

Freshman Class Larger Than in Past Years



Ms. Lebowitz's freshman English class consists of 16 students, which is above the average class size.

R. Feitel (VI)

By CHARLOTTE ZEE (IV)

This year there are 147 Form III students, with 86 students coming from the Middle School, and 61 new students coming from other schools. In past years, the freshman class amounted to 139 students at most, but this year they have clearly exceeded that amount.

That said, Mrs. Brunhouse does not believe that the admissions team went beyond their quota. Instead, she said that this year's class "is not overenrolled, but fully enrolled."

While some of the freshman classes are larger than in previous years, the freshmen themselves have not minded having more classmates. Jamie Finnegan (III), for example, is happy to have more students in his grade. "You can [get to] know more people if there are more students," said Finnegan. Finnegan's math class has 18 students, which is larger than the average class size, but according to him, "it never seems to be an issue."

Some may ask why there is such an increase in admitted students this year. Mrs. Brunhouse's answer was that the admissions team was "really excited by [the] applicants." The class stood out to her by its sense of community, as well as the students' parents. "Every class is unique and has its own spirit," Mrs. Brunhouse said, and she thinks that the large group is what makes this class special.

There are other faculty members who agree with Mrs. Brunhouse. Mr. Douglas Scott, athletics coach and physical education teacher, is the Form III advisor.

Although he has to directly deal with the bigger group of freshmen, he does not see the largeness of the grade as a negative feature. According to him, the large size of the freshman class will not make their Pingry experience very different.

"My main job as the form advisor is to oversee the class and promote a sense of unity," he said. "I don't think that a few extra students will make that any easier or harder."

Students Express Concern Over New Dress Code Policy and Its Enforcement

By ALYSSA BAUM (IV)

This year's updated Dress Code policy and its increased enforcement have sparked controversy among students who are being reprimanded for wearing the very same clothes that they wore, without consequence, last year.

Technically, there is only one change to the Dress Code: "Skirts or dresses must be of an appropriate length and the hem may be no more than two inches above the kneecap when a student is standing."

Mrs. Ridie Markenson, Dean of Student Life, explained, "The reason for that [change] was girls' skirts were way too short. By asking that they are a little longer we are hoping students will come to school looking more appropriate."

While reading the updated Dress Code, it may seem as if there are countless updates and changes from last year, including

no yoga pants, jeggings, or bare-backed dresses; however, aside from skirt length, Mrs. Markenson said, "Everything else...was not a change, but there were some rules that had not been enforced, such as no tank tops, and there were some things we tried to clarify."

Shopping within the constraints of the Dress Code has become increasingly difficult, many girls report, because many retail stores do not sell fashionable dresses and skirts that fall within the two-inch guideline.

Girls from Form III to Form VI have protested against the measures, with sophomore Roshni Kotla saying, "I feel like the Dress Code is too harsh. We should be able to wear the skirts that were acceptable last year. We're young and we should be able to show our creativity and wear fashionable clothes without being punished for it."

Many female students have also complained that the new

Dress Code restrictions only affect girls. Even Joshua Creelman (IV) and Reeve Carver (IV) note that in the past few years, the Dress Code has "gotten easier for the guys and harder for the girls." Up until the 2009-10 school year, all male students were required to tuck their shirts in at all times; now only button-down, flannel, and dress shirts must be tucked in.

Another controversial topic about the new Dress Code is that some students see staff members wearing tank tops and skirts that are more than two inches above the knee. Mikaela Lewis (IV) argues that because the Pingry philosophy is based on "mutual respect, if teachers are allowed to give detentions to students for not being in Dress Code, then teachers should be obligated to follow the Dress Code."

With the recent announcement of Saturday detentions, more students than ever are objecting to this severe punishment for

breaking the Dress Code. However, school officials believe that the Saturday detention is actually beneficial to students. Mrs. Markenson said, "The Dress Code first offense is still a warning. In the past, students would get Friday detentions for [second] offenses and that is still the case. We now have Saturday detention for repeat offenders, and you would probably go to a Saturday detention more quickly than we would go to a demerit. The Saturday detention is acting as an intermediate step."

As style is continuously changing, so is the Dress Code. When asked if she foresees more updates to the Dress Code in the future, Mrs. Markenson replied, "Absolutely. A number of students have come in to speak to me about the Dress Code and the ideas they have. We plan to continue meeting with students throughout the year. The Dress Code continuously evolves so I would definitely anticipate changes in the future."

Inside The Record



B. Morrison '64

Captain Justin Shangold (VI) runs in for a touchdown in a game versus Manville, which Pingry won 42-0. Shangold scored three touchdowns in the game.

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Jose Barrionuevo (VI) looks at Kanye West and Jay-Z's "royal" masterpiece, "Watch the Throne." P. 10

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Students "think pink" in support of the Susan G. Komen Foundation for breast cancer research on October 14. T. Landers (V)

Seniors Enjoy Overnight to Crystal Springs Resort

By SARAH PARK (VI)

On Wednesday, September 14, the entire senior grade departed on its class trip to the Crystal Springs Resort and Spa in Vernon, New Jersey. This overnight excursion gave the seniors a chance to unwind and have fun with all of their friends.

After arriving, the seniors had the opportunity to swim in the resort's outdoor and indoor pools or just relax in the dry or steam saunas. For many, this was the best part of the trip.

Christina Najarian (VI) said, "I especially enjoyed the steam sauna. It was so incredibly relaxing and refreshing, and it was just what I needed with all of the pressure I have been feeling lately." Ryan Campbell (VI) commented, "I liked how the faculty gave us unstructured free time."

Later that night, the seniors had a "Party Rock Anthem"/"Bright and Tight" themed dance, which Freddy

Elliot (VI) thought was "the highlight of the trip." The seniors all dressed in neon, metallic, and animal-print clothing, which Marisa Werner (VI) said "looked really

in crazy clothes and hang out with our whole grade." The next morning, the seniors woke up early for breakfast, followed by an hour and a half college counseling



M. Taylor, M. Greninger, T. Campbell, D. Sun, R. Campbell, and M. Laud at the senior dance. C. Dreyfuss (VI)

cool when you saw our whole grade in one room"

Cailee Cassidy (VI) agreed, saying, "I loved the dance. It was so much fun to dress up

session with their respective counselors.

During the hour and a half, each student got an opportunity to attend a session held

by each counselor.

While Mr. Timothy Lear '92 discussed personal essays, Mr. Keith Vassall conducted a mock admissions committee, allowing seniors to view hypothetical applicants' profiles and select the ones they liked best. Adrienne Sozansky (VI) said, "It was interesting to be on the other side of the admissions process and see how different factors played into whether we accepted, rejected, or waitlisted a kid."

In another session, Ms. Susan Kinney and Ms. Ananya Chatterji discussed and explained how to use Naviance Family Connections, a web based program that helps students to organize their applications.

Overall, the trip was a successful break from the stress of senior year.

Although the class has been together for three years, they very much appreciated the time for more bonding during the first month of school.

EDITORIAL

On Homecoming Day, those sporting blue and white usually split time between the football stands and the spectator hill by the Bugliari World Cup field. Some are alumni, some are parents and siblings of the players, but an overwhelming majority is comprised of current students out to support their classmates in the Homecoming games. This year, however, I showed up to the football game around two in the afternoon to find nothing but a sparse group of fans. Worse yet, the fan section was predominantly a combination of player relatives and alumni; few high schoolers could be found in the crowd. Even later on, when the Varsity boys' Soccer game kicked off, the fan section was still meager at best.

Now, granted, it was a pretty lousy day weather-wise, and not many people wanted to spend an overcast and rainy day outside. I've been at Pingry for five years though, and I've been to plenty of games in years past where a little bit of precipitation has not deterred the droves of students out to support their teams. Weather just never used to be an excuse for such apathy.

The lack of supporters at Homecoming was not just an isolated event. It was part of a pattern that has been growing since I returned from the summer in September: an overall drop in the school spirit among our student body. The energy and excitement for school-related events just does not seem to be at the level it used to be.

It is pretty disappointing to see, but based on numerous conversations with students and faculty, I think I understand the reasoning behind it. It's not that the student body doesn't want to support their fellow classmates. Most of us do care about our peers' success in their various endeavors. The cause of the dwindling school spirit seems more of a lack of fondness for the school itself right now.

What I mean by that, is that the student body is not "feeling the love," if you will, from the school. In turn, the desire to support Pingry and its name in events like Homecoming just seems out of place.

This feeling, if you consult many upper classmen and read some of the many op-eds on the Dress Code that students wrote for this issue, is largely stemming from a few administrative moves, with the biggest right now being the Dress Code. It isn't even so much the changes to the code themselves, but the recent enforcement tactics that have made many students feel disrespected. Some complain that getting hit with detentions for untucked shirts the minute we walk into school in the morning not only feels like a nasty way to welcome our fellow community members; the new enforcement measures also seem to send a message that the administration is out to get students for the way we look more than who we are. That feeling makes too many of us feel that it's hard, in this kind of atmosphere, to rally around school events.

What is also adding salt to the wound is the administration's recent efforts to boost spirit for the 150th anniversary. While it is indeed a time deserving of celebration, the timing is just terrible. While the students are feeling slighted by the school's policies, they just do not feel up to glorifying it in celebration.

So, what we are being left with is a student body with a rapidly dwindling sense of school spirit. The unfortunate byproduct of this situation is that student unhappiness with administrative policies is unintentionally causing students to hurt their fellow classmates through neglect. Playing a huge game or performing your heart out in a play is just not as easy when your classmates are not there to cheer you on, and unfortunately, that is the scenario that has been occurring.

I think we need to recognize the problem, and as upset as we are, let's not take that unhappiness out on our friends. I appeal to the student body to be reasonable and support your classmates in their extracurricular activities. If you think the new Dress Code enforcement is awful, then you are entitled to that opinion — and by all means express it — but your classmates are not the ones handing out detentions. So the next time there is a school event, show some school spirit, not necessarily for Pingry itself, but for your peers who deserve it.

—Dan Abend

A Rude Awakening: A Freshman's Perspective on the First Month of High School

By MATT FROMM (III)

On the first day of high school, I literally fell out of my bed. I woke up via a friendly invitation from the ground.

I knew from my extensive time video chatting with my friends the night before that few returning eighth graders wanted to start high school the next day. One friend said, "Let's just end it now and die happy."

Another said, "It's going to take a black Escalade and some Skittles to get me to school tomorrow."

But at 7:08 the next morning, my mom gave me a verbal shot of adrenaline and pushed me onto the bus, telling me, "The real world starts today!" Awesome. Can't wait.

On Orientation Day, you could tell that everyone was quietly freaking out. To summarize briefly: we couldn't actually open our lockers unless we jammed broken pencils in them. Most of our lockers weren't near those of any other freshmen. The cafeteria had been mysteriously

renamed "The Engelwood Dining Room." Our Form Advisor informed us that at some point in the last century, the freshmen and sophomores used to serve the juniors and seniors their lunch. (What?) The administration said that the girls' skirts were too short, and that they needed to wear longer ones.

"Oh, we don't mind," I said every freshman boy.

Yes, the transition from middle to high school is a bumpy one, and if you asked all 147 of us freshmen how the first few days were, you'd probably get 147 different stories.

For most people, middle school isn't a walk in the park, and it was no different for me. My path was littered with decent grades, detentions for eating a Kit-Kat, and wrestling a man-child who my team-

mates and I later nicknamed "the Axe Murderer." But one of the few comforting thoughts in my mind as I entered freshman year was that I again had two teachers from my middle school days: English teacher Mr. Dennis Pearlstein and Science teacher Ms. Lisa Fung-Kee-Fung. Both had recently

moved to the high school from the middle school. I decided to check in with them and see how they had managed the transition.

Ms. Fung-Kee-Fung said her biggest challenge in teaching high school students is "[Stimulating the students] first thing in the morning and right after lunch. I could probably do an interpretive dance of the cell cycle and I'd get the same mundane expressions," she said.

