



Courtesy of the Bluebook

## 'Woman of Setzuan' Questions Morality

By REMY TEICHER (IV)

Moral conduct and the Honor Code play a crucial role in our daily routines. But have you ever thought of circumstances where being honorable might lead you to trouble? Have you ever thought that being good is not always the best solution? Have you ever felt the need to compromise your own honor code depending on the situation you face?

These are a few of the many questions raised about integrity and honor in this year's fall play, Bertolt Brecht's "The Good Woman of Setzuan."

Director Al Romano says, "Brecht uses a very simple parable about a woman who tries to live a good life. What she and the audience find is that it is very difficult to be a good person in a world in which selfishness and self interest rule."

The 'good woman' of the title is troubled by dishonest and self-centered individuals who take advantage of her.

Mr. Romano adds that "the play uses comedy, melodrama, singing, and shifting perspective to explore this moral problem. The production poses staging problems for Pingry actors, not the least of which is the use of character masks."

Jenna Devine (VI), who plays the lead role of Shen Te/Shui Ta, agrees, saying, "It's a hard play to do, especially if we use masks, but I think everyone in the cast is up to the challenge."

Hallie Bianco (VI), who plays the Wife, notes that "it'll be a great opportunity to work on acting with our bodies since you won't be able to see our faces."

"Although it is a difficult play, I feel that it is progressing very well," notes Maureen Brady (VI) who plays the role

of Mrs. Mi Tzu.

Ned Adriance (V), who plays the Husband, reports that "we are all beginning to get a feel for our respective roles, and the play is becoming more and more intriguing by the day."

Devine says that everyone is working hard and "the play is progressing really quickly now that we've mostly gotten over the first obstacle of learning our lines. It's amazing how in character everyone can get when we're really focused."

Not only are the actors working very hard, but people behind the scenes are putting in a great deal of effort as well.

Darina Shtrakhman (VI) is the stage manager with the help of Lillie Ricciardi (IV), while Melinda Zoepfel (VI) is in charge of the set crew.

"I think the rehearsal process is going really well and the set looks incredible," says Bianco.

Jane Ash, head of set design, has constructed a complex set for the production.

Mr. Sean McAnally of the music department has composed music to accompany the singing in the production.

Adriance explains that although "daily rehearsals are sometimes draining, the work of the cast is really paying off. The interactions between the characters are becoming more real with each day of practice, and, come opening night, the audience should be prepared to be engrossed in a great production."

Brady agrees and observes that "'The Good Woman of Setzuan' has something for everyone: it's serious, and also has some comedic elements."

"It's definitely a challenge"

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## Dressing Up, Giving Back on Rufus Gunther

By ANDREW SARTORIUS (V)

The lights in the Hauser auditorium dimmed and the large face of Scott Bissinger (VI) appeared on the projection screen. Though the audio was difficult to understand, Bissinger's underlying message was clear: Rufus Gunther Day 2007 had begun.

This year's Rufus Gunther Day began with an SAC assembly.

Led by senior club presidents Ryan Maxwell, Ricky Zacharias, and Jay Sogliuzzo, the assembly was upbeat, featuring more videos than in previous years, including Bissinger introducing each grade's costumes.

Musical performances by Rebecca Behrman (VI), Ricky Zacharias (VI), and Scott Eckenthal (VI) rounded out the event.

Shifting gears, the second part of the day was devoted to community service, a tradition that has lasted so long that "I don't even know when it began," community service advisor Mrs. Shelley Hartz said.

From the sixth grade to the senior class, students participated in projects that took them all over New Jersey, from Hillside and Chatham to the woods behind Pingry.

All students from 7th to 10th grade went to the Foodbank in Hillside, where the majority loaded donation boxes with food and other necessities. A small group worked in the mailing room, assembling letters and foodbank information to be sent out to members of the community.

Many of the juniors and seniors participated in small-scale projects.

Drama students from Form V and VI went to the Rock Brook School in Skillman and the ECLC School in Chatham, respectively, where they performed for children with disabilities.

In the same vein, the Middle School choral groups sang at the Matheny School, another special needs facility. Finally, three senior advisory groups volunteered at SHIP, a homeless shelter.

All these upperclassmen community service events were established last year by Mrs. Hartz "to form a lasting relationship with these important volunteer programs."

Some advisor groups were assigned to send out mailings for organizations such as FOP and Bridges.

In addition, some advisories made origami cranes for the Wellness Community, an organization based in Pluckemin that helps individuals and their families in dealing with cancer.

Others made fleece blankets for Brian's Dream, a program helping children affected with brain tumors.

This year, two new programs debuted. The first occurred at the Lamington Presbyterian Cemetery. With advisor groups from Forms III and IV, teams led by Mrs. Newman, Dr. Artis and Ms. Torres helped clean up the graves, as well as performing rubbings on the gravestones to determine the occupants of each grave.

"This cemetery which holds ex-slaves was largely ignored for years while there was a white cem-

etry next door that was perfectly maintained," said Mrs. Hartz. "This year, we hope to clean it up and also find out a little bit about some of the people buried there."

The second program took place on campus. In its second year, the Green Group, a club devoted to improving the environment, undertook two projects. According to Mrs. Hartz, "this is the first time a student club has taken the initiative and gone and performed community service on Rufus Gunther Day."

Aided by two foresters, students set about the Pingry woods removing invasive species. Another contingent planted bulbs in various locations around the campus.

Asked why it is such an important and memorable event at Pingry, Mrs. Hartz replied that it was because of the "learning, experiencing and bonding that occur during community service, whether the activity is fun or not."

"It is a responsibility of those who have so much to give just one day to those who are so needy," she said.

## Inside The Record



Courtesy of Nick Rescoe (VI)

### A peer group bonds at the Bryn Mawr retreat.

#### Perspectives on Stress

Evan Rosenman (VI) and Jenn Soong (IV) explore the causes and effects of stress. P. 2-3.

#### Our Very Own Beauty Queen

Junior Cathy Ha won the title of Miss New Jersey Teen Queen. P. 5.

#### From Austria With Love

Matthias Tinzl joins the school community as a member of the Pye family and a student in the sophomore class. P. 5.

#### Gutman Visits the Lower School

Children's author Dan Gutman signed books and lunched with students. P. 6.

#### New Marketing for Radiohead

Nick Rice (IV) reviews the British rock band and their new marketing tactics. P. 7.

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## Senior Class Submits Early Applications

By NEHA SRIVASTAVA (IV)

On November 1, seniors submitted early applications for the first deadline of the early decision process. Slightly over one hundred seniors plan to make some form of early application.

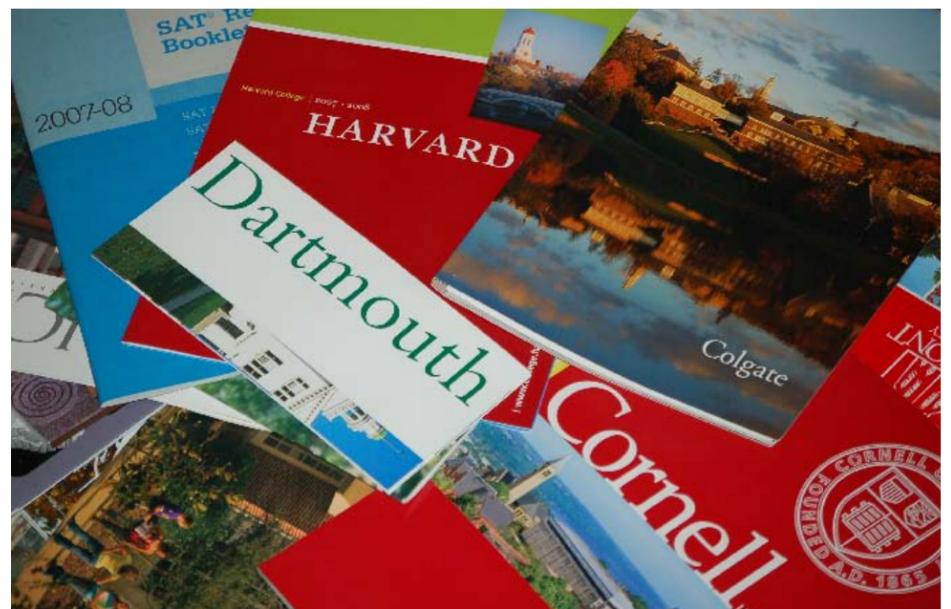
According to Mr. Tim Lear, Director of College Counseling, 84.5% of the 123 students in the senior class submitted an early application (early decision, early action, rolling, or restrictive early action). 171 total early applications were mailed, and 60% of those applications were early decision. As of November 2, 31 people submitted early applications to the Ivy League. Last year, 105 students, roughly 87% of the entire senior class, submitted early applications to either early decision or early action colleges. They submitted 144 applications in all. 67% of the

students were admitted early, and 57% enrolled in the college to which they applied early. 51% of the seniors applied to early decision I or II, and 37%

were admitted. According to Mr. Lear, the percentage of students applying early has remained fairly consistent. Over the past four years,

the percentage of students that opted for binding early decision ranged from 51% to 62%.

