Iced Tea and Thai Iced Coffee (\$1.50 each) are very good drinks if you



want to try a twist on iced tea or coffee.

Compared to José's Mexican Cuisine's waiters, the waitresses at Thai House were much nicer and friendlier; some of them knew us from the old restaurant, so we relaxed and talked with them.

After some time, our appetizers came. Each dish was nicely arranged. The spring rolls were crunchy and tasty, and the plum sauce added more flavor. The Sa Tay was VERY tender and juicy, and the peanut sauce was unusual but delicious. The Tom Kha Tofu was tasty and full of veg-

etables, even if the flavor could have been stronger.

We then ordered our main courses; Sachin and I both ordered some Beef Kee Mao (\$6.95, Beef with onions, red peppers, Thai basil, flat noodles, and chili sauce). We got some more ice water and relaxed and talked until the main courses came.

The flat noodles were very tasty (they were home-made), and the vegetables were cooked very well. These noodles are probably the best I have eaten in New Jersey (but they are nothing compared to Green Papaya, a Thai restaurant in New York City).

We were happy but not stuffed when we finished the main courses. The waitresses asked if we wanted dessert, but we decided not. We decided to go to Lilli's Ice Cream Parlor for dessert.

Overall, Thai House is a great restaurant for Peer Leadership members or anyone who just wants to get a quick bite. It has great Thai cuisine at a great value; like many Thai restaurants, it leaves you happy, but not stuffed.

Thai House - Fine Thai Cuisine
14 Mt. Bethel Road
Warren, NJ 07059
Tel: (908) 548-0124 or 548-0125
Ratings (on a scale of 1-10):
Food: 8
Décor: 7.5
Service: 8.5
Cost/person: \$21

Void Where Prohibited Starts To Get It Right

BY DINA KIM (VI)

Make no mistake: "Void Where Prohibited" is on its way to well-deserved recognition and perhaps even some fame. The band's blend of punk, ska, and 80's reminiscent rock, makes it distinct from other aspiring punk rock bands. Their newly released promo album, *Something to Say*, shows promise with fast, strong beats and clean guitar solos.

Although their music has a slightly restricted feeling and the cohesiveness of their sound needs improvement, it is possible for these minor problems to be adjusted. All the songs were written and produced by the group with great tracks such as "No Stronger."

Insightful lyrics like "You cannot put an old mind inside a young body," are common in the album. For the band members of "Void WP," who strive to break out of the boundaries of typical rock bands, these words ring true. Although the band still has a long way to go, their success so far proves their talent.

Yet things were not always so optimistic for this group. Typical problems — such as members coming and going, and changes in their music — got in the way for Void WP. Formed in 1998 as a heavy metal band by lead guitarist Dave Willard and former drummer now lead

singer/guitarist Dan Gugger, the group's first album was a failed attempt to show off their talents through sloppy, roaring, unrhythmic playing and singing.

As band members changed, they decided to switch from heavy metal to punk rock/ska. The lead singer Dan has a voice well suited for this style, and the improvisations done by guitarist Dave, trumpeter Albert



Chou, and trombonist Tony are impressive and extremely creative without leaning too far from the main chorus.

Void Where Prohibited is a band worth checking out: I would even suggest to all those pop fans out there to listen to a few of their tracks on www.voidwp.com! On the website, you can also get more information on the band, their shows, and their new album. Enjoy!

When Less Was More

BY ISAAC ORANSKY

This summer, "XXX," a standard action-packed thriller starring Vin Diesel, quickly became one of the blockbusters of the season. In late 2001, David Lynch's "Mulholland Drive" had a powerful impact as well. These two distinct films — and the techniques utilized by their filmmakers — illustrate the opposite ends of the thriller spectrum we witness in Hollywood today.

What most members of our generation do not know, however, is where today's style and genre of film originated.

The early 1970's produced two of the finest films to date: "The French Connection" and "Chinatown." These quintessential thrillers were directed by two young, accomplished, and supremely talented directors — Roman Polanski and William Friedkin, respectively— whose creative masterpieces have substantially influenced popular culture and continue to inspire directors.

Polanski drew some of his style from earlier directors, such as Federico Fellini and Alfred Hitchcock, who were themselves pioneers. Polanski modernized their styles, emphasizing a smoother, more realistic approach.

