

HONOR CODE POLL SHOWS MOST BELIEVE IN SPIRIT OF CODE

FEW SUPPORT REVISION

By JOSH FREEDMAN (VI)

A vast majority of students and faculty believe in the spirit of the Honor Code, but most only consider it to be "somewhat" or "mostly" effective, the 2006 Pingry Record Honor Code Poll shows.

Most students think that the enforcement of the Honor Code is "just right;" of those who don't, more believe that the Honor Code is enforced too strictly than believe it is not enforced strictly enough.

63% of the school community believes the Honor Code should be left in its current state and not revised, and 83% support having Honor Code assemblies either once per month or once per year.

AGE DIFFERENCES

In general, the poll reveals that younger students feel the Honor Code is more effective than older students do. Only 27% of Form I students believe the Honor Code is "not at all" or "somewhat" effective, while 62% of Form VI students do. Form III students buck the trend, as the freshman class is the most optimistic about the effectiveness of the Honor Code. 81% of Form III students believe the Honor Code is "mostly" or "very" effective, a much higher percentage

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Construction on New Middle School Nearing Completion

By ANDREW SARTORIUS (IV)

On July 27, 2005, ground was broken for the new Pingry Middle School. At the time, many wondered if construction would progress fast enough to fulfill the school's ambitious plans for completion by winter 2006. Now, more than one year and approximately thirteen million dollars later, the answer is clear: the building will be ready to accept current seventh and eighth grade students by January 2007 and sixth grade students by September 2007.

The construction is ahead of schedule, despite a seven-week delay at the start of the project. According to Headmaster Nat Conard, "For the building to be actually ahead of schedule is unheard of, and remarkable for a project of this size."

One of the main advantages of

the new addition, says Phil Cox, Middle School Director, is its separation from the main building: "I really like that the Middle School is its own structure now. Before, we were part of the main building and we had to share all our classrooms and space with the Upper School. Now, we're a separate building and we have our own identity."

While the Middle School will continue to share dining, athletic and art facilities with the Upper School, it will develop significant autonomy with its own schedule and teaching space. The 28,000 square foot structure will have four science labs and eighteen classrooms, each equipped with a SMART board, DVD player, and satellite TV. It will also have a large, comfortably furnished common area open to the second floor. "This [common area] will make the new Middle School very

open, which should create more of a community," says Mr. Cox.

Some of the building's most appealing aspects, according to Mr. Cox, are its small details: "For example, I really like the paneling around the common area which is in the style of the old Pingry chapel pews [from the previous Elizabeth campus]. In addition, bookbags will no longer clutter the floor; each student now has a space above his or her locker where they can leave their backpacks."

With all this extra space, the Middle School grade size will increase and the main entry point for new students will shift. "Starting in the fall of 2007, the sixth grade will increase by thirty students. Sixth grade will now become the major entry point for new students at Pingry. Seventh grade will now

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The new Middle School is adjacent to the current structure.

J. Freedman (VI)

Behind the Scenes: Board of Trustees

By DARINA SHTRAKHMAN (V)

In my eight years of experience as a student here, the Board of Trustees has become this ominous presence, a vague notion of an eclectic group of people who seem to have authority of which most students are unaware.

After years of hearing

plinary verdicts and specific academic initiatives are often decided without them.

Although not every question of mine was answered, the vast majority was discussed with one Trustee or another, with a few divergences of opinion on certain topics between Trustees.

From Instant Messenger conversations to telephone



Courtesy of the Development Office

The Board of Trustees in October 2005.

various accounts of what specifically the Board of Trustees does, I took it upon myself this September to interview all 25 members personally, using my investigative journalism skills to find out details from how often they meet as a group to what they love about Pingry and what each of them would like to see changed. As it turns out, while they wield great power in terms of financial decisions, disci-

plinary verdicts and specific academic initiatives are often decided without them. Although not every question of mine was answered, the vast majority was discussed with one Trustee or another, with a few divergences of opinion on certain topics between Trustees. From Instant Messenger conversations to telephone

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Sustainability Becomes a Major Initiative

By JILLIAN LUBETKIN (VI)

Pingry's efforts to become more environmentally aware stem from the larger concept of sustainability. As Headmaster Nathaniel Conard explains, "By taking the long view, the view of sustainability, we pay

more attention to the size of our footprint, a footprint which consists of the resources we consume, the 'stuff' we leave behind, our emissions, wastewater, and the material we send to landfills."

Mr. Conard is extremely concerned with preserving the

environment, especially given that he grew up in Vermont and attended a school that was environmentally aware even before environmental consciousness was widely spread. However, much of his desire to make sustainability a priority stems from economic reasons. Mr. Conard's plan to help our school become a more sustainable place essentially boils down to the idea that he wants Pingry to be here 100 years down the road. His efforts to reduce waste and save resources end up saving Pingry money- money that helps to ensure that Pingry is more affordable in the future and doesn't ultimately price itself out of existence.

Thus far, Styrofoam cups have been replaced with washable mugs in the cafeteria, new lights that are both brighter and use less energy have been installed in the gymnasium, and our plant has been made more efficient for heating and cooling; two large boilers, that are only efficient when running at full blast, which does not occur in months like October and November or March and

April, have been replaced with smaller boilers that can run more efficiently in these mild shoulder months.

In the new middle school, motion detector lights, which turn off after a given amount of time with no motion in a room, have been installed. Waterless urinals, which reduce wastewater and therefore lower the costs paid to the Warren's municipal sewer system, have been put in the boys' bathrooms.

Possible plans for the future include composting to build back up the topsoil that was sold off when Pingry was initially built on this property, the use of alternate energy sources such as solar energy, and the leveling of peak energy loads by turning things off or shifting loads to other times during the day in an attempt to get a lower rate at public utilities. One such example includes using electric power at night to make ice which could then be used to cool the building, therefore shifting part of the energy load

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J. Freedman (VI)

The new heating system is cheaper and more efficient.

Inside The Record



Courtesy of Sam Mackoff (IV)

Sophomore Sam Mackoff's climb to the top of Mt. Rainier was just one of many interesting student summers.

Enforcing the Honor Code?

Jessica Westerman (V) explores this question as she discusses the origins of the Honor Code and the recent physics ordeal. P. 3

Mannan Hosts Radio Show

Zara Mannan (IV) discusses women in science at school and at large on a monthly radio show. P. 4

Retreats Galore

Students from almost all forms took trips at the start of the year for some quality bonding time. P. 6

New Teachers Join the Community

Fourteen new faculty bring skills and experience to Pingry academics, health, and services. P. 10-12

Summer: the Season to Experiment and Explore

Upper School students describe and reflect upon their summer internships and experiences. P. 13

New, Improved, and Bringing Sexy Back?

Connor Sheehan (IV) critiques Justin Timberlake's album, "FutureSex/LoveSounds." P. 14

Which teams do you follow?

Learn about this season's sports teams and their valuable players. P. 16

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EDITORIAL

Trumpeting at the Walls of Jericho

Every year, it seems, the school undergoes a radical physical transformation: floors are retiled, staircases moved, driveways repaved, and an influx of new teachers replace those who have decided to leave the school.

The school is very different than it was five years ago, when I first enrolled as a seventh grader. There was a different headmaster, different upper and middle school heads, no courtyard, a differently furnished cafeteria, and a parking lot where the new middle school stands.

One thing, however seems to have stayed constant throughout my years at the school: the Honor Code. The Honor Code is what sets our school apart, resulting in an intangible trust that pervades the school and lets teachers step out of the classroom during tests and students leave their backpacks unsecured anywhere on campus.

The Honor Code, therefore, is the backbone of our school. In light of last year's physics exam theft and other recent offences, however, the Honor Code has been called into question. This skepticism is justifiable; after all, if the Honor Code is ineffective, why should we have it at all?

The poll results regarding the effectiveness of the Honor Code reflect an unstated truth in the school: anyone who has been at the school for at least a few years has seen or heard about a conscious breach of the Honor Code. Honor Code infractions are not rare and inadvertent; on the contrary, they occur constantly with the offender well aware of what he or she is doing.

What should be done about this situation? We, as members of the school community, need to at least address these Honor Code concerns; if we do not decide on a path to follow, we will likely languish in a quagmire of Honor Code uncertainty for years to come.

We, as members of the school community, have two major options in terms of punishing offenders. Firstly, we could turn a blind eye to these egregious Honor Code offences; for all we know, actions like these have been occurring for decades. We can easily say that it is not our responsibility to make others follow the tenets of the Honor Code; following it ourselves is the most we can offer. Even though this allows us to not have to deal with difficult situations, it creates an unfair advantage for students who are being dishonest. Rewarding those who break the Honor Code goes against the school's most basic principles.

The other extreme is a crackdown on Honor Code offenders to discourage others from breaching the Honor Code. This approach, however, is inherently hypocritical; if the Honor Code can only be enforced by punishment, then it is not encouraging honor but rather inspiring fear. The Honor Code should be perpetuated by the honorable actions of members of the school community, not the threat of suspension or expulsion.

As with all things, we need to find a balance between these two extremes in order to create the best solution. The Honor Code cannot be effective if it is constantly broken; however, neither aforementioned solution will fully rejuvenate its power.

Before we select the proper punishments, however, we have to look at the reasoning behind students breaking the Honor Code in the first place. I think the main reason that students commit Honor Code offences is that we all take the positive benefits brought about by the Honor Code for granted. There are very few places in the world where a person can leave valuables sitting in unlocked bags in a hallway without the slightest bit of fear of them being stolen.

To solve this problem, we need to reassert the importance of the Honor Code in our community. It is not a stretch to consider it part of the foundation of the school; therefore, we must treat it as such and not forget its presence as we engage in activities inside and outside of the classroom.

The administration has already started to bring the Honor Code to the forefront of our minds with discussions about it during weekly advisory group meetings; if these are effective, students will hopefully realize its significance and work to protect and preserve the Honor Code.

If the importance of the Honor Code is felt by anyone who enters the school, the number of blatant Honor Code infractions will hopefully decrease. And while these infractions will never completely disappear, a better understanding of the Honor Code and its ramifications will help us find the best way to deal with them.

— Josh Freedman

Out with the Old and In with the New

Dan Davidson (VI)
STUDENT GOVERNMENT

As any successful leader will tell you, a group's accomplishments are dependent on the quality of the people in power and the effectiveness of the group as a whole. Luckily, the Pingry student body did a great job last year in selecting representatives for their grades who care about student government, are full of great ideas, and are ready to work hard to improve life at school.

This has also been the case, however, every other year I've served on student government. Why, then, haven't these groups been able to consistently garner praise from their peers and have a strong influence on

happenings within the Pingry community? The answer is that they did not operate effectively. What I hope to do this year as Student Body President, aside from material goals, is to create a long-lasting structure for Student Government that will enable the group to follow through on the great ideas that its members routinely bring to the table.