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M. Skiba (VI)

## EDITORIAL

## Giving's Not a Duty, It's a Privilege

With Rufus Gunther Day having come and gone, the discussion of the merit of mandatory community service inevitably came up in classes. In my Freedom section, we heatedly debated the age-old question: is it good if it's forced?

Many said that no, it is not good, but noted that being good and being beneficial is not always the same thing. Even if most people do their ten hours so that Mrs. Hartz won't send them angry emails at the end of the school year, the truth is that their services still assist those in need. Can we call it altruism? No, but my classmates suggest that the motive behind the good deed is irrelevant.

However, Pingry prides itself on instilling in its students a genuine concern for others, something that is difficult to uphold when people are cutting corners on the minimum requirements for helping those in need.

The school has gotten so lax on what it now deems to be community service that people are not even bothering to put in their best effort anymore. While we got two full hours for the work we did on Rufus Gunther Day, some students openly admitted that they only made blankets for 45 minutes. Unfortunately, this incident is not the only one of its kind.

The more that finding loopholes becomes acceptable, the more I find myself at fault, catching myself signing up to stuff envelopes or lead a Blue Key tour rather than volunteering at a hospital or going on a Bridges run.

This is not to say that sending out mailings to raise money for a cause is not a worthy contribution, but it feels like the minimum ten hours should be spent doing hands-on activities that directly benefit your chosen non-profit organization. If you want to invest your time in doing "secondary aid" (such as stuffing envelopes) after that, wonderful. If not, you will at least have had the experience of making someone sick smile or handing a homeless person their Thanksgiving dinner.

Yes, yes, I know: we are all so busy that it is inevitably hard to allot time to these activities. We are too busy to help build homes in impoverished countries, too busy to volunteer at a soup kitchen, and sometimes even too busy to bring in three cans for Señor Nazario's drive. And yet, we are never too busy to put it on a college application! We always find the time to write in what good people we are, how much we love giving back to the community.

As we lower the standards for what is deemed community service, we start to slide down a slippery slope. We cannot legitimize our avoidance of responsibility to the greater community in this way. After a while, just doing office work will be sufficient. After that, donating money will count as service, and soon enough holding a door for someone will be considered charitable.

The purpose of community service seems twofold: to benefit others and to build character. While the concept of obligatory community service is not a bad one, I suspect that for most people, only half of the goal is achieved; as long as doing your ten hours is considered a mandatory chore on some dreaded to-do list, it can hardly be said to develop good character traits.

Nobody is denying the challenges involved here, and this issue is filled with opinions on how difficult it is to be good. On the cover, Remy Teicher previews the fall play, "The Good Woman of Setzuan," where Brecht discusses extensively how hard it is to be giving when the society rewards those who are selfish. In the opinion section, Sam Baron writes about doing your homework for the right reasons, whether it is to expand your horizons or to help yourself achieve an academic goal. Jenn Soong opines about how senior stress affects underclassmen, leading to problems such as cheating scandals.

We all recognize that this is a tough time of year for most people: with interims and college applications, the peak of the fall sports season and the premiere of the play, it is easy to worry about yourself instead of thinking of others. Nonetheless, especially with the holiday season approaching, I encourage you to contemplate what you consider to be true community service. Consider giving not just a donation (of money, three cans, or anything else) but also your time. From my fellow Pingry students, I would expect nothing less.

## The Madness About Standardized Testing

By DAVID YOUNG (VI)

Saturday, the 6th of October. SAT day. After four grueling hours, I was exhilarated.

"No more SATs, forever!" one senior next to me exclaimed.

These words poignantly capture the sentiments of Pingry students. Put bluntly, I don't know of any living student who does not abhor SATs. The acronym S-A-T is conjured as an anathema that is better ignored before it becomes audible.

From the student reactions, it would appear that Pingry students do poorly on SATs. Ironically, one needs only look at the annual Class Profile to discern the facts. In the past four years, 191 out of 494 students, or 39%, were either honored as semi-finalists or commended by the National Merit Scholarship Program—an accomplishment ranking our school among the highest in the country. Pingry students score much higher than the national average in all SAT I and II categories.

One may ask: then why the irrational reaction toward SATs?

To me, the answer is actually simple.

Because Pingry students do so well in the PSAT and other earlier aptitude tests—remember the ERBs?—they expect and are expected to excel on the SAT. In other words, students are stressed out. They are stressed out by the anticipation of success (or failure) perpetuated by themselves, teachers and, mostly, parents. Many parents use preparatory courses or hire expensive tutors to give their children an edge over peers.

Sometimes, this neurotic drill starts as early as the freshman year, or even earlier. By the time Pingry students reach the SAT, they are tired—exhausted, really. Sadly, for all the anticipation and vexation created by the SAT, students are intelligent enough to know that the SAT does not really gauge a student's talent or performance. The new SAT, despite its emphasis on writing, fares no better. In the Foreword to Princeton Review, Andy Lutz says that the new SAT "continues to be a negative force in education."

To Lutz, "it still doesn't

measure anything." Actually, it "under-predicts the college performance of women, minorities, and disadvantaged students." My favorite pet theory is that the SAT was initially designed by males for the benefit of male students. Although I have no concrete proof, I am strongly convinced that the sort of skills sought by the SAT match more closely with the male mode of reasoning. "Historically, women have done better than men in college but worse than men on the SAT," Lutz adds. So much for a balanced test proclaiming to predict later college performance!

The other sad truth is that the SAT is coachable, which is why students get stressed out by taking preparatory courses that typically promise a 100+ point jump in the SAT scores—incurring an overload on top of exhausting courses and sports.

As a school, we have been so focused on student integrity (Honor Code), when the pressing issue for students may simply be stress—stress from overload and from anticipation. The SAT race is a prime example of the madness that surrounds college entry. Often, as students, we forget to view colleges as means to an end, namely as a good preparation for life. After all, life offers a myriad of possibilities, joys, and mysteries that have more to do with the quality of living than with excelling on aptitude tests and getting into good colleges. In fact, one may even conclude that living fully and joyfully has little to do with schooling.

Instead, the frantic race to excel tends to become an end unto itself—apparently we have all become slaves of the process and perpetrators of the same madness.

By SAM BARON (IV)

No longer will school fully consume my time. No longer will my week consist solely of school. The cumbersome workload that is piled on us has deceived us. We are bowing down, submitting, to school.

If we only think about the few hours of homework that we get a night, then we forget about our family, the 37,803,652,881

acres of Earth outside of the Upper School campus, and the approximately 6,599,999,335 people that exist outside of the world of the Upper School.

There are a few steps that I have taken, and we all can take, to end the imperial and authoritarian presence of school, while still working hard for the development of our own minds.

The first step is to think. Constantly, students talk of the overwhelming amounts of work they must do. However, we rarely think about the task at hand. Thus, my suggestion is that before sitting down and working on an assignment, we should think of all of the work at hand as a single task. For ease of mathematics, all assignments are equal. Divide the work up into fractions and keep track of progress. If I have six assignments and have completed five, I have done five-sixths of my work. It feels good and it is motivating to know that only one-sixth remains. It is simple, and I find that this method works.

In addition, think about the grand scheme of things. How horrible is a few hours of work compared to building the Pyramids of Giza, or fighting in a war thousands of miles away from home?

The second step to managing homework is to avoid thinking

about certain things. Do not think about your work until you are about to begin doing it. I see people running down the halls in a panic. Why? There is no use worrying about your two papers due tomorrow in the middle of math class; you cannot do anything about them. Worrying only makes the situation feel worse than it actually is.

The third, and most important, step is to have a reason for doing work; otherwise it just seems like busy-work. For instance, the

*This way, I have a goal  
and a motivation to  
finish the work.*

reason I do my history homework is because I truly enjoy learning about history. Therefore, I read to actually learn about the specific topic in the textbook. I do not do the work because it has to be completed by tomorrow, or because I have to get the notes done.

While it is difficult to follow this approach in tedious classes, you can come up with other reasons that can help. For example, I do my math homework so that I am better prepared for the next test. Again, not just to get it done.

If the work is too unbearable to have a reason for doing it, then I put it aside for the end. When I get to it after I finish the rest of my work, I go downstairs and turn on the television. I estimate how long the assignment will take me, and then look for a show that I want to watch after that time. This way, I have a goal and a motivation to finish the work. I am not doing it for school, but to watch a program that will make me happy.

I hope that you never do work "for school" again, and I hope that you will continue to do it for your own reasons and goals, never solely for the authority that gave out the assignments in the first place.

## Expanding My Comfort Zone

By LILLY HOLMAN (III)

A month ago, I, along with the rest of the freshman class and their peer leaders, went on the annual Peer Leadership retreat to Bryn Mawr in order to bond with each other.

That seems to be the concept behind most of the school trips we go on, but I know from personal experience that students never seem to buy it.

All of us go in thinking, "There is no way this is going to work. Why can't they just let me be with my friends?"

That is why I came out of this retreat kind of shocked: it had actually worked. Our group had done the unthinkable: we had already begun bonding after the first set of activities with a facilitator.

Throwing tennis balls at each other blindfolded, running through a giant spinning rope, and hoping we would win the gauntlet allowed us to laugh and talk together when there would

have been awkward silences before.

