

Ethicist Randy Cohen Discusses Honor

By AUDREY LI (VI)

On Friday, October 3, students and faculty gathered for the annual Honor Board assembly. Though in the past student response to the assembly has been less than enthusiastic, this year's speaker, Mr. Randy Cohen, provoked laughter from the audience and galvanized discussion among the student body.

Cohen, best known for his work as the writer of the *New York Times*' column, *The Ethicist*, was refreshingly affable and grounded. Beginning his speech with witty jokes, Cohen subtly poked fun at Benjamin Franklin's Thirteen Virtues, immediately making it clear that, though he writes about ethics and making moral decisions, he is like anybody else. Likening himself to sports commentators who rarely possess the athletic talent of their subjects, he explicitly noted that he does not necessarily practice ethical behavior himself.

Yet he pointed out, ethical decisions are not as much a result of good character as circumstance. Throughout his speech, he argued that humans inherently are neither good nor bad; instead, actions are simply reactions to the situation. The main issue, he claimed, lies not in distinguishing between good and bad, as most people are aware of the difference. Instead, ethics is a matter of allowing a person to make the right choice under any given circumstance.

To illustrate the point, he told a brief story about hailing taxis around Madison Square Garden in New York City. Years ago, he said, chaotic masses of people would fight each other for cabs, not caring if anyone was hurt in the process. Yet, once the city designated a waiting area for the would-be passengers, people calmly stood in line to wait their turn, even though a cab line was not enforced in any way. Cohen pointed out that the character of the people had not changed; rather, the circumstances had, and even one simple strip of yellow paint could drastically alter a person's behavior.

Though his speech certainly was interesting and drew many appreciative laughs from the crowd, it was the Q&A section of the assembly that truly engaged the audience. The most controversial comment was Mr. Cohen's answer to Sam Baron's (V) question, asking if it was ethical for the school to install security cameras following a rash of thefts; Mr. Cohen argued that the installation of these cameras completely undermined the rationale of the Honor Code. History teacher Mr. John Raby also provided historical background about the Honor Code itself, revealing that, during Headmaster C.B. Newton's term, students would vote annually to keep or not keep the Honor Code. Other questions were

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R. Hamm Conard (VI)

Dr. Denise Brown-Allen Replaces Jon Leef as New Upper School Director

By NEHA SRIVASTAVA (V)

This fall, Dr. Denise Brown-Allen joined the Pingry community as the new Upper School Director, replacing Mr. Jon Leef, who is now serving as the Assistant Headmaster. She will also be teaching A.P. Statistics. She brings fifteen years of experience in education, having served as Dean of Students, Assistant Director of Admissions, Assistant Director of College Guidance, Math Department Chair, and Assistant Upper School Head

at the Montclair Kimberly Academy.

Dr. Brown-Allen grew up in Maplewood, New Jersey, and attended a parochial elementary school in Newark as well as a parochial all-girls high school in South Orange. She has a bachelor's degree in mathematics from Seton Hall University, an MBA in marketing from Farleigh Dickinson University, and an Ed.D. in education from Seton Hall.

Dr. Brown-Allen has always wanted to teach in some form or another. Her

work in corporate America, which included giving presentations, explaining new ideas, and training employees, showed that she had a natural affinity for teaching and that she truly enjoyed it. Most importantly though, her experiences gave her the ability to explain to her students why they need to know what they are learning, a common question that

troubles her students.

As Upper School Director, Dr. Brown-Allen is responsible for supervising the upper school curriculum, leading the faculty, and working with upper school students. Being the director means "more meetings, and being responsible for all 530 students and faculty,"

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Students Attend Dodge Poetry Festival

By ANDREW YOUNG (IV)

This year, the twelfth biennial Geraldine R. Dodge Poetry Festival's High School students' day took place on Thursday, September 25th, at the historic Waterloo Village in Stanhope, New Jersey. The single largest poetry event in North America, The Dodge Poetry Festival is a four-day poetry extravaganza that brings together crowds of up

to 20,000 teachers, students, poets, musicians, and storytellers. For the High School Student Day alone, more than 5,000 students across the nation had signed up to attend.

During the High School Student Day, both well-known poets and the winners of the 2007 and 2008 New Jersey High School Student Poetry Contest were invited to read poetry. Among the invited readers was Andrew

Sartorius (VI), one of the 20 winners this year, selected from over 850 submissions from 163 schools in 17 New Jersey counties. Sponsored by the Dodge Poetry Program, this year's submissions represented an all time record. The 2008 award, decided by a panel of three judges, was announced earlier in the year.

The Dodge Poetry Program, responsible for the

Festival, was established in 1986 to support poetry in-service days for New Jersey teachers. It quickly evolved into a grassroots program featuring poet visits to hundreds of New Jersey schools, including Pingry, as well as get-togethers among teachers seeking to share poetry. Since then, the Dodge Poetry Program, through its biennial Festivals and poets-in-the-schools program, has attracted national attention. Past festivals have been aired on PBS, featuring renowned poets who include Nobel and U.S. Poet Laureates and Pulitzer Prize winners.

This year's roster included Billy Collins, Lucille Clifton, Naomi Shihab Nye, Patricia Smith, Luke Warm Water, and Mark Doty.

The main events in the Festival took place in the various tents set up on the Waterloo Village grounds. Readings by featured poets and the "Poets on Poetry" sessions were among the event highlights. When asked about his reading experience, Sartorius said, "Obviously the highlight of the festival

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Andrew Sartorius(VI) reads his prize-winning poem at the festival.

R. Hamm Conard (VI)

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EDITORIAL

It's only been a month into the school year, yet we have already seen many changes, both locally and globally. Pingry has a new administration, Wall Street has a new set-up, and America is about to have a new President. New security cameras have sprouted up at Pingry, sparking debate about whether or not they are against the spirit of Pingry's treasured Honor Code.

Meanwhile, a slew of major investment banks on Wall Street have collapsed, leading to severe drops in the stock market and a rapidly rising unemployment rate. Adding to the pervasive feeling of uncertainty is the Presidential election, which has proven to be more controversial and critical than ever.

So how should all of us cope with these changes and resist the urge, however tempting, to switch into panic mode?

It is debatable as to whether or not the benefits of the new security measures that Pingry has adopted outweigh their costs. The faculty and staff are now required to wear ID badges, which have not made much of a positive impact. Having just been at a month-long program this past summer where everyone was required to wear nametags 24/7, I have come to realize the hassle and inconvenience of always having something around your neck. I would understand requiring students and faculty to sign in with their ID cards when entering the school, but what's the purpose of simply wearing them? We know who our teachers are, and having them wear IDs that state the obvious doesn't seem to strengthen our school's security.

A more practical approach to securing our school would be to monitor those who enter and leave by creating a convenient sign-in system. This would help ensure that everyone in the building is accounted for and that there are no strangers blending in with the students.

Then there are the security cameras, conspicuously placed near the locker rooms where thefts took place last year. The cameras seemed to be the only option when the thefts did not abate, but in reality, was there really no other path? Did the thefts really indicate that the Honor Code had failed and was beyond repair? We had allowed one person, or perhaps two or three, to break a huge chunk of the foundation that Pingry has rested on for centuries. Should those thieves have that power or should we hold our heads high and stand firm behind our sacred principles?

As Sam Baron (V) says in his op-ed, our Honor Code — the one that attracts hundreds of prospective Pingry students each year, and the one that sets Pingry apart from the thousands of other schools in the country — seems to be dead. And where will we draw the line when it comes to other "security" measures such as the cameras? One year we may have only two security cameras, but that number can quickly become four, six, or ten in the years to come.

How will we reverse the gradual, but persistent, invasion of privacy five years down the road when the Honor Code might be on the brink of extinction? We must act now if we see that the installation of the security cameras will only cause a chain reaction that will bring more negatives than positives. We should definitely address the problem of thefts, but there are other ways that can correct it. We can identify the thieves and deal with them one-on-one, instead of allowing them to perpetrate the principles of the entire institution.

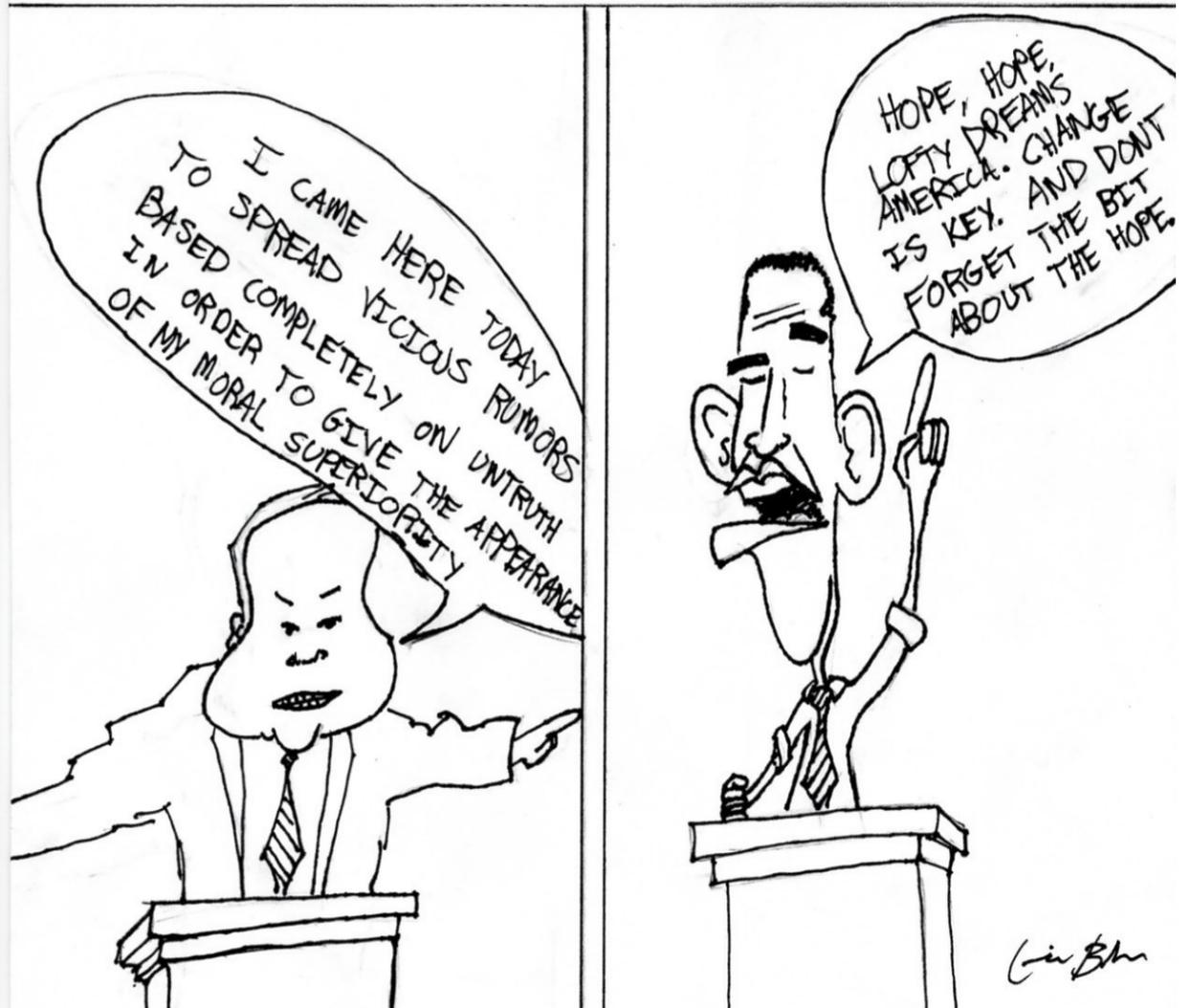
Another issue that's on most, if not everyone's, minds lately has been the heated Presidential election. Analysts and those in the media have frequently described it as "history in the making," with the voters given unprecedented choices no matter what their views. Presidential elections only come around every four years, and it is our, the students', job to take advantage of this opportunity, whether or not we are of voting age. What happens politically and economically affects us all, and the current Wall Street slump is a prime example. As people who live in America, we need to stay on top of the critical issues that range from the environment to the Iraq war.