In "Chinatown," as in his other works, the influence and moderniza-

tion of Fellini and Hitchcock are apparent. Polanski uses long, meditative shots to delineate his characters. He films with a particular eye; his methodology is extremely deliberate,

films. His up-front confrontational style is boldly original and riveting. Whereas Polanski relies on longer, more suspenseful shots, Friedkin shoves everything in your face.

this scene was shot and edited without any of the special effects so frequently used today.

Friedkin also introduced the complex, unstable

of Quentin Tarantino's "Pulp Fiction," which emulates both Polanski and Friedkin by being flashy, fast-paced, poignant, violent, and confrontational.

In today's entertainment business, the lessons taught by these great directors may unfortunately be lost. Instead of Friedkin's realism, big-budget thrillers like "XXX" are driven by too much flash and speed. As our culture becomes increasingly confrontational, our major thrillers are moving faster than real life.

Many directors today — like Guy Ritchie ("Lock Stock and Two Smoking Barrels") and Christopher Nolan ("Memento") — have the ability to create quality thrillers if they do not give into the Hollywood drive for flash.

The problem with many of the new films produced for our MTV generation is that they feed us something that is supposed to be real, but because it is so overdone and pushy, it is not real. These situations are so far from reality that they are turned into hyper-realities.

I am not suggesting that people should not see the movies made today, that these movies are all bad, or that everyone's thoughts are programmed or fed to them by today's filmmakers. However, while watching many of today's movies, we tend to forget how great directors gave us more with less.



and his attention to detail is unwavering. He lets the camera rest on his character, revealing and highlighting the subtleties behind the sinister characteristics of that person.

Polanski also gives the viewer a role in watching "Chinatown." The audience must develop the character of the cool private eye, Jack Gittes (Jack Nicholson), to understand the seductive and deceit-filled Faye Dunaway, and to uncover the sinister characteristics of John Huston's character, Noah Cross.

Friedkin's "The French Connection," based on the true story of grand-scale drug-smuggling, resonates even more in today's popular

Employing a handheld documentary-style approach to filming, he brings viewers deeper into the movie by creating something that looks real.

Friedkin not only gave birth to this up-close style, but inspired the fast-paced car chases, the gun-fights, and the psychotic cops who dominate so many of today's films. The most famous scene from "Connection" is undoubtedly when Detective Popeye Doyle (Gene Hackman) chases an elevated train through the streets of New York, going the wrong way in traffic and weaving through the support poles to catch his would-be killer.

Besides being the first of its kind,

cop on which so many famous characters have been based. This is the cop without inhibitions who is unafraid to act on crazy hunches.

Both directors have had a direct influence on more recent films. The action-packed movie "Die Hard," for example, was created at a time when producers in Hollywood were determined to capitalize on certain aspects of Friedkin's style.

In the same way, Polanski's style in "Chinatown" can be recognized in more recent films. Directors like David Lynch and David Cronenberg aim for the same suspenseful, deep long shots which develop character.

The mid-nineties saw the triumph

FOR PEOPLE LIKE US: IT'S LITERATE AND SUPER-COOL!

BY SAMANTHA BAILYE (VI)

The phrase, "Why don't you read a book?" is notorious for ruining any plans you might have had for doing nothing on weekends or during vacation. Parents, authority figures, and generally any other anti-fun members of the greater community seem to have no respect for quality boredom. However, there is a way to avoid finding yourself doomed to spend your Sunday morning with something akin to "The Color of Our Future." Why not prepare yourself with a half-decent rebuttal along the lines of: "I've already started (insert title of book here)."

While the above suggestion does involve some reading, not all books, contrary to popular belief, are the bane of teenage existence. Though in theory you might be able to defend a Sunday morning of cartoons at least once by claiming to have read a book such as George Eliot's "Middlemarch" recently, chances are your parents will not believe you. It is altogether much safer to forfeit some lounging/brooding/TV time and actually read a book.

If you can provide some facts or even a brief plot summary, your freedom to do nothing is guaranteed to be preserved. (Well, almost guaranteed. Don't quote me on that one, sometimes even answering reading comprehension questions can't save you.) After doing some research, I

have found a number of books that are actually pretty enjoyable, readable, and will satisfy any inquisitive parent's probe into your literary life. Here is one of my favorite picks:

"White Teeth" by Zadie Smith is a novel about three families, spanning three generations in England, and dealing with issues of sex, religion, and race. There isn't any way to do justice to the plot, as it really does not have a definitive one. "White Teeth" is not one of those novels that has an introduction, body, and conclusion, which is what makes it great. The book is divided into different sections which focus on each of the main characters; the chapters have names you would expect to see in some twisted dentistry textbook (example: "Canines: The Ripping Teeth").