Looking back on it now, it makes me think, "How did this happen? Was it the competitiveness combined with the embarrassment of being forced to do seemingly pointless tasks?" Those two facts both helped, but I think what happened was that when we were doing those tasks we focused not on our previous judgments of one another, but simply on what one another's talents were and how they could help us.

That, in turn, led to conversations that proved our original judgments completely wrong. It's amazing what we can do when we forget our first impressions.

I think this is proven every time we watch a game or go to the pep rally. It doesn't matter who the person is, but we're cheering for them because they're going to help us as a team.

This proves an important point: people are not who they seem. These trips are all about giving other people a chance, and the Peer Leadership retreat was a great example of how that can create a positive effect instead of an awkward situation.

It's okay to want to be in your comfort zone with your friends, but I think the more people you put an effort into getting to know better, the more your comfort zone expands.

## CORRECTIONS

On September 28, a piece about new faculty member Jason Murdock incorrectly stated the author of the article as Jenny Gorelick (IV). It should have said Emily Xia (IV).

Last issue, in the article "Martinsville Campus Summer Renovations," we failed to mention senior Wyatt Komarin's contribution to the new cafeteria layout. Wyatt designed the coffee bar.



## The Pingry Record

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## Struggling to Define Honor and Morality

By NED ADRIANCE (V)

It's not unusual that at some point throughout the year, Pingry students will listen to a speaker discuss the nature of right and wrong. Accordingly, it's not unusual for that speaker to be eloquent and impressive in terms of academic achievements. And, unfortunately, it's also not unusual for the speaker to attempt to be the arbiter of what is right and what is wrong, rather than letting students decide that for themselves.

There is no doubt that Elizabeth Kiss, an academic in the truest sense of the word, was qualified to speak in front of our student body. A Rhodes Scholar at Oxford University, Ms. Kiss is clearly a woman who loves to learn. Perhaps most remarkable about the college president is her brief career as a professor at Deep Springs College, an unorthodox institution whose students most likely considered Harvard a safety school during their college search.

Knowing these facts about Ms. Kiss, it did not seem out of line to expect a thought-provoking discussion to arise from her visit to campus. After hearing an Honor Board member describe Ms. Kiss' background, I thought that perhaps the annual Honor Board lecture might actually ask stimulating questions for a change—rather than spewing the same rhetoric about “making good decisions” that we have heard so many times in the past.

To my dismay, what we received on Wednesday, October 10, was more of the same. Once again, we spent our assembly period listening to a speaker try to define right and wrong. We have not once been privy to the voice of someone who recognizes that right and wrong do not hold concrete definitions after all, someone who acknowledges that these terms are subjective.

Sure, Ms. Kiss did introduce the “right-right” dilemma, where right and wrong aren't as clear (both

decisions seem to have good and bad consequences). Even so, the speaker did not suggest that perhaps there is no such thing as a right choice or a wrong choice.

Instead, Ms. Kiss offered several trite methods for deducing which decision was the “right” one to make. What troubled me even more than her insistence on a right answer were Ms. Kiss' criteria for choosing what was right.

As is the general attitude at Pingry, Ms. Kiss pledged that the most important factor in decision making was determining how that decision would be received by the public—not, God forbid, how you judge that decision. The last thing we need in Martinsville is another person who values the opinions of others over personal opinion. Acting so that we will be well-liked or have a positive reputation is the condition in our society, and Pingry has yet to offer us a voice against this struggle.

The common theme amongst all of my many issues with Ms. Kiss' lecture is that it did very much to diminish the power of the individual. Stating that right and wrong have definite definitions for every person gives us no room for disagreement—no willingness to recognize that what is right for one man may not be right for another. And, affirming that public opinion should define ethics is to say that personal morality and opinion bear no importance.

As Henry David Thoreau once wrote, “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.”

My request is this: that for once, the student body may hear a voice that promotes a position not designed to appease the public, a voice that acknowledges that one man's wrong may be another man's right.

## The Frightening Effects of Stress

By EVAN ROSENMAN (VI)

On a Tuesday not too long ago, I rolled out of bed—bleary-eyed and semi-conscious—and dragged myself to the bathroom to get ready for school. Twenty minutes later, I emerged, sleepwalking, and headed to my car. I threw my bag in the back, climbed into the front seat, and turned my key in the ignition. I began to back out and—

CRUNCH. I backed straight into the wall on the side of my driveway, smashing in my left taillight and the rear of my car.

An hour later, I sat in Psych class and listened in shock as three other students described recent accidents or tickets received. By the time I piped up to say that I, too, had recently gotten in an accident, an important question had formed in my mind: Just how dangerous is the stress of senior year?

I admit correlation does not prove causation, and the pressures of being a senior aren't necessarily the cause of all these accidents (I acknowledge I'm a pretty bad driver anyway). Yet even if senior stress isn't driving cars into walls, it is certainly driving seniors, their families, and their teachers crazy.

The ripple effects of senior stress are omnipresent. The first “ring” of ripples would, of course, be the seniors themselves. We sit on the couches, discussing early applications, rolling admissions, athletic recruitment, SAT scores, and college visits, all the while making one another feel increasingly panicked and hopeless. As we engender this domino effect of stress, we create an all-permeating atmosphere of competition as we each seem to be asking, “Am I good

enough?” When combined with the heavy workload of senior classes, this atmosphere provides the perfect recipe for lost sleep, irritability, the occasional breakdown (or car crash), and a general decline in quality of life from October to December.

Yet these negative effects are not isolated only to the seniors. Many other suffer the stress of college applications as well. Perhaps the first to be struck by senior stress are families. Most seniors I know currently view their parents as either overzealous or overly nonchalant.

“Helicopter” parents seem to hover over their children, and they view every free moment as college application time. On the other side of the spectrum, detached parents seem to have no understanding of the realities of the application game and view it in what seems an overly relaxed manner. Both types of parents grate on their children, thus allowing the application process to provoke conflict at home as well as in school.

A final victim of the applications game is undoubtedly the body of teachers at Pingry, specifically those who aim to help their students through the application process. Many teachers are currently swamped with recommendations to write and college essays to approve, and their commitment to supporting their students through this emotionally draining process only eats up even more of their time. One need only look at the growing pile of papers on Mr. Keating's desk—or the streams of students coming to both him and Mrs. Grant—to see this trend perpetuate.

So what is my point in highlighting these unfortunate realities of the fall of senior year? Well, it is twofold. First, I hope to point out that a school like Pingry is both more broadly affected and more resilient than most places when facing the application process.

This is because Pingry is an integrated community. Thus, the bonds that tie our school together allow

stress to radiate outward from the seniors themselves, and as a result, far more people are affected. Yet these bonds also allow more people to bear the burden of the college applica-

tion process. And for this, we seniors are deeply grateful.

My second point is a little less concrete. I simply hope to state—without presenting any viable alternative—that the college application process has gotten out of hand. For lack of a better verb, applying to colleges just plain sucks. It shouldn't be this difficult or this stressful to try to gain acceptance to a good university. And I sincerely hope—but severely doubt—that future generations don't have to undergo this rigorous and ridiculous process.

As for my current classmates, let's all take comfort that pretty soon, this will all be over.

*Let's all take comfort that pretty soon, this will all be over.*

### LETTER TO THE EDITOR

What a wonderful surprise to receive the Pingry Record with the warm tribute to my husband! I have read it many times as I particularly enjoyed reading about the new faculty.

One article made me experience the wonder of coincidence. It was the “Traveling to the Emerald Isle” story. Mr. Cunningham's part-Irish ancestry led us to have a Celtic cross designed for our cemetery plot.

I looked to see if the Record has a letter to the editor section. The outreach from former students, faculty, former parents, the current administration—just the entire Pingry family—has been very comforting.

As you undoubtedly know, Scotty was involved with the Record while a student. He delighted in sharing his memories with his daughter, Ann '78, and son, Todd '80.

Your “Remembering Headmaster Cunningham” was beautifully written, and our family liked the picture of him in his favorite corduroy jacket.

Please accept our most sincere thanks for your thoughtfulness.

Gratefully,  
Cecil Cary Cunningham

The Pingry Record welcomes letters to the editor. Submissions may be edited due to length constraints. Please send all mail to thepingryrecord@gmail.com.

## Underclassmen Feeling the College Frenzy

By JENN SOONG (IV)

As seniors approach the make-it-or-break-it stage of their college admission experience, it seems that all the work they have put into their four years of high school comes down to this. However, the craze about getting into the “dream college” is not only affecting seniors. Although applying to college may seem distant and irrelevant to underclassmen, the pressure nowadays to get into a good school is significantly increasing.

As the competition to get into a prestigious university intensi-

fies, the search for the “perfect” student (who not only maintains a GPA of 4.0, but also plays varsity sports, is the president of a club, and sings in the school chorus) is on for college scouts.

Although this well-rounded model student may seem ideal and certainly has advantages, having a set “mold” for the flawless Ivy League school applicant can cause students to lose sight of what their real passions are. Young students, especially, can lose the correct mentality and fail to retain their initial eagerness to simply learn. The pressure to participate in every

in-and-out of school activity can take away the true fervor and interest a student may have in a specific field or subject.