Currently, offshore drilling might not seem to have any relevance to our lives, but let's say that the administration approves it. In a few years, when we have all graduated into the real world, we might all of a sudden recognize its incredibly significant effects. If those effects happen to be detrimental to our society, then what will we do? The damage has been done, and it will take a lot more work to reverse the policy than if it had never been passed.

All of us need to pay attention to a world that is constantly changing, especially now with the country's future at stake. For those of us who can vote, it is crucial that we be informed voters who base our judgments on more than a candidate's looks (which unfortunately, as Time magazine has reported, many Americans tend to do). This is the year to become, or continue to be, someone who is knowledgeable about the world in which we live and look for ways to improve it. This is not the time to panic and dwell on the severity of our problems: it is time to think ahead and look for the solutions.

—Diana Jiang

THE PEAK OF NEW POLITICS



E. Blau (VI)

Invective Rhetoric and Lack of Substance Dominate Presidential Election

By DAN ELKIND (VI)

This year, some Americans will vote for a black man in a presidential election. They will be the first in U.S. history to do so. Others will vote to elect a female vice-president, also for the first time in history.

Those who support the former will be voting for a man chosen through the longest and most intensive primary contest in history; those who support the latter will have already witnessed perhaps the most shocking V.P. nomination ever. Most importantly, voters in the coming election will weigh terms like "war" and "economic collapse" to an extent that few past elections have equaled.

Yet the reason that the 2008 election season is truly

unprecedented has nothing to do with these factors.

Political strategy has been the undercurrent governing the direction of campaigns since presidential candidate William McKinley started throwing boatloads of money at advertisers during the election of 1896. In the subsequent century, presidential elections have developed into nationwide, media-driven popularity contests. The substance of these contests, likewise, has transitioned from debates of the candidates' actual policy positions to more and more B.S.

A note to readers: B.S. is an acronym I have coined meaning Bi-Partite [Political] Strategy. The two parts that constitute this strategy are (1) lofty moral rhetoric, which has no practical bearing whatsoever and (2) smears based largely or entirely on fabricated evidence and, once again, with no practical bearing whatsoever.

The above trend has truly come to a head in the election campaigns of Barack Obama and John McCain. B.S. has taken the driver's seat in the current contest to such an extent that the candidates' policy statements on major issues, when they do appear, are so generalized that they have become, in many cases, indistinguishable. Both men, it seems, support tax cuts, a

long-term plan for troop removal from Iraq, and the bailout of A.I.G.

So between what, exactly, are we voters choosing?

As it turns out, we can forget about the policy. We are at a point at which Obama can deliver an hour-long, impassioned speech about change, about devoting hundreds of billions of dollars of taxpayer money to "environmentalism," and about how concerned he is with the state of the economy, but in doing so, he can manage to avoid saying the words "sub-prime mortgage" even once.

The candidates have been able to use unbridled and impractical rhetoric and slurring without political consequence. And we are at a point at which McCain's campaign managers can not only transform a common English phrase into a sexist slur, but also make a campaign issue out of it.

Moreover, the candidates have been able to use unbridled and impractical rhetoric and slurring without political consequences. You would think that the American public might have a vested interest in having the important policy issues discussed. Maybe I am old-fashioned, but I just cannot believe that deciding which of the two 35-percent-income-tax-paying and premier-university-attending candidates is more of an elitist is a legitimate basis on which to select a president.

But how do we go about

trying to root out the B.S. from American politics? Here I will defer to Thomas Friedman, the best-selling, Pulitzer prize-winning New York Times columnist whose September 21st op-ed concisely sums up the issues.

How about, Friedman says, if McCain declared that his priority was an eighteen-month, even a twenty-four-month plan for *total* troop removal from Iraq. What if he admitted that the tax cuts of the Bush years were simply impractical in current economic conditions, and that taxpayer dollars are all the more important if the government is going to have a hand in the future of the American economy.

And what if, Friedman asks, Obama were to propose a comprehensive plan to work with leading auto companies and the auto-workers' union to move their cars towards the goal of averaging forty miles per gallon by 2015? He might even offer government subsidies in exchange to buoy the automotive industry during the current crisis.

The key here is not so much the content of the policy, but the principle of valuing a cohesive and practical plan over general ideas like "change" or "putting country first." Only through this principle can we replace the B.S. with meaningful political discourse. Thus, I conclude with an appeal to the candidates: Specify, specify, specify.



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Andrew Sartorius

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Breaking the Mold and Reaching Our Full Potential

By NICK RICE (V)

Four months and seventeen days prior to writing this, I wrote an opinion piece in which I berated parents for over-organizing and micromanaging their children's lives. Many things have changed in those four months and seventeen days, but I can assure you that my article did not incite a mass regression to the times of childhood freedom in the fashion I hoped it would. It turns out that not too many parents are willing to look to a sixteen-year-old for advice

in the field of childrearing. I was disheartened but not surprised. I soon began to realize I would most likely never be able to change the minds of the majority of American parents, a select few at the very most. But after all, it's not like anyone has ever gotten his freedom by simply asking for it. Over the summer, after playing a few local shows with my band, many young musicians approached me about starting a band. Upon returning to school, more

and more people approached me about playing shows, starting bands, and writing music. Although I was more than happy to help out local musicians and thrilled by the idea of people asking to start a band with me or simply asking for some advice, I must say I was confused as to why people wanted to know. Why were people approaching me, out of all the musicians in this school, many of whom are far more talented? What made me dif-

ferent? After pondering this, I realized that I have as a musician what so many others want: freedom. By creating my own band, I have given myself the opportunity to create, express, and experiment as I please, uncensored and uninhibited. The only way I was able to achieve this type of freedom in my music was to take it for myself as opposed to asking for it. Music, however, is only one area in which this freedom can be achieved. Whether the subject is art, music, writing, activism, or anything else,

school clubs and activities are a great place to learn and refine skills, but they are not the only option for the expression and use of those skills. My goal for myself this year, and one I urge others to take on, is to be more proactive. Start a band, start a publication, start whatever you want, and take it into the real world. Let us forge our own way instead of follow-

ing the ways of others. We, the student body, are part of a community composed of highly motivated and skilled people. Let us take those skills beyond faculty advisors, conference period meetings, and morning assembly announcements. Let us create our own opportunities and our own freedom, because if we only take what is offered, we will never reach our full potential.

Let us forge our own way instead of following the ways of others.

New Surveillance Cameras Threaten Foundations of School's Honor Code

By SAM BARON (V)

The Honor Code is dead. It died on September 3, 2008, in the athletic wing at the precise moment that two surveillance cameras recorded the first student who happened to amble down that path.

Each time a member of the Pingry community is emblazoned on the grainy images of these brand new closed circuit television cameras, another load of dirt is tossed onto the Code's shallow grave. Who killed the Honor Code and who should be brought before the Honor Board for this egregious act?

Here is the easy answer: the administration has broken the Honor Code.

The Honor Code is a two way street. It states that "members of the Pingry community should conduct themselves in a trustworthy manner." What makes Pingry's Honor Code so exemplary is the inclusion of the entire community, not just the students. With the installation of surveillance cameras, I fear that the administration has forgotten this key principle in our school's philosophy.

Not only does the installation prove that the administration no longer trusts the student body, but it provides sufficient grounds for any member of the community to lose faith in the system as a whole, for that is what this school is becoming: a mere system. The very fact that we use the word "community" rather than "school" emphasizes a grand vision of a place in which students, faculty, and staff can be brought together by the Honor Code.

Here is the hard answer: us.

We must look upon ourselves, as students, and question whether we have not brought this upon our community. Perhaps our lack of dedication to the school or its principles has caused the administration to take such drastic measures.

There is absolutely no excuse, though, for such drastic measures.

It is quite obvious that these cameras were installed as a response to last year's

wave of theft. We should not let our privacy be taken away due to a petty thief, and we should not let security overshadow our own personal civil liberties. Benjamin Franklin famously said, "They who can give up essential liberty to obtain a little temporary safety, deserve neither liberty nor safety." This is what is at the core of the Honor Code. Cam-

eras and I.D. badges are destroying the integrity of this school and the greatly valued trust between the students and the faculty.

There is no reason why security cameras should exist in a school with an Honor Code.

Who, though, is going to ex-hume the Honor Code?

I would expect the Honor Board to carefully examine this issue. It is their duty to enforce the Honor Code with both the students and the faculty. The administration has

spent money on these cameras, and they will surely fight to support their reasoning, a rationale that the student body has yet to hear. Until we hear this rationale, the cameras must be unplugged. If the rationale is insufficient, then we must demand that the cameras remain unplugged. There is no reason why security cameras should exist in a school with an Honor Code.

It is up to us to reject this new policy and to call out the administration's foul play.



Looks Like We'll Get 'EM Now, NAT.

E. Blau (VI)

EDITORIAL

I'll be honest: when it comes to Honor Board assemblies, I'm the eternal skeptic. Year after year, it seems, we have the same old speakers who preach to us for forty minutes, recycling the same clichés and platitudes about upholding honor and making ethical and moral decisions. We cover the same old topics: cheating on tests, witnessing others cheat, and upholding the Honor Code outside of the school environment. Most of us tune out after the first mention of "morality," "integrity," or "honor," and ask ourselves as we file out, "Why do people outside our school think they know so much about what our Honor Code means?"

So this year's speaker for the Honor Board assembly, Randy Cohen, came as a pleasant surprise. Mr. Cohen, who writes *The Ethicist* column for *The New York Times*, held my attention for the entire assembly, from his discussion of Benjamin Franklin's virtues to his thoughts on illegally downloaded music. What I loved most about Mr. Cohen was his refreshing bluntness: he never beat around the bush with euphemisms or avoided any of the audience questions. Instead of trying to appear as the ultimate authority on honor like some of our previous speakers, Mr. Cohen himself admitted that he was not always an honorable person. He likened himself to the sports journalist who is almost always incapable of replicating the feats performed by the athletes he writes about.

What I also liked about Mr. Cohen was that he spoke about ethics in a concrete manner, instead of attempting to characterize it using the vague abstract language of previous years. My favorite example was his entertaining vignette about hailing taxicabs outside of Madison Square Garden. Many years ago, he said, there would always be chaos outside of MSG after a sporting event with everyone fighting everyone else for a free taxi. Recently, though, a cab line, designated by a yellow line painted on the curb, was added. Suddenly, the chaos became order as people began to stand in the line. It wasn't the people who had miraculously changed; rather, it was the circumstances. There were no taxi line police who ticketed or arrested people who sidestepped the line or took the first cab. People suddenly realized they had a moral obligation to stand in line and realized they were behaving unethically if they cut or took advantage of the system.