The busy schedules that dominate Pingry students' lives are the most detrimental influence on Student Government's ability to operate. Traditionally, a conference period has been chosen when once a week the group would meet. Unfortunately, because of other commitments, this system led to horrendous attendance rates. In my experience, it was not uncommon for fewer than 50 percent

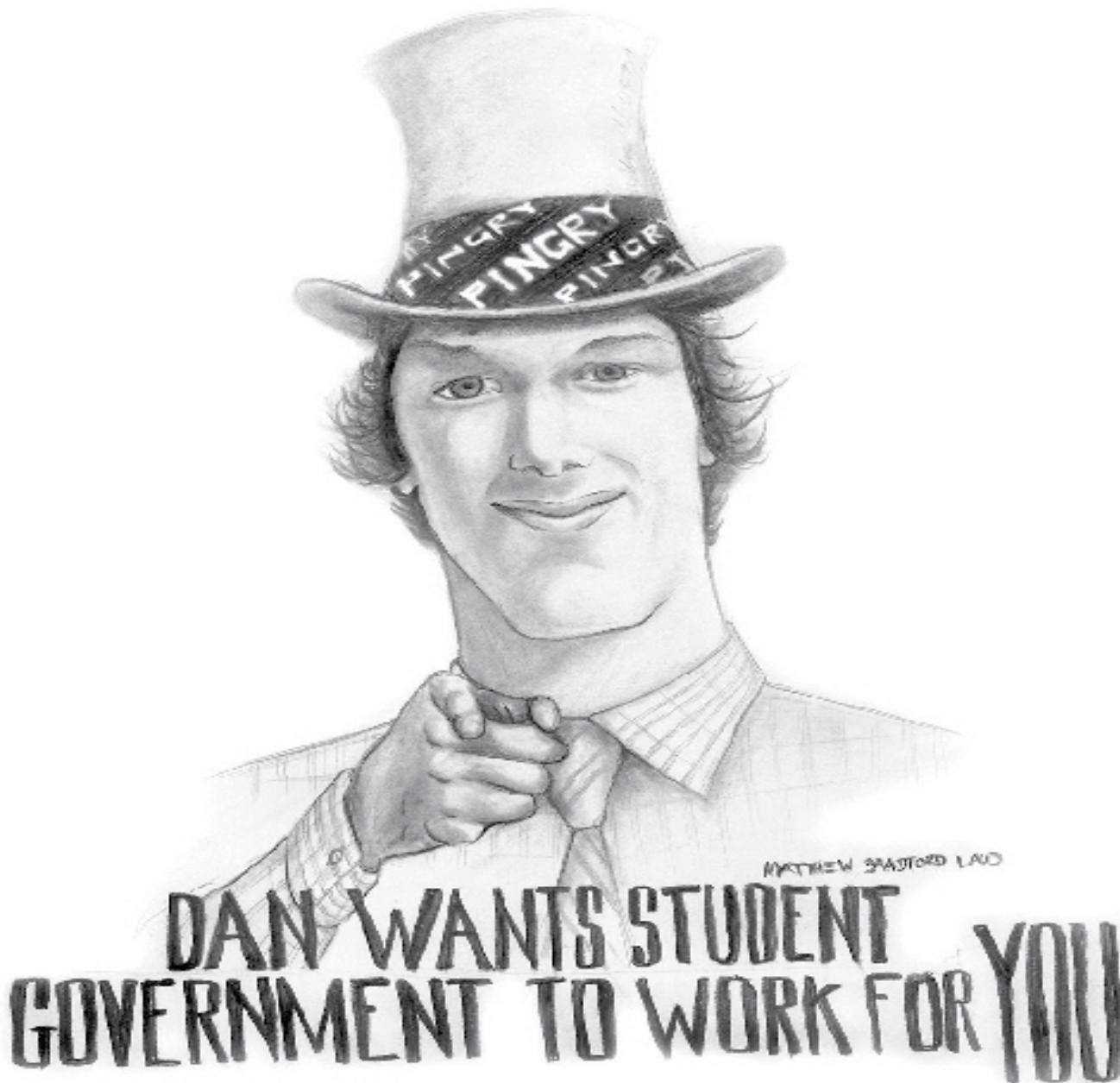
of members to show up for a meeting. It was almost impossible to hold votes, since it was very rare that the number of members necessary for a quorum would be in attendance. It is easy to see how this made Student Government virtually powerless, even when there were plenty of ideas and initiatives being thrown around.

In order to address this issue, Student Government will operate in a much different manner this year. The group as a whole will be broken down into smaller groups that deal with specific issues, like Spring Fling or the Dress Code. These groups will meet weekly at a time that is most convenient for the group's members. These meetings will also be open to any students or faculty members who would

like to attend and let their voices be heard.

Then, Student Government as a whole will meet twice a month after athletics to keep all members up to date on what the individual groups are working on and take votes if necessary.

This new system will have two major benefits. First, smaller groups will be able to delegate responsibility and attack issues with more focus and less confusion. Second, these smaller groups will have an easier time setting up meetings that everyone in the group can attend. With the help of this new system and our three enthusiastic and dedicated faculty advisors -- Mr. Bowes, Mr. Corvino, and Mr. Hedengren -- I think that Student Government is on its way to having a remarkable year.



By MATT LAUD (VI)

Apply the Honor Code to Darfur

By SAM BARON (III)

The Honor Code obligates students to be respectful to fellow peers and faculty, but should it compel students to aid the victims of atrocities outside of school?

The genocide in Darfur, which has taken over 400,000 lives and displaced over 2.5 million Darfurians, has no direct relation to Pingry. The first half of the Honor Code, however, deals with "ethical principles which are the basis of civilized society," principles which should be carried out even outside of the walls of our school. This statement unmistakably points out that, we, as Pingry students, are obligated to help others in distress, both in and out of school. I agree. Since

guidelines to being a respectable person are clearly laid out in the Honor Code, let us use these guidelines to model our attitude to those less fortunate.

Last year I was often disappointed that the responses to genocide come too slowly and that not enough students shared my call for action. Many times in the halls I was asked if a rally went well or complimented about Help Darfur Now. As much as I appreciated these remarks, I felt it would be a lot more meaningful if I were asked about ways in which one could help or talk about a letter someone had written to a politician.

I was also disappointed last year when only a few students actually showed up to the Help

Darfur Now meetings, even after the Holocaust Memorial Assembly about Darfur had occurred.

This year the response has been far more promising, as 78 students signed up to be a part of Help Darfur Now at the Club Fair. That number shows that our community does care and that we are willing to take action.

Let's hold on to this energy. So the next time you are sitting down watching television or surfing the Internet, take a second and follow through with the commitment you have made to the Honor Code. I urge you not to idly stand by. As Pingry students, the Honor Code guides us along our path, and we have obligations to those who are not able to have such a guide.



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Editors in Chief
Josh Freedman
Catherine Chong

Technical Assistant
Jack Dimassimo

Managing Editor
Darina Shtrakhman

Cartoonist
Matt Laud

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Meredith Skiba

Copy Editors
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Ned Adriance
Connor Sheehan
Diana Jiang

Faculty Advisor
Dr. Susan Dineen

Everyday Honor Code Essential to Students

By JESSICA WESTERMAN (V)

"They should honor the rights of others...while at Pingry and throughout their lives as citizens of and contributors to the larger community of the world." These are the last lines of the Honor Code, which is celebrating the 80th anniversary of its conception this fall. Its words have stood the test of time, engraved in a heavy bronze plaque. But have its ideals disappeared from the minds of our ever-changing student body?

Recent Honor Code violations of increasing magnitude have proven that this may be the case. My intent is not to patronize; we all have parents for that. Instead, I'd like to voice my concern, as a member of the community which the Honor Code strives to protect, that this community may soon be diminished if its students neglect to uphold the responsibilities that inevitably accompany its privileges.

One bad apple spoils the whole bunch. How trite. Yet it may also be true, as the restrictions on this year's upperclassmen grow more severe almost daily due to the mistakes made by their former classmates. This is a perfect illustration of losing student rights due to a failure to comply with the Honor Code.

In theory, to the administration, following the Code's guidelines is simple: don't lie, cheat, steal, or leave your shirt untucked. In practice, however, it has become more and more difficult to instill these values in our reluctant body of Star-

bucks-drinking, fast car-driving, almost legal teenagers. Not that we try to break the rules; the rules just aren't visible enough.

To be accused of an Honor Code violation would shock any student. He or she would vehemently deny having copied a resource word for word, or having stolen from a fellow student. What this student may not have known is that changing a few prepositions in an encyclopedia article still constitutes plagiarism, or that borrowing a t-shirt from and "forgetting to return it" to the Lost and Found is still a form of stealing. This is where the teachings of the Honor Board come into play.

As tiresome as it may seem, incorporating the Honor Code into daily student life could make incredible progress in simply educating the student body on how to live up to its ideals. No, we don't need it crammed down our throats like the Pledge of Allegiance in third grade. However, more Honor Code-related activities or announcements would increase student awareness and make the mission of the Honor Board more widely recognized.

With a nod to its student authors of it 80 years ago, I feel that the inclusion of the Honor Code into each school day is essential to protecting the Pingry community as we know and love it today. Without it, our famously backpack-cluttered halls would be a much-missed thing of the past.

Facebook Rebellion Signals Gen Y Revolution

By EVAN ROSENMAN (V)

On a cold day in September, the youth of a nation rose up. Seeing their community crumbling in a new, disconcerting era, thousands of high school and college students chose to voice their opinions. They signed petitions, started student organizations, and wrote to those in power. With great determination, and dedicated to bringing about a change, they united as a single force. Their single-minded activism was successful; they managed to sway those in charge and cause the implementation of improvements.

Their actions were not a return to the 1960's, when a politically-charged youth culture led the fight for social reform and the end of the Vietnam War; instead, this was all about Facebook.

What happened on September 5 was that the wildly popular social networking site introduced a "News Feed" feature that instantly alerted students to the activities of others within their networks. Within hours, "Facebookers" who felt that the feature violated their privacy and even encouraged stalking had organized an opposition force. They created dozens of anti-News Feed groups.

The most notable of these was "Students Against Facebook News Feed," which attracted an

unprecedented 750,000 members in its first three days.

The storm died down quickly after the introduction on September 8 of improved control measures. But this particular controversy illustrated a significant trend in the behavior of the Millennial Generation. Encouragingly, it does seem that we can be roused from apathy if an issue strikes us as particularly important. Just as the high-stakes 2004 election reversed the decline in college voter turnout, the prospect of losing the original Facebook motivated students to action. Since its inception in 2004, the site has become a veritable cultural institution, with 9.5 million high school and college users. Its popularity is evident here at Pingry, where approximately 70% of high school students have an account.

The protest was rooted in students' unwillingness to tolerate unwelcome changes to their preferred social venue, and this user loyalty leads to more alarming questions. How completely have our passions been channeled into the Internet? And, more importantly, are we still able to mobilize the same sort of activism for real political issues? After all, the uptick in the 2004 election came only with an intense, expensive, star-studded campaign advocating youth voting. And now, students are more likely than ever to voice their opinions through

blogging, on profiles, or by joining Facebook groups based on campaign issues.

Do these measures allow students to broadcast their feelings in a public forum, or do they convey a false sense of activism when no real progress has been achieved? Groups may provide links to useful organizations or dates of key events, but their ability to generate any real protest is rare.

What we can learn from the success of the Facebook rebellion is that we can start with the technology, but will ultimately need to become more pro-actively face to face on political issues that matter to us. One needs only to visit any social networking site to see that Gen Y is as politically

zealous as any generation that preceded it. Yet a willingness to venture outside the safe realm of computers – a willingness to enter the real-life front lines – may be necessary to facilitate change in the political theater. The 1960's generation was at least somewhat successful in bringing about social progress. The subsequent technological advances should assist modern-day activism, not hinder it.