It is also important to ask: could high expectations and anxiety be a cause for a future increase in cheating?

Besides the increase of pressure on students to get good grades, the surge in the number of college sports recruits is taking its toll on students too. As universities are demanding coaches to scout out talented youth, student athletes are pushing themselves to extreme limits. According to a recent Time magazine (which took the info from scout.com), the number of juniors striving to play in a big college-football university is up 430% since 2003.

Despite the college frenzy, there are efforts being made to prevent pressure on younger students from mounting; when colleges like Harvard and Princeton ended their early program last year, the original race for juniors to submit their applications as early as possible was slowed down.

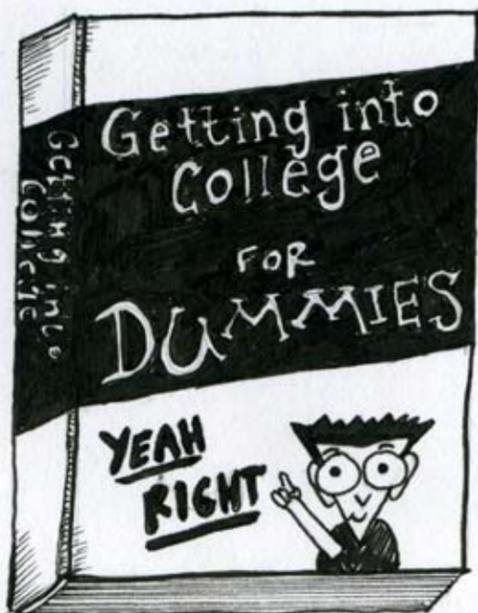
Students' aiming high is important, but as a whole, I believe high schools, with the help of colleges, need to encourage students to just be themselves and simply try their hardest without worrying about being “perfect.”

To ease the academic tension within Pingry, perhaps adminis-

trators could adjust the schedule so that students can take more low-stress, non AP or Honors classes that are still interesting.

Taking away interim grades and using solely semester reports could help too; if this change was made, students would be given more time to adjust to their new teachers and bring up any mediocre grades (especially in the beginning of the year). Even expanding the “no more than two tests a day” rule to essays and other projects could help ease stress within the school. Also, instead of placing so much emphasis on the one academic scholarship award, Pingry could focus more on other awards such as the John Pingry Award and the Improvement Award too. I also believe that if administrators broke down the scholarship award into separate awards for each subject, competition could be lowered.

The truth is students nowadays are experiencing more stress, anxiety, and mental and physical crashes (due to sleepless nights from studying for the next day's exam). As a result, younger and younger students are already getting mentally burnt out. I believe that it is important that school administrators encourage more of a balance in the lives of students; besides, too much of anything, whether it is stress, anxiety, or loads of caffeine for pulling all-nighters simply can't be a good thing for any student.



If only it were this easy...

By Charlotte Conway (VI)

## Dr. Elizabeth Kiss Addresses Students About Acting Honorably

By DIANA JIANG (V)

“So, you want to do the right thing?”

The answer seems obvious: yes, of course we do. But sometimes, as Dr. Elizabeth Kiss, the eighth President at Agnes Scott College, noted, making the right decision can be challenging.

Dr. Kiss first invited two volunteers, Mike Martinson (VI) and Katie Morash (VI), on stage for a contest of “Who can squeeze out the entire tube of toothpaste the fastest?” After just a couple of seconds, Martinson was victorious. But then Dr. Kiss asked them to put the toothpaste back into the tube, and though the confused students tried, both were unsuccessful. What’s the moral here? “You lose your reputation and integrity much faster than regaining them,” Dr. Kiss said.

Citing philosophers like Aristotle, Dr. Kiss said, “Becoming unethical can become who you are. It starts to be like second nature.”

She used the example of a freshman at Agnes Scott College, who was so accustomed to cheating that for one test, even though she had all the correct calculations done, she chose to copy the answers of the student next to her,

who, unbeknownst to the cheater, had a different test. The student was smart and would have gotten a good grade, but choosing to cheat landed her in front of the college’s Honor Court.

Though few people wake up in the morning and think, “What

a list of rules that included the Golden Rule and the “Epitaph/Wikipedia test,” which asks people to think about what people will say after their death if they choose to do something, and whether or not that’s what they want to leave behind.

Drawing on her own experiences as President at Agnes Scott, she admitted that “ethical life isn’t always simple. Though sometimes things aren’t black and white, they’re not just a gray mush where anything goes.”

Ultimately, Dr. Kiss said, “By developing moral habits, we can do things that feel good all the way down.”

Averill Morash (V) enjoyed the speech because Dr. Kiss was “very easy to listen to.” However, “I feel like we didn’t touch on what Pingry needs, which is more on how to make judgment calls when it’s high stress,” Morash said. “I think high stress scenarios are more applicable to Pingry because that’s where Pingry has problems.”

College counselor Mrs. Ananya Chatterji thought Dr. Kiss’s speech was “very relevant to Pingry because she obviously knew her audience and understood our Honor Code and our Honor Board.” She found it helpful that “some of the decisions faced by her college’s Honor Court are similar to those faced by Pingry’s.”



Courtesy of Dr. Kiss

would Satan do?” Dr. Kiss noted, it can be hard sometimes to determine what to do, especially when dealing with right-right dilemmas.

In these situations, both sides may seem right, but only one side of the dilemma can be taken. To teach students how to make the right decisions, Dr. Kiss provided



Courtesy of Nick Rescoe (VI)

## Peer Leadership Program Kicks Off at Lake Bryn Mawr Camp

By SHAAN GURNANI (III)

During the last week of September, the freshman class joined its seniors peer leaders at the Peer Leadership retreat at the Bryn Mawr camp in Honesdale, Pennsylvania.

Upon arrival, everyone had dinner and then headed over to the hall for a dance.

The next day, after breakfast, groups participated in activities designed for bonding and improving communication skills.

Each group then created its own poster with a team name, quotes, goals, and pictures. After lunch, everyone participated in an intense gauntlet

obstacle course, which had several stations set up, each a physical activity requiring communication, thinking, and working together.

The next activity involved designing and making a boat capable of holding one member of the team and going about twenty feet without sinking. Each group was given large, black garbage bags, cardboard, and lots of duct tape. The boat race, held the next day, resulted in boats sinking and freshmen flailing and swimming for shore. Only two of sixteen teams made it back with their boat in one piece.

There was plenty of time to “hang out” since Dr. Richardson and Mrs. Lionetti felt that “last year, the children were overscheduled and didn’t have time to just relax.”

The last night, the planned campfire with s’mores unfortunately got rained out. However, it was still held indoors, with each group presenting their poster and

a well-prepared skit. After a lot of excitement, laughter, and of course, the promised s’mores, everyone headed to bed.

On Friday morning after breakfast, the Bryn Mawr staff presented sweatshirts to the students and faculty chaperones.

Ricky Zacharias (VI) enjoyed the bonding experience, saying, “Besides all the activities, my groupies and I had a great time socializing in the cabin and playing around on the field.”

After having “really come together” with his peer group, Tanner Combias (VI) felt that the peer retreat was a great success and looks forward to the rest of the peer leadership program.

Tanner’s younger sister, Emily (III), agreed, saying, “The trip was a great experience because I met new people and learned more about people I already knew. I think we all feel as though our group is a safe place where we can trust everyone.”

## 171 Early Applications Sent By Seniors

Continued From Page 1

while the percentage of students that applied for either binding early decision or non-binding early action ranged from 71% to 95%.

There are five types of early applications.

The first is early decision I and early decision II, which is offered at different times; some colleges offer both options for applicants. Students may only send one of this type of application, and if they get accepted to the college, they must attend.

The second type is early action, which has similar deadlines. A student may send out multiple early action applications and is not required to go to the school if he or she is accepted. Certain colleges, however, such as Yale and Stanford, impose restrictive early action. There are also rolling applications, which generally begin in September.

There are some advantages to early decision. Schools do take the interest and commitment of the student into account when determining acceptance. Normal application is prefer-

able if a student is not sure of the school he or she wants to attend. It is not wise, however, to apply early decision merely because of its popularity.

Each year there are multiple deadlines for early decision and early action applications, generally beginning on November 1 and extending through January 15.

“The second early decision option in January is a good choice for students who gain momentum senior year and need more time to decide what college is right for them. Students unsure of whether to

apply early gain a little more time to research colleges and prepare their applications,” Mr. Lear says.

In addition, students have the opportunity to send improved grades or SAT scores.