Although I enjoyed his discussion, I thought Mr. Cohen really shined when the audience asked questions. During the question and answer session, Mr. Cohen calmly evaluated and answered each question honestly according to his moral guidelines. So when Sam Baron (V) asked if it was ethical to install security cameras at Pingry, where honor is supposed to reign supreme, Mr. Cohen answered that he thought that the security cameras completely undermined the spirit of the Honor Code (I happen to agree, but that's a discussion for another day).

The most interesting statement of the day was not made by Mr. Cohen, but instead by Mr. Raby. He revealed that when the Honor Code was first established under headmaster C.B. Newton, the students would vote each year on whether to renew the Honor Code. The practice was dropped after Newton retired and never restarted. What Mr. Raby said got me thinking: What if we restarted the yearly Honor Code vote? Would students, with the prestige of the school at stake and under the pressure of administrators, vote to renew the Honor Code, or would they reject seventy years of school tradition? If the students voted to drop the Honor Code, what would replace it? Theoretically, it's an intriguing situation, even if it's hard to imagine: would Pingry really put such a big decision in the hands of its students? Given that the school has built its reputation on the Honor Code for many years, could it risk giving students the chance to reject it? Maybe not.

I can't speak for other students, but I would certainly vote to keep the Honor Code. Despite recent rashes of theft and the occasional cheating scandal, the Honor Code has survived the test of time for over seventy years. Why would anyone vote to drop something that has worked so well and become a symbol of our community?

Thanks to Mr. Cohen's speech, hopefully students will be debating these questions and asking each other equally probing questions for many months, and perhaps, years. Letting the students vote would be the ultimate test of the Honor Code. As our school motto established by Mr. Pingry reads, "The maximum respect is due to the students."

—Andrew Sartorius

Brown-Allen Joins Faculty

Continued From Page 1

whereas when she teaches, she concentrates fully on her 18 students.

Dr. Brown-Allen has already transitioned smoothly into her position and is excited to learn more about Pingry. She said, "Pingry is busy and filled with bright, friendly students with a great sense of humor." Also, she continued, "It is a privilege to work with the faculty. They are masters in their fields, collegial and very helpful integrating me into

the community."

Dr. Brown-Allen hopes to work on community service projects, especially in Habitat for Humanity, for which she served as an advisor at MKA. She particularly enjoyed leading students on an annual community service trip.

Dr. Brown-Allen loves to read and go to movies with friends in her spare time. She enjoys painting pottery; her favorite activity is reading on the beach.

According to Dr. Brown-Allen, having a career in

education is incredibly meaningful and rewarding. "When I was in corporate America," said Dr. Brown-Allen, "I never felt the same satisfaction as I do when I help a student understand a concept or when a student tells me that a community service project changed his or her life."

"The best part of working here," she continued, "is that I get to learn something new everyday, whether it be new courses, faces, cultures, traditions, or new ways of doing things."

French Department Welcomes Schlehlein from Iona College

By BRANDON BRIER (V)

Ms. Melinda Schlehlein has joined the Martinsville Campus after teaching at the college level for four years in New York City. She taught at Queens, Lehman, Mercy, and Iona Colleges before switching to Pingry. She currently teaches three sections of French 2 and one section of French 1B.

Schlehlein graduated from Manhattanville College where she earned a B.A. in Mathematics and French. She then went on to earn a Master of Philosophy in French from the graduate center at CUNY.

Schlehlein became interested in private high schools because she wanted to leave the college environment, which focused more on publishing than teaching. After hearing of Pingry through a job recruitment agency, Schlehlein was immediately attracted to the school's "great reputation." She especially liked the combination of academics and extracurricular activities, because it "creates an exciting environment to teach in."

Schlehlein has already distinguished Pingry from other

schools by noting the extraordinary "sense of community" in which "administrators, colleagues, and students are all like a family." She believes "the honor code is the glue" that binds the community.

Schlehlein enjoys teaching because she can "still be a student" by learning from the "bright, enthusiastic, and talented" students in her classes. She also enjoys the ability to "be creative and watch creativity" in the classroom. French in particular is appealing because "it is music to [her] ears" and has been ever since she "fell in love with it" as a student. She truly hopes to "share the lan-

guage and culture of France" with her classes.

Aside from teaching, Schlehlein looks forward to becoming involved in the French club with fellow French teacher Madame Kelly Jordan. She is also excited to help out with the middle school play alongside dance teacher Mrs. Trisha Wheeler in the spring.

Since her years as a graduate student, Schlehlein has enjoyed writing both creative and scholarly works as well as translating French literature into English. In addition to immersing herself in French writing, baking gourmet desserts is another one of her hobbies.



C. Vanech (VI)

Winston Directs Balladeers and Glee Club

By ANDREW HANNA (III)

Mr. Jay Winston has joined the music department as part of the permanent teaching staff this year. In addition to teaching voice lessons, he will be instructing the Balladeers, Women's Glee Club, Middle School Girls' Chorus, and the Scheduled Handbells Choir. He will also be the vocal director for

this year's winter musical, *Les Miserables*.

Mr. Winston earned his Bachelor's Degree in vocal music performance at Northwestern University before moving on to perform in various operatic roles. He recently completed his teaching certification in the Alexander Technique at Balance Arts Center in NY.

His performing experience

includes working with the Masterworks Festival of Opera, Delaware Valley Opera, Hudson Opera Theater, and the Fiammetta Ensemble, as well as being heard as a tenor soloist in a variety of concert performances.

Mr. Winston was a substitute vocal instructor last year, filling in for Mrs. Jennifer Runge. Previously, he had been teaching private voice lessons at the school for four years. When asked how his experience influenced his decision to join the permanent teaching staff, Mr. Winston said he probably "wouldn't have joined" the permanent faculty if he had not had the opportunity to teach as a substitute. He feels teaching in a group setting is very different from teaching privately, and that the opportunity to substitute last year gave him a good head start for this year.

Mr. Winston feels that the "mind and body are connected," as he has learned through study of the Alexander Technique, and incorporates this philosophy into his teaching. One purpose of the Alexander Technique is

Kelle Leonhard Joins Math Dept. from The Peck School



C. Vanech (VI)

By SHAAN GURNANI (IV)

This fall, Mrs. Kelle Leonhard has joined the Math Department as an Algebra 2 and AP Calculus AB teacher. After majoring in math and economics at Wake Forest University, Mrs. Leonhard continued her education at Columbia University, where she earned an MBA and later an MA in Math Education. Before coming to Pingry, she worked as a security analyst and most recently taught mathematics at The Peck School in Morristown.

"I love math and I love teaching, so by teaching math I was able to put together two things that are very special to me," Mrs. Leonhard says. She feels that math is an important subject that helps students develop critical thinking skills and have confidence in the professional world.

After teaching younger students at Peck, Mrs. Leonhard "wanted to teach older students who are getting close to their college education and a higher level of math."

Mrs. Leonhard has known about Pingry for many years because many of her students have come here after attending Peck. She decided to teach here because of its "fine academic reputation, its wonderful students, and the superb faculty and administration."

Mrs. Leonhard has been impressed with "the students, their commitment to learning, and their willingness to take academic risks." It's an exciting and interesting place to be, she believes, because she enjoys getting "involved in the community" and learning about what students are

interested in.

Aside from teaching math, Mrs. Leonhard will be advising students for math competitions (such as the American Mathematics Competition and the New Jersey Mathematics League contests).

Outside of school, she likes to read (especially math books) and work on math problems. In fact, one of her favorite books is *The Calculus Wars*. Mrs. Leonhard also likes to spend time with her family — including three children and a dog named Chewy — and play the piano. (Some of her favorites are Chopin nocturnes).

Kehoe '04 Returns as Permanent Substitute

By DYLAN SUN (III)

Ms. Jill Kehoe '04 is a new permanent substitute teacher at the Martinsville campus as well as the assistant coach for girl's junior varsity soccer. She graduated from Pingry in 2004, the third in her family to do so and attended the University of Richmond, where she played rugby before returning to teach at Pingry.

Ms. Kehoe loves being a substitute teacher because "there's so much variety." "I taught French and German," she says, "and I have Chemistry next!" Ms. Kehoe came back because she loved the atmosphere and the students. She says, "The people change, but they are still [essentially] the same. There is a general excitement for academics and an integrity in all the students."

Ms. Kehoe still remem-

bers many of her former teachers, like Mr. William Bourne, Mr. Charles Coe, Ms. Joanne Childs, and her sophomore year adviser, Mr. John Raby. "It isn't surprising for me to see Ms. Kehoe back here," Mr. Bourne says. "It's a plus for the school." Mr. Bourne notes that physics class was the first time Ms. Kehoe ever shot a rifle. "Not that there are any guns in this school, of course," he adds hastily.

Ms. Kehoe still holds the food at Pingry in high regard: she loves the Friday cookies, and she wouldn't miss chicken nugget day for anything. In terms of sports, she "will probably be doing basketball and softball in the spring." Finally, Ms. Kehoe claims that the word "gullible" is written somewhere on the ceiling in this building, and she strongly encourages you to go find it.



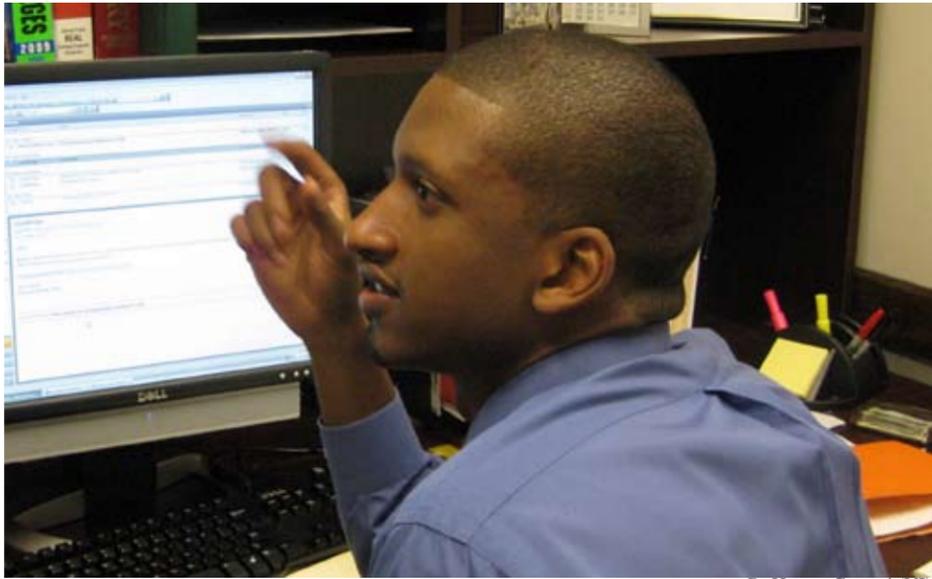
J. Reitman (IV)



R. Hamm Conard (VI)

For more information on Mr. Winston as well as information on all of his Pingry classes, visit his website: www.jaywinstontenor.com.

Handball Enthusiast Vassall Joins College Counseling Staff



R. Hamm Conard (VI)

By ZACH RING (VI)

Mr. Keith Vassall has smoothly stepped in to replace Mr. Fred Fyten in the college counseling office. Coming from Lehigh University's admissions council, Mr. Vassall is optimistic about working personally with this year's seniors and more senior classes to come.

Mr. Vassall grew up in Brooklyn and graduated high school in 1997, going on to attend Lake Forest College, which is just north of Chicago. There, he majored in politics and minored in African American studies, graduating in 2001. He continued his studies at Lehigh University, where he earned an M.Ed. in school counseling.