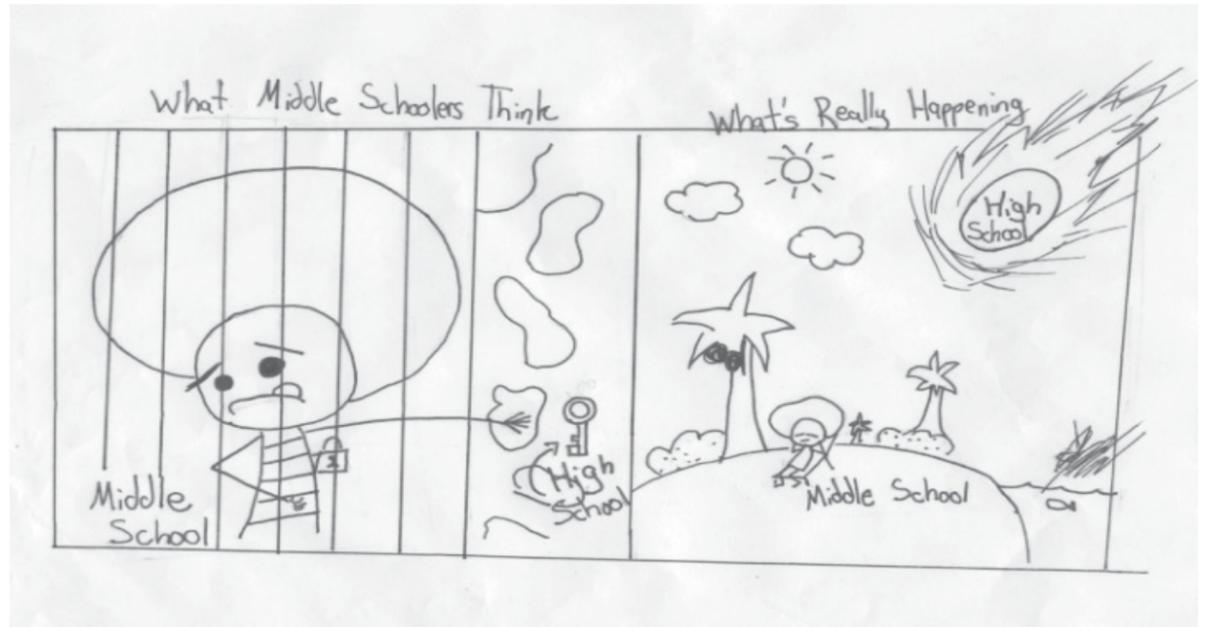
Mr. Pearlstein said, "I enjoyed the fierce curiosity and love of learning that the sixth graders, for the most part, dem-

onstrated." However, he was also glad to be teaching older kids: "I like the fact that I can get back to teaching many great books and older minds."

On a more personal level, I asked both teachers what advice they would give to high school students. Ms. Fung-Kee-Fung said, "Teachers and advisors will make recommendations and offer advice, but at the end of the day, the important decisions come down to you. Take the necessary steps to accomplish your goals."

Mr. Pearlstein offered this advice: "If you are having any problem adjusting, don't just talk to your family about it. We want to know so we can help you. Entering high school, especially a high-powered school like Pingry, is a daunting prospect for every student. Talk about it so you know you're not alone. There are far worse things than not coming across as one hundred percent in control."

Right now I feel like I've got one percent. I'll let you know when the other ninety-nine percent shows up.



B. Tiggs (IV)

Go Big Or Go Home: Why a Few More Pingry Students Can Only Be A Good Thing

By CAROLINE MURPHY (V)

By now, everyone has heard the rumors about the huge freshman class. Before classes started on the first day of school, I heard that there were ten more freshmen than the school

had planned for. At lunchtime, I heard the number was 20 students. By the end of the day, it had grown to 30 more students.

As the rumors spread, there was a collective groan amongst the student body.

We wondered what was going on with the size of the freshman class and the effect it would have on our school day.

Will the cafeteria be more crowded? Are my classes going to be too big? Will there be a longer line to see my teacher during CP? What if someone else gets the spot on the Varsity Soccer team? What if someone else gets the role I wanted in the winter musical?

As it turns out, the rumor mill was in overdrive and students don't need to have

these concerns. In reality, there are not 30 extra students in the freshman class. There are 147 kids in their grade, about eight students more than the average in years past. If there are only eight more students than the

school has had in the past, I don't see what the big commotion is about.

First of all, eight additional students will not crowd the cafeteria to the point where it becomes unbearable. Perhaps there will be a few more people in front of you to get pasta, or maybe you can only take two cookies on Friday instead of your regular three. Either way, there won't be enormous lines clogging the cafeteria.

Also, if freshmen are worried about the class size

being too large, they have no need to be. The school is offering more sections of certain subjects, so the class sizes are actually lower than they've been in the past.

I believe that students are looking at the glass half empty instead of half full. They are looking at all the ways more students could negatively impact our school instead of considering the ways new students could enhance our community.

Mrs. Allison Brunhouse, the Director of Admissions and Enrollment, put it best when she said, "I think the additional eight students can only have a positive impact on our community — an additional eight students for sports teams, drama productions, musical groups, eight more perspectives in the classrooms, eight more friends to make. Eight more Pingry students can only be a great thing."



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SPECIAL FEATURE



DRESS CODE

Why the New Dress Code Limits Our Creativity and Freedom

By REBECCA WYNNE (VI)

We are only a month into the new school year, but the female student population is already up in arms over the newly amended Dress Code, which changes minimum skirt length from four to two inches above the knee.

Changing the four-inch rule (which has been in effect "forever") may at first seem to be a minor adjustment. But without any other clear explanation for this change, we must believe that

the administration's new puritanical attitude was meant to do more than just legislate fashion. Establishing this new measure of modesty seems to have been meant to intentionally provoke us and send a not-so-subtle message. They have succeeded. We are upset and get it; you REALLY don't want us to wear short skirts.

However, it is not as much the rule itself that is truly upsetting but the way that it is being enforced. Female students now walk fearfully down the hallways

hoping not to run into the Dress Code enforcement squad that lurks in the corridors, waiting to trap their prey. There have always been those Pingry teachers who have been sticklers for the Dress Code, but never before have they run in packs.

It seems a little sadistic for a group of teachers and administrators to stand at the front entrance of the school in the morning and in the cafeteria during lunch hunting for Dress Code violators to pounce on. We kid, only half-

jokingly, about the quota of Dress Code detentions that each teacher is required to fill.

I truly think that this adjustment could have been made far easier and (somewhat) less controversial if we had been given a period to ease into it, just as many new legal regulations are introduced by first giving a few warn-

ings. The administration made a huge mistake when it decided that from day one all violators would be ruthlessly sought out and punished. I feel that if you're a person who works with teenagers, you should already know that the more you tell teenagers "No!" the more they will resist. Instead of talking about our summer vacations on the first day of school, we were talking about how we were examined from head to toe as soon as we walked in the door. From the first day we felt the pressure and immediately we reacted negatively to it. Was it not clear that this alteration to the Dress Code would upset the female students?

Changing skirt lengths is not only a threat to our fashion sense,

but to our femininity. Don't call me Captain Obvious, but only girls can wear skirts and dresses.

This might seem like an insignificant fact, but I know girls really do take pleasure in being able to wear a variety of fun skirts and dresses while guys can only wear a limited array of pants. It is one thing we can do that boys can't and now that freedom is hindered.

In the note that our parents received about Dress Code changes, the reason given for these changes was to "minimize problems in the upcoming school year." What problems? There were no problems last year other than the occasional violation, which was handled individually by the offended faculty member. The new change has created unnecessary

wariness and suspicion of the faculty, as well as resentment toward the administration. The authors of this policy also seem to be trying to insulate themselves by using mostly faculty members to enforce it. The administration is well on its way to driving a wedge of distrust between the faculty and the student body.

When I was in elementary school at Pingry, I was taught that the whole point of having a Dress Code, rather than a uniform, was to allow the students to express themselves. It was something unique about the school, something we had that other private schools did not. Now I find myself wishing that there were a uniform (are we headed there?) instead of the Dress Code. The Dress Code, something that is supposed to be a positive aspect of Pingry, has turned into the biggest cause of drama in the school. The price of expressing ourselves has gone up and at this point is not even worth the cost.



B. Tiggs (IV)

Consider A Compromise: Barker's Proposal

By LEE BARKER (VI)

The Dress Code is the school's longest standing tradition, even better known than our rousing school song, "Old John Pingry." In fact, the Dress Code is about ninety years older than the Honor Code, making it a hallmark of the Pingry School.

That being said, I'm sure I'm not the first to mention that the vast majority of the student body wants the Dress Code altered, if not dropped all together. Students claim that it is out of date and doesn't conform to current style and fashion trends; let me be the first to tell you how hard it is to find stylish skirts that are only two inches from the knee.

Nevertheless, there are plenty of teachers who are against altering the Dress Code in any way, which brings up the question: why?

Well, a cynic may claim that because they are no longer able to fit into their jeggings and "booty-shorts," they don't want to see anybody else having the luxury of wearing them. I, however, think that the majority of the faculty are in favor of the Dress Code because they think it protects us from looking like what Math teacher Mr. Manny Tramontana calls "hoodlums" and "invalids." The faculty fears that if they do not have authority over the students' daily attire, they'll flood the school with derogatory T-

Shirts, Juicy shorts, and short skirts, the likes of which can often be found on the streets of Las Vegas.

Maybe they don't actually believe that, but I do think they believe the Dress Code ensures a level of decency among students, along with a standing guarantee that we'll always look presentable to on-campus visitors.

I propose to solve this problem in a way that neither nixes the Dress Code, nor keeps it static. I propose we compromise and treat the Dress Code here at Pingry like the speed limit on I-78. Most people do not go 65 mph, and we shouldn't expect them to, just as we shouldn't carry rulers around the school, measuring

the lengths of students' skirts.

I believe in keeping a "loose" Dress Code, one with penalties for wearing inappropriate clothing, such as ridiculously short skirts – or, if we are sticking by the analogy, going 95 mph. Aside from that, it really isn't necessary to give detention for things like un-tucked shirts, the equivalent of driving 70 mph in a 65 zone. I mean, is what I'm proposing that much of a change from the set of rules we already have? It simply puts what is realistically happening in writing, and keeps students from undermining the school's authority. In the end, I think that accomplishes as much as a code of dress really ought to.

How the Dress Code Violates the Spirit of the Honor Code: Hanna Sounds Off

By ANDREW HANNA (VI)

Upon receiving my annual Back-to-School letter this summer, I decided to postpone looking through its many pages of reminders and special schedules. I felt that after five years of attending Pingry, I pretty much knew what to expect. A little while later, my phone started incessantly beeping; I was being flooded with angry text messages, and every single one of those messages was on one subject: the Dress Code. I quickly flipped open my letter to the page on Dress Code and was met by a wall of underlined revisions and new restrictions. All I could do was sigh and shake my head. The return of the school year has always meant the return of my old nemesis, the Dress Code.

I want one thing to be absolutely clear: I am an all-out aboli-

tionist. If it were up to me, there wouldn't be a "Dress Code issue" at Pingry because there would be no Dress Code. From the moment I started to attend this school, it has always held a special place of loathing in my heart.

My initial distaste for the Dress Code stemmed from the fact that it placed arbitrary and baffling restrictions on what we can and cannot wear. Why are blue and black jeans prohibited, but not pink or purple ones? Why is the only writing that can appear on a sweatshirt a school name? Just the other day, one of my friends was forced to remove her sweatshirt because it said the word "Army" on it. To me, that seems absolutely ridiculous.

These recent changes have introduced a new factor into the equation: the economic factor. I find it incredibly insensitive to believe that any girl, especially one

who has spent years acquiring a "Pingry-Appropriate" wardrobe, would be expected to go out and buy a whole new set of skirts and dresses to fit a new hem length restriction. Nonetheless, I'll leave further discussion of that issue in the hands of my female colleagues.