I don't know about anyone else, but I think that our generation just might be able to rise to the challenge. Even if what's at stake isn't quite as immediate as Facebook, it could be something even more important – our future.

EDITORIAL

Grade-Grubber Gripes

Every senior, at this point in their lives, is pressed for time. As high school students, we have always been at war with time. We have to sleep, eat, and breathe but have a never-ending flow of schoolwork. As seniors, however, this war has widened its breadth. Just as violent waves warn Mrs. Ramsay, in *To the Lighthouse*, that her days are as "ephemeral as a rainbow," the recent senior retreat has reminded us that our Pingry minutes are so very fleeting.

During the retreat, my friends and I complained that we had a nausea-inducing amount of homework. We were angry that we were merely sitting down on a slippery log, waiting to eat a lunch of undercooked pizza and neon blue sugar water. But as the day progressed, I engrossed myself in the most efficient ways to untie a 7-person human knot or mount a log suspended five feet in the air. So by the end of the day, all resentments faded away, and my friends and I realized that this would be our last retreat (at least in high school). Most likely, it would be the last time we'd have to listen to annoying outdoorsy counselors blessed with powerful vocal cords and a complete disregard of hygiene. For many of us, it would be the last time that we would be forced to enjoy a marvelous view of the Appalachian Mountains, or as they say, stop and smell the roses.

I can't say that I'm doing that myself now. With college looming over my head, learning and absorbing my schoolwork has been replaced by essentially cramming as much material in my head as possible. I have ashamedly become the one I loathe. While I can't say that grades were never important, at least when I was younger, it never became the impetus to excel.

Sadly, the institution that has opened up numerous intellectual pathways is the same one that has turned me into a sort of obsessive, worrisome student. Thus, I hold a sort of love-hate relationship with this school, and it is a pretty common phenomenon, at least by the looks of a mock admissions decision the senior class made at the senior retreat.

On Sunday evening, we were told to become the admissions committee for applicants to Pingry and consider how much each student meshed with the Pingry ethos. The one with the most votes turned out to be the violinist who excelled in all subjects but math. The one who came in close second was the charming, intellectual jock with ADD and a sub-par work ethic. The one with no votes was the hardworking, shy genius with zero social skills. Reviewing the results, I was proud that I was a part of a school, or more specifically a class, that put equal emphasis on intellectualism and artistic passion.

For most of the year, however, this sort of benevolent, genuine love for all things intellectual seems invisible to me. Every evaluation, be it a test or essay, seems like a fight for that .25 percentage point. Every evaluation feels like the human in me battling my inner beast, or maybe it's the other way around.

Either way, though, I think we should all learn to live with ourselves and make peace with the Pingry experience. It's possible to reconcile our desires to earn good marks with a love of learning. From the extracurricular activities, teachers, and classes, I have realized that a lot of learning actually coincides with ambition. Even if we take the quest for grades into consideration, it is true that we as students have probably learned a lot just by cramming for that huge final or jotting down the final words of a twenty-page paper.

Having that kind of foresight, I know, is near to impossible. I can easily admit that I am not thinking this way while fighting off sleep-deprivation, but in hindsight, I think that we'll all appreciate what understanding we glean from geometry, long after we've forgotten the Pythagorean theorem.

— Catherine Chong

CORRECTION

—From June 11, 2006 Issue—

The page 13 Honor Board box listed incorrect names. The box named Katie Ogden (II) as a member; actually, it was Julia Dowling (II).

The Loudest are Not Always the Fairest

By SAM ADRIANCE (VI)

A few weeks ago, the administration thought it would be a good idea to put the whole senior class in a room together and have us figure out what to do about the stolen physics exam ourselves. Was this a bad idea with very little upside? Probably. But what happened exemplified how ridiculous this whole saga has become.

Most people arrived at the meeting with an already strong sense of apathy, resigned that nothing would be accomplished. I would count myself as a part of this group. There were, however, a few people who were legitimately outraged and were moved to speak. I didn't

agree with everything they said, but it took a great deal of courage to get on stage and tell the truth.

However, these people—people who were the only ones in the room with the guts to be honest—got treated terribly, getting shot down and practically laughed off the stage. It's bad enough that people can't be respected enough to be given a chance to speak, but it gets worse: the people who were the most vocally aggressive towards those who spoke were obviously either good friends of people who had copies of the test or had copies themselves. And if you're wondering how I can make that assertion, just trust me that, if you're a senior, you

pretty much know who had the test and who didn't.

You would think that the guilty parties might get quiet when the subject was mentioned. Instead, they get louder and more self-righteous. How are we supposed to respect any of their opinions when we know they have their self-interest so closely tied up in the issue? That they place their self-interest above all other interests as is evidenced by their refusal to turn themselves in.

I can understand why people who had a copy of the test might have taken it in the first place, and I can understand why they wouldn't turn themselves in. But that is no excuse for adopting

this ridiculous holier-than-thou attitude, as if dealing with this issue is the fault of the people who actually care about fairness, and not those who would cut corners for their own benefit.

The most common refrain from these people has been, "Let's move on. Let's end this." Well, I say, okay, let's end this. Let's end this by bringing the guilty to justice. I know no one is going to turn him or herself in. But I also know there are a lot of you who have first hand evidence of numerous people's guilt. As long as yourself refrain from telling other people about it, the administration can actually protect you and keep your secret confidential.

Word in the Hall: How's the Food This Year?



JULIAN QUINTANILLA (VI)

"Where are the cheesesteaks?"



KENNY COLLINS (III)

"The food tastes like normal food, not cafeteria food."



MAUREEN BRADY (V)

"I like last year's food a little better."

Mannan's Women of Science Club is Topic of Monthly Radio Show

By MEGAN CRAIGHEAD (V)

Not only has sophomore Zara Mannan founded the Women of Science Club, she has now acquired her own monthly radio show on 89.7 WDVR.

One may wonder why, as a freshman, Mannan formed a subject and gender-exclusive club. While she has long been interested in science, it took an essay contest based out of Massachusetts Institute of Technology (MIT) to inspire her to create the club.

The essay contest required a great deal of research into women and science. Mannan found the statistics "mind-blowing." She did not simply write an essay; she acted on her essay and was inspired to be a leader.

At MIT, Mannan was introduced to Mrs. Barbara Henke, mother of a Pingry and MIT graduate, who organized the essay-writing event and pushed Mannan to start a club. After its formation, Mrs. Henke also provided Mannan with many connections and speaking opportunities, one of which was a monthly radio show.

On 89.7 WDVR, Mannan now hosts a talk show every month with various individuals who are

experts in their fields.

The September show had two guests: Dr. Donald Brown, a Rutgers professor who spoke about statistics of women in science and the reasons behind them, and a female industrial engineer who spoke about her experiences of discrimination. The most recent

as "out of this world." This year, the club will also help write two issues of the brand new Pingry science magazine, "The Catalyst."

Another aspect of the club is the field trips, which will include tours of Harvard and MIT on November 17. Members will also attend classes at MIT given by Splash!, a student-run committee that gives broad exposure to different subjects and offers 275 different classes.

The club, with 40 enrolled members this year, has been "a huge success so far." However, it is only with an immense amount of networking that Mannan has been able to accomplish so much.

In a world where only nine percent of engineers are women, the aim of the club is to both delve deeper into the mechanics of science and to teach some essential networking methods needed as a female scientist. Mannan says Mrs. Henke has given her "the understanding that I can do anything if I put my head to it," and Mannan is now spreading this message to all girls interested in science.



Zara Mannan (IV) started the Women of Science club.

Courtesy of Zara Mannan (IV)

show, held on October 16, was about college counseling and how one should start early and not wait until the last minute. While the radio show is a "very interesting" experience for Mannan, belonging to the Women of Science Club is just as fulfilling.

The club allows Pingry students to perform labs they are not able to do in class, such as one last year that was spent observing mating rituals between two jewel wasps. Mannan described the experiment

Pongsuwan is New AFS Student

By CHRIS DEMEO (V)

In the past, Pingry families have often voluntarily hosted foreign exchange students, and this year the Morash family is continuing that tradition by welcoming Ton Pongsuwan from Thailand.

Ton is currently in Form V and has been struck by American culture in more ways than he can imagine. He is especially impressed by the size of U.S. and the many diverse cultural backgrounds of its citizens.

A main difference between Thai and American culture, he says, is food. Ton comments, "The pizza here is bigger, and there is a lot more food with cheese in it. Thai food is a lot spicier." Ton has tried out many new foods including lasagna and chicken wraps.

The school environment is also different from his school at home, Ton explained. In Thailand, classes tend to be filled with lectures, while at Pingry, discussions are much more common.

Thai schools run from 8:30

AM to 6 PM, Monday through Saturday, but the lunches are one hour. On Sundays, Ton takes three more classes -- physics, chemistry and math at another school -- but he describes these classes as "just book studies".

playing six years ago at a private institute where he studied classical guitar. A versatile musician, Ton also belongs to a band made up of his friends.

He says he's "happy to be in school here" and really enjoyed the recent club fair, as Thailand schools have no clubs. Ton joined both the Asian Culture Club and SAPIA and pledges to try out for the basketball team this winter.

Since Ton's private school does not have much land, sports are not popular at his school. In larger public schools, however, sports have a following akin to ones in



C. Chong (VI)

At Pingry, Ton admits that American history and American literature are proving a bit difficult, but math and physics are much easier.

He participates in many extra-curricular activities, too. Ton is a member of the jazz ensemble, in which he plays guitar. He started

America.

Ton hasn't failed to stay in touch with his native country. While residing in the States, he is emailing his family and friends once a week, and keeping up his Buddhist religion by meditating and praying before going to sleep.

Students Buy Textbooks Online

By DIANA JIANG (IV)

Years ago, Mrs. Nancy Wojnar and many others would need to work during the summer, putting in lots of time and energy to order the books and sort them into bags for each individual student. This was a lot of work to do for hundreds of Upper School students. So, this year, the administrative group decided upon an online bookstore with the company, Avalon. The new system has enabled students to purchase all their books online

and have them shipped directly to their homes. This meant no more long summer hours for bookstore operators and their colleagues. It also eliminated the need for parents to drive to school to pick up their children's books and carry the heavy load all the way home. Many students have found the new system convenient.

As Hallie Bianco (V) noted, "One good thing was that if you had older siblings, you didn't necessarily have to order all new books."

However, there have still been

some problems with this new system.

Maggie Bonadies (IV) said, "It made it hard for people receiving financial aid to have to order the books all at once instead of over a period of time, like getting them from the bookstore where you buy from the school, and pay later." For those who have this problem, it is still possible to purchase books in the bookstore, but there are only a limited supply of the textbooks.

One complaint that Upper School Director Mr. Leef received is that some people did not have all of their books at the beginning of the school year, which also happened at the previous school where Mr. Leef worked. He is thinking of solving that problem by perhaps sending the schedules out early and getting the book lists online as soon as possible.

Another solution would be to ask teachers to not be too textbook-dependent in the first week of school to allow more time for students to order their books.

Several families also contacted Mr. Leef during the summer to ask for the textbooks' ISBN numbers to see if they already had the same textbooks at home, or to search online at other sites for the same textbooks at cheaper prices. In response, Mr. Leef is thinking about sending out a list of ISBN numbers to all students next summer before they buy their books.