Mr. Vassall pursued his many interests after graduating from Lake Forest. He first worked

at a law firm for a year, before switching into corporate America by working under Hewitt Associates. He was a substitute at an elementary school for a couple months before deciding to enter the college admissions scene at his alma mater. He went on to work in admissions at Lehigh, where he simultaneously earned his MEd. "I was trying to find the career that I felt most comfortable with," Mr. Vassall said, "and the one that fit who I wanted to be."

After working at Lehigh for several years, Mr. Vassall decided to switch over from college admissions to high school college counseling, interacting with students instead of learning about them through their applications. "I really like talking to students in the hallways, and I really enjoyed the senior trip because it allowed

me to see the students away from all of their pressures," he said. "The students here are active and smart."

Mr. Vassall is not, however, just a college counselor. In his free time, he is an enthusiastic food and movie critic. He has also been an avid handball player since junior high, having grown up in a neighborhood with handball courts on every block. Though he is not training professionally, he still competes in state, regional, and national tournaments every year. "It's a great sport," Mr. Vassall said. "Once you play, you fall in love with it."

Optimistic about the upcoming year, Mr. Vassall believes that this senior class will be very successful in the college process. But for now, he is "learning about Pingry every day." "I see myself staying with education," he said, "and I'm open to exploring what Pingry has to offer."

Lee Hadbavny to Teach World History



C. Vanech (VI)

By ALEX SCAVONE (V)

Mr. Lee Hadbavny, who has joined the history department, is currently teaching World History 10 and World Religions. Mr. Hadbavny, who is from Cleveland, Ohio, said he loved "growing up in the rock and roll capital of the world." However, having attended and obtained his A.B. from Princeton University in 2001, he is no stranger to New Jersey.

After graduating from Princeton, he attended graduate school at Columbia University. There, not only did Mr. Hadbavny gain both his M.A. ('03) and M. Phil ('05) in history, but he also gained teaching experience. He taught undergraduate classes in history, religion, and contemporary civilization. He said that his grandmother was always his inspiration and that she was "always encouraging me, especially in school." Mr. Hadbavny hopes to encourage his students similarly by teaching.

Besides teaching, Mr. Hadbavny's dream occupation is an astronaut. He said, "Space is

cool and I like floating." He is a self-proclaimed "space-junkie" who attended space camp three times. Mr. Hadbavny's other hobbies include running and watching NCAA basketball, but he will not coach any sports teams this year. He is also an avid music fan; his favorite band at the moment is the Raconteurs, and he loves Irish music and hopes to travel to Ireland someday.

Mr. Hadbavny's favorite time period is the Middle Ages, and he stated that if he could, he would love to go back and visit that era because he would "like to see the people [he] teaches about."

He believes that the Beatles 1964 concert at Shea Stadium would have to be included as one of the most influential moments in history because it launched the second British Invasion. "The Beatles were ahead of the curve and anticipated a lot that was going to happen," he said.

Mr. Hadbavny appreciates all types of history and loves to talk with any passionate student who expresses similar interests.

Laura Gerard is Interim English Department Head

By JENN SOONG (V)

This year, Mrs. Laura Gerard has joined the Pingry community as the interim English department head and teacher. Originally a Pre-Medical student at Louisiana State University, she decided to take a different path in her career after "experiencing an epiphany." Mrs. Gerard said her turning point was realizing how much literature had inspired her while studying the short story author Katherine Mansfield. She chose to become a secondary education and English major at Villanova University and then received a Masters Degree in liberal arts at the University of Houston.

Before coming to Pingry, Mrs. Gerard was involved in teaching and faculty development at Montclair Kimberley Academy. While she explored an opportunity to teach at Pingry, she immediately "fell in love" with the school and its "wonderfully nice" teachers.

This year, she is teaching American Literature, Magical Realism, and English 9. When asked what about these classes she liked, she replied, "I wanted to teach freshmen because I'm a rookie, and I wanted to teach other rookies as well." She also said that teaching American Literature was exciting but also a challenge that "jazzed her

career" because she was able to rediscover a side of English literature that she is not used to teaching (her specialty is actually in British and Gothic Literature).

Mrs. Gerard tends to vary her techniques and teaching styles inside her classrooms. She tries to keep a "balance between humor and scholarly activity" while getting students involved through participation. She says one of her main goals this year is not only to "engage students" and "build relation-

ships," but also to get her students to "want to dig deeper" into the curriculum. In fact, her favorite part of teaching is when kids suddenly smile because they've become so engrossed in a book that they can gain new understandings.

In her rare free time, Mrs. Gerard likes to read and "hang out with her two children, who are nine and eleven." She also likes to relax by watching "Grey's Anatomy" and playing with her dog.



C. Vanech (VI)

Sullivan is New Director of Communications

By JENNY GORELICK (V)

With over thirty years of experience in communications and marketing, Mr. Mark Sullivan joins the Pingry community as the new Director of Strategic Communications.

Mr. Sullivan received a bachelor's degree in communications from the State University of New York-Oswego, where he graduated cum laude and played varsity football all four years with ECAC first team honors in his junior and senior year. He also holds a master's degree in public relations/advertising from Syracuse University's S.I. Newhouse School of Communications, where he graduated with magna cum laude honors.

Before working at Pingry, Mr. Sullivan was most recently the

Director of Global and Strategic Communications at Kulicke & Soffa, Industries, a leading technology and semiconductor company. Before that, he worked with various fortune 100 corporations and leading advertising agencies, including Bayer Pharmaceutical, Goulds Inc., and the Lohmeyer Simpson Communications Advertising Agency in which he worked for both the profit and non-profit areas.

Although working at a school is different from his previous working experiences, he recently explained, "It still follows the basic marketing principles that you need to promote a good product or service. You need to properly brand it, and, if you do all those things well, people will come, whether it's consumers buying

products or students coming to school here."

As Director of Communications, Mr. Sullivan's job is to manage Pingry's image to all the key target audiences.

"My objective is to promote the school to communities located in New Jersey, brand the image that Pingry is a leading educational institution, and emphasize that our culture is unique. I do this through public relations, working with the media and editors, websites, direct marketing programs, literature development, and other emerging technologies like portal developments. A portal is a useful tool that will help us quickly disseminate information because people can have access to it and upload or download any information," said Mr. Sullivan.

Mr. Sullivan was attracted to Pingry because of its culture and community. "I think [Pingry] is trying to make the world a better place by producing great students who will become great citizens and global leaders down the road," he said. "I think that The Honor Code builds character and creates stronger people."

Mr. Sullivan's big plans for the school include "developing a new and compelling website." "It's going to be more interactive with streaming technology, video capability, and a content management system," he said. "Everyone will have the ability to update and change the website and keep it fresh and new."

He also plans to develop a centralized hub of information in the form of an internal portal designed for faculty and another designed for students and parents.

"I like solving communications problems with creative solutions," he explained. "I'm definitely a 'right brain' thinker, not a 'left brain' engineering type of individual."

In addition to being incredibly knowledgeable in the fields of communications and public relations, Mr. Sullivan is also a level three nationally-certified ski instructor and an old ski racer. "If I had the time, I would love to work with Pingry students on the hill and run a few courses with them," he said.

So far, he has enjoyed his new position because "It's refreshing to be back in an academic environment with so many young people around. It brings back your past. It's fun."



R. Hamm Conard (VI)

Seniors Bond at Crystal Springs Minerals Resort & Spa

By DIANA JIANG (VI)

Taking a break from the college application season, the seniors, their college counselors, and Dr. Denise Brown-Allen spent two days at the Crystal Springs-Minerals Resort & Spa in New Vernon, New Jersey. In previous years, the senior retreat had gone to Camp Fairview Lakes, which had bonfires and cabins instead of disco lights and hot tubs. This year, Ms. Ananya Chatterji "felt strongly that the seniors needed to look forward to something they could anticipate with happiness," so Ms. Joan Hearst and Ms. Chatterji booked a more modern, vacation-like resort.

After checking into their rooms, the students separated into their college counselor groups and were assigned different team-building exercises. Each counselor group was divided into smaller teams that competed with each other, whether it was a friendly game of "Scene It," a movie trivia game, or a picture scavenger hunt that involved scouring the hotel grounds for locations that corresponded with clues like "Lock Me Up" and "Black and Blue."

Another activity was the

Mini Olympics, which was, for many, reminiscent of elementary school gym class with competitions such as the three-legged race and tug-of-war. "The team-building exercises might have been a little corny," Ms. Chatterji said, "but at least we weren't cold, wet, and miserable at a camping site." Some students found it a worthwhile experience. "It was more fun than competitive," Brian Hart (VI) said, "and it brought back memories of the good old days."

After an hour and a half of the exercises, the seniors had three hours of free time to use the hotel facilities. Many opted for the indoor and outdoor pools, while others soaked in hot tubs or played games of ping-pong. There was a full-service spa at the resort, but students were barred. "There was a rumor that some of the college counselors scheduled massages and facials," Mr. Tim Lear said, "but that's absolutely untrue. It was strictly a business trip for us. We tried to have limited fun."

A highlight of the trip was the 80's themed dance. Seniors decked out in 80's workout gear and filled the dance floor with neon colors. Mr. Keith Vassall was especially

impressed by the students' "energy and creativity." Mr. Lear also found the dance "interesting." "It transported me back to my own high school awkwardness," he said.

The next day the students participated in more team-building exercises and then had more free time before they had to leave. Mr. Vassall had the opportunity to play handball and racquetball with some of the students, and liked "interacting with the seniors outside of the Pingry setting."

Overall the seniors enjoyed the relaxing trip at the well-furnished resort. "The hotel had the softest pillows I've slept on in my life," Matt Rybak (VI) said. Reflecting on where the retreat could have taken place at Fairview Lakes- Will Klein (VI) said, "I prefer a sauna to the woods."

Ms. Chatterji was pleased with how well the trip went and said, "It was impressive how well the resort staff felt about the seniors; we didn't stop getting compliments." The seniors also enjoyed bonding with one another as a class. Martha Johnson (VI) said, "It was fun getting to know people who I never really knew before." Klein and Rybak agreed, adding, "It was phenomenal."



Courtesy of A. Chatterji

Seniors M. Finlayson, J. Donnantuono, E. Ricciardi, M. Feenick, L. James relax by the pool

Discovering Art and Colonial History in Philadelphia

By JENNY GORELICK (V)

On Sunday, September 7, the junior class assembled at Pingry at 11:00 AM to depart for Philadelphia, Pennsylvania. Accompanied by their advisers, they set out on a two-day class trip that was intended to both promote

bonding and be educational. Before even arriving at their hotel, The Holiday Inn, the students toured the Philadelphia Museum of Art, home to renowned works such as Van Gogh's "Sunflowers" and Monet's "Japanese Footbridge." After sauntering up the stairs made

famous by "Rocky," the students explored the museum's various collections of paintings, sculpture, and even weaponry.

They then took bus tours conducted by guides dressed in colonial garb. The guides pointed out historic sites, monuments, and murals.

The tour ended in front of the Holiday Inn, where the juniors and their chaperones checked in to their rooms and spent a few hours of leisure time before dinner at the Hard Rock Café.

Following dinner, the students bowled and played pool and arcade games at the Strikes Bowling Alley. They then went to Helium, a comedy club, and watched two stand-up comedians joke about subjects as varied as the Teenage Mutant Ninja Turtles, The Wizard of Oz, and Keith, a running-joke that resulted from one comedian's misinterpretation of a student's name. Many students agree that these activities were the best parts of the trip.

"I liked the bowling alley arcade because we were free to hang out with whomever we wanted," said Meghan Hager (V), "and we had a lot of choices of what to do."