What I've instead come to realize is that the Dress Code's flaws go beyond the technical ones. After years of heated debates, failed reform efforts, and pointless detentions, I've finally realized that not only is the Dress Code illogical, but it is also incompatible with the core value system at our school: the Honor Code.

The Dress Code is antithetical to our Honor Code philosophy. It is a "system of rules and regulations" rather than a "matter of attitude and spirit." It dictates the student body rather than asking it to decide what is right for itself. On the one hand, students are expected to allow the "spirit" of the Honor Code to guide them, while on the other they are told to follow the Dress Code to the letter. We are told to follow rules that don't make sense for them. We are expected to be responsible adults, but instead are being treated like children. These contradictions breed

"We are told to follow rules that don't make sense for the sake of simply adhering to them. We are expected to be responsible adults, but instead are being treated like children."

EDITORIAL

Last year, I wrote an editorial about how overworked Pingry students are, and recommended that the administration prevent us from overloading our schedules, as we are wont to do. Last week, Steve Jobs died.

Wondering how the two are related? Read on to find out.

When the news broke two weeks ago that Jobs had passed, those close with him and those who simply admired him began producing obituaries and tributes almost immediately. As I scanned the many articles, I kept seeing quotes from one speech Jobs gave in 2005 at Stanford's commencement ceremony.

In it, Jobs talks candidly about life, death, and the journey in between. I won't reprint the entire speech, since I think everyone should read or hear it for themselves, but the most important piece I took away from it was this:

"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary."

I think here at Pingry, and likely at other schools too, we get so distracted by others' expectations and desires for us that we forget to listen to that all-important inner voice. Deep down, I don't think most of us really want to take that seventh or eighth class. But we're so focused on listening to our parents or our college counselors that we're not listening to ourselves. It sounds corny, but it's true: follow your heart and you'll go far.

It's the same in extracurriculars: on the Record staff, it quickly becomes obvious when someone just wants to be able to add it as an activity on his or her college application. It happens every year, and I can't fault people for it. But I hope that those who truly want to be with us outnumber those who don't.

Jobs' advice was meant for the Stanford students about to enter "the real world." But there's no reason why it shouldn't apply to us here at Pingry, or anyone else for that matter. Jobs isn't reinventing the wheel with these words; around 1600 Shakespeare wrote something similar in "Hamlet": "This above all: to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man," including yourself.

It's timeless advice, and I'm glad I've finally decided to follow it.

— Roxanne Feitel

anger and frustration among the student body, and these feelings are eventually directed at members of the faculty and the administration. This resentment further undermines the atmosphere of community trust and mutual respect advocated by our Honor Code.

Sooner or later, we're all going to have to make a choice. We are going to have to decide whether it is more important for our school to simply maintain the appearance of respectability or for us to actually embody that respectability by having a Dress Code that reflects our core philosophy.

Mr. Barrington Fulton Comes From Pennington School

By VINITA DAVEY (V)

This year, Mr. Barrington Fulton joined the middle school as a sixth grade English teacher. Mr. Fulton comes from the Pennington School in Pennington, New Jersey, where he taught for four years. He attended Williams College as an undergraduate and spent his high school years at Regis High School in New York City.

Mr. Fulton has a passion for leadership education and multicultural learning; he strongly believes in the importance of both. He spent the last two summers as camp director of the prestigious summer leadership program, Camp Rising Sun, which has influenced the way he teaches. Mr. Fulton has a variety of interests outside of teaching,

including hip hop dancing and graphic novels.

He is very excited about the many opportunities he will have here. He looks forward to seeing the growth of his sixth grade students, "in the people they become and their accomplishments down the road." Not only does Fulton look forward to teaching, but he is enjoying forming a hip hop dance crew with the upper school students. His sixth grade advisee Iman Khan says he is "very nice and helpful in advisory, and also a lot of fun."

"The Honor Code is an important part of what distinguishes Pingry from other schools," said Mr. Fulton. "I am pleasantly surprised about how much the Honor Code is a part of the community, and how

present and effective it is in the daily life of students and faculty."

Mr. Fulton already feels at home at Pingry, in part because of the "congeniality of the students, faculty members, and staff." He is also very proud of his sixth grade students, their work ethic, and their willingness to learn.

He hopes that his colorful classroom, with its walls covered in posters, inspirational quotes, and pictures, will soon become "not only a place where I can express myself, but also a place where my students can express themselves in whatever way they want to." Sixth grade student Namita Davey said, "Mr. Fulton's class is really awesome, and we have really great discussions."



R. Davis (IV)

Ms. Aye Thuzar Takes Mr. Hedengren's Place in Math Dept.

By STEPH WILF (V)

Ms. Aye Thuzar is taking the place of Mr. Hedengren as an Algebra 2 teacher for the freshmen and a Geometry teacher for the sophomores.

Ms. Thuzar comes to our school from the Academy at Palumbo in Philadelphia, where she taught math for one year. She also worked at Ohio State University for two and a half years. There, she taught software engineering to Computer Science students in their sophomore year of college.

So far, Ms. Thuzar is enjoying her time at Pingry and admires the comforting environment. "My colleagues are very welcoming," Ms. Thuzar said. They are always ready and

happy to help me in any way whatsoever."

The Honor Code stands out to Ms. Thuzar, partly because she did her undergraduate work at Smith College, which has an honor system. She is impressed by how "the whole Pingry community has worked together to keep the system alive."

Her students are already noticing her passion for teaching and the great personality she brings to class. Samantha Korn (IV), one of Ms. Thuzar's students, commented, "She is one of the nicest people I have ever met. She is always willing to help us if we are confused."

Ms. Thuzar loves every aspect of teaching math. She said, "I'm fascinated by how students develop their mathematical and thinking skills and always

fascinated to be a part of that development. I like how I can transfer that different perspective, logic, and approach on how we view our world to my students."

A graduate of Smith College, which has an honor system, Ms. Thuzar received her masters' degree in Computer Science at Ohio State University. She also received a masters' degree in Mathematics Education at University of Pennsylvania, where she pursued her desire to become a math teacher.

She will also be advising the Pingry Robotics team, which she is thrilled to be a part of. She hopes to have a great learning experience this year and "is really excited to become a part of the Pingry family."

Ms. Eva Olesky Joins Faculty as New Permanent Substitute

By BEN KAMINOFF (IV)

This September, Ms. Eva Olesky joined the Pingry community as a permanent substitute, Junior Varsity field hockey coach, and Junior Varsity lacrosse coach.

Although new to Pingry, Ms. Olesky is not new to New Jersey. Ms. Olesky attended high school at nearby Newark Academy and later matriculated at Cornell University, where she majored in Government and was the captain of the field hockey team. After graduating from Cornell, Ms. Olesky worked in convertible bond sales at Barclays Capital, a global British investment bank with a location in New York.

Ms. Olesky has been enjoying her new job at Pingry. She feels "very lucky to be here" and finds the "faculty and students are warm and inviting."

Ms. Olesky has especially enjoyed "working with the girls on the field hockey team and has found them 'sweet and hard working.'" Field hockey player Stephanie Yeh (IV), noted that, "Ms. Olesky is an amazing coach! She definitely encourages us to do well."

When asked to compare her previous job to working at Pingry, she responded that "it is more collaborative and welcoming here. People are helping each other learn and succeed."

Additionally, Ms. Olesky believes that her previous job at Barclays correlates with her new job as a sub-



S. Park (VI)

stitute. She noted that at Barclays, "some clients knew exactly what they wanted to buy, others needed some guidance, while other clients were totally lost." At Pingry, "some students understand the material completely, while others grasp it but need extra help. Other students are completely lost."

Ms. Olesky decided to get into teaching because she values the importance of discussion in the classroom. Her favorite subjects are English and History because they involve critical thinking.

When asked about the differences between Pingry and Newark Academy, Ms. Olesky said that it is difficult to compare the schools as her perspective at each school is so different. She

was a student at Newark Academy and is now a faculty member at Pingry. However, she shared that "both institutions are amazing. Each school's faculty are exceptional and support their students immensely. Both schools are working with students who are the next leaders of the world."

In her spare time, Ms. Olesky enjoys reading, spending time with her family, and running. She is currently training for the New York City marathon, which will be her third marathon. After college, Ms. Olesky drove across the country, and passed through 15 states, visited eight national parks, hiked 110 miles, and drove 8,000 miles, all in one month. Ms. Olesky has recently become engaged as well.



Ms. Thuzar helps a student with a math problem.

S. Park (VI)

Faculty Word in the Hall: What Do You Think of the Changes to the Dress Code Policy?



MR. PEARLSTEIN

"I don't think the students were really abusing the Dress Code before so I don't think there was a need for change."



DR. ARTIS

"I think the changes in the Dress Code are an attempt for students to stay in fashion....just with longer skirts!"



MR. THOMPSON

"What changes? I don't notice anything different."



MS. YORKE

"When I was a student at Pingry, collared shirts were required. I think the new changes are small and they aren't really that bad."



MR. MAXWELL

"There is a perspective among students and faculty that the Dress Code is not uniformly enforced."

Dr. Barrington Edwards Joins the History Department

By KATHLEEN ZHU (IV)

Dr. Barrington Edwards, who joins our community as an upper school history teacher, is teaching forms IV through VI. Dr. Edwards is enjoying teaching at Pingry and getting to know students and faculty.

With a Ph.D. and Masters in History of Science from Harvard, along with degrees from Cornell and the University of Missouri, Dr. Edwards brings an extensive background to Pingry. He also taught history at the Loomis Chaffee School in Windsor, Connecticut, and advised the reporters of The Log, Loomis Chaffee's school newspaper.

When asked to compare Pingry and Loomis Chaffee, Dr. Edwards said they were "two very good schools that

both take great pride in their students." However, he is now loyal to Pingry and is dedicated to being "the best teacher I can be."

Ever since the age of seven, Dr. Edwards has wanted to be a teacher. He wants to set a foundation for the lives of his students. Dr. Edwards said teaching gives him an "opportunity to stand in front of a crowd and bring meaning to people's lives." He also values setting a framework for his students by having them "think critically about the world, because in the end thinking is all we have."

As a history advocate, Dr. Edwards holds a deep passion for the subject. Dr. Edwards said that for him, history "is like breathing, having to constantly question my reality.

Watching past and current day collide, we have the opportunity to evaluate the past to answer modern-day questions."

Outside of school, Dr. Edwards likes a variety of activities. These include hanging out with friends, experimenting with cooking, watching sports, and reading. His main pastime is going to the gym. "Exercising is my number one thing," Dr. Edwards said. When choosing a neighborhood to live in, a good gym and healthy supermarkets are always high on his priority list.

Dr. Edwards wants to be remembered more for his actions than simply as himself. He wants to impact his students in a positive way and would personally be content if his efforts "leave the world a better place than before."



R. Davis (IV)

Ms. Misa Lawrence Teaches French, Spanish in MS

By KASIA AXTELL (V)

This year, middle school students are excited to welcome a new addition to the faculty, Ms. Misa Lawrence, who has replaced Señora Jeanine Carr as a 6th grade Spanish and French teacher.

Ms. Lawrence comes from a teaching stint at Boonton Middle and High Schools in Morris County. After starting her job here, Ms. Lawrence admitted that one of the biggest adjustments she's had to make has been familiarizing herself with the schedule, which "is very different from the schools where [she] previously worked. For example, in Boonton Middle School, classes met five days a week with no drop days, and there was no conference period or advisory period."

Prior to becoming a teacher, Ms. Lawrence worked as an attorney. She attended Hunter College High School in Manhattan before going on to pursue her studies at Cornell University in Ithaca, New York, and Harvard Law School in Cambridge, Massachusetts.