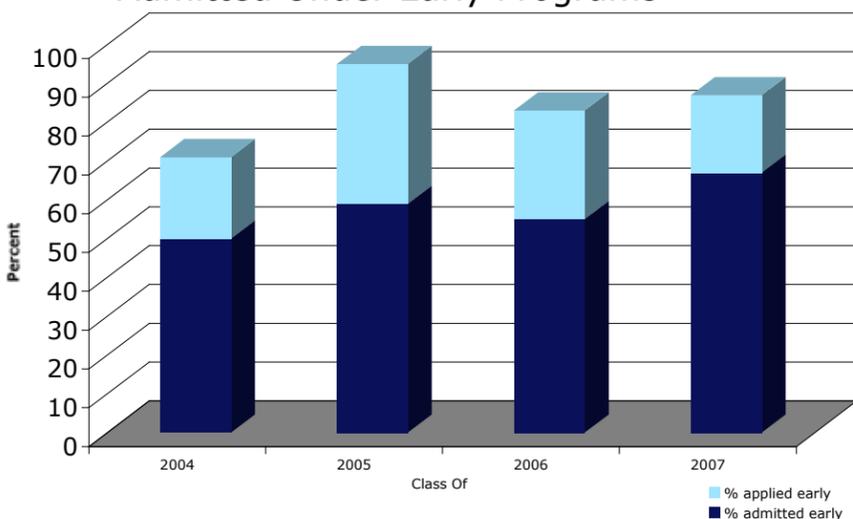
According to Mr. Lear, legacy does play a role in determining acceptance, but is only one of many factors considered. Admissions offices consider a student’s transcript, activities, essays, test scores, recommendations, community service, and leadership potential.

Last year, six students matriculated at Cornell University, four went to Columbia, three went to Duke, and four decided on Georgetown. Five students from last year now attend Harvard, four are at Lehigh, five at Penn, three at Princeton, one at Stanford, and a remarkable six students are at Yale.

Out of the 122 students from the class of 2007, 27% attended Ivy League institutions. This sets an excellent precedent (as well as a high standard) for the Class of 2008.

The anxiety that afflicts the majority of seniors is apparent, but Mr. Lear says, “The seniors have been great. There has been stress, but they have been incredibly calm and organized. If this is indicative of the rest of the year, we should be in good shape.”

Percent of Class Applied and Admitted Under Early Programs



## YOU KNOW YOU'RE A SENIOR WHEN...

- you get in your car each morning and contemplate not showing up for school. And running away to Alaska. And becoming an Eskimo.
- you arrive progressively later and later to school every morning. You're now missing ten minutes of first period. And you have to park in the junior lot.
- you can't remember the last time you had Headmaster's Break free.
- English essays are now completed within three hours of the due date.
- you're the only one you know who isn't applying early to Yale or Georgetown.
- you haven't followed dress code in days. You're barely sure you're wearing clothes to school anymore.
- you've come to loathe all the following things: Scantrons. Word limits. Text boxes. The numbers 310315. Your social security number. Essays without concrete topics. Essays with concrete topics. Essays.
- Mrs. Bruning is your new best friend.
- between O'Bagel and Starbucks, you left school four times, spent \$38.00 dollars and wasted a quarter tank of gas. All since third period.
- you watch the juniors have mental breakdowns and laugh at them. Amateurs.
- you are in denial that college exists, but, whatever... there's always Jetman.

# Junior Catherine Ha Wins Miss New Jersey Teen Queen Title

By HALLIE BIANCO (VI)

This past summer Catherine Ha (V) competed in a pageant and won the title of National American Miss New Jersey Teen Queen.

Ha's prize for winning is \$1,000, an official crown and banner, and the opportunity to represent her state in the national competition in California later this month. As part of her win, Ha's travel expenses and entry fee have also been paid for her.

"When I go to the national competition, no matter how I place, I know I'll have the best time ever visiting California for the first time and meeting other pageant girls from across the nation," Ha said.

She began competing at a very young age because her older sister partook in scholarship programs that had pageant-like qualities. Also, her family thought competing would help her stop being so shy.

Ha said, "My parents thought putting me in a situation where I had to walk on stage and answer questions from a complete stranger would help me open up."

She never expected to win her first pageant, let alone continue competing. "I ended up winning that competition and walking away with newfound skills. Now, striking up conversation is not a hard feat at all."

Contestants participate in an interview, model eveningwear, and give a personal introduction. Ha said, "Although it sounds pretty easy, it's difficult to carry yourself gracefully and have poise while you're nervous and hoping that you don't step on your dress, sneeze, or hiccup. Interviews are an interesting experience; you

meet individually with every judge and they ask you a question about anything so they get to see how articulate you are and learn more about you."

Of her win this past summer she said, "Winning itself was just so surreal since bubbles came down from the ceiling, flowers were handed to me, a really big, sparkling tiara was placed on my head, and on top of that, I got a standing ovation."

"But when it all settled in, just knowing that I'll be representing my home state and all the gifted teens in it was an honor that I hold with pride. Being chosen to

represent these girls and others as well is quite the honor."

For the time being, Ha plans on using her title for good. "I plan on helping out a lot with different organizations. I was an active volunteer before I won, so this year I plan to continue volunteering while promoting the pageant and encouraging other teens to reach out as well."

Ha said, "This year was the first time I really understood what 'being yourself' meant. Working hard to prepare for pageants showed me that as long as you put your heart to something, your dreams aren't that far away."



Courtesy of Cathy Ha (V)

# Faculty Babies Visit Psych Classes

By JESS ZHAO (VI)

On October 15, the AP Psychology classes took a hands-on approach to their unit on child development as they played with the children of faculty members.

During class the students observed the children as they completed tasks designed to demonstrate the abilities at the various stages of development. The students got into teams of two and were assigned to carry out two specific tasks with children from different age groups.

Dr. Mike Richardson, one of the two AP Psychology teachers, describes the project: "They used the Bayley Scales of Infant Development, a guideline of where infants are at different weeks and months of their development, up to 4 and 5 year olds. The scale consists of about 300 tasks to test for various developmental concepts such as physical coordination, a consciousness of one's self, and object permanence (whether the infants look for something when it is gone). They also observed the stages of play in children within a group."

He smiles, "But then it falls into a general play session between the students and the kids."

Ms. Patricia Lionetti, the other AP Psychology teacher, provides an example of a task for a very young baby: seeing whether the baby followed a finger moving across his or her vision.

With the older babies, the students explored the concept of prepositions, like "in, on, and under." They also asked the older children to fill in the missing



A. Hui (VI)

parts of pictures.

"Connely Jaqua was a champ," Ms. Lionetti adds. "She got some I couldn't even see!"

Dr. Richardson describes how one child demonstrated a stage of emotional development when "one of the children began crying and the older child offered him a block, showing a sense of empathy which was quite advanced."

Of the ten faculty children who spent the morning with the classes, four children were returning from the previous year. The kids were all under the age of four, and there was even a set of twins - new math teacher Mr. Bradford Poprik's twin girls.

Mr. Timothy Lear '92, new Director of College Counseling, brought in his 11 month old daughter Hyla for the first time. He says, "I thought it was a great way to meet the other babies in the community and also to spend a couple hours with my daughter. I was curious to see her interaction with other kids."

Overall, the children responded well, as many were young enough to not suffer from "stranger anxiety" and were uninhibited by fear of their new surroundings. In the past, a parent has stayed, but the babies usually calm down.

"They enjoy all the attention focused on them with so many people playing with them, wiping their noses; there are toys and so many things to do," explains Ms. Lionetti.

Some of the children even napped on and off during the morning.

The students were just as curious as the babies, tending to be on the shy side at first, but then getting into it and playing with the children.

Rocquan Lucas (VI) says, "It was really interesting to see the differences in the various age groups."

Tyler Reichert (VI) adds, "Being in contact with the kids and physically interacting with them really gave depth to the concepts from class."

The idea to bring in children to help enhance the curriculum began the second year psychology classes were being taught. Mrs. Madeline Landau's son, Elias, was the first to come in when he was under a year old, roughly 20 years ago.

Ms. Lionetti says, "Because we were studying child development, we thought rather than watching videos and reading, we would make infant development more real."

She continues, "This is unique to AP Psychology class. When we changed from regular classes to AP, we didn't want to lose the human dimensions by memorizing statistics and facts. We wouldn't give this up."

Mr. Lear says, "It was just a ton of fun and such a cool idea. I was very impressed with the students and I will definitely bring Hyla back. I just wish they had day-care!"

# AFS Student Matthias Tinzl From Austria

By ALYSIA TSUI (III)

Each year, Pingry welcomes a foreign exchange student to school via the American Field Service (AFS) program. This year Matthias Tinzl (IV) came from Austria to join the Pingry community.

Matthias decided to come to America because he heard about the experiences of other AFS students in Austria. "They really liked it," he said. "I thought it might be interesting."

He adds that he wanted to improve his English and learn more about students at Pingry as well.

Currently, Matthias, a sophomore, is being hosted by the Pye family. Even though he has only been in America for a little over two months, he has already been struck by how different America and Austria are.

When brought to New York City, he found the metropolis enormous. He says that in Austria, if a person were to drive

the same distance that it took to drive to and around New York City, that person would drive into a different country.

According to Matthias, the major difference between Austria and America is the schooling system. Austrian schools begin at eight in the morning and are finished by noon. Despite their early finish, schools do not have after-school sports, though they do have gym.

During school, students tend to stay with the same 30 people in the same room. Teachers ro-

tate classrooms rather than having students move from room to room. However, for science labs and music, the students do move to a different room.

Each student must take 11 subjects, which include geography and tech. Matthias clarifies that the students do not get to choose which classes they want to take, but they do not have to take all the subjects in one day; their schedule drops different classes each day, much like Pingry's schedule.