The online bookstore allows people to save money by purchasing not just new, but also "quality," "bargain," or "thrif" books. It also has a buy-back program that, at the end of the year, allows students to return used books for bookstore credit or to sell them. These used books create an inventory just for Pingry students who wish to buy them for the upcoming year.

Another plus is that some of the books' prices were cheaper than those of the listed prices. For example, "A Separate Peace" is listed as \$10, but students bought them for only \$8.85. On top of that, the store offered free shipping during its promotional period, saving students some cash and an unnecessary trip to school.

"Whenever you try something new, there will be aspects of it that you think could have been done better, so next year you will try to improve on those aspects," Mr. Leef says. "At my last school, each year it got better and ran smoother."

Students Attend G.R. Dodge Poetry Festival

By CORI HUNDT (VI)

Twelve students and three teachers headed off to the Geraldine R. Dodge Poetry Festival on a sunny Thursday morning on September 28th. It was a day full of great poetry, spectacular poets, good food and beautiful weather. Everyone was able to walk around beautiful Waterloo Village and go to different poetry readings as they pleased. There was also plenty of food and coffee to satisfy the taste buds and poetry books were available for purchase.

Five seniors, six juniors and one sophomore attended and all seemed to have one thing in common at the day's end: a love for the poetry of Andrew Motion, the British Poet Laureate. As Jenna Devine (V) raved, "Andrew Motion was by far my favorite poet of the day." Andrew Sartorius

(IV) added, "I also particularly liked Andrew Motion." Other favorite poets included Lucille Clifton and Mark Doty. Olivia Delia (V) stated, "Lucille Clifton was great. Her poetry was authentic and straightforward."

In addition to hearing professional poets read and discuss their work, New Jersey High School Poetry Contest Winners were also there to share their writing. Many students found it very neat, and helpful, to listen to work by their peers across the state. Shannon Mich (VI) commented, "It was very interesting to listen to kids my age read their poetry."

All in all, it was a relaxing and educational experience that everyone loved. As Kerry Bickford (V) summed it up, "It was a really great atmosphere where you could walk around and see what you wanted to see. Overall, it was just a ton of fun."



Four students at Waterloo Village.

Courtesy of Cori Hundt (VI)

Parents Create Arts Council

By BETH HOMAN (V)

This year, the Visual and Performing Arts departments have joined to support the newly-formed Pingry Arts Council.

The Council, a group of interested parents, has already commenced its meetings. Its agenda is to improve the assistance, attendance, and acknowledgement that each arts event receives.

Whit Waterbury, father of Sam (VI), along with Blake Zoephel, mother of Melinda (V), and Julie Pinke, mother of Katy '06, Caroline (V), and William (III), are the most involved parents on the council.

The Council first met, along with teachers, alumni, and several other parents, on September 7th to discuss their goals for this school year.

The Arts Council's first goal is to raise funds and gather helpers to prepare for each arts event. In the past, only Blue Key members and a few teachers have helped set up for the events; this year, however, the council wants to recruit new members to its team.

The council's second goal is to increase communication and attendance. One way the members are trying to accomplish this goal is by setting up relations with the Short Hills campus. They also plan to put up more posters and have more teasers to attract target audiences.

On Wednesday, May 30th

of next year, Pingry's Annual Spring Arts Celebration will take place for the third time. In the past two years, this event has included a dinner in the cafeteria, followed by an awards presentation in the Macrae Theatre.

However, as well-attended as last year's ceremony was, the Arts Council believes that this

Actor and Buttondown Sam Waterbury (VI) says, "I think that the Pingry Arts Council will really help bring support to the visual and performing arts at our school, as well as strengthen the passion that students have towards art, all connected to their overall education and moral growth."

Mrs. Pinke emphasizes that many parents and other members of the community have embraced the idea of getting more involved. "As we attempt to prioritize our goals, we have been overwhelmed by the enthusiasm of parents (past and present), alumni, the PSPA, the Development Office, the administration and the faculty," she said.

She also notes that some of "our dream of memorializing all Pingry arts events on film, CD, and DVD is already becoming a reality," and hopes that "through the resources of parents, we may be able to record all plays, concerts, poetry readings."

Her message to students is to "Encourage your parents to help us accomplish this massive effort in the short term, until we have a formal system in place." "Maybe a few parents know a videographer who could cover at least one arts event," she suggests, "kind of like delegating who is responsible, on a particular day, for bringing snacks to the soccer game."



J. Freedman (VI)

An Arts Council promotional poster.

year's celebration should focus more on the students' work. They would like to entice more athletically-focused students to attend the event to see how their peers are involved in contributing to the school.

"I think it's just as important for athletes to attend the plays and concerts as it is for people to show up at track meets and football games," says Ashley Acosta (V), who is involved in three different sports at school.

Parents and professional artists are also welcomed to share their art at this annual event, as the council wants to involve as many people as possible.

Community Service Continues to Flourish

By HENRIETTA HAKES (IV)

Community service has always been a primary focus of the school's community.

Last year, under the direction of Ms. Shelley Hartz, the Community Service Coordinator, and Jen Hetrick, President of the Community Service Club, students raised over \$10,000 for numerous charities. Children's Hospital, Special Olympics, and the memorial for John Babbitt were just some beneficiaries of students' charitable initiatives.

This year's community service effort is shaping up to be even stronger than before.

Rufus Gunther Day is the largest upcoming event. The middle school girls chorus will be going to Matheny school to perform and interact with the students. Then the middle school and grades nine and ten will volunteer at The Community Food-Bank in Hillside, while the eleventh grade will remain on campus and plant bulbs. Some of the drama classes will be visiting ECLC and the Matheny school. Seniors will have many options to choose from.

As always, several Bridges runs are scheduled this fall, and volunteers are needed to help distribute food to the homeless and to assemble bag lunches.

The tutoring program with ECLC will continue and there are hopes to have some drama involvement this year.

A candy drive will be held around Halloween and the canned food drive will be conducted as it has been in the past — around Thanksgiving. Plans for Special Olympics in the spring are also underway.

These are just a few of the myriad of choices students have to choose from to fill their community service requirement.

Dress down days will continue to be a huge part of the community service effort. Ms. Hartz is thrilled by the number of students who wish to sponsor dress down days for particular charities.

"It's rewarding to see students take leadership roles and become passionate about a cause," she said.

Dress down days are already planned to benefit Kids Cancer Research, Lift for Life, Special Needs Students, the Matthew Shepard Foundation, and an AIDS organization. The proceeds from Pink Day, on October 6th, went to the Susan G. Komen Breast Cancer Foundation.

This year, the Community Service Club welcomes Mrs. Peake as the new secretary and Hope Scott (VI) as its new president.

There have also been some changes in the administrative protocol. Now, on every student's transcript, there will be a record of whether or not he or she completed the allotted ten hours of community service.

Healthy Foods Introduced Around School

By CASSIE OSTERMAN (IV)

In past years, Pingry has been known for its impressive, albeit unhealthy, selection of lunchtime foods and after-school snacks. This year, however, noticeably healthier foods have replaced some unhealthy ones.

In the bookstore, a variety of flavored waters and Snapples have replaced soda and carbonated beverages and some candies have also disappeared.

"We are definitely going in the direction of healthy snacks this year," says Mrs.

middle school and down, are required by law not to sell soda and sell only healthy foods." However, she added, "Even though we have the choice, we decided to take away sodas from the bookstore this year because they just aren't very healthy."

Regardless of healthfulness, unpopular foods will be replaced. "If a kind of food is not selling well at all, we'll probably take that away. We are keeping an inventory of purchases this year, to track sales history."

Whenever new foods are introduced, they must be approved by the Headmaster

She also encourages students to make suggestions. She says she will strongly consider them "as long as they fall into the healthy guidelines we are trying to adhere to." Luckily, "we so far have not received any complaints. Everyone has been so patient and cooperative."

In the cafeteria, daily selections of two soups and a new grilled poultry and seafood station have been widely popular. "I could spend a lifetime eating the soups offered in the cafeteria," remarked Brian Hart (IV). "They're just that good!"



Fruits and vegetables are now being offered in the cafeteria after school. C.Chong (VI)

Sandy Krediet, the new Bookstore Director. "If you follow the news and health studies, it would be negligent if we didn't."

As a private school, Pingry is able to sidestep certain state laws regarding public schools. For example, Mrs. Krediet points out that "all NJ public schools, at least

and Upper School Head. Over the summer and throughout the year, Mrs. Krediet takes the inventory lists from large companies and distributors like Pepsi and makes recommendations. "Mr. Conard and Mr. Leef then have a meeting and make the final decision about what will be brought in," she explained.

formation, said Mr. Ferrera, head of kitchen staff. "There are many schools and colleges that the food company, Sage, works with year-round, and I will go to these schools to get a feel for what they have to offer." While Sage functions as a food service that creates "basic network meal plans," Mr. Ferrera will

often create the lunchtime recipes himself. For the most part, the menu is under Mr. Ferrera's control.

"We've never really had a situation in which a particular ingredient was not available," notes Mr. Ferrera. The ingredients come not only from Sage and big food companies but also "from local farmers and producers." In the kitchens, "we try to make healthy substitutions in preparing entrees."

Although it may seem like what is served is out of a student's control, Mr. Ferrera encourages staff and students alike to speak up if they have any concerns or questions. In terms of suggestions, Mr. Ferrera noted, "I'm not getting as many as I would like," and reminds students to drop a note into the hanging metal suggestion box outside the main kitchen doors. "I'm thinking of creating a student food committee, which could meet in the kitchens maybe once a month and taste-test possible new dishes."

Mr. Ferrera also encourages students to "take a look at the posted meal schedules. Color-coded dots and a table at the bottom indicate the recommended maximum amount and how frequently certain foods should be eaten." Students have a responsibility to their own bodies to eat well, he said, "and the dots help by making suggestions for them."

MIDDLE SCHOOL CONSTRUCTION NEARS END

Continued From Page 1

be like eighth grade in that only a small number of students will be accepted," says Mr. Conard.

Perhaps the most important aspect of the new middle school is that it will be a more "green" building than the existing Martinsville structure. A major component of the new building, according to Mike Virzi, Director of Facilities, is its two million BTU capacity boiler. "Currently, the school has two twelve million BTU capacity boilers that run at eighty-two percent efficiency. Not very effective if you want to help the environment. Our new boiler runs at ninety-eight percent efficiency, which saves huge amounts of fuel. Now, in the 'shoulder seasons' from March to the end of October, we can turn off the two main bigger boilers, which will save oil and lower our emissions."

The middle school will also use a revolutionary air conditioning system: "The new system will use chilled water, but at the same time cold air is being produced, hot water is also being created. So now, we can heat the pool, the kitchen and anything else just by turning on the air conditioning," says Mr. Virzi.

With the construction project winding down and the dedication of the building due to take place on November 15th, Mr. Conard and the school have already begun to turn their sights to future projects: "We're already updating the campus land use master plan. One of the most likely projects we will embark on will be the construction of an athletic field house."

Harvard University Ends Early Action Program

By ZARA MANNAN (IV)

On September 12, Harvard University — which David Leonhardt of The New York Times recently called "The most prestigious university in the world," as far as most students are concerned — announced that it will eliminate its early admissions program and simply have a single application due on January 1st. The new policy will take effect next year, affecting applications for the high school class of 2008.