Ms. Lawrence has traveled extensively in both French and Spanish speaking countries, including France, Canada, Haiti, Martinique, Spain, Puerto Rico and Mexico. When asked where she learned to speak these languages, she said, "I studied French and Spanish in school and I spoke the



R. Davis (IV)

languages with my family and friends."

Ms. Lawrence decided to start teaching French and Spanish because she "loves and [is] fascinated by foreign languages." She also added that "it is important in today's global community to be able to communicate in at least one other language, and I wanted to help students develop that skill."

The reason she chose to begin a new chapter of her career by coming to Pingry, Ms. Lawrence explained, is "because of its excellent reputation and the oppor-

tunity to be a part of its outstanding world language department."

In her spare time, Ms. Lawrence enjoys playing instruments, particularly the piano and the tenor recorder. In addition, she loves to bake, read, knit, and do Zumba. Her favorite thing about working at Pingry so far is the middle school building, because "it is a great space for the students and the teachers." The most exciting thing about beginning her new job is "getting to know the people I work with, including students and my colleagues."

A Letter From Our Student Body President

Dear Pingry,

I hope everyone has been enjoying the school year so far, and had fun at the Bonfire and Homecoming events. All of the Upper School Student Government representatives and officers, Ms. Jones, Ms. Olesky, and I worked hard to ensure that Spirit Week and Homecoming would be better than ever! We hope you agreed.

My main objective as Student Body President for the 2011-2012 school year is a simple one: to live, laugh, and learn together as a community. Stud Gov does not only consist of its members and officers but reaches out to the whole Pingry community. For this reason, beginning this year, we are posting the minutes from all Stud Gov meetings on the Pingry website. I encourage all of those who are interested to come to our meetings so they can share their input and opinion as well.

Student Government has a great deal of potential but we must be more proactive. We have the power to do many things at our school because the faculty is willing and the students are motivated. We simply must take greater initiative. Through Student Government's proactive approach, I believe that this will be an extremely successful year, where we become a TRUE student body rather than just a collection of individual students.

Love,
Marisa

he likes Pingry, Mr. Joujan replied, "I love Pingry! It's amazing. I love the teachers I work with and the students in my classes...Every student ceed and do well." To him, the main difference between Pingry and other schools he has

taught at is that "the environment is extremely supportive at Pingry." Mr. Joujan has a wife, Lauren, and a two year old daughter, Chloe. He and his family live in Easton, PA and are expecting a baby in January.

She wears skinny jeans and hoodies, uses Facebook all the time, and even makes sarcastic jokes.

In addition to going to school at Pingry, Amar will be travelling across the United States this year with the Engels. Among the places they will visit are North Carolina, California and Hawaii.

Amar takes the standard slate of junior classes, with the exception of English 10 instead of American Literature. Look for her in the art studio, drama productions, and Glee Club!

Mr. Alex Joujan Welcomed to Middle School

By PRADYUTH MAGANTI (III)

This autumn, the middle school team welcomed Mr. Alex Joujan to the Math department, teaching seventh grade Algebra and eighth grade Algebra 2. He will also be coaching middle school soccer.

Born in the African nation of Zambia, where his parents were both missionaries, he lived there until he was five. Then, he moved to Chattanooga, Tennessee where his mother's family lived. Since his father was from Canada, Mr. Joujan has dual citizenship between America and Canada.

He graduated from The McCallie School in Chattanooga in 2001, where he played water polo, swam, and ran track. Mr. Joujan's biggest inspiration to become a teacher was his AP

Calculus teacher at McCallie, who "was fun and a really good teacher."

After high school, Mr. Joujan matriculated to Muhlenberg College in Allentown, PA, graduating in 2005 with a double major in Mathematics and Physics. While at Muhlenberg, he started working with an inner city tutoring program located in town. Mr. Joujan said this experience was "pivotal" to his decision to become a teacher.

He then continued to get a master's degree in education from the University of Pennsylvania in 2006. After getting his master's, Mr. Joujan was awarded a five-year Mathematics Teaching Fellowship through the Knowles Science Teaching Foundation.

During his fellowship, Mr. Joujan worked at nearby public



R. Davis (IV)

schools in Easton and Bethlehem.

During the second summer of the fellowship, Mr. Joujan was given the opportunity to

go back to his roots in Africa and teach math for five weeks in schools in Chingola, Zambia.

When asked about how

Lara Abou Amar: From Lebanon to NJ

By ALLIE MCMANUS (IV)

In August, Lara Abou Amar (V) was welcomed as this year's AFS foreign exchange student. Amar comes to Pingry from Lebanon. She is excitedly looking forward to this year, saying she expects it will be "an awesome year at Pingry and in the United States."

Amar said she chose to spend a year in the U.S. because she "wanted to come to America and try something she's never done before."

This is Amar's first time outside Lebanon, so each experience is rich with significance: "Everything is so new: the people, the school, the society," she said. "America is a place filled



S. Park (VI)

Sarah Park Spends a Month on a Hopi Reservation in Arizona

By SARAH PARK (VI)

This July I traveled to the Hopi Reservation in Arizona with my church youth group for a mission's trip. It was my first time on a Native American reservation, and it was shocking to compare the lives of the Hopi people to the lives of affluent people in the suburbs of New Jersey. I couldn't even believe that I was still in the United States when I felt like I was in a Third World country.

The barren landscape only added to my feeling of hopelessness. There were miles of sand and dirt, and few trees and grass. The one-story houses were made out of thin boards, lacked air conditioning, and blended in with the landscape.

Upon my group's arrival, the Korean pastor working with our group told us about the Hopi people and their lifestyle. He said that the majority of Hopi people didn't go to college, and many started drinking and consuming drugs at a very young age.

The three major problems of the Hopi people, the pastor explained, were unemployment, poverty and substance addiction. The unemployment rate on the reservation was 75%, a number so outrageous that I couldn't even begin to comprehend it. To make a "living," many of the men and women made dream catchers, jewelry, and other crafts that

they sold by the road.

Upon hearing this information and seeing it firsthand, I immediately felt ashamed. How are people in the United States living like this? How many people even know about this? How did I not know about this? A wave of feelings went through my mind: sadness, pity, anger and frustration.

My heart went out to the Hopi people as I realized that this was how they had been treated for centuries, ever since the arrival of the Europeans in the Americas. I felt ashamed that even after all of these years, we still neglect them and leave them on the backburner of our nation's problems.

For the 10 days that I was in Arizona, I experienced a lot. My church group ran a Vacation Bible School for the kids there, and every day I learned something new about the Hopi people. Many of the kids came from broken families, with relatives in jail or others who had committed suicide. Yet they were always so happy, coming in each day with limitless energy and permanent smiles plastered on their faces. I noticed that many of them were very clingy, and constantly gave me hugs or wanted to be held. It made me inexpressibly sad when I realized that, because of the way some of the children were treated at home, they were desperate for any kind of love or attention, even from a

"stranger."

A particular experience stands out in my mind when I think about the Hopi kids. One day we had a moon bounce set up for the kids to play on. A fifth-grader named Alvin exited the moon bounce face first and chipped his tooth on the floor. Although he said he wasn't in too much pain, he was bawling for 15 minutes because he claimed that his mother was going to kill him. It pained me so much to think that being punished was the first thing that came to his mind when he got hurt. It made me wonder if that was a part of life these kids had to go through every day. What was worse for me was that Alvin didn't come back after that day.

When I look back at my experiences in Arizona, I have mixed emotions. I had so much fun with all of the kids, playing with them, getting to know them, and giving them attention, but at the same time I was definitely disturbed by what I witnessed, truly upset that I couldn't do more. Even more depressing to me was the fact that many of those smiling kids will eventually lose their innocent happiness and stay on the reservation for the rest of their lives.

When I returned to New Jersey I felt a few pounds heavier, weighed down by knowledge that I was so blissfully unaware of before my trip. My trip to Arizona made me more aware of the plight

of the Native Americans in our country, and has influenced me to do something about it. I don't know what that some-

thing is yet, but I know that I have to do it. I also feel a strong compulsion to go back, to not make this trip a one-

time thing. Simply reverting to my previous life in New Jersey would be letting down all of the kids I met.



The Hopi Reservation where S. Park (VI) spent a month.

S. Park (VI)

Muller Sees the Real Costa Rica

By REBECCA MULLER (IV)

Six years ago, I went to Costa Rica on vacation with my family. We stayed in fancy hotels, went to all the tourist attractions, and I thought that I had gotten a feel for what Costa Rica was all about. This summer, however, as one of twelve rising Pingry sophomores and juniors, I participated in a Community Service Learning Trip to the country. On this trip I learned that the Costa Rica I thought I knew was nothing like the reality.

During the first few days of the trip, I was nervous. I was struck by the poverty in the village of San Jorge and did not know how I would relate to the villagers. I came to find, however, that the people in the village were inspiring. I saw people who are less fortunate than me being overwhelmingly hospitable to complete strangers, and it disproved my preconceptions of poverty.

My fellow trip-mates felt similarly about the villagers we met. "The first thing I noticed was the unity of the community," Kaitlyn Friedman (V) explained. I knew our house families would be there to welcome us but I did not expect half of the village to be there just to witness our arrival."

My roommate, Maddie Boone (IV), was also taken aback by how "the family we stayed with completely welcomed us into their home and made us feel like we were part of their family."

Although we had a tremendous time staying with the villagers, we also had a job we were there to do. Last year's service trip to Costa Rica had painted the village community center, but constant exposure to the elements had caused the building to deteriorate inside and out. This year's group spent several days repainting the entire building. By the end of the week it looked as good as new.

My peers and I all found the work we did rewarding. "I really felt like I made a difference to the town of San Jorge through the work we did and even just through our presence in the town," said Stephanie Wilf (V).

This year's group also weatherproofed a kindergarten school and taught English to a class of Costa Rican high school students. It was interesting working with the Costa Rican high schoolers, because we had to communicate with them despite the language barrier. The experience with these students was fascinating for all of us, as we realized that although we had grown up very differently, we

could relate with them.

Despite all the incredible experiences we had, the most memorable moments of the trip were when we interacted with the kindergarteners. They were so grateful that we put plastic screens over the open walls in their classroom to protect them from the rain, and it really demonstrated to us what a difference we were making for them. We had some fun with them as well; we taught them how to play Simon Says and Duck Duck Goose, and they taught us a traditional Spanish children's song.

While most of the trip was spent helping the community, we also enjoyed plenty of sight seeing. We went zip lining through the rainforest, situated alongside volcanoes in Arenal, and we spent an entire day at the beach. We also went horseback riding and walked around in the national park looking at different animals. These activities allowed us to see all of the natural beauty that Costa Rica had to offer as well as bond as a group.

The Costa Rica trip was altogether an eye-opening and enjoyable experience. Although we all came with different expectations, everyone left with the same feelings of accomplishment and a new perspective on the world, which we will keep with us for the rest of our lives.

Ellen Cahill Takes Pre-Medicine Course at Brown University



Courtesy of E. Cahill (V)

By ELLEN CAHILL (V)

This summer, I took a three-week pre-medicine course at Brown University, where I had the opportunity to work with doctors in hospitals and look at cadavers before heading out to dinner each night in the beautiful city of Providence, Rhode Island.

Throughout the course, doctors held daily lectures about the path to a career in medicine. Each doctor discussed topics like schooling, exams, and applications. Following the lecture, we'd head to small group sessions to discuss and investigate virtual patient cases to determine diagnoses. We also had biology and anatomy labs each day, such as a hematology lab in which we drew our own blood for testing. The anatomy labs were a

bit more interesting, because we got to look at the various organ systems of the human body. Some students found it very difficult to hold a human heart in their hand, but doing so made me appreciate the intricacy of the human body.

Each of the pre-med high school students also had the opportunity to shadow a doctor in action at the hospital. As I chose to work with a neurologist, I dealt with patients who suffered from epilepsy, memory loss, head trauma, and recent strokes. Neurology fascinated me. It made me realize that medicine is not just taking care of sick people: it's an investigation, a puzzle to be put together.