Phil Ryan (V) agreed. "My favorite part of the trip was either the comedy club or the arcade with bowling and pool, mainly because it allowed everyone to hang out

Judy Lee said "I thought it was a blast. The kids I was in a raft with were really cooperative, but they also had a lot of fun. I would definitely go on it again." Mrs. Lee also said that while she used to only know a few sophomores from her math classes, field hockey, and swim team, during the trip, she "got a chance to meet a whole bunch of new people."

Many of the faculty also enjoyed the trip. Mr. Tim Grant called the trip "a wet and wild adventure." Mrs.

do whatever they wanted... everyone seemed to be having a great time."

After rafting for two hours, the students and faculty split into two groups for lunch and swimming in the rapids. Dr. Mike Richardson fell climbing out of the rapids, injured his head, and is currently undergoing physical therapy for his back. However, he still remarked that the trip was fun and he felt fine for the rest of the day.



Courtesy of J. Hearst

S. Sowinski(IV), Mrs. Stockwell, M. Vitale(IV), D. Kronthal(IV), and J. Varvaro(IV) spend the day rafting on the Delaware River.

Freshmen Explore Grand Central Station

By MARGARET MORASH (III)

On Monday, September 8, the ninth grade took a field trip to Grand Central Station in Manhattan. There, they split up into advisory groups and went on a scavenger hunt run by the Watson Adventure Scavenger Hunts Company. The students were each given a set of twenty clues that led them through Grand Central Station in search of different bits of information about the history and finer details of the building.

The teams earned points by answering the questions correctly and gained bonus points if their advisory had the best name. The rules said that each advisory group had to finish within the time limit, or receive point deductions. In the end, Mr. Crowley-Delman's advisory group was awarded a dress down day after tallying the most points.

Matt Lipper (III) enjoyed this "great advisory group activity" and said that it was a good opportunity to get to know new and returning stu-

dents better.

Christine Kumar (III) also liked the trip but said, "It would've been cooler to have gone to other places in New York City as well."

Many students also said they would prefer to eat lunch in Grand Central Station instead of eating the box lunches on the bus on the way there.

Ashley Hough (III) liked the "good opportunity for the advisories to bond." After the success of this year's field trip, the ninth grade plans to return next year.



A. Scavone(V)

Juniors L. Lee, C. Hulse, A. Scavone, C. Ward, and B. Krakora in Philadelphia.

and have fun," he said.

The next morning, after a buffet breakfast at the hotel, the tour guides from the previous day returned, this time to give a walking tour. The students traveled around Philadelphia and visited Betsy Ross's residence, Christ Church, the Liberty Bell, and the remnants of Ben Franklin's house. The tour ended at the National Constitution Center, where students watched a show about the constitution entitled "We The People." The museum housed many interactive exhibits about the formation of the United States; however, the students had little time to explore.

Brandon Brier (V) thought, "The show about the constitution was somewhat entertaining but a bit silly. I would have preferred to have some time to walk around and see what the museum had to offer as opposed to seeing the show."

For lunch, the group was given ten dollars to spend at any of the eateries in the Reading Terminal Market. They had choices rang-

ing from crepes to iconic Philadelphia cheese steaks. "It was really fun walking around all the booths and seeing what they had to sell," said Brier.

For the final stop, the students played with hands-on science in the Franklin Institute. They were able to walk through a large-scale model of a human heart, make their own paper, learn the science of sports, and experience the life of a pirate.

After an eventful excursion, they boarded the buses and returned to New Jersey. After the trip was over, many of the students wished that they had more time to experience all of the sights. "The trip was too rushed; we went from place to place and didn't really get any time to relax," said Nick Gilligan (V). Overall, however, they agreed that they had an enjoyable time and returned with a greater knowledge of Philadelphia and closer bonds with their classmates. "I've seen Philly before, but it was fun to go with the class," said Courtney Hulse (V).



Courtesy of dodgepoetry.org

Ned Adriance Returns from Island School

By NED ADRIANCE (VI)

It has been three months, one week, and two days since I returned home from the Cape Eleuthera Island School, a semester long study abroad program in the Bahamas. In many ways, my experiences on that island feel long gone, lost in some distant memory that occasionally makes its way into my mind. I have almost fully acclimated back into American culture, and I am accustomed to Pingry once again after beginning the school year.

Yet, it's not unusual for me to hear people telling me that I am different, that I've changed since I left for the Bahamas six months ago. Though tiring to hear, the statement is true: my experiences at the Island School were life changing, and I wouldn't trade my semester for anything.

I shared my three months on the island of Eleuthera with forty-seven other students and a handful of faculty

members. Mostly comprised of students from the East Coast and the Midwest, the Island School attracts a wide range of applicants who, although not necessarily geographically diverse, are wholly different from one another in their upbringings and their visions. Nevertheless, what ties students at the Island School together is a common desire to embark on a new adventure and to explore their own personal limits.

The Island School's goal is to foster a sense of responsibility and a sense of opportunity in its students. Through the beautiful Bahamian landscape, it seeks to instill in the small student body a love of and deference for the surrounding environment. At a campus that is surrounded by a clear ocean on three sides, a campus whose dorms sit on the beach, I did not find it hard to feel this appreciation.

The school shows its commitment to the environment

and to a sense of place through its remarkably sustainable campus. Wind generators and solar panels provide the school's electricity; all leftover food is either composted or fed to the pigs that live on the farm. Wastefulness, on the whole, is staunchly discouraged. As a result, I did not take many showers while I was at Island School, and any occasional hygienic splurge was very brief.

The curriculum was a significant change from my junior year courses at Pingry. Each of my classes was based on what surrounded me, and each taught me that what lies beneath my feet has the potential to teach me as much, if not more, than anything else. My history class involved staying overnight with local Bahamian families in the community; my English class was based around place-based writing and Derek Walcott's *Omeros*, an epic poem focusing on the Caribbean.

My science class studied

local fisheries and coastal ecology, and each week we SCUBA dove in the nearby reefs to better understand the ecological factors at play in the area. My math class used Calculus and Trigonometry to study the stars and Celestial Navigation.

Yet what made the Island School such a profound experience was not only the courses nor the beautiful setting in which I found myself. What changed my life was the institution's demand that each of its students strive to reach his or her full potential. By the end of the semester, I had trained to run a half marathon, and my three months culminated in a 48-hour solo experience spent on a pink-sand beach. I was pushed to my limits, both physically and emotionally, and I was pushed to excel. I went to the Island School confused and with little notion of what I wanted in life. I came back still confused, for sure, but with, perhaps, the makings of a sense of purpose.

Students Attend Dodge

Continued From Page 1

for me was reading my poetry. I had watched earlier in the morning as well-known, internationally acclaimed poets stood in front of hundreds and read their work. Reading my poetry, it was almost like I was temporarily becoming one of them. And it wasn't like I was out of place up on stage. I felt that it was exactly the right place for me since I've been writing for so long."

Sartorius has "been writing poetry since I began middle school in seventh grade. In fact, the first poem I wrote was for an English assignment!" To win the Poetry Contest, Sartorius had to submit three poems in January. He also said, "I was very surprised when I found out I had won. It was great for me because it legitimized all the time I spent writing poems and short stories. Plus, by participating in this event, I was showing my face on the national stage, something I

believe will only help me if I choose to pursue a literary career later in life."

Asked whether he was nervous during the reading, Sartorius confides, "I was telling myself to go slowly and speak clearly so everyone could understand my words. Up on the podium, you tend to speak faster than you think, so I was trying to make sure I wasn't doing that. I wasn't really nervous because I've read my work before in front of an audience, and I participated in the speech contest at school last year. It's much more difficult to speak to your peers than to speak to a crowd of strangers"

Sartorius attended the festival with other Pingry students and another winner, Jenna Devine '08. "We came with nine other kids, a mix of seniors, juniors, and sophomores. Dr. Dineen, Mr. Paton, and Ms. Davlin were also there." Overall, the experience was a memorable one for Sartorius and all the other participants.

AFS Student Marco Michelangeli Joins Pingry Community

By KATE DREYFUSS (V)

Each year, Pingry hosts a foreign exchange student through the American Field Service (AFS) program. AFS is "an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world." This year's student is Marco Michelangeli, a resident of Avezzano, Italy. Past participants, who usually join the junior class, have come from countries such as Norway, Thailand, and Austria.

Marco is spending the year in Madison with his host sister Emily Combias (IV) and the rest of her family. He chose to spend

a year abroad because he "wanted to have an experience in a foreign country," and thought that "getting to know other cultures is a very important thing to do in life."

Marco has many hobbies, such as playing volleyball back home in Italy and running cross-country on the Pingry team. He also loves all kinds of music. He has been playing the violin for eight years and is looking forward to participating in the Jazz Band and Orchestra.

To Marco, the biggest difference between life in Italy and America so far is school. He says, "In Italy, you only stay in school for half of the day. I prefer school in America, because it is easier to meet a lot of people." School in Italy is also not departmentalized

like it is here. Marco adds, "In Italy, you stay in one class for the entire day instead of changing classes, and your classes have 25 people in them." The method of education is also different. Instead of studying and reading many different books like Pingry students do in English class, Italian students get one book for the entire year that explains the history of a certain time period and gives examples of important books and literature from that time. He adds, "Also, we never have to memorize vocabulary."

So far, Marco has been extremely impressed by America's patriotism and nationalism, and cannot wait to see what else this year will bring. However, he notes, "I miss the food from home."

By CHLOE SORVINO (IV)

A turf field, the newest addition to Pingry's facilities, was recently completed at the start of the school year. Construction began this summer, and although there were setbacks on the initial completion date of Labor Day, the sports teams that will be using the field have no complaints.

The field is called The John Taylor Babbitt '07 Memorial Field, in memory of a fellow classmate and friend.

The field is located where the old Middle School Upper Field once was. It will be lined for girls' field hockey, boys' and girls' soccer, and boys' and girls' lacrosse. However, its main use will be for field hockey in the fall and lacrosse in the spring.

Many coaches and teams are excited for this up-and-coming sports venue. The field hockey coach, Mrs. Judy Lee, said "The new field will just make the game more fun because it will encourage our players to take the skills they have practiced

and be able to use them in the games."

Furthermore, supporters of the teams love watching games on the turf. "Because the turf allows the game [of field hockey] to move quickly, the team will have to adjust to its fast pace, but with practice, the outcome will be great," said Mrs. Genesia Kamen, whose daughter Anna Kamen (IV) is on varsity. Mrs. Denise Neibart, whose daughter Sam Neibart (IV) is on the JV field hockey team, added, "All of the parents on the bench couldn't wait to see how the team comes out, and now that it's here, we all agree it was worth the wait."

Upper School students are

also enthusiastic about the new playing surface. Shannon Hughes (IV) said, "I am so pumped for the new field! It will change the way we play field hockey. The game is just so much better when on turf."