Each chapter explores meaningful events in that section-character's life. In many ways, "White Teeth" is more of a character study; the novel's plot is dependant on the emotional growth of the characters and their inner thoughts. Smith's hold on reality is what makes "White Teeth" one of the better books on the market. She creates realistic people that the reader could quite plausibly run into in the supermarket. The characters' weaknesses, flaws, and fragility are what really allow the reader to bond with them.

Take for instance Poppy Burt-

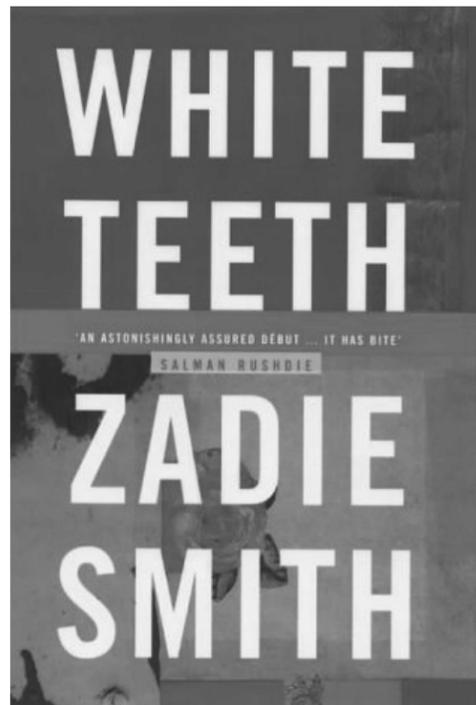
Jones, the self-conscious middle-school music teacher who zealously admires people who have self-restraint, or Samad Iqbal, who has difficulty with the amount of dedication his religion requires. There are aspects of each character that most people can relate to.

But while Smith does a good job of painting vivid plausible lives for all of her characters, their emotional problems often weigh down the book making it feel as if you are on the receiving end of a dentist's drill. However, the book's comedic quality and perfect descriptions justify the somewhat morose parts; there are passages that make you pause and smile because you know that the very feeling, emotion, or scene that Smith describes.

All of the dialogue exchanges are realistic, natural, and simple, too, while the private thoughts of each character are very complex. Smith even captures some of the dialect of Northern England and a sense of British culture, which

adds a cultural flair to her work. While she does not always directly talk about the changing environments in which they live, the characters often reflect them.

Though books are often marketed



for either male or female audiences, "White Teeth" can work for either. The book's main protagonists are mostly male, but the subject matter is not overly doused with testoster-

one. And while women seem to play a secondary role in the first half of the book, Smith gives us Irie Jones in the latter part. Either way, at the end of the book you feel as if you've known her characters all of your life. "White Teeth" is also far from an epic despite the time period it spans. Just over 400 pages, it moves very quickly and is not easy to put it down.

Not only is the book a solid read, the paperback edition's cover was printed in many varieties, making it a trendy accessory. People will see you reading it and think, "Wow, not only are you literate, you are super cool because you know how to color-coordinate your reading material to your clothing." So, as you can see, "White Teeth" makes for the perfect excuse for watching Sunday morning cartoons in your pajamas for three hours. However, if you opt not to take my advice concerning how to avoid enforced reading time, that's fine.

Just be forewarned. The books your parents choose for you never turn out to be positive reading experiences (e.g., "Tuesdays with Morrie," or "Chicken Soup for the Teenage Soul"). Reading "White Teeth" is a much more lively and enlightening way to spend your time when not busying yourself with such activities as watching re-runs of "Saved By the Bell" or even just sleeping.

SPORTS

A Passion to Play . . .

Fall Sports Preview 2002

Continued from page 20

Paul Kolb (V), and Jack Zoephel (V). Mr. Droste has returned as head coach of the team with Mr. Jenkins as the assistant coach.

Captains Bergh and Feldman have high hopes for the remaining season. "We want to stay focused as a team and continue our winning record," says Feldman. Bergh thinks the team is stronger this year, mainly because "we've been training harder so we're better prepared for our games."