One of my favorite parts of the course was that each day, a doctor came in from a specific field to discuss his or her career. Their input

helped me determine what I would like to do when I'm older. A brain surgeon visited us one day and showed us videos of surgery, which although very appealing, was also intimidatingly complex.

As interesting as the class itself was, I found my experience on the Brown campus to be very rewarding as well. I loved getting the chance to experience college life. I lived in a dorm and enjoyed the freedom of being able to leave campus and take a trolley to explore the city. I also took weekend trips to both the beach and Newport, RI, which gave me a nice break from the intensity of classes and labs.

This course helped me solidify the career path I am interested in taking, but I also enjoyed getting to experience the excitement of being a temporary student at Brown University.



Pingry students (seated, back row) and Costa Rican kindergarteners.

Courtesy of R. Muller (IV)

Stires Discovers Hidden Treasure at Morristown Nat'l Historical Park

By HUNTER STIRES (III)

Imagine discovering an untapped archeological treasure trove a stone's throw from Pingry's front entrance, containing hundreds of thousands of precious national heirlooms, chronicling the story of America from Ferdinand and Isabella all the way to George Washington and Susan B. Anthony. As it happens, there is just a place a mere 20 minutes away in Morristown, New Jersey.

At Morristown National Historical Park, home to the Jacob Ford Mansion where George Washington had his headquarters during the winter of 1779—1780, more than 300,000 manuscripts and 15,000 printed documents are housed in what is known as the Lloyd W. Smith Archives Collection. Smith, a Wall Street executive from the first half of the 20th century, was a passionate collector of historic papers and records, and wanted to create a kind of primary source history of the United States. In 1957, two years after Smith's death, his

documents became the backbone of a new repository in his name.

Ms. Sarah Minegar, the chief archivist of the Collection, has been a classroom teacher as well as a longtime student of history. "I feel the close study of primary documents makes me a more perceptive and conscientious historian," she says. Because Minegar considers it a privilege that she lives her daily life in such close proximity to history, she actively seeks to share her experience and knowledge. "I feel compelled to be the best steward of history I can," she says.

One way she accomplishes this goal is through a high school program she created and introduced this year, Archival Ambassadors. This week-long summer course is designed to allow students entering 10th, 11th, or 12th grade to "explore history from the source," and to learn proper methods for dealing with historic materials. When examining primary sources, the students are asked to "interrogate the documents" to find out important information, such as the speaker, audience, subject, and purpose.

According to Ms. Minegar, "This gives the students a chance to... really dig into the uninterpreted,



Stires (III) and Ms. Minegar analyze a document.

Courtesy of H. Stires (III)

raw history."

Even the occasional forgery makes for a great story, too. One letter, supposedly written by George Gordon (aka Lord Byron), the famous poet, was acquired with the rest of the collection and was put on display periodically. Earlier this year, when another institution was planning on doing

an exhibit on Lord Byron, the letter was pulled out to be examined. Surprisingly, the letter was proved

to be a "faux." Dr. Jude Pfister, curator of the museum at the Morristown National Historical Park, realized that this discovery opened the door to a new and worthwhile conversation about the motivations and circumstances behind forgeries like this one. He explained in an interview with radio station WCBS, "We don't have the real thing, but in and of itself, there's just as much of a story."

Young historians and researchers don't necessarily have to be in the summer program to gain access to the extraordinary materials in the collection. After being issued a Research Card, one can call ahead to schedule time at the Archives at (973)539-2016. The Archives are usually open from 1:00 to 4:00pm Tuesdays through Thursdays. In general, researchers look at microfilm rather than the manuscripts themselves, which are

rarely pulled from the vault. No food or beverages are allowed in the research room itself to protect the documents and equipment. There are lockers to keep coats, bags, and lunch, along with a break room nearby.

Many historians pick the usual places, like the New York Historical Society and the National Archives, to do their primary source research. They overlook the rich, comparatively untapped resource residing at Morristown National Historical Park. Ms. Minegar and Dr. Pfister are hoping to change that.

For more information, please go to <http://www.morristownnhplibrary.blogspot.com/> and <http://www.primarysourceseminar.blogspot.com/>

Thomas Spends Month in Spain Experiencing Culture, Language

By KATHERINE THOMAS (V)

This summer, I had the privilege of spending a month in Spain on a language immersion program. I met incredible people and had one of the most culturally invigorating experiences of my life. The beginning of summer flew by, and before I knew it, June 30 had finally arrived and I was ready to begin my adventure in Spain!

Deciding to travel alone, I was extremely anxious to meet the

and consisted of three-hour long morning Spanish classes during the week in various schools throughout Spain. In the afternoons and on the weekends, my group traveled throughout Spain, visiting famous sites and museums and eating delicious traditional Spanish food in restaurants. We also stayed in hotels in Madrid, Granada, Marbella, Seville, and Barcelona. We spent our final days at a resort in Sitges, a famous beach town southwest of

I had walked into a dream, gazing at all the incredible architecture around me. The first day was exhausting because I had not slept for 24 hours, and I was still getting used to the six-hour time difference. After the first week, however, I found myself growing more confident with the language as I began to attend classes. Before I knew it, I was able to apply what I learned in the classroom to my conversations with the locals.

My group members and I visited many incredible places, but my favorite place was Toledo. The history behind Toledo was extremely fascinating, and I was transfixed by the beautiful and ancient architecture. My favorite parts of visiting Spain were eating ice cream and shopping in Barcelona. Spending the last few days relaxing at a resort and then experiencing the club scene at night was also enjoyable.

At the end of the trip, I was in disbelief that a month had already gone by, and I didn't want to have to leave all of my incredible new friends and this amazing country. With a whole range of new Spanish vocabulary, however, and my new friends' phone numbers to show for it, I had experienced the summer of a lifetime.



Thomas (V) and two friends in a traditional bull-fighting arena.

Courtesy of K. Thomas (V)

other members of my trip, as well as the trip leaders. Luckily, as soon as I arrived at the airport for our overnight flight to Spain, I found everyone to be extremely friendly.

The program that I chose was organized by Westcoast Connec-

Barcelona.

I experienced a huge cultural shock when I first arrived in Madrid. Of course, everyone was speaking a completely different language from the one to which I was accustomed. I felt as though

Michael Werner Gains Link to Heritage in Monte De Procida

By MICHAEL WERNER (IV)

I had waited 15 years for this day to come. I had never been out of the country before, and my family and I were finally taking the vacation we had talked about for years. I was able to spend my first vacation outside the country in the place that holds great meaning to my family: Italy.

This summer, my parents, grandparents, five siblings, and I were lucky enough to visit Italy, the country in which my mother and grandparents were born. My mother's entire family was born in Monte di Procida, a small town outside of Naples, and for years I had heard countless stories and descriptions about this town and its people, culture, homes, and food. Spending eight

days in this town was indescribable as I connected the stories and descriptions I had heard with the experience of living amongst the townspeople. Everything from the lemon and fig trees, to the warmth of the people eager to have us join them for dinner, was precisely as I envisioned.

It was amazing to stay in the very house where my mother

and grandmother were born and to walk the streets and attend Mass just as they did many years ago. Additionally, being in Monte di Procida for August 15, the Feast of the Assumption of Mary, was overwhelmingly powerful. The town held a procession through the streets that was attended by thousands of people, followed by musical performances and fireworks.

While many people take vacations to foreign countries, my experience of staying in a small nondescript village was a truly unique and special experience. Monte di

boat overlooked the expansive lake, several other houseboats, and majestic mountains on the foothills of the Himalayas. This location made for a picturesque view every morning and evening, which I loved.

Meanwhile, we spent our vacation going on some exciting excursions throughout the region. Our first involved walking halfway up a 9,000-foot mountain in Sonmarg and feeling the exhilaration of being so awesomely high. Then, we stayed at a lodge lofted above the city of Pahalgan, viewing the "val-

ley of Kashmir" on horseback. Finally we rode the cable cars of Gulmarg with the snow-capped mountains in clear sight.

However, the real beauty of the trip was not the sights themselves. Rather, the real beauty was bonding with my cousins, cracking jokes that no one laughed at, and learning how to beat my cousins in the card game bluff every time. The quality time I spent with my family was invaluable, and spending it in a remarkable location like Kashmir made it all the more memorable.

Tanay Gupta Travels to North Indian State of Kashmir

By TANAY GUPTA (IV)

The monotonous process after tennis practice of showering, eating dinner, and doing homework was disturbed one day in late spring by an email. It was from my grandfather in India, asking whether my sister and I wanted to take a trip to the North Indian state of Kashmir with our cousins. Though skeptical at first, it took just a few minutes of researching Kashmir online for me to be mesmerized by it. Within a few days, we had planned a week's stay in the region.

On June 29th we set off for Srinagar, Kashmir. Despite an electric failure at Delhi Airport, keeping us on the tarmac for two hours, we finally ascended into cloudy skies. Minutes after landing, we were shocked to see something that we had forgotten still existed in the world: a heavy military presence. With armed soldiers everywhere, the gravity of the situation was clear.

Kashmir has been a long disputed territory between India and Pakistan. Because of the heavy violence in the late 1980s, it was deemed unsafe for tourists to visit. The BBC reported that starting in 2005, a decrease in attacks led to a gradual return in tourism. Since tourism accounts for much of Kashmiri people's income, the military was brought in to prevent further damage.

The most unusual aspect of our trip in Srinagar was staying in a houseboat. The peace of the houseboat was so vastly different from the usual bustle of Delhi, where we usually stay on our visits to India. The house-



The Chashma Shahi garden in Srinagar, Kashmir

Courtesy of T. Gupta (IV)



The Werner family at the Feast of the Assumption of Mary in Monte di Procida.

Courtesy of M. Werner (IV)

Procida captured the essence of old world Italian culture and

provided me with a stronger link to my family's heritage.

Green Group, Pingry Launch Kitchen Vegetable Garden

By YVONNE JENG (VI)

Last spring, a kitchen garden was planted behind the school as part of an effort to keep Pingry environmentally friendly and to contribute to the sustainability of the school.

A wide range of vegetables are grown in the garden including tomatoes, peppers, onions, herbs, zucchini, cabbage, beans, carrots, eggplant, broccoli, cauliflower, basil, parsley, and cilantro. A new crop of vegetables including

kale, collard greens, lettuce, and beans will soon add to this diverse collection of plants.

The primary mission of the garden is educational. A section of the garden, designed by Green Group Advisor Mr. Peter Delman's new Environ-

mental Studio Art class, will function as a classroom that will include sculpture and other artistic elements that express energy and spirit.

During the summer, Pingry Day Campers and members of the Green Group helped out in the garden. In tending to it, they learned about organic growing and sustainability.

This school year, faculty, staff, and students will tend to the garden. Physical Education teacher Mr. Joe Forte, who is

supervising the maintenance of the garden, was responsible for designing the layout, obtaining the seeds to plant, and overseeing the work that went into building the garden.

Director of Community Service, Ms. Shelley Hartz, the coordinator of the kitchen garden, said, "The garden is a tremendous success. The entire community has watched the garden grow and has benefited from the produce."

Kate Leib (VI) agreed, say-

ing, "I brought home some of the tomatoes from the garden, made a salad, and it was tasty." The vegetables cultivated in the garden are used in the Dining Hall as well, and will continue to be served until November.

Those who would like to volunteer in the garden may sign up on the weekly schedule. The work that needs to be done includes planting, weeding, watering, and harvesting.



Cucumbers and tomatoes harvested from the garden to be used in the Dining Hall.

Courtesy of Pingry Communications

Rajan Takes Part in Pingry's Community Service Trip to China

By JULIAN RAJAN (IV)

This summer, I joined Middle School Chinese teacher Mr. Frank Dolce and a group of Pingry students to go on a community service trip to China from June 16 to July 5. We started our service in Fenyang, a poor city in the Shan Xi province, where we worked at a local high school teaching freshman English.