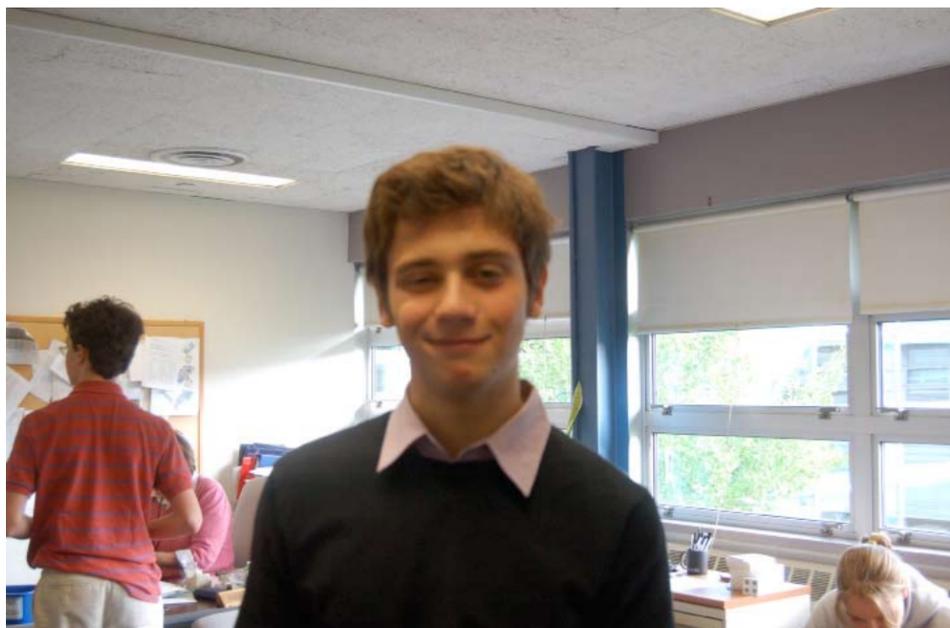
Mrs. Lee said, "The turf field is such a great attribute to our school. It lends itself better to our sport than a grass field does."

The dedication ceremony was on September 27, 2008, the same day as Parents' Day and Homecoming. The first turf field game occurred right afterwards when the field hockey team played its homecoming game against Newark Academy.



A. Babbitt (VI) with his parents and Mr. Conard at the field dedication.

B. Morrison '04



R. Hamm Conard (VI)

2007-2008 End-of-Year Awards

Citizenship Prize

Form II

Margaret Morash
Dan Keller (HM)

Form III

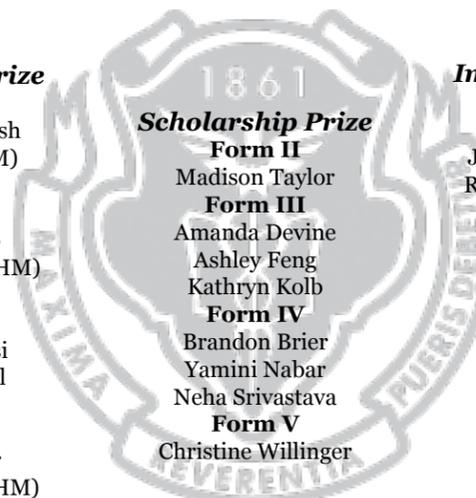
Lilly Holman
Kathryn Kolb
Emily Combias (HM)

Form IV

Sam Baron
Anthony Parisi
Matthias Tinzl

Form V

Dan Kissel
Grant Palmer
Wesley Salazar (HM)



Scholarship Prize

Form II

Madison Taylor

Form III

Amanda Devine

Form IV

Ashley Feng
Kathryn Kolb

Form IV

Brandon Brier
Yamini Nabar

Form V

Neha Srivastava

Form V

Christine Willinger

Improvement Prize

Form II

Eleanor Johnson
Justin Sandulli (HM)
Rebecca Wynne (HM)

Form III

Michael Hoyt
Dina Mohamed-Aly

Form IV

Nicky Haik
Terdoon Nwaoduh
Spenser Polans

Form V

Ariel Dickey
Will Stamatidis

Reliving Turkey's Vibrant History Honoring Comedian George Carlin

By HENRIETTA HAKES (VI)

Turkey is a country of contrasts, history, and beauty—a country that I had the privilege to visit this summer. Established at the end of WWI from the remnants of the Ottoman Empire, the Republic of Turkey was unified largely through the efforts of Ataturk. Still a prevalent figure today, Ataturk initiated westernization of Turkey by creating a secular government and changing the written language from an Arabic script to one that uses the Latin alphabet.

Arriving at the Ataturk Airport, I began my journey through Turkey in Istanbul, the capital. Terribly jet lagged but determined to go explore immediately, I set out with my younger brother. Of the two continents that Istanbul strad-

dles, the European side was where we stayed; in the new city, there was even McDonalds and its Turkish counterpart that specializes in kabobs. Across a narrow strip of water known as the Bosphorus Strait, was Asia, the old part of the city. The opportunity to be in two places at once by standing on the line that divided Europe and Asia was irresistible. We ventured across a bridge full of fishermen. Carefully avoiding the fish hooks that littered the sidewalk, we watched in awe as locals pulled foot-long fish from the deep blue water. Only a few hundred yards away a long procession of enormous cargo ships chugged past.

The Asian side was even busier than the European side. Istanbul is a city of fifteen million people. European, American, Asian, and Arabian

tourists mingled alongside native Turks, shopped in bazaars, and admired the hundreds of mosques. The buildings were older, and most of the mosques had multiple minarets, denoting their status as a royal construction of the Ottoman Empire. I happily paid three times the going rate for a bag of delicious Turkish Delights (the ability to bargain is a skill I lack completely). After indulging in the fabulous architecture and exotic candy, my brother pointed out another interesting facet of the old city. The streets had a tendency to curve, and there was an ominous lack of street signage, rendering our map useless. After an absentminded two hours of exploration, my brother and I were hopelessly lost and easily several miles from our hotel. Thankfully, I was able to use my New York

savvy to hail an Ataturk taxi and in a hodgepodge of French, English, and Turkish, we managed to convey the name of our hotel to an exasperated cabbie.

Over the next several days I visited the ancient city walls, over thirty feet thick, a huge underground Roman cistern, Hagia Sophia, the epitome of Byzantine architecture, and the Blue Mosque. I traveled along the Turkish and Greek coast, visiting Troy, Pergamum, Sardis, Ephesus, Pyrennie, Bodrum, and Kos. I ate red snapper, baked in solid salt, and climbed 325 steps to a monastery cut into a sheer cliff face several hundred feet above pounding waves. But nothing can compare to becoming hopelessly lost in Istanbul and being swept up in the excitement of an unfamiliar and ancient culture.

Honoring Comedian George Carlin



Courtesy of downwiththeinternet.wordpress.com

By CHARLIE LAUD (V)

At the beginning of this past summer, I was given the chance to see a comedy legend: George Carlin. When I was offered the opportunity to see him, I was a bit hesitant. As Carlin was now 71, I wasn't sure if he would be the same Carlin I knew from his old stand-up CD's and television specials. I had seen Bill Cosby the year before, and it was a disappointment. I wasn't sure if I could handle seeing another legendary comedian in decline. However, I eventually decided that I should go, just so I could say I saw him. I have not regretted this decision yet, and I don't think I ever will.

At 71, George Carlin was on top of his game. He was just as funny as he had ever been, if not even funnier. Here is a man who had the state of mind to joke about how long he would wait

until he erased his dead friends from his address book. Years ago he tackled the issue of the seven words you cannot say on television, and here he was with some fresh grievances about society. Everything he said elicited laughter from the audience. Whether he was commenting on the place of hats in organized religion or the recent self-esteem movement, all of his words brought smiles to the crowd.

About two weeks after the performance, George Carlin passed away. It was a surreal thing to hear, having just seen him alive, in person. I couldn't really grasp it when it happened. I had just witnessed a legend performing at his finest, and now he was gone. His current physical presence may be questionable, but there is no doubt that his jokes and messages about society have been immortalized.



Hagia Sophia is one of the religious icons in Turkey.

H. Hakes (VI)

Teaching Children in Central America

By AMANDA HALTMAIER (IV)

This summer, I traveled to Costa Rica for two and a half weeks with a summer program to create a weeklong camp for underprivileged children. We were told this would be a once in a lifetime experience for them. I would not realize the significance of this opportunity until the very last day of the camp.

When we first arrived in Costa Rica after a six-hour plane flight with too much luggage and jet lag, we took

a bus to our campsite in Heredia, ate our first dinner of rice and beans, and went straight to sleep to prepare for our first day of touring. The first week would be dedicated to getting to know each other and planning out the activities and our goals for the camp that would happen the next week.

The next morning, we toured around Heredia, the crime-ridden capital of the province also called Heredia. Even from the safety of our bus, the sights of the city

were eye opening and became more and more shocking as the day went on. The neighborhoods contained houses that were assembled of sheets of metal, and as we peered into the houses, we could see dirt floors, no plumbing or electricity, rats, bugs, and few possessions. However, almost every family living in these houses had a television. I would never have imagined people actually living in these shacks, with televisions, but without basic necessities.

The day after that, we visited a local Costa Rican elementary school. Students from various age groups sat on a dirt floor in one room and did not learn what is considered adequate education in our country. This was another incredibly humbling experience, and I repeatedly asked myself if I would ever be able to survive in this environment.

We spent the rest of the week preparing activities and planning a schedule for each day of the camp. We decided that our main goal was to get the children to do

things that they had never done before and to learn to treat themselves, each other, and us with respect.

When the second week finally arrived, we realized we were not fully equipped to be the counselors of these local Costa Rican children. First, it was difficult to instruct them about games and activities because of the language barrier. Second, many of them had never seen or heard of a pool before, and once they discovered that there was a pool, all they wanted to do was swim.

It was truly exhausting, chasing these children around all day, trying to get them to try new games, and making them listen. Many of the kids, accused of violent behavior, were not permitted to come back to camp the next day. In retrospect, I can truly say that our experience was nothing that we had initially imagined it to be.

However, we also developed a relationship with the children and got to know them as well as our Spanish linguistic knowledge would allow us. Because we did

not accomplish everything we wanted to activity-wise, by the end of the week, we felt as though our job was only half-done. But on the last day of camp, as the children boarded the buses to go home for the last time, most of them were crying and hugging us. It was a heart-breaking sight, and I finally realized what a difference we had made in their lives. They did not care about what games they had played or if they had learned new things; they were just happy that strangers from another

country cared enough to come and take the time to play with them.

This experience has affected me as much as it affected the Costa Rican children. I feel so happy knowing that I did something to better the lives of these kids. I committed a selfless act and in return was rewarded with a completely legitimate feeling of satisfaction. I really hope I can emulate my experience some day in another part of the world.

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Sam Mackoff Attends NOLS Leadership Program in the Northern Cascades

By SAM MACKOFF (VI)

On July 2, I packed a minimal amount of clothing, a tent, climbing gear, and food for ten days in my colossal backpack and left showers, clean clothes, and fresh food behind as I entered the wilderness. This summer I embarked on a month-long mountaineering course in the North Cascades of Washington with the National Outdoor Leadership School (NOLS). The North Cascades are known for their steep terrain, massive glaciers, rock spires, dense forests, and are viewed as an ideal location to practice basic climbing skills. The focus of the course was to learn the skills and techniques necessary to master alpine mountaineering. Also, because we spent most of our time on glaciers, we had to adjust to outdoor living techniques in harsher terrain.

The course was divided into three sections determined by our rations. We carried enough food for ten days at once; we had to meet up with NOLS staff every ten days at a trailhead to receive our next ration. In every ration period, we followed a similar routine. First, we spent several days bush-whacking through the infamously dense and thorny forests of the North Cascades. We then reached snowline and set up base camp. From there we made our summit push and then descended to our next re-supply.