In 1935, Harvard was the first university to require applicants to take the SATs, which has since been adopted by almost every university in the nation. Two years ago, when Harvard focused on an aggressive new financial-aid policy, Stanford and Yale followed.

So far, Princeton and the University of Virginia have also decided to eliminate their early admissions program; many other universities will most likely join them in following the world's leading university.

Mr. Fayen, who once studied at Harvard and is now a college counselor at Pingry, believes this new policy will have a positive impact on the

whole application process. "I know that a very significant proportion of admissions directors at some of the most competitive colleges are cheering this first overture against the early admissions process and hoping that their own institutions can follow the anti-early initiative of the two Ivies. The issue has been alive for years in the Chronicle for Higher Education and will surely again be the 'hot topic' at this fall's National Association for College Admission Counseling conference," he says.

"I'm delighted by Harvard's decision to scrap their version of the early action option. Their action is a direct assault on the frenzy to 'go early' that has developed in the last fifteen years or so. Princeton's decision to follow suit is a further step in support of sanity."

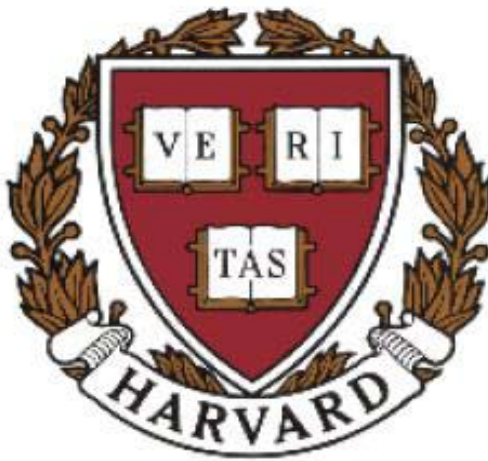
In addition, Harvard's Interim President, Derek Bok, believes the college admissions process was too complex and subject to too much criticism. He explained that the change in policy was an effort to expand financial aid and increase openness in the admissions process, especially to the less fortunate and less informed.

"Early admission pro-

grams tend to advantage the advantaged," said Bok. "Students from more sophisticated backgrounds and affluent high schools often apply early to increase their chances of admission, while minority students and students from rural areas, other countries, and high schools

the binding form of "early decision."

Many others, however, disagree with Harvard's decision. Lena Young, a Pingry alumna and a current Harvard freshman, disagrees with the reason Harvard changed its policy. "I believe that, in fact, everyone can and should par-



Courtesy of Google Images

with fewer resources miss out."

Although some early admissions programs are binding and prevent students from comparing packages and seeking the best financial aid, Harvard's early admissions program currently takes the non-binding form of "early action" rather than

participate in the early decision program regardless of their background. Furthermore, if admitted, it actually relieves tension for the rest of the senior year rather than the other way around. Taking myself as an example, I was lucky enough to get into Harvard through early action. This was the only college to which

Seniors Relax at Fairview Lake Camp

By MAX HORLBECK (VI)

The senior class participated in its annual retreat on September 10 and 11, marking the start of its final year at Pingry. The retreat was held at YMCA's Fairview Lake Camp, in northern New Jersey.

During the day, students, assembled in alphabetically-determined groups, were led by camp counselors in a series of four activities. These activities included wall climbing, canoeing, and hiking up the third tallest mountain in New Jersey.

The final exercise was a team-building course, which involved a ropes course and outdoors puzzles.

The chaperones were Upper School Head Mr. Leef, Upper School Dean Mrs. Hearst, and the college counseling staff.

The purpose of this annual trip, according to College Counseling Director Mr. Robert MacLellan, is to "allow the seniors to start the year off as a class."

Responses to the theme of bonding were mixed. Many of the seniors thought that the activities brought the groups closer together.

Others, such as Neha Sampat (VI), felt quite the opposite. "It encouraged us to stay within our cliques."

Sarah Levinn (VI) suggested one possible reason why this was the case. In the activities, she said, "the groups were too big." It was easy for one to stick with friends rather than being forced to make new connections.



Courtesy of Liz Zoidis (VI)

Seniors prepared for the year at Fairview Lake.

Peer Groups Visit Camp Bryn Mawr

By SAM BARON (III)

The freshman class, accompanied by 32 senior Peer Leaders, traveled to Camp Bryn Mawr to participate in the annual Peer Leadership Retreat from September 27 to 29.

The three-hour-long bus ride was delayed when one of the buses broke down on the border between New Jersey and Pennsylvania. Luckily, the Peer Leaders provided snacks to students as they waited to be assigned to a new bus.

As in past years, activities on the retreat included a campfire, an obstacle course called "The Gauntlet," a dance, and a rendition of the Bryn Mawr favorite: "The Beaver Song." This year's dance had a theme of "Cowboys and Indians."

Peer Leader Alex Snape said, "The activities really helped us [Peer Leaders] get to know our groups." He also thought that the ice-breakers will "make the transition into our weekly meetings much smoother."

Peer group advisor Mrs. Lionetti said that the idea behind the retreat "is to create an initial

A secondary purpose of the retreat was to put the seniors into the college process "mindset." While the daytime was spent in the structured activities and pick-up games of volleyball and Knockout, the first night involved an application committee exercise, a competition between college counseling groups, and a bonfire.

The application exercise involved reading descriptions of fictional applicants to Pingry and then deciding which student to accept. This was done in both a seven-person group and then as a class. Its purpose, Mr. MacLellan said, was to "expose the students to the committee process, so that they know what their file will go through."

Austin Conti (VI) found this part of the retreat interesting. "It was cool to see the process from the other perspective."

Chris Black (VI) strongly disagreed, saying that, besides the evening activities, the trip was "not relevant to college, at all."

Although each particular aspect of the trip seemed to elicit both negative and positive responses from the students, everyone interviewed found at least some part of the retreat enjoyable.

Leslie Carcamo (VI) said her favorite part was the spider-web, one of the team-building exercises. Sampat enjoyed canoeing the most because she "got to take a nap in the middle of the lake."

Others interviewed felt very positive about the trip as a whole. Jeff Zimering (VI) said the retreat was a "great way to relieve stress before starting senior year."

By GIANCARLO RIOTTO (IV)

The eighth grade class trip to Washington, D.C. from September 13-15 was a big success. According to history teacher Mr. Mike Webster, who planned the trip, there were three goals in mind: educational value, fun, and bonding for the Form II students.

For the second year in a row, the trip was moved from the end of March to a date closer to the beginning of the school year. This was done to eliminate a number of missed school days and school events in the third quarter created by Spring Break and other holidays. With Form I students also away at Bryn Mawr, the entire middle school was away. This was done with the hope that it would be easier for teachers to have a "middle school week."

The hotel rooms, for the first time, were grouped not by the students but instead by alphabetical order. Some students felt this was unfair, but Mr. Webster saw it as an opportunity to make new friends. Tours were separated by advisory groups to serve as another opportunity to allow

each student to get to know people other than his or her friends.

Mr. Webster planned the trip to tie into the eighth grade American Journey class, and the events during the trip were scheduled in chronological order. For example, the class visited the FDR Memorial (1930's and 1940's), then the WW II Memorial (1940's), and finally the Korean War Veterans Memorial (1950's), respectively.

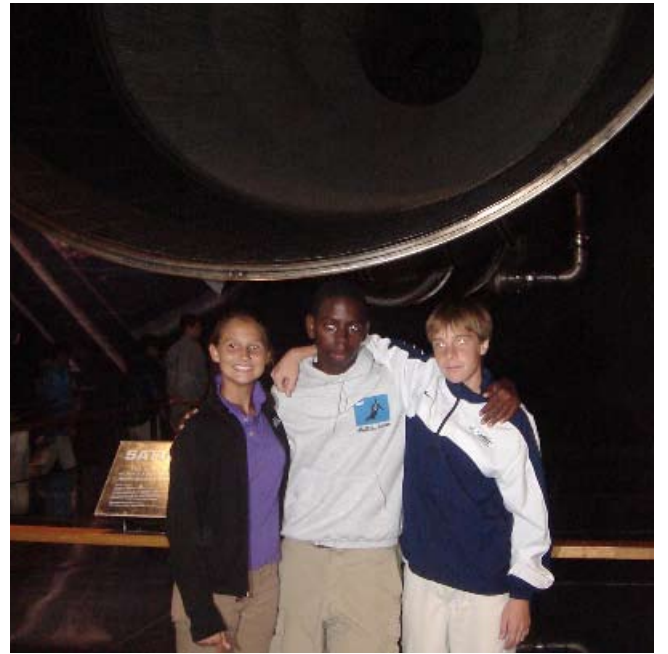
For the first time, students attended the US Holocaust Memorial Museum, and afterwards listened to a presentation of an actual Holocaust survivor. According to Mr. Webster, "this was the most personally moving experience of the trip." Another emotional moment came at the Vietnam Memorial, where students searched the walls for names of Pingry graduates who had perished.

Another unique experience for the students was being the first tour group accepted into the newly renovated and reopened Smithsonian American Art Museum. Students were allowed to enter before the museum was open to the general public, and pictures were taken

to commemorate the group's sneak-peak opportunity.

Students also toured the Pentagon and the National Air and Space Museum, the outside of the Watergate Hotel, the White House, the Washington Monument, the Mall, the U.S. Capitol, the Library of Congress, and the Supreme Court Building before returning to school on the fifteenth.

Middle School Director Mr. Phil Cox believes "school trips can be great: the bonding on bus rides, the hotel stays, ordering room service. I think the best approach to field trips is to treat them as an extension of the classroom and engage students with their curriculum in thoughtful and creative ways. Mr. Webster certainly did this with the DC trip."



Courtesy of Schuyler Bianco (II)

Three Form II students in Washington D.C.

Museum of Natural History Hosts Juniors

By HALLIE BIANCO (V)

Hoping for a group bonding experience, the junior class visited the Museum of Natural History in New York City on Tuesday, September 12. The trip, organized by Watson Adventures, included an advisor group scavenger hunt and lunch in the museum's cafeteria.

The hunt gave students 90 minutes to answer 24 questions.

Upper School Director Mr. Jon Leef said that, in selecting the scavenger hunt,

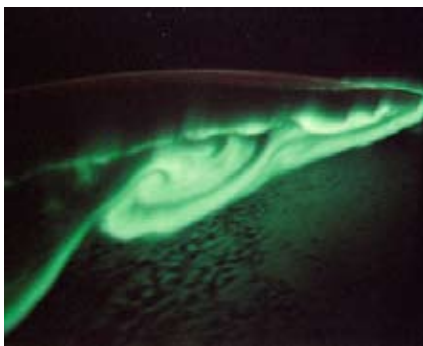
"we wanted something that would foster bonding with the advisors."

Advisors thought the trip was successful in getting their respective groups to bond: "I felt like my group really bonded. I really enjoyed getting to know my advisees," said Mrs. Grant, an Upper School English teacher.

"I thought the trip was a great idea and absolutely loads of fun," said Headmaster Mr. Nat Conard, who is also an advisor to a group of juniors. He continued, "It was great because we had a complete range of people, and there was always a different person leading the group. We really worked together."