Ironically, some of the Pingry students teaching English were younger than the kids they were teaching. We taught two classes a day, one in the morning and one in the afternoon, and the average class size was about 60 kids, which is substantially larger than any Pingry class.

In Fenyang, we did a lot of other community service activities, like planting trees. We also visited middle schools where we taught the importance of foreign languages. We even visited a school for the disabled where

we did various activities with the kids, ranging from playing basketball to painting pictures.

Mr. Dolce said that one of the highlights of the trip was making a huge mural with the kids from the school. Despite having to endure long hours of hard work, we also enjoyed the many activities and sights that China had to offer. For example, we visited the ancient city of Pingyao, established in the Ming dynasty, where we stayed for two nights. We also visited the famous Pagodas, which are large towers constructed during the Tang dynasty. Finally, we hiked up Mount Hua, a famous Daoist mountain.

Our group had the rare opportunity to be the only foreigners - or so it felt - in the city. Many people would take pictures of us, which was an experience in itself. However, we were welcomed everywhere we went, and the people were very warm and

generous.

As far as the food went, we all loved what China had to offer. We ate at local restaurants, where, to our amazement, the food was incredibly cheap. We also stayed with families of Chinese students so that we could experience a day in the life of these children.

The whole point of the trip, according to Mr. Dolce, was for us to see both the modest and poor areas of China, as well as the country's larger, richer cities, like Beijing. In Beijing, we saw terra-cotta warriors, the Forbidden City, and a wealthy high school, which was very different from the ones where we had previously taught English.

Regarding the trip, Mr. Dolce said it was, "wonderful to introduce students and fellow faculty members to a place very dear to me, and I feel like we made strong connections, not only between two societies, but personally."

GLP Trip To S. Africa Inspires All

By ANDREW ALDER (IV)

From July 19 to August 12, fourteen students under the supervision of Director of Global Programs Ms. Sara Boisvert

made lifelong friends as they traveled to a small village in South Africa to offer their services to schoolchildren in need. According to Ms. Boisvert, the purpose of this trip was "to work with the

Global Literacy Project based in New Brunswick, NJ, to help spread literacy in an area of South Africa where books are scarce, as well as to completely renovate a classroom and work with students at the Zuurbekom Primary School." Other chaperones included Middle School Latin teacher Ms. Margaret Kelleher, Lower School teacher Mrs. Mary Ogden, and Dr. Emeka Akaezuwa and Dr. Olubayi Olubayi, who are a part of the Global Literacy Project.

The students and chaperones started the trip by getting a taste of their beautiful surroundings. "We went to Lion Park and had a tour of the different types of animals in Africa," Josiah Taylor



Teachers in procession move onto the stage in Hauser Auditorium before Convocation. The colors of their hoods indicate the degree they earned.

Courtesy of Pingry

a new freshman, said that he enjoyed watching these speakers because "it gave [him] a chance to see what the school was really about."

Mr. Miller Bugliari '52 delivered the Invocation to officially begin the ceremony, and student body president Marisa Werner (VI) followed. Werner began her speech by welcoming the students and explaining how Convocation has been an important event for her since she entered Pingry as a freshman.

Her speech emphasized the importance of Convocation Day as a time for students to reaffirm their commitment to

tives. "It was nice to reestablish our commitment to the honor code," they said, "because it helped to recreate our sense of community at school."

Mr. Jack Brescher '65, the current chair of the Board of Trustees, also spoke to the audience. He began his address by quoting Robert Frost's poem, "The Road Not Taken." He urged the students to take the metaphorical, less traveled road, and encouraged them to take advantage of the multitude of opportunities available to them at Pingry. He challenged the students to select a variety of activities to try, in order to

taught at the school for twenty-five years or more, and their respective years of service. Mr. Conard also informed the community that Middle School History teacher and Upper School boys' Varsity Lacrosse coach, Mr. Mike Webster, will be added to the impressive list of Magistri at the completion of this school year.

To end the assembly and officially begin the new academic year, music teacher Mr. Sean McAnally and the Wind Symphony led the students and faculty in a rousing rendition of the school's official song, "Old John Pingry."

(IV) said. Among the majestic animals they saw were gazelles, lions, and leopards. Sophomore Rabia Khan added, "I experienced a whole new world." The group also visited attractions in Johannesburg and Pretoria, and students and chaperones alike were able to connect with each other as they took in all of the breathtaking sights.

After touring South Africa, the Pingry students went to work tutoring Zuurbekom Primary School students, where they heard touching stories of the challenges

that these children have had to overcome. "Some of their parents passed away when they were very young," Taylor said. "They have the potential to do really well and I think that it's good that the GLP is helping these people."

After reluctantly saying goodbye to the Zuurbekom Primary School, Pingry students moved on to A.B. Phokompe Secondary School, where they bonded with each other as they worked together to paint a mural on the school's façade.

At the end of their journey,

the students returned home with memories of the great times they had experienced in South Africa, as well as a heightened awareness of the poverty that exists around the world.

According to Khan, the South Africa trip is one she will never forget: "The most challenging part for me was leaving Zuurbekom," Khan recalled, with a smile on her face. "I will always miss the friends I made there and the children I taught. I would definitely recommend this trip to other students."



Courtesy of J. McGregor (V)

Junior Trip to Philly Educational and Fun

By STEPHANIE CARR (V)

Every September each grade takes a class trip, giving students an opportunity to reconnect after the long summer. This year, Form V spent a day in Philadelphia bonding with old friends as well as learning about the city's importance in American history.

The students arrived in Philly at 10 a.m. after a two-hour bus ride. They were then divided into groups, each provided with a tour guide dressed in traditional colonial garb.

The groups had the opportunity to go through Independence Hall, where the Declaration of Independence was approved on July 4, 1776. They were also able to see the Liberty Bell, which originally rang in the steeple of Independence Hall, and visit Christ Church. At Christ Church, they sat in seats where George Washington and William Penn once sat, and saw Ben Franklin's grave in the church's cemetery.

The tour lasted until 1 p.m., at which time the students and faculty chaperones went to the Reading Terminal Market for lunch. The Market was a huge success in the juniors' opinions. Hugh Thompson (V) said, "lunch at Reading Terminal Market was my favorite part since there was so much variety,

and it was awesome to eat at a place so well-known for its good food."

"Even though we ate later than I would have liked, the falafel was the bomb," added Dan Muro (V), who walked into the market starving, but left satisfied after a delicious Middle Eastern meal.

After eating, the students headed to Constitution Center. There they saw "Freedom Rising," a presentation about freedom in America, and they toured exhibits devoted to the Constitution and its national influence.

Hayley Advokat (V) thought that "the museum and the presentation were pretty cool, along with the room with the life size brass sculptures [of people such as Benjamin Franklin, James Madison, and George Washington] because we could stand next to very important historical figures."

After leaving Constitution Center, the students had to take another two-hour bus ride to be back at campus by 5:30 p.m., but overall, the trip to Philadelphia was enjoyable and well-spent.

David Soled (V), the junior class president, said, "the trip definitely gave us a true taste of Philly—good food, fun, and lots of history. I became closer with my peers because of it, and I had a great time."

Freshman Bryn Mawr Retreat Provides Recreation, Team Bonding for All

By ROXANNE FEITEL (VI)

From September 21 through September 23, Form III students and the 32 senior Peer Leaders participated in trust building and team bonding exercises at the Bryn Mawr Camp and Conference Center in Honesdale, PA. Despite the dreary weather that accompanied it, reactions to the trip from both seniors and freshmen were overwhelmingly positive.

After a two-and-a-half hour bus ride, students arrived at Bryn Mawr, located their cabins, and started off the fun with a game where the goal was to meet all 32 of the Peer Leaders and get to know an interesting fact about each of them. For example, one senior girl revealed that she had consumed snake blood, and one senior boy admitted that he is disgusted by feet.

Following dinner, each individual Peer Group participated in a "boundary breaking" activity to get to know each other better. From there, everyone proceeded to the dance, where the seniors emerged to the song "Party Rock Anthem" by LMFAO in full superhero garb. "The dance was my favorite part of the trip," Sarah Williams (VI) said. "It looked like everyone was having so much fun, from freshmen to seniors."

The next morning, groups did team building exercises and con-

structed catapults out of popsicle sticks, rubber bands, and tape. "It was a great way to learn how to work together to pull something off," said Connor McLaughlin (VI).

In the afternoon, groups were given props and asked to come up with skits. They also ran "The Gauntlet," a timed obstacle course made up of six "elements," including getting over a six-foot wall, climbing through a narrow, uphill tube, and a low ropes course.

That evening after dinner, the chaperones led everyone in a more serious activity, called Step Over the Line, where students were asked to walk across the room if the statements being described ap-

plied to them. Freshman Georgia Miller commented that, "It really let me know not to judge other people, because they are going through difficult things, just like you are."

After spending some time in their Peer Groups digesting the activity, the freshmen and seniors went to the bonfire, where each group performed their skits and ate s'mores. Finally, they went to bed after a long and exhausting day.

On the last day of the trip, the morning was spent launching the catapults each team had created the day before. There was unrest among the groups, however, because while some had created true catapults, others had clearly

made slingshots. In the end, Sarah Park and Ben Muller's group's design launched the ping pong ball the furthest, going a distance of 27 feet.

Upon returning home, reviews of the trip were widely favorable. Julia Friend (III) said, "I made a lot of new friends, in the freshman and senior class! I'm so glad we got to go on this trip." The only criticisms were that the transition from the serious activity of Step Over the Line to the lighthearted skits was awkward, and that catapult-launching took too long. Overall, though, the trip was a great success. As freshman Sahar Sheikh enthused, it was "one of the best field trips I've ever been on."



The 32 Peer Leaders, dressed as Superman, before the Bryn Mawr dance. Courtesy of L. Stockwell

Mr. Fulton's Hip-Hop Dance Crew Integrates Diverse Styles

By MARIEL KENNEDY (VI)

Capitalizing on the effect of the Hip Hop movement, new sixth grade teacher Mr. Barrington Fulton already established an Upper School dance crew, which he sees as "an outlet for a diverse group of interested individuals from varying dance backgrounds to express themselves and expose the Pingry Community to Hip Hop as an art form."

Mr. Fulton intends for the crew to become a significant part of Pingry culture, with daily practices and biannual performances for the entire Upper School.

The student excitement regarding the group has been incredible. Twenty-eight students, from forms III-VI, joined the crew during its first meeting on Friday, September 16th. Many people are excited because, as prospective member Justin Haynes (VI) put it, "The Hip Hop culture of the 1990's and 2000's has had a deep impact on my generation." Others agree with Vinita Davey, who said, "I am eager to join because

there has never been any activity like a Hip Hop Dance Crew at Pingry."

Mr. Fulton hopes that the Pingry Dance Crew will be a great success. "The dance crew I started and maintained for the 4 years I taught at Pennington, Hip Hop Extreme (abbreviated H₂X), started with seven individuals and grew to a thriving group of 24 dancers," he said. "I hope to replicate, or even surpass, the success of H₂X, with the dance crew I am starting at Pingry."

Initially, he hoped the crew could meet daily from 3:30 to 5:15, but at the first meeting, it became evident that many of the dancers wished to do sports concurrently. For this reason, Mr. Fulton plans to schedule meetings around sports and other after-school activities, so as not to exclude any students intent on joining.

Mr. Fulton started doing Hip Hop while attending Williams College. "Even though I had never done Hip Hop before, as a pre-frosh, I knew I wanted to

be part of Williams dance group, Nothin' But Cuties (abbreviated NBC)," he said. Unfortunately, Mr. Fulton was not accepted into NBC after his first audition, freshman year, but he did not let himself get discouraged.

When a second chance to audition arose, Mr. Fulton took the opportunity, and this time he was accepted. In fact, during his junior and senior years, he was the director of NBC. "I was in charge of choreography, costume design, and I functioned as a lead dancer. NBC was one of the most prominent groups on the campus," he said.