He also adds that the students take all three sciences, biology, chemistry and physics, in the same year, unlike most American schools.

At Pingry, Matthias is actively involved in many of the school's extra curricular activities. He is currently playing on the school's soccer team and asserts that the team is very good. In the winter, he plans on skiing, as he often skied in Austria. Matthias does not know which sport he will play in the spring, but he guesses that he might play tennis.

Also, he is on the math team and has joined a club for drawing, and, of course, the AFS club.

Matthias keeps in contact with his family and friends in Austria by emailing them twice a week.

He says he very much enjoys his new life here, saying, "I like America. I like it very much."



Courtesy of the Development Office

Mme. Kelly Jordan presents a cake during Matthias' welcome party.

# Drama to Put on Brecht's 'Setzuan'

Continued From Page 1

ing play, and it's not that well known. But I hope a lot of people come to see it because I think it's going to be really good," says Bianco.

Devine notes, "People should come see this play because it's got something important to say. That's what I love about Pingry plays - they're more than just entertainment."

He says he very much enjoys his new life here, saying, "I like America. I like it very much."

live in, and it does it without preaching. It asks questions of the audience but doesn't give them the answers."

Adriance encourages all to come see the performance and says, "The Good Woman of Setzuan" asks a lot of provocative questions about our society and culture. If you want to see something that truly makes you think, 'Good Woman' is the play for you."

Show times are November 15-17, 7:00 p.m. on Thursday, 7:30 p.m. on Friday and Saturday.



Courtesy of Ms. Emily Lewis

## Form I Students Bond at Camp Bernie

By ANDREW HANNA (II)

On September 19, Form I students packed their bags to spend three days and two nights camping with their classmates. This gave the students an opportunity to get to know each other

better and make new friends. Mr. Phil Cox, Director of the Middle School, organized the field trip.

This year, the grade went to Camp Bernie, a YMCA camp, rather than to Bryn Mawr as they had in previous years. The reason for this change, according

to seventh grade English and history teacher Mr. Jeffery Bartsch, is that "it is much closer, about a 35-minute ride; Bryn Mawr was a 90-minute bus ride. If we leave at 8:15 we should be able to get there by nine o'clock, giving us a whole morning of activities. And on Friday we have a whole afternoon of activities before we leave."

Mr. Bartsch was the head of the boys' group and Madame Jane Roxbury, a French teacher, was the head of the girls' group. The students participated in

many activities, including team problem solving, orienteering, and low ropes courses.

For many of the students new to the Pingry Middle School, the trip was the true start of the new year. It allowed them to meet and socialize with each other, and was also a time for the teachers to get to know their new students.

While some disliked the timing of the trip (so early in the school year), other veterans like Mr. Bartsch felt that "it is a great part of the year."

## Author Dan Gutman Visits Lower School

By JENNY GORELICK (IV)

On Wednesday, October 17, students at the Short Hills Campus were honored to host famous children's book author Dan Gutman.

Mr. Gutman received a degree in psychology from Rutgers University. After a few years of graduate school, he decided to become a writer. He began his career by composing humorous essays and in 1982 he launched his own video games magazine, Video Games Player.

However, he is best known for his series of sports-related children's fiction. He wrote his first novel in this genre in 1994, and subsequently published many more, including The Homework Machine, A Race for the Sky, the Million Dollar series, and the Baseball Card Adventure series.

For his visit to the Lower Campus, students participated in a writing contest to win the privilege of eating lunch with the author. The winners, Michael Weber (2), Sana Sheikh (2), Aaron Jacobson (3), Solomon Burt-Murray (3), Gillian LaGorce (4), Justin Chae (4), Jonathon Lee (4), Henry Flannery (5), and Diana Masch (5), were all

excited to meet Gutman.

Lee was especially enthusiastic, because he "loved his books and wanted know how he wrote them and where he got his ideas."

In person, "it was weird to see a famous author in front of you," said Chae.

However, Gutman was "very kind, welcoming, and humorous, and it was easy to talk to him," said Lee.

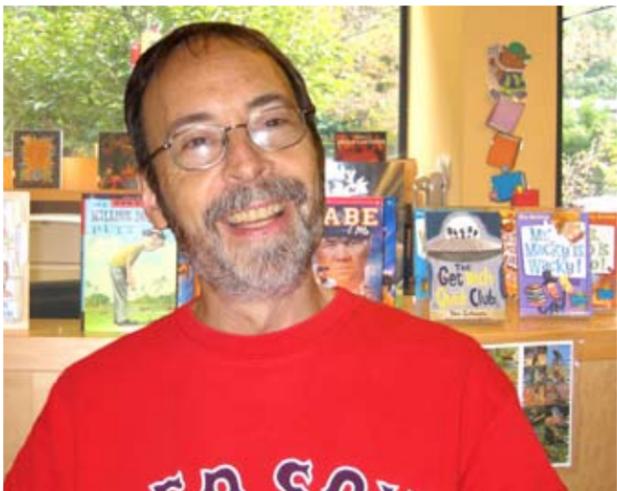
All the students enjoyed asking the author questions, and were also surprised by how interested he was in their personal lives. "We talked about unusual things that I didn't think we'd discuss," said Lee.

Accordingly, the students learned new and interesting things about the author.

Chae was amazed that Gutman had "been in the New York Giants Locker Room."

Masch discovered that "anyone can be an author" because Gutman "didn't even like reading when he was a kid."

For Lee, "It was nice to hear from an actual author about why he wanted to write." Overall, Masch concluded, "It was really a lot of fun."



M. Shtrakhman (4)

## Eighth Grade Explores Washington D.C.

By MAI-LEE PICARD (II)

In September, Form II students went to Washington D.C. to learn more about the nation's capital and to bond with their advisory groups.

For the third year in a row, the trip was moved from the end of March to a date closer to the beginning of the school year. This was done to eliminate a lot of missed school days and school events in the third quarter created by Spring Break and other holidays. With Form I students also away at Camp Bernie, the administration thought that it would be easier to have everyone on the same page in terms of missed work.

The goals of this trip were to keep everyone safe and to have fun, but also to promote class bonding. It also showed the students how history can come alive.

The class visited the Vietnam Veterans Memorial, the Holocaust Museum, The Supreme Court, The Library of Congress, and many other monuments and museums. All of the places visited are relevant to the

American Journey curriculum that is being covered in Form II history.

Many students enjoyed going to the Holocaust Museum because of the way it got them to look at the hor-

rible atrocities committed during World War II.

"My favorite part of the trip was the Holocaust museum because it was the most moving and the most informative," said Margaret

Morash (II).

For some, it was the hardest part of the trip because it was very graphic, but it was also very eye opening.

Another favorite on the trip was the Franklin Delano Roosevelt Memorial because of the beautiful way it was designed with waterfalls and statues in every 'room' of the memorial, one for every year Roosevelt was in office.

The coordinator of the trip, History teacher Ms. Alice Brown, thought that assigning rooms based alphabetically on last names was a great success in previous years and followed the same plan for this trip. Although some students were frustrated by this arrangement, having pre-assigned roommates allowed everyone to meet new people and learn things they might not have known about each other.

All in all, the eighth grade really enjoyed the trip.

"I loved it. I loved the memorials so much," said Christine Kumar (II).

Ms. Brown commented that "Everyone seemed to have a great time!"



Courtesy of Ms. Alice Brown

## Students at the Lower Campus Give Back

By JENN SOONG (IV)

Just two months have passed since the start of school, and the students of the Lower Campus have already discussed the meaning of the Honor Code and have helped the broader community through several community service projects.

On October 5th, for the first time, an Honor Code Assembly took place at the Lower School. Social Studies teacher Mrs. Cathy Everett called the assembly "the beginning of a new tradition," as representatives from each grade summarized what their homerooms felt about the Honor Code and then handed in signed Honor Codes to principal Ted Corvino.

To apply the lessons of the Honor Code to a real life situation, students then participated in various community service projects.

During September, Childhood Cancer Awareness month, students and faculty helped fight the disease by dressing down and wearing pink ribbons. Along with the Upper Campus, grades K-5 were able to help raise money for Susan G. Komen's Breast

Cancer Foundation by participating in the "Think Pink and Wear It Day."

Halloween also served as a major community service day for the Lower Campus. Along with an assembly that explained safety tips for children on "Trick or Treat" night, students donated their Halloween candy to local food banks and shelters.

They will also continue their annual collection of UNICEF donations and their "Sharing Halloween with Others" drive.

In the future, students will be launching several writing campaigns in which they will write letters addressed to Army Captain Larry Obst, who is in charge of 80 troops in Iraq. Having been a student at Pingry for ten years, Captain Obst has a special place in the school's history.

In addition, Lower School students are collecting supplies for soldiers in the Iraq War who come from Summit, New Jersey. The gathered supplies will be sent through the Summit Supports Our Troops Organization.



Courtesy of unicef.org

## Radiohead Uses Alternative Promo Method

By NICK RICE (IV)

Usually if I buy an album the day it comes out, I'm one of the first to have it. In the case of "In Rainbows," the newest album from the British rock group Radiohead, it was already spreading across the Internet like wildfire hours after its release.