Taylor Sankovich (V) said that her advisor group

took full advantage of their time together: "Obviously, any time spent with a group of people will bring them a little bit closer, so it was nice to have the trip to break the ice. We all wanted to win the competition, so we bonded in that sense, but I think every group is still going to need some more time to get to know one another."



Courtesy of the Museum of Natural History

Juniors viewed "Cosmic Collisions."

This is the first year that the junior class has taken this trip and most feel that the timing of the trip, as well as the

trip itself, were just right.

"I think it's a good start off, a jump start to a great year," said Mr. Conard. "It's nice to get to know the students in a setting other than student-teacher or coach-athlete. This was the perfect opportunity because the museum isn't really home ground to either the advisors or the students."

Not all juniors wholly enjoy themselves, however.

Katrina Soriano (V) said that the trip "was pretty enjoyable. It was just a shame that we didn't get to look at the things we were interested because we were rushing around the whole time."

All in all, Mr. Conard said that "it was a great day and I had a blast getting to know my new advisees."

Junior and Sophomore Class Trips Cancelled

By MEREDITH SKIBA (V)

The traditional sophomore and junior class trips have been cancelled this year. In the past, the junior class headed up to Boston while the sophomores traveled to Williamsburg and Baltimore for a long weekend in late February.

The trips departed around eight on a Saturday morning and returned the following Monday. Although not mandatory, it was a chance for students to bond with each other outside of the school environment and to collectively participate in structured activities.

According to Upper School Dean Mrs. Joan Hearst, "Many factors went into the decision, especially the time of year, finding chaperones and athletic schedules." February proved not to be a good month for traveling, with its unpredictable weather sometimes leading to snowstorms.

"A few years ago the sophomores had to leave Williamsburg at two in the morning, with a storm trailing behind them," Mrs. Hearst said.

"I remember being up all night on the phone with the chaperones," said Mr. Leef, Head of the Upper School.

"Finding chaperones was difficult because no one department was in charge. It was not like a History trip, which the History teachers would chaperone," Mrs. Hearst said. She also explained the challenge of finding faculty members who would give up their weekends every year.

Athletic playoff games also take place during the

end of February, many times on weekends when the trips took place. Students signed up for the trips and later were unable to go because they had to play in a game.

On top of athletic conflicts, students found other reasons not to attend the optional trips.

"We want a genuine class trip for the entire group," Mr. Leef said.

The September 12th junior class scavenger hunt fulfilled this purpose.

"Every single junior went on the scavenger hunt. I saw the difference immediately. It was enormous," Mrs. Hearst reported.

The students' views differed from those of the administration. "I was disappointed," Evan Rosenman (V) said.

Katrina Soriano (V) added, "I was looking forward to our class trip and was unhappy when I heard about the scavenger hunt instead."

Ricky Zacharias, junior class president, said, "During the scavenger hunt, I was approached by many people who wanted to see a grade-wide field trip that was less structured."

"We are always looking for options," Mr. Leef said. The prospect of an early spring bowling trip for the juniors was mentioned by Zacharias, who promises to do his best to organize the event.

As for the sophomores, while nothing specific is planned right now, Mrs. Hearst expects that "we will add something next year and maybe put something together for a day trip in the spring."

THE HONOR CODE AT PINGRY

Continued From Page 1

than in any other grade.

Older students also feel that the Honor Code should be enforced more strictly than younger students do. 41% of Form VI students and 28% of Form V students think the Honor Code is not enforced strictly enough, while only 9% of Form I, II, and III students responded similarly.

bucks the age trend regarding the effectiveness of the Honor Code. While older students think the Honor Code is less effective than younger students do, the faculty confidence in the effectiveness of the Honor Code is on par with that of Form II students. The percentage of faculty members who responded that the Honor Code is either "mostly effective" or "very effective" is greater than that of Forms IV, V, and VI.

FACULTY

Poll results show that the faculty strongly supports in the Honor Code. All of the faculty respondents believe in the spirit of the honor code and also think it is at least "somewhat effective."

The faculty continues the age trend regarding the enforcement of the Honor Code. 53% believe the Honor Code is not enforced strictly enough, while only 3% think it is enforced too strictly.

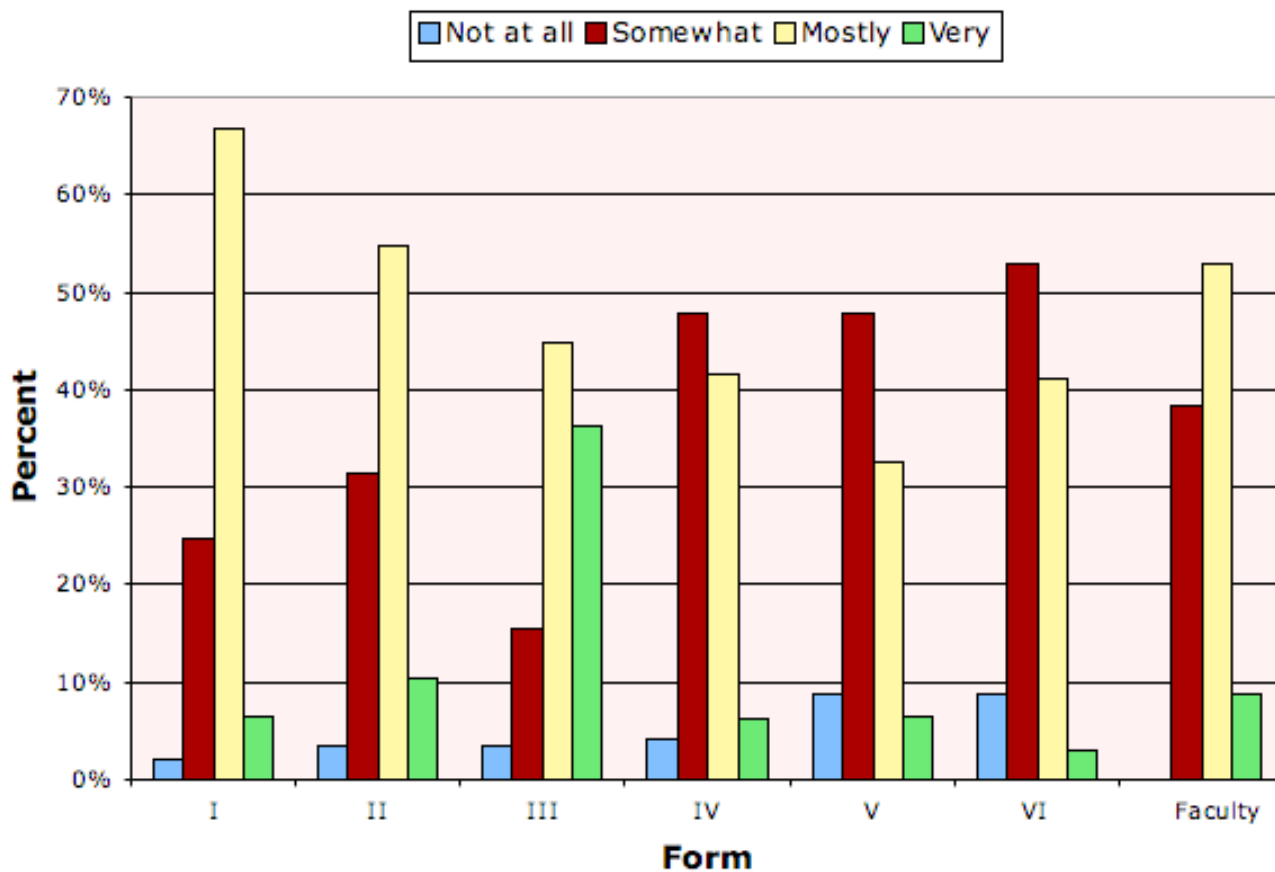
However, the faculty

RESPONDENTS

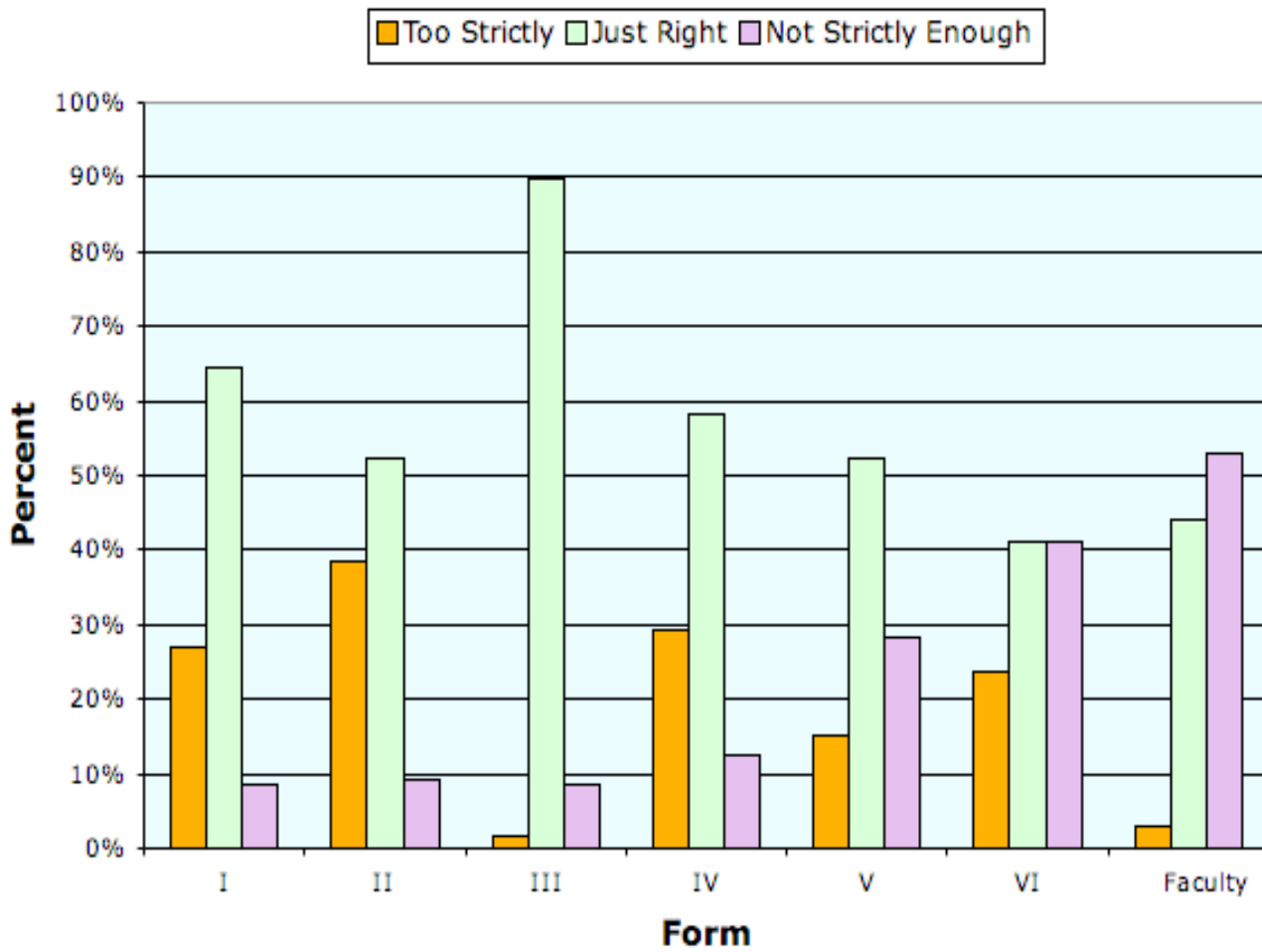
The 2006 Record Honor Code Poll is based on the responses of 399 students and faculty members. Younger students responded at a much higher rate than older students did; each form from II – VI has fewer respondents than the previous form.