Now, Mr. Fulton has a new project to focus on. "The choreography I plan for Pingry's dance crew is raw and includes West African, Modern, and Ballet choreography, all integrated into Hip Hop movements. I can't wait to see the community's excitement the first time the crew performs at an assembly. I just hope the establishment of the Dance Crew will bring so much to the Pingry community."

Mr. Delman Introduces Environmental Studio Art Class

By NICOLE BLUM (V)

Mr. Peter Delman, the faculty advisor to the Green Group, introduced a new course into the curriculum this year: Environmental Studio Art. "Recycling and saving energy are very important goals," Mr. Delman said, "but it occurred to me that as teachers, the first thing we should do is teach sustainability, conservation, and environmental awareness."

As with any new class, Environmental Studio Art's curriculum will be constructed and sharpened as the year progresses. Students have a large say in the class's projects. Emily Kamen (V) agreed with that assessment, saying, "If we

have an idea, Mr. Delman is happy to let us pursue it."

The class has been developing sculpture ideas that utilize wood from local trees and stone from the fields. In addition to creating sculptures, they will also make their own paper from invasive plants in the area. The students often venture outside to gather ideas and scope out spaces to work. The class has dug and processed over two hundred pounds of clay to use as art material from Pingry property. These natural resources are more convenient, economical, and environmentally healthy than materials ordered from a large company.

Environmental Studio Art is open to any student who has taken Art Fundamentals. "I've

always really cared about the environment, the outdoors and art, so combining all of them together seemed like the perfect class," Kamen said.

Michael O'Reilly (V) said, "We'd like to get more people in the class." However, Mr. Delman noted that their "small group of six allows each very experienced and skilled student to teach each other much of the time."

In addition to Environmental Studio Art, an Environmental History course will be offered next year and an Environmental Science course is in the works. Also in progress are proposals to create a teaching space in the Kitchen Garden as well as a Green Art Path leading from the sculpture garden to the cross-country course.

makeup at the Teen Vogue Haute Spot before getting to the show.

brought to life by highly skilled puppeteers. The play focused on

The show drew great reviews from the sophomore audience.

George Zachary (IV) said, "it was very well performed, and the horse was very realistic." Abby Tizzio (IV) enjoyed it as well, and felt that "the storyline was very moving."

After the play, Form IV students and advisors boarded the bus to return to school, arriving with enough time to make it to sports practices.

Overall the trip was seen as an enjoyable way to break the monotony of the school week.

"It was great to spend time with our friends in a new setting," Michael Werner (IV) said, "while also seeing some interesting stuff in the process."

Sophomores Enjoy Museum of Natural History and "War Horse"

By MELANIE NARATIL (IV)

Sophomores and their advisors had a welcomed break from classes when they boarded busses for a trip to New York City on Wednesday, September 14. Students were eager to forget about their schoolwork and used the bus time to eat, listen to music, talk with friends, and nap.

After a relaxing ride, everyone entered the Museum of Natural

History, where students assembled into advisory groups to tackle a scavenger hunt. Each group had its own approach and attitude towards accomplishing the hunt; some were rushing to finish first, while others did not care about winning at all.

The activity drew mixed reviews from students. Angel Fluet (IV), who enjoyed the hunt, said, "it was a fun way to see the museum with friends." Others, like Nadia Asif (IV) and Monica Sun

(IV), did not see it as favorably. They felt that "we would have enjoyed the museum more without it."

Following the trip to the museum, students returned to the busses to eat their bagged lunches and then headed to Lincoln Center for a viewing of the Tony Award winning production, "War Horse." On the way, students found out that it happened to be Fashion Week, so many of the girls enjoyed collected free fashion magazines and tried on



A scene from the play, "War Horse."

Courtesy of Google

"War Horse" proved to be an emotionally charged performance with life-sized artificial horses,

the compelling story of a relationship between a boy and his horse during World War I.

The Lion King Still Wowing Audiences Seventeen Years Later

By CHRISTINE KUMAR (VI)

When "The Lion King" first opened in 1994, it became one of the highest grossing animated



Courtesy of Google

films of all time. It won an Oscar for Elton John's song, "Can You Feel the Love Tonight," and is now considered by critics as one of the greatest films in history. Seventeen years later, "The Lion King" returns to theaters, but this time its being screened in a new 3D format.

The storyline itself remains unchanged: Based on Shakespeare's "Hamlet," "The Lion King" is the story of a young cub named Simba who

is framed for the death of his father, Mufasa, by his jealous uncle, Scar. Simba runs away to an oasis where he meets Timon and Pumbaa, a duo who live by their motto "Hakuna Matata." Despite Simba's attempts to forget his past, he is eventually reminded of his destiny and returns home to Pride Rock as king.

Whether it's the new 3D technology or the nostalgia, people are racing to theaters to catch "The Lion King." It is already a box office hit, earning \$8.8 million on opening night alone, beating out competitors such as "Drive" and "Contagion." By the end of its first weekend, "The Lion King" grossed \$29.3 million, once again topping the box office charts.

I saw the movie, and I can understand why everybody is racing back to theater to see movie that has been available on video for seventeen years: Even after countless viewings, "The Lion King" still manages to be a gratifying experience for the audience. The relationship between Simba and

Mufasa is still as pure and tragic as it was the first viewing, and the majestic and inspiring scene of Simba finally achieving his destiny as king is still as moving. The story of "The Lion King" is beautiful, even seventeen years later, proving the tale's timelessness.

The one thing I did not find appealing were the new 3D effects, because they had no significant effect on the movie. There was nothing altered by the 3D, although the quality of the film was improved this time around. The colors were more pronounced and the details of the animals were cleaner, making the viewing experience a little more enjoyable. Overall, though, the 3D effect was unnecessary.

"The Lion King" has proven to be a timeless movie, especially for my generation, who grew up watching Simba ascend his throne. These memories alone are enough to make a new trip to "The Lion King" worth the time, whether one sees it in 2D or 3D.

Ashley Feng '11 Wins Ayn Rand Essay Prize

By ED KONG (VI)

Earlier this year, Ashley Feng '11 won first place in the Ayn Rand essay contest for the novel "The Fountainhead" and received \$10,000 in prize money. This international, annual contest is sponsored by the Ayn Rand Institute (ARI) with the goal of introducing juniors and seniors to Ayn Rand's novels and ideas.

Feng discovered the contest through the ARI poster outside of the English office. She found the contest online and decided to enter "because scholarship money is very attractive, and [she] ended up really liking the book." Monetary considerations aside, Feng still recommends reading "The Fountainhead." "It is well worth reading whether or not you want to write an essay," Feng said. Feng's winning essay is currently posted on the institute's website for anyone to read.

The ARI institute also offers contests for students from middle school through graduate school. Feng suggests, "Pingry people should definitely check out [the contests]. You never know."

Feng, who currently studies at Yale University, has not

forgotten her former teachers. "Pingry teachers, in English of course and also history, have definitely given me a huge amount of help with writing," Feng said. "I'm really grateful for how much they have helped me improve." Reading novels and short stories has played an important role in the development of her writing as well. "Books are pretty awesome," Feng added.

Although not majoring in creative writing or literature, Feng is finding other ways to continue writing. She is taking a course on nonfiction writing, which is "exciting but challenging." There are also many literature courses she would like to take, such as Latin poetry and French literature, "which sound awesome."

Feng is also participating in National Novel Writing Month, a challenge in which authors must write a novel of at least 50,000 words in only one month. Feng says she was inspired to participate by members of the Pingry community who have already completed this task.

Pingry sophomore Matt Composto placed as a finalist in a different ARI-sponsored 2011 essay contest, for Rand's "We The Living."

Jay-Z and Kanye West Collaborate on "Watch the Throne," Live Up to Fans' Expectations

By JOSE BARRIONUEVO (VI)

On August 12, 2011, beat mogul Kanye West ("Graduation," "My Beautiful Dark Twisted Fantasy") and hip-hop legend Jay-Z ("Reasonable Doubt", "The Black Album") released their first ever collaborative album, titled "Watch the Throne."

West, hailing from Chicago, was signed by Jay-Z to Roc-A-Fella Records in 2003. Together, they are nicknamed "The Throne," referring to the status that they view themselves at right now: the kings of hip-hop. Throughout the years they have featured one another in their songs, but have never done an album together. This raised some skepticism by critics over whether the full-length collaboration album could live up to its hype. After listening, I would say that the album did just that.

Much like Kanye West's "My Beautiful Dark Twisted

Fantasy," "Watch the Throne" manages not only to recapture the raw hip-hop sound featured in old Kanye/Jay-Z albums, but invents a new sound, breeching into genres such as Rap, Hardcore Hip-Hop, and Electronic.

As for the songs themselves, West put his best efforts forward. With production at its highest caliber with the help of big name producers such as No ID, Lex Luger, and the Grammy winning duo, The Neptunes, West took the lead and overlooked the instrumentals for each song. He did not disappoint. In fact, "Throne" proves that West has perfected his sampling craft. He uses catchy hooks in "Murder to Excellence" and "Otis" to grab the listener, and sets up a foundation for the rest of the album with the use of gritty drums layered with distortion.

Then there are other tracks where West shows his more

musically talented side and does not use samples for his beats. In "Lift Off" and "Made In America" he strays away from his comfort zone yet still delivers unique progressions using synths and light piano.

As for the lyricism, the rhymes on this track are incredible to say the least. Jay-Z delivers each track with the confidence that says, "Look, I'm the best and always will be," which are words easily believed from someone who has managed to stay relevant for 10 years.

West delivers his verses with the typical mix of class and egocentrism, and it remains effective, like in this verse from "Otis:"

I made Jesus Walks, so I'm never going to hell

Couture level flow is never going on sale

Luxury rap, the Hermes of verses

Sophisticated ignorance, write my curses in cursive.

With the combination of these great rappers and great chorus features from rising artists Frank Ocean and Mr. Hudson, West and Jay-Z succeeded in making an album that will satisfy true hip-hop fans while having multiple songs stuck in your head.

West and Jay-Z created an album in which they disregarded all the rules, one of the reasons it is unforgettable. I definitely recommend checking it out, and although collaborative albums are not a new concept, "Watch the Throne" definitely raises the bar for future collaborative albums to come.



Album artwork for "Watch the Throne," artwork by Givenchy head designer Ricardo Tisci.

Courtesy of Google



Peplum skirts modeled on the runways at Fashion Week by Rodarte (left), Thakoon (middle), and Cushnie et Ochs (right).

Courtesy of Glamour.com

Designers Show Peplum, Tangerine, and Sporty Styles for Fall

By KYLE CASEY (IV) and SARA GAGNON (IV)

Running from September 8 to September 15, Mercedes-Benz Fashion Week gave designers, newcomers and veterans alike, the perfect location to present their Spring 2012 collections in New York City. As always, celebrities were spotted in the front rows, including the likes of Emma Watson, Kanye West, and the Olsen twins.

This year, sports-inspired outfits including mesh, bright colors, and boxy shapes were huge on the runway. Designers such as Marc Jacobs, 3.1 Philip Lim, Alexander Wang, and

Rag & Bone sent parkas, baseball t-shirts, hoodies, and wide-legged pants down the runway.

Jason Wu, Vera Wang, Thakoon, Rodarte, Cushnie et Ochs, and J. Crew all used the "peplum" shape in their collections, which is a dress or shirt tailored at the waist which flairs out with a pencil skirt underneath.

Color was a popular trend throughout the week, with metallics spotted the shows at Dior Black Gold and Theyskens Theory, and pastels making an appearance at Ralph Lauren and Rebecca Taylor. Look for sherbet hues and bright oranges to make an appear-

ance this spring, as well as knit dresses, one-shoulder styles, prints on prints, and short suits.