Both captains believe that this season has been more challenging than in previous years because the team has fewer varsity substitutes, and many of their opponents have improved since last year. Although the Waterpolo team is having a demanding season, the members have stepped up to the challenge and earned their 2-1 record.

Girls' Cross-Country

Led by captains Anna Hsu (VI) and Yvette Zimmering (VI), the girls' cross-country team has also proved successful this season. Despite losing three varsity seniors, including the legendary Lauren Fackelman, the



Kellen Kroll (VI) tackles the opposition.

ference Champions, Shore Coaches Invitational Champions, and Prep State Champions.

Although the team has quite a reputation to live up to, Coach Tim Grant is confident that the team will

Pain."

Boys' Cross Country

With the addition of six freshmen and the loss of only two seniors, the boys' cross-country team is having

ing victorious over this talented team will be training hard and keeping a tight pack.

With the new additions to the team and the returning varsity runners — including Amanda Smith (IV), ranked in the state's top twenty; Yvette Zimmering (VI); Katie Suchow (V); Marissa LaValette (V); and Liz Encarnacion (IV) — the girls should be successful in reaching their goals. As always, the girls will be working hard to show that they truly are "Champions of

Nazario pointed out, the team is "three weeks ahead of last year's team" in terms of endurance and conditioning. Accordingly, the boys began their season with a sizable victory over Chatham and have earned an impressive 8-1 record thus far.

Cheerleading

The Cheerleaders started off the season with a major problem: no coach. Tiffany Mangino had been their coach for the past two seasons and took the squad to their first-ever competition. However, she was recently offered a job in New York and had to leave to pursue her career.

Led by captains Liz Donne (VI) and Dria Bey (VI), the squad has one new girl, Caroline Holt (III). Since the girls do not yet have a trained coach, they are, for safety reasons, experimenting with stunts at the shoulder level.

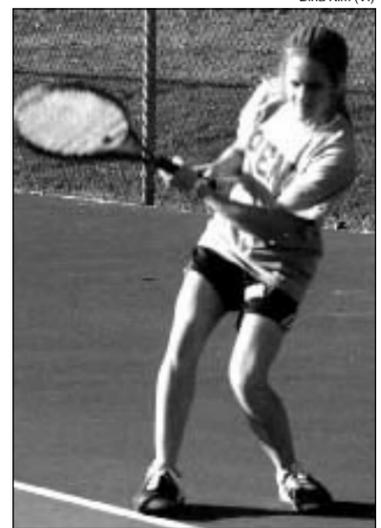
Biology teacher Mr. Hata has offered to be advisor to the squad for this season, but the girls are basically in charge of their own practices. Coach Tiffany still comes to practices on Saturday to critique the girls and contribute ideas for routines.

While they are not competing this season, the squad hopes to begin again this winter with the help of their new coach, Ms. Nia Kilgore, a former cheerleader at Georgetown University.

Girls' Soccer

Ranked first in both the county and state by the Star Ledger's girls' soccer standings, the team is undertaking a hard working season, preparing to reclaim their title of state champions in the Parochial A division once again this year. Led by captains Sarah Dwyer (VI), Meghan DeSanto (VI), and Kristen Locke (VI), in addition to coaches Mr. Andrew Egginton, Mrs. Melissa Abraham, and Pingry graduate Kate Treveloni, the Girls' Soccer team has had a good start with a record of 12-2.

Success seems promising since there is a strong representation of players from each form to both fill the gap of the three graduated starters and to add to the overall strength of the team. The talent feeds from all different directions combining with the experience of the senior players and leadership of the captains; the team is set off in a good direction and has proved successful in meeting any



Sarah Miller (VI) returns the serve.

challenge that comes their way this season.

Field Hockey

Field hockey opened up their season with a 1-1 tie against Kent Place. Captains Tracy Dungo (VI), Maggie DeFilippo (VI), and Micki Rupon (VI), showed and continue to show real leadership qualities when times got tough for Pingry's loss against Newark Academy on Saturday, September 14.

The team has big shoes to fill, but with coaches like Mrs. Lee, Miss Huffaker, Miss Fives and Miss Hoskins the impossible task all of a sudden doesn't seem so impossible anymore. Pingry's first victory of the season occurred on Tuesday September 17 with a 1-0 win over Boonton in overtime. Laura Furman (VI) scored the winning goal.