The unusual amount of hype the album developed even before its release was not from the lyrics

but, instead, from the alternative method of promoting and selling the album. Radiohead chose to release it under no contract or record label. This move was a huge leap from their previous contract with EMI, one of the giants of the music business. Only a few other popular artists have chosen to release music this way.

Radiohead took full advantage of having no recording contract by releasing their album "In

Rainbows" as a digital download. Although plenty of bands have taken advantage of the Internet, especially through digital music stores such as iTunes, Radiohead used the Internet to separate themselves from other artists. The album is available on their site for any price the buyer chooses. The buyer can enter any price into the text field, and can then download the album straight to his or her computer. In addition to having no fixed price limits, the download is completely free from Digital Rights Management (DRM). Programs like iTunes attach a DRM protection to their files, preventing piracy by limiting copying and sending of the file. "In Rainbows" can be sent, received, copied, posted, and downloaded without any restriction.

In another attempt to outdo online music stores, Radiohead released "In Rainbows" at a quality of 160 kilobytes per second (kbps), much better than iTunes' 128 kbps downloads.

All ten songs on the album are completely distinct, yet still have a Radiohead sound to them. While songs like the up-tempo "Bodysnatchers" and the smooth, subtle "House of Cards" differ like night and day, Thom Yorke's dream-like voice, with just the right hint of a

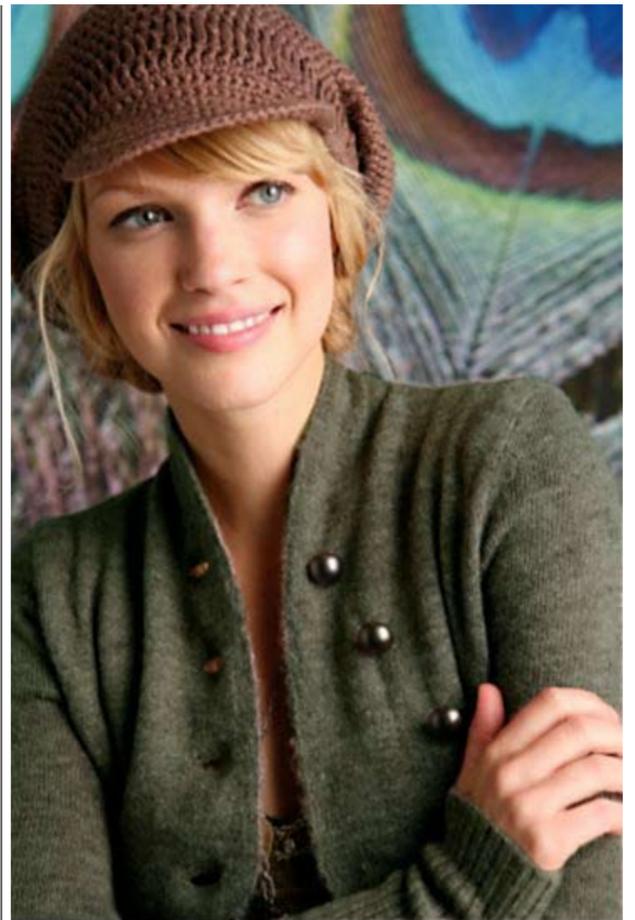
British accent, remains constant throughout. These vocals, combined with long, slow, string-like synthesizers and mellow, clean guitars, create a feeling of infinite depth. Every song layers numerous instruments, voices, and sounds, but they all harmonize instead of overpowering each other.

Although some songs such as "House of Cards" stand out as potential hits or singles, the full effect of this album is best achieved by listening straight through all the tracks. The genius of the album extends far past the actual music and deep into details of production. Radiohead treated the entire production of this album as an art, including the track order. Each song is almost like a continuation of the last. The songs swell and slide into full swing in the beginning, but slowly slip out towards the end, with just a few seconds of void-like silence between each track.

The first ten tracks of the album are available for download at [www.inrainbows.com](http://www.inrainbows.com). A disk box, consisting of "In Rainbows" on CD and on vinyl with a second CD of additional songs as well as other booklets and artwork, is available for preorder on the same site for about \$81.40.



Courtesy of Google Images



Courtesy of FreePeople.com

## This Fall, Fashion Goes Back to Basics

By KELSEY HISCANO (VI)

With the 80 degree heat gone, we can officially say fall is here. The changing leaves and the dropping temperature have finally arrived, and what better thing to do than welcome it with open arms?

Although a splash of color is still suitable, the onset of winter means it's time to bring back the black. Update your closet with more blacks and grays to take the neutrals from last fall to the next level. Muted tones make this season a breeze. There is nothing easier to match than black and gray.

This is the season to stock up on basics. There's no need to splurge on a few plain long-sleeved tees. Just look in Gap or J.Crew for all your black basics. Nothing is as simple as a sleeveless jumper or a long tank over a Gap tee.

If you're set with bottom layers, winter gives you loads of choices when it comes to keeping warm. Start with sweaters. It's all about seeing what you're wearing underneath. You should be proud of what you wear and a cardigan can showcase your shirt and keep you toasty at the

same time. A long cardigan can also pull a whole look together. The length works better over a casual dress and lengthens the torso. You won't get cold in either wool or cashmere, so if you want something a little less trendy, it could be a smart move to invest in a classic sweater. The best part about the crew or jewel-necked sweaters is that they work great under jackets and blazers.

Speaking of which, another great outer layer for this time of year is the blazer. Designers have opted for a less conventional take on this piece this year by decreasing the structure and adding some volume. Flannels and wool will keep out the cold until it's time for a heavier jacket.

Another tip to stay warm and still wear what you want: stick with leggings. They can make any outfit seem more put together, and can make a short dress or skirt look more conservative.

For shoes, flats are still a go, but when snow starts to fall they get more and more impractical. Ladies, it's finally acceptable to bring the Uggs out from the back of your closets. Nothing is as comfortable or as warm, and this season there's almost no need to worry about tucking bunched pants into your boots, as leggings seem to have eliminated that problem as well.

If you're looking for the right touch to top off your look, jewelry is all about minimalism. A long, thin chain with a simple pendant is really all you need. If you still want something a bit flashier, it's easier to accentuate your outfit with a bigger pair of earrings. Oversized pearls or diamonds will do the trick and keep the look classy and simple. Consider digging in your mom's old jewelry boxes for hidden treasures you had never previously considered.

Remember, at least until the snow starts to fall, try pairing cardigans over dresses and choose leggings over pants when possible. The most important thing to know of course is that black is always a classic, helping you take it easy and keep it simple.

## A Disappointing 'Night' at the Movies

By IAN MARTIN-KATZ (V)

Director James Gray's "We Own the Night" follows a conflict between drug lords and the police force's street crime unit in New York City during the late 1980's. The movie opens strongly and leans toward a lighthearted, albeit bloody, portrayal of crime that is reminiscent of "Pulp Fiction."

Here, freewheeling protagonist Bobby Green (Joaquin Phoenix), the manager of a popular club and a regular in New York's drug-infused nightlife, is contrasted with his brother Joseph Grusinsky (Mark Wahlberg) and father Burt Grusinsky (Robert Duvall), members of the police force who are ashamed of Bobby's lifestyle.

However, "We Own the Night" disintegrates after its auspicious opening and becomes a mush of awkward transitions between drama, romance, and horror as Bobby struggles to resolve the con-

flict between his social ties with criminals and his familial connections to the law.

Uncomfortable scene shifts, which come to dominate the film, rotate the plot between Bobby's interactions with drug-dealers, police officers, and his girlfriend Amanda (Eva Mendes). As a result, the cumbersome storyline becomes jumbled and difficult to follow.

In fact, the plot becomes so loosely drawn near the end of "We Own the Night" that many plot holes are simply left unexplained.

Both an unresolved conflict between Bobby and Amanda and a poor explanation for Amanda's disappearance are particularly glaring failures on the part of the screenwriters.

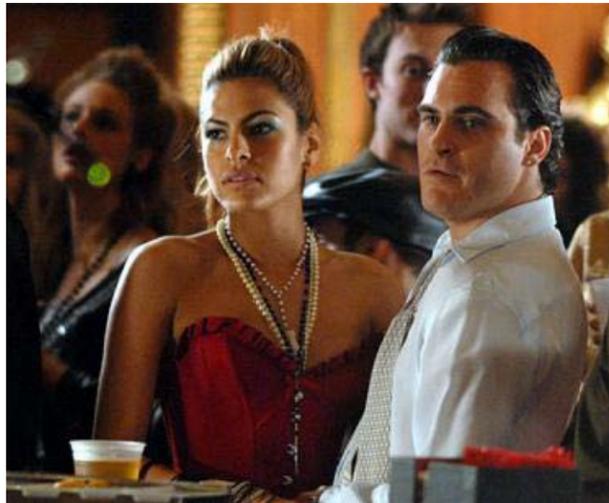
The plot's poor organization and development is further marred by the less-than-stellar performances of the cast's most credentialed members, Phoenix and Duvall. Phoenix seems somnolent throughout the film, and

though this drowsiness may benefit his drug-using role early in the movie, it does not suit his later attempts at heroism when he makes the transition between a life of partying and drug use to one of moral sternness and valor. Duvall's acting is insipid as well, and he lacks the necessary fervor to convey his character as a giant in the

police force.