The first peak that we climbed in the course was Glacier Peak. The push to base camp in this section was especially difficult due to the challenge posed by the adjustment to walking in large heavy mountaineering boots. When we reached our base camp, we took a day to learn climbing skills such as rope team travel, climbing knots, and self arrest in order to prepare for the next day's climb. The summit push took several hours of travel on glacier and scree fields. Eventually, for the final 100 feet of the climb, we had to set

a fixed line in order to ascend the steep snowfield near the summit. When we reached the summit of Glacier Peak at 10,541 feet, we could see the entire mountainous region around us. The descent to our re-supply took several days.

By the time we began our approach to Dome Peak, our next climb at 8,920 feet, we were accustomed to the awkward walking style necessary when wearing the mountaineering boots. We set up our base camp on a flat spot on a glacier, about a mile away from the summit. The next day, we practiced more technical climbing skills that would be necessary for the more challenging climb ahead of us. We learned about the use of snow anchors and rock protection such as cams and stoppers in order to avoid disastrous falls on challenging terrain.

The next morning, we awoke early to a beautiful sunny day and began our climb. It was a relatively gentle climb with only a couple of spots that required the use of snow anchors. The final 100 feet to the summit was a knife-edge ridge on which we set a fixed line. When we reached the summit, we once again had a view of the whole range in front of us. We signed our names in the summit log and headed down.

In the third and final section of the course, we were finally introduced to traditional Washington weather: rain and fog. We reached our first base camp at Boston Basin, a high use climber's camp. At Boston Basin, we became very accustomed to the inside of our tents. We had to cancel our planned climb because of the lack of visibility. Eventually, on the third day, the fog cleared, and we were able to move on to our base camp on Eldorado Peak. When we reached the base of Eldorado, threatening clouds already were blowing overhead. In fear of losing our window of opportunity, we made one long push up the steep glaciers

to the summit and then descended to our base camp. We reached the summit at 8,876 feet with relative ease. We chose our camp on a nearby glacier, where we spent the next two days. Then came the most anticipated day of the trip: crevasse rescue day. Crevasse rescue involved taking turns jumping into a crevasse, the bottom of which was not visible, while the three others on the rope team self-arrested and hauled. I will never forget the half hour I spent hanging on the end of the rope inside the crevasse. Despite the excitement, it was also a very humbling experience. After the rescue session, we

descended to a trailhead where we were picked up and driven back to the NOLS branch in Conway, Washington.

The trip was a very relaxing and educational experience for me. I spent a month completely isolated from civilization with no worries about college or homework. Despite the relaxed atmosphere, the month included a lot of teaching. I came out of the course with a profound understanding of many different technical climbing skills. Our instructors always made sure to emphasize safety and the principle of double-checking everything. I hope to remember this lesson on future climbs.

Randy Cohen Talks About Ethics

Continued From Page 1

asked as well, and students continued to speak with Mr. Cohen, long into seventh period.

Following the assembly, Mr. Cohen had lunch with some of the students, where discussion continued. Members of the Honor Board, as well as students of Dr. Susan Dineen and Miss. Alisha Davlin's English classes, had the opportunity to converse with Mr. Cohen in a more informal setting. Topics ranged from the ethics of illegal downloading of music to whether test-

preparation courses are fair to students who have a lower family income.

Even after Mr. Cohen left, the discussions went on. "We've got to get him back," said Connor Jennings (VI), praising Mr. Cohen's down-to-earth wit and humor. He added, "Now that he's brought this up, talk will really start."

Mr. Cohen's visit to Pingry undoubtedly left a favorable impression on the students and faculty, and has already catalyzed much dialogue on the Pingry Honor Code. Hopefully, the conversations will continue.



Courtesy of J. Pike

Chris Pike Pushes Himself to the Limit and Competes in Regional Triathlons

By JENN SOONG (V)

This summer, Chris Pike (VI) took part in the ultimate athletic experience—swimming, biking, and running in the Wyckoff and Vincentown Triathlons. Pike said, "My friend's mom actually first inspired me with the idea. She is an incredible athlete and does a lot of triathlons, iron mans, and cycling." Pike has always been a good swimmer, and throughout the summer, he swam at the YMCA twice a week. He has also been part of the Pingry Cross Country team for two years.

At first, Pike didn't realize how much of an "intense commitment" he had made. In fact, for his first triathlon, he didn't get to train much, since it took place "right after [his] track season and [he] had never used a road bike before." There were over 1000 people competing with Pike in the race, and the athletes "were going out in waves of 200."

Pike remembered, "I was standing on the edge of the beach since I was in the last wave, watching everyone before me swimming in the

huge lake, and seeing the life guards already pulling people out who were drowning. "I am so not prepared for this," he thought. Despite his nerves, the 17-year-old started off at the top of his heat and recalled "feeling pretty good about myself."

This particular triathlon was a half-mile swim, a 15-mile bike, and a five-mile run. The biking proved to be Pike's

biggest challenge, but for the most part, "the race went pretty smoothly." He placed 376th overall (out of 754) and 9th in his age group.

Before his second triathlon, which was a quarter-mile swim, 18-mile bike, and a 3.1-mile run, Pike trained for a month and a half, even getting some difficult high altitude training during his Colorado vacation. During

the actual race, he worked extra hard during the run and swim to make up for his weakest section, the bike. He ended up placing 68th overall (out of 200) and first in his age group.

Throughout the summer, Pike tested his will and strength, competing as the youngest athlete and acquiring a personal best time of 1:17:36.



S. Mackoff (VI)



Courtesy of J. Pike



Courtesy of Wikipedia

Kinnear Scores a Huge Hit with Ghost Town

By LILLY HOLMAN (IV)

"Ghost Town" is a pleasant but uneven film. It stars three major names: Ricky Gervais (star of the British version of "The Office"), Greg Kinnear ("Little Miss Sunshine"), and Tea Leoni ("Fun With Dick and Jane").

Ricky Gervais plays Dr. Pinkus who is a dentist and a misanthrope. After he dies for seven minutes during a surgery (after he insisted on having anesthesia that he did not need), he comes back to life and can suddenly see dead people. Unfortunately for Dr. Pinkus, there are many needy dead people in New York. Wanting to just be left alone, he makes a deal with the recently deceased Frank, played by Greg Kinnear. Frank will stop the dead people from bothering Pinkus if Pinkus stops Frank's widow, Gwen (Tea Leoni), from marrying her new goody-too-shoes boyfriend. Pinkus then falls in love with Gwen, but she is uncertain as to whether she is ready to move on from Frank. It doesn't help that the day Frank died Gwen found out that he was cheating on her.

The strength of the movie lies in its message. There are many moving and sweet moments that stem from the film's expression

of the themes of life, death, and coping with loss.

Unfortunately, the movie can get boring at times often because of Tea Leoni's weak performance. Her love isn't quite believable, which is unfortunate because both Kinnear and Gervais give Leoni a lot to work with. This makes the romance aspect of the film a little frustrating, especially since so much time is spent examining the relationship between Gervais and Leoni.

That being said, Kinnear never misses a beat the entire film, and when he becomes serious about his love for Leoni, it takes the audience's breath away. Gervais makes a strong transition from television to film and his dry humor is better than ever. He is despicable throughout most of the film, but is very sweet at the end. While it would have been funnier to see more of Kinnear and less of Gervais, the former TV boss has a very promising future in film.

"Ghost Town" is worth a trip to the movies, as it offering a few chuckles and some charming messages. There is some fabulous acting by Greg Kinnear for the film enthusiast, a sweet love story for the romantics, a great conversation starter for the intellectuals, and some bawdy humor for everyone else.

Professional, Edgy, and Confident: This Fall Is Time to Revamp and Reinvent Your Wardrobe

By MAI-LEE PICARD (III)

It's fall again and that means it's time to change up your wardrobe. Put away your summer T-shirts and shorts and make room for a whole new look. Forget the casual "I don't care" summer style and try for something more professional, sleek, stylish, and edgy.

This fall is all about color. Don't shy away from bright magentas, blues, yellows, or reds for pants or even tights, and try pairing different colors together for an edgy and cool look.

Wear high-waisted skirts

with big bold belts to accent your waist, and don't be afraid to go out on a limb. Step out of your comfort zone and wear something totally different because this fall is all about making a splash.

Also, bags should be a statement. Don't stick with the same plain, solid color handbag. Take a risk and go for one with an interesting pattern, fringe or ribbon. Look to Free People or Betsey Johnson for new and fashionable styles.

Pants should be skinny and colorful. Magenta, blue, purple, green or any other color that jumps out and

says, "I am here and totally confident" is on trend. Also, incorporate high waisted pants with sailor buttons for a more professional look.

Complete your look with an edgy boot or colorful ballet flat because shoes should be more than just a necessity: they should make a statement all on their own. Add flair to a boring outfit with a pair of bright blue ballet flats or liven up that black dress with a cool pair of metallic heels.

Intricate lace patterns over colors like red or pink are all the rage and with a colorful flat your look is complete.

As the weather gets colder, try sweaters with a plaid pattern. From the runways of Fashion Week to the stores at the mall, plaid has been cropping up everywhere. Try matching a bold plaid pattern with a pair of colored pants and a different colored flat.

Don't be afraid to mix and match colors like royal blue and magenta or plum and olive. Take risks and reinvent yourself with a completely new look. Don't stick with what everyone else is wearing. Create your own look that tells the world that you're confident and self-assured.



Courtesy of Wikipedia

Metallica Releases Second Studio Album, "Death Magnetic"

By DAN ABEND (III)

On September 12th, Metallica released "Death Magnetic," their first studio album since "St. Anger" in 2003. This is Metallica's first album without producer Bob Rock, who stepped down in 2006, since "...And Justice for All." The band chose to work with Rick Rubin, who wanted to go back to the early form of Metallica, since the techniques used in "St. Anger" were highly criticized and did not receive good feedback from loyal fans. The result is "Death Magnetic's" thrash metal style, filled with long

intros, heavy jams, powerful guitar solos, and lengthy outros that were quintessential to the band during its early years, but were missing in some of its recent albums.

The songs on the album are all long, jam session-type tracks; each usually lasts seven minutes or longer. However, none of them seem too long because although some of the lyrics are cheesy, Metallica delivers the choruses and refrains with enough passion to make them work. Also, the instrumental quality is much better than that of "St. Anger," which changed the tone of the drums and guitars

to make a more raw sound.

In "Death Magnetic," the guitar and drum solos seem polished, and although a strong bass presence is avoided on this album as it is on many Metallica albums, the overall musical effect is still sharp, strong and dark enough to give it a good heavy metal feel. The lyrics and music mix well in the album and produce a fusion of older Metallica style and a richer sound that is evident in tracks such as the half power ballad/half thrash metal "The Day That Never Comes."

"All Nightmare Long" also seems like a follow up to the

popular hit "Enter Sandman" and "Cyanide" which have powerful mixes of heavy drum beats, grunge lyrics, and dominating guitar riffs.

Overall, I give "Death Magnetic" 4 out of 5 stars. The album seems to reiterate Metallica's supremacy in the heavy metal category. The tracks take the best qualities of old and new methods to give the band a rejuvenated feel that Rick Rubin wanted to achieve. "Death Magnetic" appears to be the start of Metallica's resurgence to glory that could be lasting if more albums like this are produced.

"Burn After Reading" Resounding Success for Coen Brothers Repertoire

By CHARLIE LAUD (V)

The Coen Brothers have followed up on their 2007 Oscar winner "No Country for Old Men" with their newest film, "Burn After Reading." The story centers on dim-witted gym employees — Linda Litzke (Frances McDormand) and Chad Feldheimer (Brad Pitt) — as they try to blackmail an ex-CIA analyst in order to finance plastic surgery for Litzke. What follows is an entertainingly original tale

of a tangled web of liars and backstabbers.