Other scorers at the start of the season were Katrina Pregibon (III), Micki Rupon (VI), and Tracy Dungo (VI). Mrs. Lee has "optimistic goals for the state tournament" and she says that "the conference isn't out of our league" because many of the other teams in our conference are dealing with the same situation as Pingry is.

Mrs. Lee says the girls "aren't up to their potential yet." Pingry's second win for the season was 2-1 victory over Bernards. Rupon, assisted by Dungo, scored the first goal and DeFilippo scored the second with an assist by Rupon. The team's current record of 10-1-2 stands as a testament to their hard work this season and portends success in the state tournament.



A tackle leads the football team to another victory.

team has remained strong with the additions of freshmen Sara Mouradian, Caitlin Jennings, and Courtney Jackson and juniors Jenna Whitely, Elana Wilf, and Katie Lawrence.

The girls finished off last year's season with an undefeated record and a myriad of victories, including Con-

be successful in defending its titles and adding more victories to its long list. "The Pingry Girls' Cross Country team has the most talented squad I've seen in all my years of coaching and should be able to achieve greatness this year," explains Grant.

The girls started out their season with a narrow, but hard-fought 28-

29 victory over their arch-rival Chatham; they have their sights set on seizing the State Championship and repeating their victories as Conference and Prep Champions. The girls' most substantial threat to clenching the State Championship this year will come from a strong Oak Knoll squad. The keys to be-

As Assistant Coach Victor



Ari Marciscano (VI) siezes the ball from his opponent.

Contributing Writers

Sonia Alam (VI)

Emma Chapman (III)

Tina Christakos (V)

Tiffany Hong (VI)

Sarah Miller (VI)

Sarah Saxton-Frump (VI)

Kate Schmidlin (VI)

Katie Suchow (V)

SPORTS

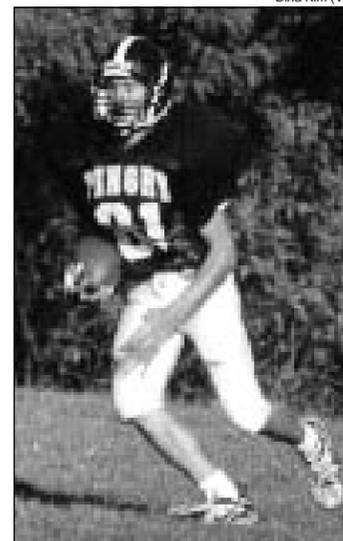
Courtesy of Pingry Bluebook



Courtesy of Journalism Photography Club



Dina Kim (VI)



A Passion To Play

Kristin Kicenuik (VI)



Clockwise from top: Sarah Dwyer (VI) receives the ball; Tomo Gibson (VI) runs the ball to the end zone; George Scopelianos (VI) goes for the goal; Kenny Brown-Klinger (VI) splashes toward the goal; Heather Shafi (VI) dribbles the ball away from her opponent; Dria Bey (VI), Faye Halkias (IV), and Ashley Cohen (VI) lift Emily Majka (V) at the Homecoming football game.

Courtesy of Pingry Bluebook



Courtesy of Pingry Bluebook



The eight fall sports teams are all having impressive seasons, with each team achieving a winning record thus far. Early highlights include Girls' Cross Country's narrow 28-29 win over their arch-rival Chatham, Girls' Tennis's defeat of the Parochial A State pick Immaculata, and Football's hard-fought 7-0 victory over Bayley Ellard.

Several teams have also been given noteworthy regional distinctions. The Star Ledger ranked Girls' Soccer first in the county and state, Field Hockey second in the country and thirteenth in the state, and Girls' Tennis first in the country and seventh in the state.

Ms. Jo Anne De Martini, Pingry's athletic director, believes the teams' successes can be attributed to a "tremendous coaching staff," all of whom are "very experienced and knowledgeable."

She notes that students' dedication to sports is fueled in part by their desire to uphold the school's tradition of excellence in athletics. "The student commitment combined with the knowledge of the coaching staff and traditions of this school" produces a "tough combination for success," Ms. De Martini adds.

Ms. De Martini is particularly excited about the Girls' Soccer and Football seasons. She notes that the addition of several strong freshmen soccer players combined with the re-

turning varsity players' determination to repeat last year's state championship win has produced an incredibly successful season so far for Girls' Soccer.