By contrast, Mendes and Wahlberg perform relatively well given the film's constricting framework, and their portrayals are skillful and real.

"We Own the Night" is a disappointment that transforms a potentially thrilling plot into a prolonged and overly dramatic downer.



Courtesy of NervePop.com

## Second Art Display Showcases Famous Photographers

By JULIA NOSOFSKY (IV)

In its second show of the year the Hostetter Arts Center has been displaying works by three very well-known photographers—Mary Ellen Mark, Harold Feinstein, and Ralph Gibson. These works were donated to the school by Karen and Michael Schwalb over the past fifteen years. Some date back to the late forties and early fifties.

These three artists have been featured in many different exhibits all over the world. Their work is, according to art department head Mr. Miles Boyd, a "treat" for us to have here. Though all three artists' works are in black and white, they differ in style and subject matter.

Mark, for example, is

known for her portrait photography, both of famous and lesser-known people. One of her most famous portraits is of Roy Cohn, a very important figure in the McCarthy era.

Feinstein is known for his documentary photographs, including war pictures and a renowned Coney Island shoot.

Gibson's works are primarily abstractions.

In addition to Mary Ellen Mark's achievements as a contributing photographer to the New York Times, she has had photographs published in LIFE magazine, New York Times Magazine, Rolling Stone, and Vanity Fair. Mark has won a plethora of awards including the "Photographer of the Year" award from Friends of Photography and the "Creative Arts

Award for Photography" from Brandeis University.

Harold Feinstein, having begun his career at the age of fifteen in the 1940's, had his work purchased by the Museum of Modern Art when he was nineteen years old. While

he is best known for his Coney Island shoot, he has displayed his work in various museums, such as the Smithsonian National Museum of American History.

Gibson has provided photos for over 150 publications

worldwide over his forty years of work. He is currently an Officer at de l'Ordre des Arts et des Lettres of France and lives in New York City. He graduated from San Francisco Art Institute and was a member of the U.S. Navy.



A. Hui (VI)



B. Morrison '64

## Girls' Soccer Wins County Tournament

By BRANDON BRIER (IV)

The Girls' Varsity Soccer team has enjoyed great success this season. Led by captains Sarah Strackhouse (VI), Kim Kroll (VI), and Casey Rupon (VI), the girls won the Somerset County Tournament (SCT) championship with Brittani Bartok's (VI) overtime goal. This momentum carried them to advance through the first two rounds of the state tournament, before losing to IHA in Sectional Semi-Finals on Monday, November 5, in the culmination of what had been a long-standing rivalry.

The girls had been looking to avenge their loss to Montgomery in last year's SCT championship and were especially motivated when they got to play a rematch this year. Their well-earned victory over this tough county rival helped to spur on the team.

The girls knew that the road to the championship would not be an easy one; however, they were confident in their heart and desire as a team. This desire rang loud and clear throughout their game against IHA, despite the final outcome.

Strackhouse attributed the teams' earlier successes to "playing as a team, playing with heart, and playing with conviction in all aspects of the game." Kroll added that "put[ing their] chances away early" and playing a solid defensive game contributed. Rupon's reliable goaltending has also helped carry the team over the past four years.

The team's painful loss to IHA put a damper on what potentially could have been a multi-championship season, but it did not take anything away from the rest of their season. Highlights

therein include the county final championship, Brittani Bartok's 100th high school goal, and Casey Rupon's 50th high school shut-out. This year's seniors have participated in championship seasons several times over the past four years, an impressive feat in high school sports. While they will be sorely missed next year, the rising seniors and underclassmen have faith that they will pull through, using this year's loss in State's as motivation to demolish IHA next year and take back their state title.

## Superstar Captains Schonberg and Hynes Lead Boys' Soccer to Successful Season

By GIANCARLO RIOTTO (V), EVAN ROSEMAN (VI), and MERDITH SKIBA (VI)

The Pingry Varsity Boys' Soccer team has again continued a tradition of winning and success. Last year, the team took home a county co-championship and a Non-Public A State Championship after outplaying Seton Hall Prep, Delbarton, Don Bosco, and Christian Brothers. Even after losing five critical seniors from last year – Jeff Zimring, Austin Lan, Richard Bradley, Kim Kimber, and Nick Devers – the team still won their fourth consecutive Somerset County championship with a 3-2 win over Bridgewater-Raritan with goals by captain Eric Hynes (VI) and Matt Rybak (V).

As the season comes to a close with an impressive current record of 17-1, the team has garnered attention

on both a state-wide and national level.

In the conference, the team has managed to improve on last year's terrific season. After losing to Morris Catholic in a close match last year, they defeated them in a 3-1 contest at home earlier in the season. The team also defeated Montclair Kimberly Academy, whom they tied last year, by "sweeping" the season series in 1-0 and 6-0 victories. The first of those games went into overtime, with the team finally emerging triumphant with a goal from Brendan Burgdorf (V).

The offense has been fueled by the strong playing of Hynes, Will Stamatis (V), and Matt Fechter (V), all highly skilled players who put their creativity to use on the field.

The team's stronghold, however, has been its highly praised defense. Anchored by goalie and captain Grant

Schonberg (VI), let in only four goals all season – two in conference games versus Morris Catholic and Kinnelon and two shot by Bridgewater-Raritan's Matt Kassel, one of the state's top players, in the county finals. The skillful defense of senior co-captain David Miller has been key, while the playing of juniors Conor Starr, Brendan Burgdorf, Matt Rybak, and Todd Feldman, and sophomores Scott Keough, Tyler Smith, and Andrew LaFontaine frustrated opponents, rarely allowing them to get quality shots on the goal or even to possess the ball.

In the course of the boys' success, they rallied the entire school with team spirit and excitement. Students and faculty turned out in huge numbers to support the team at the County Finals and the State Game.

Despite the team's strength

and dedication, they suffered a heart-breaking loss to Pope John during the second round of the state tournament. Although there was a terrific effort from seniors J.P. Patrizio, Hynes, and Miller, and skillful goaltending from Schonberg, the game was still scoreless after double overtime and was ultimately decided in penalty kicks. Despite this outcome, student pride in the soccer players remains palpable, and the entire community celebrates the soccer team as a great source of inspiration and strength. As longtime coach Miller Bugliari says, "Winning the county finals was a wonderful achievement for this year's team. I am so proud of how they played that night to stop one of the best players in the country. The playing of Grant Schonberg, Eric Hynes, and David Miller was extraordinary."



Both photographs by B. Morrison '64

## Girls' Cross Country Races to a Phenomenal Finish

By SCOTT BISSINGER (VI)

Many would think that this would be a rebuilding year for Girls' Cross Country due to the loss of their top three runners last year. However, the squad received a major boost with the ad-

dition of freshman phenomenon Olivia Tarantino, and the continued strength of senior captain Olivia Delia has ensured success. The duo, fittingly nicknamed "the Olivias," has led the team to a season of triumphs thus far.

The season kicked off with a pulverizing victory in the Newark Academy Invitational over rivals Villa Walsh and Chatham. The team continued this success into the regular season, sweeping through the Colonial Hills competition. In addition, they defeated perennial rival Mountain Lakes in an impressive 24-32 victory. The team then entered the Shore Coaches Invitational, the biggest tournament in the state. Due to the SAT's, the squad was severely depleted but still managed an impressive second place finish.

The following Wednesday, the squad fought an epic battle with Mountain Lakes for the Colonial Hills Championship. The girls' team, which had won the past three titles, was losing 43-64 to the Lakers following the first mile. However, with strong second and third miles, the team defeated the Lakers once again. "The Olivias" took first and third, respectively. The team followed up with an impressive

fourth place performance in the county tournament. In this meet, the team defeated perennial Somerset County powerhouses Bridgewater and Immaculata.

Tarantino is arguably having the greatest season for a female freshman runner in Pingry history. Coming into the season, the team already knew she would be a phenomenal asset, for she finished second in Junior Nationals. Her time at Shore Coaches ranked 25th out of all the girls in the state and was the second fastest time of a New Jersey freshman. She also won the Conference title by 42 seconds and finished with an impressive fifth in the county meet.

Delia has also had a solid season, finishing fourth in Shore Coaches, third in the Newark Academy Invitational, and third in the Conference meet. The rest

of the varsity squad leaders include Martha Gross (VI), Toland Lawrence (VI), Gabriella Scudato (IV), and Louisa Lee (IV).

The team is looking forward to their final races as the season closes. They won Prep A for the fourth straight year. In this race their chief rival was Lawrenceville, which they narrowly defeated last year. They will then make another trip down to Holmdel, the site of Shore Coaches, in order to defend their state championship. The team will be heavily challenged by Villa Walsh and Mater Dei. The team will finally move on to the Meet of Champions, where they will race against the state's elite.

If the team continues to win, the runners may add many more titles to the long-standing tradition of Girls' Cross Country excellence.



B. Morrison '64

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