Finally, males responded at a higher rate than females did. 57% of respondents were male, and males submitted more poll responses than females in every form.

How effective is the Honor Code?



How well is the Honor Code enforced?



Shakespeare's "The Winter's Tale" in Fall

By DARINA SHTRAKHMAN (V)

This year's fall play, William Shakespeare's "The Winter's Tale," is the story of a paranoid, jealous king seeking to punish his queen for adultery that she never committed.

According to Director Al Romano, "One of Shakespeare's final works, this play is a tragicomedy—a play which has all the elements that could end in catastrophe but which finds in the characters and situations a means of avoiding what seems inevitable. The play spans sixteen years and takes the audience on a journey from the destructive effects of jealousy to the healing powers of repentance. Along the way we encounter an unjustly accused queen, the disruption of life long friendships, a destructive storm, an abandoned infant, a ravenous bear, a master thief, a prince disguised as a peasant, oracles from Delphi and an ending that celebrates life and the powers of theater."

Although Shakespeare's plays have been universally regarded as difficult to perform, Mr. Romano said, "Every once in a while, you

have the kind of actors and drama students who can rise to the challenge of doing the best plays written by the best playwright. This is the year."

"It's definitely been more of a challenge than other plays we've done, particularly in terms of the language used, but it's cool to be able to tell other people that we're putting on a Shakespearean play!" said actress Hallie Bianco (V), who plays Lady I and Dorcas.

The play's most appealing quality is the large, energetic cast of characters.

"All I have to say is that it's a great story with so many different characters and messages," said actor Sam Waterbury (VI), who plays Autolycus.

Mr. Romano echoed those sentiments, saying, "I have always loved this play from the first time I saw it. It has everything—tragic mistakes and human failings, a great story, storms and bears, con-men and clowns, fathers and children and the inevitable conflict between generations, and the best ending ever—an ending that makes you believe in the power of human action and the magic of theater."

Behind the scenes, stage managers and technicians have spent hours helping the actors.

"It's my first time being involved with the stage management aspect of the fall play and I've really enjoyed working with all the actors and other techies. It's going to be a great show," said assistant stage manager Evan Rosenman (V).

Everyone should see the play "because it should be engaging and fun like all great theater, but also because it speaks profound truths about the possibility of change, about the power of forgiveness and the presence of grace in our lives," said Mr. Romano.

Performances are scheduled for Thursday, November 16 at 7:00 p.m. and November 17 and 18 at 7:30 p.m. in the Macrae Theater. Tickets will be on sale the week of November 13th during all lunches.

Focus Shifts to Sustainability on Campus

Continued From Page 1

to the night, lowering the peak load during the day, and costing Pingry less money.

However, this quest for sustainability has an even larger goal. As Mr. Conard explained, "I want students to consider all sides of a question, but someone needs to raise the questions. I believe the school is raising those questions and modeling at least one solution to those questions. Hopefully, this will lead to good dis-

cussion among students and really cause them to think about the impact they can or will have on the world. Pingry alumni are ultimately the people who will be running the world. Our students will be in leadership positions making important decisions in the future."

He continued to explain, "stewardship and concepts of sustainability are like an exothermic reaction but with a high activation energy. It requires a lot to get out the heat content, but I believe we are taking steps in the right direction."

2005-2006 End-of-Year Awards

Citizenship Prize

Form I

Meghan Duarte-Silva Barry
Katherine Kolb (HM)
Mackenzie Roach (HM)
Colleen Roberts (HM)

Form II

Katherine Dreyfuss
Anthony Parisi
David Hamilton (HM)
Louisa Lee (HM)

Form III

Yadira Brown
Cameron Lan (HM)

Form IV

Darina Shtrakhman
Karen Thomson
Brian O'Toole (HM)
Taylor Sankovich (HM)

Form V

Nick Culbertson
Brittany Gildea (HM)
Alex Snape (HM)
Sam Adriance (HM)

Scholarship Prize

Form I

Albert Magnell
Amanda Devine (HM)
Andrew Young (HM)
Lucas Johnston (HM)

Form II

Jenny Gorelick
Meghan Hager (HM)
Erika Lampert (HM)
Yamini Nabar (HM)

Form III

Christine Willinger
Zara Mannan (HM)

Form IV

Evan Rosenman
Sam Williams (HM)
David Young (HM)

Form V

Jillian Lubetkin
Jonathan Reef

Improvement Prize

Form I

James Elliott
Benjamin Hamm Conard
John Varvaro (HM)

Form II

Brian Green
Kelly Kurylak (HM)

Form III

Abram Bernstein

Form IV

Biff Parker-Magyar
Stephen Roach
Katie Occhipinti (HM)

Form V

Evan Towt
Nicole Festa

The Twenty-Five Members of the Board of Trustees

Continued From Page 1

Victoria Brooks

-Chair-



How are you affiliated with Pingry?

I'm a past parent: David '02 and Katie '04.

Do you work and, if so, where?

I am currently an Executive Coach. I work primarily with financial services firms. Prior to this, I was at JPMorgan for over 20 years.

What do you love about Pingry?

First, the Honor Code is what differentiates from other schools. I believe in it in the largest sense – i.e., values for today and the rest of our lives – not just as a list of to do's and don'ts. It is the reason why we sent our children to Pingry; it has profoundly shaped who they are as human beings for the rest of their lives.

Second, our faculty. While the Honor Code is the 'code of honor' that we live by, it is our faculty who embody it, who help our students live it day-

to-day. They truly teach our children, not just for the next test, but also to be passionate about lifelong learning.

Third, our students. You have such a zest for life! Pingry students 'do it all.' I love seeing a multi-dimensional student – i.e., someone who is a musician, who is also an athlete and, by the way, a good student also. You are also so thoughtful and supportive of each other – not just within your own class, but also across the age groups.

How are you affiliated with Pingry?

I am an alumnus and graduated from Pingry in 1963.

-Edward Atwater IV '63

I graduated from Pingry in 1965 and my son graduated from Pingry in 1999.

-John B. Brescher, Jr.

I am an alumnus of Pingry, Class of 1962. In the 1970s, I was active as a class agent, in the annual fundraising effort and helping to organize class reunions as they came up. I was elected to the Pingry Alumni Association Board in the late 1970s and PAA President in 1982-84.

I was a member of the Board of Trustees from 1982-90 and served as Secretary for several years. I was reelected to the Board in 2003.

My son attended Pingry from third grade through the end of his sophomore year, when he decided he wanted to go to boarding school.

-Harold W. Borden

I am a Pingry parent '04 and '07.

-Cynthia Cuffie-Jackson

I am an alum, Class of 1979, and am married to Chip Carver '77. All four of my children are lifers: Emma '09, Chloe '11, Sean '14, and Reeve '14.

-Anne Delaney '79

I graduated from Pingry in 1978. In addition to serving as a Trustee, I am also currently Head of the Annual Fund.

My oldest son has just moved to Pingry and is in Form I.

-Jeffrey Edwards '78

I am a current Pingry parent: I have three boys, Louis '09, Thomas '07, and Henry Schermerhorn.

-Miriam Esteve

I have been a Pingry parent since 1987. My children are Emily, class of 1997, Sam, class of 2000, Woodney, who left Pingry for Phillips Andover after eighth grade but was a member of the class of 2003, and Genevieve, a member of the class of 2007

-Samuel Alexander Haverstick II

I arrived at Pingry in 1971 and graduated in 1979. My father (John W. Holman, Jr. '55) and my uncle (William M. Holman '57, deceased) attended Pingry. I have three children who have attended Pingry since Kindergarten, John W. "Jay" Holman, IV '09, Lillian P. Holman '11, and Neil B. Holman '14.

-John W. Holman III '79

My husband's family has been going to Pingry for a while. My children, who are now in 3rd grade (Caroline and Charles Kellogg, both Class of 2016) are the 4th generation to go to Pingry on my husband's side. My husband, C. Kirk

Kellogg '87, went there; his father and his grandfather both went to Pingry. One of my husband's relatives was one of the original founders of the school; he was on the original Board of Trustees. His name was John C. Rankin Jr. My husband's family has been involved with the school since they were in Elizabeth.

-Megan Kellogg

I have been a parent at Pingry since 1993. All of my four daughter's have attended or currently attend Pingry: Pamela '05, Emily '07, Jennifer '09, Elise '12.

-Mary Margaret Lang

I graduated from Pingry in 1977, and numerous members of my family went to Pingry. My two uncles graduated in 1926; they were both authors of the Honor Code, along with their other classmates. My dad graduated in 1937, and my brother graduated in 1973. My favorite Pingry graduate is my wife, Jane Sarkin O'Connor, who graduated in 1977, and her two brothers. We're a Pingry family. My daughter Kate is in 8th grade, so she's graduating in 2011. She's in her second year and loves it.

-Martin B. O'Connor II '77

I'm a parent '05 and '08.

-Terence M. O'Toole

I have a son, Grant '09.

-Deryck Palmer

I'm the parent of John '03, Maggie '05, Anna '07, Freddy '10, Billy, '13, and Carol '15.

-John Randolph Porges

I have one child who currently attends Pingry and two children who are alumni; Elizabeth '09, Kathryn '02, and Michael '99.

-Dan Roberts

I am the parent of 2 graduates-- Erica Saypol '97 and Austin Saypol '00.

-Dr. Barbara Leslie Saypol

I graduated from Pingry in 1971.

-Ian Schrank '71

I am a current parent. Matthew started in Kindergarten and graduated in the Class of 2004. Karen also started in Kindergarten and is in the Class of 2008.

-Julie A. Silbermann

I've been a Pingry parent for 9 years: Erin in Form VI and Brian in 6th grade. Currently, I serve a one-year term on the Board of Trustees as President of the Pingry School Parents Association (PSPA).

-Tzu-Lin Toner

I have two children who graduated in '02 and '04. My daughter Stephanie is currently in the sixth grade.

-Audrey Wilf

What do you love about Pingry?

The thing that I love about Pingry is the rigorous pursuit of knowledge in a nurturing environment of honor.

-Edward Atwater IV '63

What I love most about Pingry could probably be summarized in one word: opportunity. I believe that Pingry provides tremendous opportunities for students to learn and experience an extraordinary array of subjects and activities.

-John B. Brescher, Jr. '65

I truly love Pingry's commitment to excellence, which permeates way beyond just academics.

Academic excellence and value placed on character and Honor Code.

-Dr. Cynthia Cuffie-Jackson

I love the sense of community, the tradition of the school, and that the people here are dedicated to the school for a very long time. Alumni come back because of the lessons we learned here.

-Anne Delaney '79

I truly love Pingry's commitment to excellence, which permeates way beyond just academics.

-Tzu-Lin Toner

I love that Pingry is a close-knit community of students, faculty, parents and alumni.

I love that it is both a competitive and a nurturing atmosphere simultaneously. I love that students have the opportunity to try many new things and in so doing learn more about themselves. Our honor code is also something that is very important to the school.