Ms. De Martini is also excited by the success of the Football team, which has a significantly greater number of players this year than in the past several years.

That all Fall sports teams will continue to add to their impressive records seems likely, for, as Ms. De Martini says, "there is not a weak team out there" and "every team is competing for a Colonial Hills and County Championship."

Boys' Soccer

Ranked fourth in the county, the Boys' Soccer team is enjoying a successful season thus far. Although the team got off to a "shaky start," says Amadi Thiam (VI), with narrow wins over Union and Emerson and a 0-1 loss to Chatham, the team is currently adding victories to their 8-1-2 record.

The team is led by coaches Miller Bugliari, Adam Rohdie, and Jake Ross and senior captains John Porges, Billy Kovacs, and Rob Oh. Key players include Amadi Thiam (VI), Kenny Spano (V), Rob Oh (VI), Billy Kovacs (VI), Lenny Saraceno (VI), John Porges (VI), Ari Marciano (VI), and Pepe Azofra-Porrondo (V).

Although the boys must follow in

the footsteps of last year's state championship winning team, Rob Oh is confident in the "new and promising team this year." He adds, "we are not going to try to compare ourselves to last year's team."

Rob and Amadi believe that the success of the team has also been contingent on the contributions of the underclassmen. "A lot of players need to step up and make a contributing effort," they agree. "If that happens, we'll be successful in the end."

Girls' Tennis

Things looked grim for the Girls' Tennis team after last season. Four seniors graduated, leaving only players at 3rd singles and 2nd doubles. Despite these obstacles, the team has rebuilt itself with its new coach Gary Miller and is experiencing early success. The team is led by captain and first singles player Allison Johnson (V), with Jessica Weinstock (V) and Caitlin Fitzgerald (III) at second and third singles, respectively. Jackie Marcus (V) and Tina Christakos (V) hold the first doubles position, and Pamela Lang (IV) and Casey Huser (IV) play second doubles.

The team demonstrated its strength in the season opener by winning 5-0 against Millburn, beating the Parochial A State pick, Immaculata, 4-1. The young team is ranked seventh in the state, first in Parochial A, and first in Somerset

County. Johnson was picked by The Star Ledger as Player of the Week for leading the team to its first two victories.

Although the tennis season ends early compared with that of other fall sports, it is still very hectic. Besides regular season matches, the Somerset County Tournament, the Prep A Tournament, and the state tournament matches are recent additions onto the schedule.

Football

Under the direction of coaches Mr. Webster, Mr. Shilts, Mr. Bowes, Mr. Giarusso, and Mr. Hedengren, the football team had its season opener on Saturday, September 14th. Pingry defeated Bayley Ellard in their first game with a victory of 7-0. Senior quarterback Paul DuPont made the only touchdown of the game.

The team's current record is 5-1 and includes impressive wins over Whippany Park, Verona, Glen Ridge, and Bernards.

This year's team features ten returning varsity seniors including captains Tony Marchiagiano and Dave Shalit, named in September as The Star Ledger's top defensive performer of the week for his 14 tackles against Bayley Ellard.

The team leaders include quarterback Paul Dupont (VI), offensive wingback Tomo Gibson (VI), split-end JB Bruno (VI), Tony Marchiagiano (VI), Dave Shalit (VI),

and half-back Kevin McIver (VI).

Three new varsity members this year are juniors Evan Whaley, Andrew Stock, and Bobby Gildea.

Captain Dave Shalit feels "we have a strong base of freshmen who have pushed us in practice so we have gone into games well prepared."

"We had a good preseason, winning both our scrimmages," Paul DuPont (VI) said, "and we continued the unstoppable rebel force that is and always will be Pingry football."

Number one football fan, Buzzy Cohen (VI), is thrilled about the team's success this season. "The games are actually pretty exciting, and I like going so I can support my friends," he says.

Waterpolo

The Waterpolo team has been enjoying the season, despite their small numbers and few meets. Although the team graduated nine seniors last year, the loss has not diminished their strength. On Saturday, September 14 the team competed in the Wilton YMCA Waterpolo Tournament in Wilton, Connecticut and finished with a 3-1 record.

This year the team consists of 20 players. The starters include co-captain Eric Bergh (VI), co-captain Brad Feldman (VI), Kenny Brown-Klinger (VI), Andrew Olson (VI),

Continued on page 19