The Coen Brothers complement their story with a cast of unique characters. Among these are the gym employees, Litzke and Feldheimer. Although clueless characters can get old very quickly, the Coen brothers find just the right formula to deliver laughter without overdoing their character's foolishness. The conversations between Litzke and Feldheimer are unforgettable. Adding to the comedy are John Malk-

ovich, George Clooney and J.K. Simmons. Malkovich has the role of Osborne Cox, a CIA analyst who has recently been fired. His short fuse and abundance of profanities make him especially fun to watch. Clooney portrays a paranoid treasury agent convinced that someone is following him wherever he goes. While this part is funny, Clooney doesn't seem to deliver his out-of-touch role. Simmons, on the other hand, has one of the funniest roles in the movie despite his lack of screen

time. His sporadic appearances as a CIA superior tie the film together and really help to add to the dark comedy.

Although the story is original, there is not much behind it, and it ultimately leaves the viewer with a somewhat empty feeling. The film is truly carried by the actors and not by the script. However, if the Coen Brothers do not quite meet the bar set by last year's "No Country for Old Men," they certainly come close. This movie is still worth viewers' time.



Courtesy of farrisbulen.files.wordpress.com

Football Looks to Rebound And Girls' Soccer Off to Bright Start



B. Morrison '64

By JOE NASO (VI)

"It's time to start something new" said Grant Thomas (VI), one of the captains of this fall's Pingry Football team. "We've had our fair share of tough times while being on this team," he said, "and to be honest, all of the seniors are ready for some change." Captain Jim (Jimtensity) Tilson (VI) added, "Three coaches in four years. That's the legacy that we've built recently, and it's certainly nothing to be proud of. We may have not made the playoffs in the previous

two years, but everyone seems to forget that in the past we were anything but the laughing stock of our league."

"The team is changing from the ground up. It's about work ethic now, about how much you want it. And with the amount of work we put in, people should be in for a surprise" said Andrew Weinstock (VI), senior running back/linebacker and assistant captain.

"The change is everywhere, from the coaches to the new bright-yellow goalposts," says Jay Holman (VI), the other senior assistant captain.



B. Morrison '64

After Mr. Alan Stanfield, the former head coach, decided to resign last year, Mr. Chris Shilts, who worked as an assistant coach at other schools, rose to the challenge and fulfilled his dream of becoming a varsity football head coach.

With Mr. Shilts comes another assistant coach, Mr. Gordie Sammis, an Immaculata High School standout who played in the U.S. Army High School All-American Bowl in 2003. Sammis played for the University of Virginia and graduated this past spring.

Returning to the coaching staff are Mr. David Szelingowski, Mr. John Crowley-Delman '93, and Mr. Jason Murdock.

With a veteran offensive line consisting of Tilson, Jack Muller (VI), Holman, Thomas, and James White (VI), the offense looks to

be more productive than that of past seasons. Running backs Dylan Westerkold (V) and Weinstock will split the load while Joe Naso (VI) assumes the role of quarterback.

Carlton Bowers (VI), Chris Christensen (V), Nicky Haik (V), and Wesley Salazar (VI) comprise the bulk of the receiving core. Eric Blau (VI) and Dan Muller (V) will share the position of playing tight end.

With a large group of seniors, the team has high expectations for the season. "It's not necessarily about how well our season goes this year," Blau emphasized. "That is obviously a big part of it, but it's also about building for the future, so that future teams can also have success."

Pingry Football has its Friday Night Lights home game against Morris Catholic on Friday, October 24.

By LINDSEY BISSINGER (IV)

The 2008 girls' varsity soccer team is looking forward to a successful season and is ready to compete for the state, conference, and county championships.

Led by seniors Caroline Albanese, Alyssa Zupon, Erin Murphy, and Kristy Benedetti, the team will continue to thrive this year. The team is off to a great start with an undefeated record with notable wins against powerhouse Kinnelon, Scotch Plains, as well as Colonial Hills teams Mountain Lakes and Whippany Park. The team's victory over Kinnelon was

especially exciting, as they avenged last year's loss.

The team's chief strength has been its ability to open up the field and to put the ball in position for scoring threats, Albanese, Benedetti, and Emily Strackhouse (V).

The team, ranked fifth in the state, is looking forward to facing second ranked and long time rival Immaculate Heart Academy and tenth ranked Montgomery later this season.

The girls' varsity soccer team is ready to dominate this season and with its strong roster, it will be sure to continue the successes of seasons past.



B. Morrison '64

Boys' Soccer Plays Local Opposition in Germany and the Netherlands

By IAN MARTIN-KATZ (VI)

The soccer team left for Germany on August 9th for its annual training trip. Players, coaches, and chaperones arrived in Cologne, where they boarded a bus to Leverkusen, the team's main training center and residence for the next eight days.

On the first day in Germany, the team attended a match between the Bayer Leverkusen and Koblenz U-18 squads. "Bayer dominated the game," Conor Starr (VI) observed, "and the skill level of these athletes was higher than that of most similarly-aged players in the US." The game gave Big Blue a taste of what they would be competing against in the days

to come.

Pingry's first game of the trip was against Troisdorf football club. "We had to adapt," Kevin McNulty (VI) said, "since they played defensive-minded soccer." Captain Will Stamatis (VI) agreed that "They had a different style of play over there." The game, which ended in a 2-2 tie (Stamatis scored both goals for Pingry), was a good experience for the team. "Both teams played really well and we learned a lot," said Dan Elkind (VI).

The team's second opponent was SSG Bergisch. Tyler Smith (V) scored to start Pingry with a 1-0 lead; Stamatis and Matt Fechter (VI), the other senior

captain—followed with goals of their own. The match, whose score remained close throughout, tested the team's abilities as a group and put to practice the changes that they had made since their tie against Troisdorf. Ultimately, Pingry's efforts earned them a 3-2 victory over Bergisch. "I think that Bergisch underrated us, so it felt especially good to win," Fechter said.

Pingry trained in a variety of settings while in Germany. Most days, practice took place in the Bayer Leverkusen Academy, where the team did traditional training and received pointers from the Leverkusen coach. During its overnight to Amsterdam, Pingry practiced in the AJAX complex, which is a Dutch pro

club. Patrick Ladru, AJAX's assistant academy director, took the team through a training session. "We were disappointed that we didn't get to play the AJAX amateur team, but it was cool to practice in their complex and train with their coach," Eric Opplinger (VI) said.

In between training sessions and games, the team visited the cities of Frankfurt, Cologne, and Amsterdam to do some sightseeing. Highlights included a walking tour of Frankfurt, a river cruise down the Rhine, a visit to the Anne Frank house, and, of course, the sessions at the AJAX stadium. "Amsterdam was my favorite," said Elkind. "It is such a wild place."

With Sixteen Seniors, Boys' Soccer Looks to Take Home State Title

By ADAM JACOB (IV)

The Pingry boy's soccer team entered this season with high expectations after last year's disappointing campaign, which abruptly ended in a devastating fashion with a loss to Pope John in the first round of the state tournament. The team entered this season with three returning players who received county awards from the Star Ledger last year: senior captain Matt Fechter (First-Team All County), senior captain Will Stamatis (Third-Team All County), and junior Scott Keogh (Second-Team All-County).

Looking to expand the program on a national level, the team scheduled a game against Chaminade High School from Mineola, NY. Chaminade was ranked as number fifteen in preseason rankings by NSCAA. Pingry was left out of the top fifty.

The team played conference rivals Morris Catholic along with Cedar Grove and Glen Ridge before the highly anticipated match against Chaminade. The team beat Morris Catholic 2-1 and defeated both Cedar Grove and Glen Ridge 5-0. Leading the scoring were seniors Brendan Burgdorf, Stamatis, and Fechter. Anchoring the midfield with toughness and intensity were seniors Matt Rybak and Eric Oplinger, along with junior Andrew LaFontaine and sophomore Matt Sheeliegh. The defensive wall was spearheaded by senior Conor Starr, along with juniors Keogh and Tyler Smith. Seniors Cory Babcock and Grant Palmer split time in goal.

On the day of the Chaminade game, nerves were fluttering in each player's stomach and tension was in the air. For the first time in the past few years, Pingry was considered the underdog. Both teams opened the game strong, each team producing many scoring opportunities. Although dominating the run of play in the first half,



B. Morrison '64

Pingry struggled to hang on in the second half. Chaminade hit the crossbar twice while Pingry's senior goalkeeper, Palmer came up with seven big saves throughout the game. The game ended in a 0-0 draw but could have been won by either team.

Even though Pingry tied the game, the program is beginning to be recognized on a national level for the first time this season. According to the latest rankings released by espnrise.com, previously unranked Pingry skyrocketed all the way up to 13th in the nation. Chaminade also moved in

the rankings, up to number twelve.

After the Chaminade game, the team came up with three easy victories, each more significant than the one before. With every win, Coach Bugliari moved closer to the 700th win of his illustrious Hall of Fame career. The team beat Morristown-Beard 6-0 and MKA 9-1. After the win against MKA, Coach's had 699 career victories. Coach Bugliari finally reached this grand achievement when the team beat Newark Academy 5-1.

Previously ranked by ES-

PNRise as number twenty-six in the nation, Delbarton, with an upset 2-3 loss to Rancocas Valley and 0-1 loss to Ridge, moved out of the top fifty in the nation. Columbia, third ranked in the state according to the Star Ledger Top 20, fell 1-0 to number eleven Seton Hall Prep. With top teams in the state losing, rankings constantly shuffling, and confidence from the tie against Chaminade flowing through the team and coaching staff, Pingry looks poised to seize another county title this season and ready to vie for the state championship.

Field Hockey Excels Against the Odds

By DAN MULLER (V)

Despite the loss of several key seniors from last year's team, including captains Leslie Springmeyer and Taylor Sankovich and leading scorer Beth Homan, this year's Pingry Girls' Varsity Field Hockey Team has set its eyes on a strong season.

In spite of a difficult schedule, which has pitted the girls against some of the top teams in the state, including nationally ranked Eastern High School, they have so far compiled an impressive record of 5-1. Among the five wins was a tight 1-0 victory over rival Mountain Lakes, which boosted the team's confidence and spirit.

Led by captains Georgia Cook (VI) and Cameron Lan (VI), the team hopes to improve on last year's tremendously successful season, in which they posted a mark of 18-3-2. The team is cur-

rently ranked #12 by the Star Ledger's statewide poll and is again eager to compete against some of the most talented teams in New Jersey. Veteran head coach Judy Lee, an Upper School math teacher who also coaches girls' varsity swimming, is optimistic. "The team as a whole doesn't have goals as of yet," Coach Lee said, "but my goals would be to win the conference and county championships, and qualify for the state tournament."

Mrs. Lee also stressed teamwork and togetherness as the key to the team's success this season. When asked to compare this year's senior field hockey players with those from past senior classes, Coach Lee remarked, "This senior-class is much more balanced than those of past years. Usually we have one or two standout players, whereas this year our seniors are all strong and well-rounded."



B. Morrison '64



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Upcoming Varsity Games at Pingry

October 24th:

Girls Varsity Soccer vs. Morristown-Beard.....4 P.M.
Boys Varsity Football vs. Morris Catholic High school.....7 P.M.

October 25th:

Boys Varsity Soccer - SCIAA Semi-finals.....T.B.A.
Girls Varsity Soccer - SCIAA Semi-finals.....T.B.A.

October 28th:

Girls Varsity Field Hockey VS. Glen Ridge High School.....4 P.M.

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