A lighter twist on a perpetual classic will also be popular: the little white dress. This style could vary from a sequined dress to a lace one and can even combine some of the other incoming trends like peplum, boxy shapes or mesh.

As always, Fashion Week provided fashionistas much to look forward to for the upcoming season. Discover ways to incorporate peplum, bright colored prints, and tangerine into your wardrobe for Spring 2012!

Varsity Field Hockey Looking to Continue Success in Skylands

By STEPHANIE YEH (IV)

After an intense preseason to start off the season, the girls' Varsity Field Hockey team is back and ready to work hard to get closer to its goal of defeating its rivals, Bridgewater and Oak Knoll.

Led by Head Coach Mrs. Judy Lee, Assistant Varsity Coaches Monica Alexander and Mary Panko, and new Junior Varsity Coaches Eva Olesky and Cristina Maurizi, the team is off to a positive start with a record of 8-4.

Captain Ashley Hough (VI) and Assistant Captains

Liz Jolley (VI) and Becca Wynne (VI) provide leadership and experience that are crucial to the success of the entire team. The rest of the Varsity squad is made up of three non-captain seniors, five juniors, two sophomores, and one freshman, all of whom contribute to the team's triumph or failure.

One major change from last year is the new regulation that all players must wear approved goggles during games and practices. These goggles have caused controversy among the team because of the limited protection they provide and the visual hindrance they may cause.

Some players, such as Katie Ruesterholz (V), Nicole Arata (V), and Nikki Witte (V), have chosen to wear protective sunglasses instead. Nikki Witte said, "I find the sunglasses just give me better vision, as the lacrosse goggles can be hard to see out of. But my sunglasses fog up in the rain, so it's really a lose-lose situation."

Eyewear controversy aside, the season looks promising for the Varsity team, which has already won games against rivals like Hunterdon Central

(score of 2-1, overtime) and Ridge (score of 7-0). After being narrowly defeated by Bridgewater in September and falling again in early October, the girls want nothing more

than to meet in the county tournament and win for the first time since 2007.

"Our goal this year is to defeat Bridgewater," said Hough. "The last time we did

that was in 2007, but we came really close when we played them the first time. Besides that, we want to make it to the County Finals and break the Top 20."



N. Witte (V) controls the ball on the endline at Watchung Hills.

Varsity Water Polo One of Best Co-Ed Teams in the County



M. O'Reilly (V) reaches for a save.

By ANDREW VERDESCA (III) and DAN ABEND (VI)

Varsity Water Polo, led by captains David Sukhin (VI) and Jason Ring (VI), has high hopes for the remainder of their season. Currently at 8-5, the team believes that they can put a string of wins together in their upcoming matches and uphold their reputation as one of the best co-ed water polo teams in the county.

Achieving these successes has not been easy, how-

ever, as the team has had to overcome some heartbreak losses like the away match against the Horace Mann School that ended in a 10-8 defeat. The toll of the season was hard on the players as well; because many schools do not have water polo teams, Big Blue had to travel long distances, to places like the Bronx and Philadelphia, to play their games.

Nevertheless, the team kept pushing, leading to their current winning record. Players like Adam

Fraites (V) and goalkeeper Michael O'Reilly (V) were major contributors in recent games, helping the team win both of their previous two matches. "We really pulled together as a team in our last few games," said Sukhin. "We have come a long way this year."

Now the team hopes to finish strong as they inch towards the end of their season. "I'm happy with how we've played in recent games," said Ring, "and I want to see us keep that up."

Girls' Tennis Strong in Spite of Lack of Senior Leadership

By HANNAH CREE (IV)

Despite not having any senior leadership, the Varsity girls' Tennis team has capitalized on individual talent to propel itself to a successful season so far, with a record of 6-2. Its only losses have come at the hands of the top two teams in its division: Ridge and Bridgewater. Head Coach Ms. Lisa Fung-Kee-Fung and junior captains Naomi Wong, Steff Carr, and Kelly Mao lead the team.



Captain S. Carr (V) prepares to hit a forehand.

Stephanie Wilf (V) has also had success, with a record of 2-1.

For the remainder of the sea-

son, Carr is "really looking forward to watching us grow as a team. We're already close and everyone is good friends, now it's just a matter of translating that into success on the court."

Mao agreed, saying, "We're all super close, and we love the bonding that happens while we practice and while we cheer each other on during matches."

Looking towards the competition the girls will face in the remainder of the season, Wong said their goals are to "beat our rivals, play to our full potential, and create more unity."

Varsity Girls' Soccer Kicks Off Season With A String of Wins

By CARA HAYES (V)

The 2011 girls' Varsity soccer season is already off to an impressive start. Unde- feated, the girls have had two shutout games and beat their rival, Ridge High School. Leadership from captains Emily Damstrom (VI), Maggie Morash (VI) and Corey Delaney (VI), as well as a high level of skill across the field, is propelling the team to success.

"I'm really excited about the season because our team has a lot of quality, depth, and good chemistry," said

Morash.

All members of the team agree with Morash, including Rachel Noone (III), who scored the tiebreaking goal in a recent game against Hunterdon Central High School. Noone said, "It's pretty exciting to be on the team, and I really like it because we have a lot of fun, yet there's still that intensity that helps us win."

In addition to guidance from seasoned Coach Andrew Egginton, this season the team welcomed a new assistant coach, Megan Snell. Snell played Division 1 soccer at Santa Clara University, and has played for the New Jersey

professional women's soccer team, Sky Blue. Her dynamic coaching has already had a big impact on the team, who, Snell comments, "are an impressive group of student athletes who are, this year in particular, full of talent and potential."

With their strong start and tremendous talent, the girls have set their sights on winning the Skyland Conference title as well as winning the Non-Public B State Sectional title. Although these are lofty goals, the girls are brimming with confidence. As Damstrom put it, "If we want it, we can get it."



C. Delaney (VI) battles for the ball against Hunterdon Central.

Courtesy of B. Morrison '64

Varsity Boys' Soccer Looks to Live up to Last Season's Glory

By JESSICA MCGREGOR (V)

The boys' Varsity Soccer team is in the midst of a strong start with a record of 11-0. With the way the season has been going, captains Dylan Key (VI), Mael Corboz (VI), Freddy Elliot (VI), and Andrew Martin (VI) have high hopes for the remainder of the year. "We're going to work hard to win every game," said Elliot. "We want to win our conference, Counties, and then States."

Despite losing some of last year's key players through graduation, Head Coach Mr. Miller Bugliari and the team are confident about their line-up and the rest of the season that lies ahead. "We still have many starters back from last year with lots of younger players filling in," said Bugliari.

All of the players agree that a key component to the team's success so far has been the outstanding chemistry between the teammates. "Each game gives us a chance to play together with our young group and gain some more chemistry," says Dylan Key. "From freshmen to seniors, we all have each other's backs and look out for one another on and off the field."

Although the season is young, it has already produced a major highlight. On September 15, Coach Bugliari earned his 750th victory with a 2-1 win on their home field against Bridgewater Raritan High School, one of the team's biggest rivals. The game was filmed and produced by MSG Varsity and aired on television. According to



Captain M. Corboz (VI) prepares to take a shot in a game against Bridgewater-Raritan, one of the team's rivals.

Corboz, the publicity, along with a significant win for Bugliari, "was very exciting. As a team we are definitely lucky to play for such an amazing coach and take part in his milestones."

With a seven-year county title to defend, as well as expected success in the Skyland Conference and States, the 2011 boys' Varsity Soccer team is now focusing on continuing to win as the County and State tournaments draw near. The boys won the Non-Public B State Sectional Finals last year, and with a reloaded roster, are focusing on repeating as champions.

"It's going to take playing our best every game, with no time for letdowns," said Corboz, "but I know everyone here believes we can win go far."

Boys' Cross Country Has High Hopes

By ANDREW MARTIN (VI)

While the boys' Varsity Cross Country team is off to a 1-2 start, the senior captains Michael Supron and Tanner McMahon are confident that they can turn their season around.

The team is loaded with talent, in particular the top five runners: Supron, Liam Mullet (IV), Cameron Gensch (V), McMahon, and Stewart Wood (IV). "This could be the best top five we have ever had in the history of the Cross Country program," said Supron.

McMahon also has high hopes for the top five, saying, "We want to have five guys under 17 minutes every race."

In regards to the team, the goal is still to win states for the first time in four years. It is a lofty goal, which will require leadership from the

team's Head Coach Mr. Matthew Horesta. The team believes their coach can lead them because, as McMahon said, "Coach Horesta has really gotten us motivated, and in Cross Country motivation is everything." The players are especially impressed by the way Mr. Horesta has inspired them, as this is only his second year of being Head Coach.

Both the captains and Coach Horesta believe that with their leadership combination and their strong times at the last meet, the team will achieve the success they are aiming for. "The pieces are starting to fall into place to make very strong showings at the county, conference, and state meet," Horesta said. "I'm feeling good about the team's ability to respond to the challenges ahead."



T. McMahon (VI), C. Gensch (V), and M. Supron (VI) competing in a race.

Varsity Football Makes Strides in Competition Against Traditional Rivals

By ANDREW DELLAPINA (V)

In just a few short years, the football team turned a streak of losing seasons around and reached a .500 record. This year's team, led by captains Justin Shangold (VI), Jamie Ogden (VI), and Jake Mackoff (VI), is shooting even higher. Although the team sits currently at 2-3, the captains feel strongly that they can put together some more wins and reach a winning season.

"I think we have the potential to be a strong team in our conference," said Ogden. "The ability is there, and now it is a matter of executing our game plans and coming out ready to play."

The team has shown a lot of hunger to achieve the winning season that their captains hope for. This attitude is apparent to everyone around the team including starting middle linebacker, Ryan Toomey (V), who is a new student at the school

this year.

"The environment here is much different than at my old school," Toomey said. This team wants to win, and although we may not be the biggest, we will not back down from a challenge and will rise to the occasion."

The team's attitude has already led to a major success. On September 24, with a 1-1 record under their belt, Big Blue played Belvidere High School, who had defeated Pingry two years ago in the Conference Championship. Although Belvidere was heavily favored to win, thanks to a devastating pass rush led by Adam Palmer (V) and Jordan Flannery (V) with two sacks apiece, as well as three touchdowns by Shangold, Pingry emerged victorious with a score of 26-7.

The team believes that the Belvidere game was not just a fluke, but a sign of things to come during the remainder of the season. "The



Captain J. Mackoff (VI), about to tackle the runningback.

Belvidere game proves that we can beat the best," said Mackoff. "Now it's time for us to keep doing just that."

Girls' XC Off and Running at 5-1

By ANNA BUTRICO (IV)

Led by captains Kate Leib (VI) and Rebecca Curran (VI), the girls' Varsity Cross Country team is in the midst of a great season. At 5-1, the team has put up tremendous times at each meet, leading Head Coach Mr. Timothy Grant to proclaim, "Last year's cross country team was the best team we've ever had, and this year has the potential to be even better."

The team has high hopes for both the Non-Public B State Championship, as well as the Meet of Champions, where the

girls placed 9th in the state of New Jersey last year.

To achieve their goals, each of the girls worked hard over the summer to prepare for the upcoming season. "Everyone was very dedicated during the summer, so we entered the season in great shape," said Leib. "The miles and exercises we put in during the summer provide an endurance base for a long season."

Although beating their rival, Mount Saint Dominic's, at the Non-Public B Championships and ranking even higher than last year at the Meet of Champions are both tough goals to conquer, Curran agrees that they can get them done. In fact, she added that, "with the way we've run so far, we expect great success from this team further down the road. We are looking forward to our championship season to see what we've got."

Homecoming Results - Oct. 1, 2011

Field Hockey v. South Hunterdon: W, 4-1
Boys' Soccer v. Poly Prep: W, 4-1
Girls' Soccer v. Poly Prep: W, 7-0
Water Polo v. Pennington: W, 11-10
Football v. North Warren: L, 7-48

Go
Blue!

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