-Mary Margaret Lang

I love how it prepares students for college and life in general.

-Deryck Palmer

What originally attracted us to Pingry and what I believe continues to be its distinguishing feature is its culture. First, the Honor Code sets the standard of behavior and defines the core moral values expected of students. Second, Pingry expects students to work hard and achieve educational excellence. Third, Pingry has a tradition of exceptionally professional, dedicated and caring faculty.

Finally, Pingry's commitment outside of the classroom to athletics and the arts are key.

-Dan Roberts

Discuss Their Lives, Pingry, and the World at Large

What does the Board of Trustees do? How do the Board's decisions impact the school? How often does the Board meet and what do you do at the meetings?

Trustees, as defined by the National Association of Independent Schools (NAIS), are the custodians of the school; they hold 'in trust' the mission and the school's reputation. Even if they have children currently in the school, they have the responsibility to focus on the long-term health of the school.

The work of trustees begins with fiduciary respon-

sibilities and care and obedience to laws and bylaws.

Beyond these duties, the work of trustees focuses exclusively on policies and strategies that are future-focused and not on daily operations, which are delegated to the head of school. Trustees are called upon to contribute their time, thought, and energy, as well as financial resources to support the viability and

growth of the school.

As stated in Pingry's 2000 Long Range Plan: The Board of Trustees should reflect the diverse composition of the community and provide the vision, leadership, and continuity of purpose for the school. In practical terms, this means that the Board takes responsibility for policy and institutional priorities, the strategic planning for the

future, the fiscal integrity of the School, and the hiring, support and assistance to the Headmaster.

In terms of its composition, the Board is made up of individuals who reflect the diversity of the school: currently, there are 25 trustees, 15 are parents or past parents, 10 are alumni. The heads of the PSPA and the PAA are members of the Board. We set our goals

on an annual basis. Most of the preliminary work is then done in our committees (Finance, Development, Buildings and Grounds, Long Range Planning, Education, Investment, Audit), with reports/recommendations brought to the full Board for discussion and approval. The full Board meets 7 times a year. Each committee usually meets before each Board meeting.

Prior to the Board meeting, we have the Education Committee meeting, to which the School's administrators are invited. For the past several years, this Committee periodically also invites students to attend. Lastly, faculty are often invited to present topics to help educate the trustees about the life of the school. The Board meetings are not open to the public.

What are your goals for Pingry's future?

My goals for Pingry are that it become the "School of Choice" for every student in the area who wants a first class education; and, I hope that some day a Pingry education will be available to anyone who is qualified, regardless of his or her financial resources.

-Edward S. Atwater IV '63

I want to make it the best preparatory school in the United States.

-Deryck Palmer

To continue to lead it as one of the top country day schools in the country and to see it retains its traditions and community while changing with the educational and other needs of our society.

-Martin B. O'Connor II '77

I want Pingry to continue to make a difference in its student lives well after my tenure on the Board is over.

-John Randolph Porges

I want to make it the best preparatory school in the United States.

My goals for Pingry's future include the following: to help Pingry remain financially stable in a time of increasing costs, to support initiatives that will contribute to the continuing development of a faculty that understands and effectively teaches to students with various learning style, and to support initiatives that will enhance and create an environment that thrives on and welcomes ethnic and socioeconomic diversity among students, faculty and administration.

-Dr. Cynthia Cuffie-Jackson

I would like to continue to see additional financial aid and the continual effort to bring about diversity. I want to continue to strengthen the Honor Code. It distinguishes Pingry. That's why Chip and I sent our kids here; it's a strength of the school.

-Anne Delaney '79

My hope is that Pingry will never become complacent but will continue to strive for academic, artistic and athletic excellence while maintaining the values and ideals implicit in being a private country day school.

-Samuel Alexander Haverstick II

Do you work and, if so, where?

For work, I manage money privately.

-Edward S. Atwater IV '63

I am an attorney and have been practicing for over 35 years. For much of that time, I have worked for Public Service Electric and Gas Company (PSE&G). Since 1999 I have been Vice President and General Counsel of PSE&G Power LLC, which is a sister company to PSE&G. PSE&G Power owns and operates electric power plants in five states and is the largest power plant owner/operator in the northeastern United States.

-Harold W. Borden

I do not work outside the home.

-Mary Margaret Lang

I am the Vice President of Global Clinical Development in Cardiovascular and Metabolic Diseases at Schering Plough Corporation. I oversee the development and execution of clinical programs for the treatment of cardiovascular and metabolic diseases.

-Dr. Cynthia Cuffie-Jackson

I am a lawyer, and I run my family's law firm that was started in 1903 by my grandfather.

-Martin B. O'Connor II '77

I currently work at Merrill Lynch & Co. in New York where I am Senior Vice President and Chief Financial Officer.

-Jeffrey Edwards '78

I worked in the investment business for 18 years, initially developing computerized trading systems and later managing an equity hedge fund. I am currently a private investor and devote a substantial amount of time to serving on the boards of local non-profit institutions including The Hyde & Watson Foundation, The Winston School, and the Visual Arts Center of New Jersey.

-John W. Holman III '79

Currently, I work part-time for the Borough of New Providence as Director of Community Activities, which oversees the Recreation Department, Seniors Center, and Municipal Alliance.

-Tzu-Lin Toner

I'm a partner at a London-based law firm, where I'm the managing officer.

-Ian Schrank

I worked for 22 years in various finance related jobs on Wall Street. Currently, I am in my fourth year of teaching History at Millburn High School.

-John Randolph Porges

Board of Trustees 2006-2007

Chair	Victoria Brooks
Vice Chair	John B. Brescher, Jr. '65
Treasurer	Edward S. Atwater IV '63
Secretary	Harold W. Borden '62
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	Anne DeLaney '79
	Jeffrey N. Edwards '78
	Miriam T. Esteve
	E. Lori Halivopoulos '78
	S. Alexander Haverstick II
	John W. Holman III '79
	Megan Kellogg
	Mary Margaret Gillin Lang
	Martin B. O'Connor II '77
	Terence M. O'Toole
	Deryck A. Palmer
	J. Randolph Porges
	Dan C. Roberts
	Barbara Leslie Saypol
	Ian S. Shrank '71
	Julie A. Silbermann
	Park B. Smith '50
	Tzu-Lin Toner
	Audrey M. Wilf

Did You Know?

- 10 out of 25 Trustees are Alumnae.
- 9 out of 25 Trustees have been involved in Business.
- 5 out of 25 Trustees have been involved in law.
- 2 are medical doctors.
- 1 is a high school teacher.
- The Wilf family owns the Minnesota Vikings.
- One of Megan Kellogg's husband's relatives was on the original Board of Trustees.
- Two of Martin B. O'Connor II '77's uncles wrote the original Honor Code.

The editors would like to thank Melanie Hoffman, the Development Office and the Board of Trustees for all of their help.

De Goes from Researcher to Biology Teacher

By PIERCE FOWLER (III)

Ninth-grade biology teacher Mr. Lucas De has joined the faculty after working at the Genome Research Institute of Proctor and Gamble and the University of Cincinnati.

Mr. De attended Washington University in St. Louis, where he majored in biology. At the Genome Research Institute of Proctor and Gamble, Mr. De worked as a researcher for about two years. His duties mainly focused on mapping out the brain pathways that cause obesity.

Mr. De heard of a job opening as a biology teacher at Pingry from Mr. Tommie Hata, who teaches biology and Introduction to Science Research. He was interested in teaching and thought the school would be a good fit for him.

Mr. De, who is new to teaching, appreciates how "My students really test my knowledge base. If there is a weird question concerning

any topic I teach, the students somehow come up with it. I must admit it is incredibly rewarding."

His favorite part of teaching is conveying knowledge to his students and seeing in them "that little spark, that glimmer of understanding."

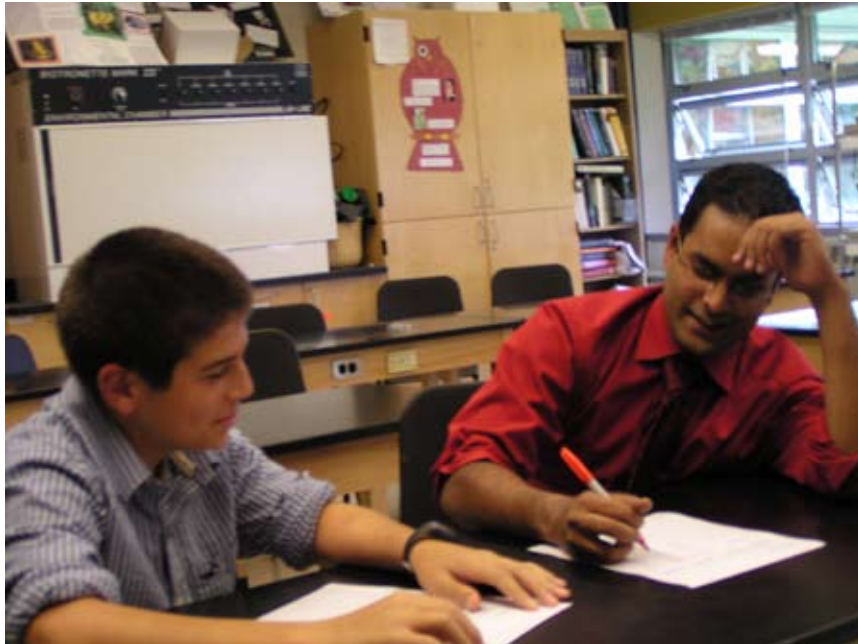
Mr. De ran track in high school and plays indoor soccer, and will be an assistant fencing coach next season.

Interested in biking, martial arts and reading, Mr. De would enjoy advising a club about

any of these topics.

"I am a little afraid of blowing up the lab on accident, but I am also looking forward to

getting the students interested in Biology," he said. "Biology, after all, is the coolest subject in the world."



Mr. De helps a student with his homework.

J. DiMassimo (V)

Frye Replaces Lalley as Athletic Trainer

By LIANE GOLE (III)

For the last five years, Mr. William Frye, who has taken over as athletic trainer for Mr. Mike Lalley, worked as a trainer at Salisbury Public School in Allentown, Pennsylvania. Even though he now works at Pingry, Mr. Frye still lives in Pennsylvania.

He said he chose a private school because he "liked the small school setting. It is very welcoming for a student to come up to me and ask me a question one-on-one."

Mr. Frye's job is mainly dealing with injuries but he also teaches health to sophomores.

Although this is his first year teaching, Mr. Frye is extremely excited and says, "It's a good way for me to know one third of the sophomore class."

Graduating from Lock Haven University and majoring in health science with a concentration in athletic training, Mr. Frye first wanted to be a physical therapist but later decided

on training.

He loves being around sports "24/7," but is also passionate about working with kids.

"My job is to get them out there as quickly as possible," Mr. Frye explained, a job that demands a full day's commitment.

Students can walk into his office at any time during the day to get medical care.

Even though Mr. Frye is very enthusiastic about getting to meet students, he is even more eager to watch them play their sports.

"I try to attend as many games as possible," he said. "The thing I don't like is that I can only show my face for a short while because there are always a lot of games to see."

Even though the school has lost Mr. Lalley, Mr. Frye brings new perspectives and enthusiasm to his job.

"I have good ideas to bring to the school in the future," Mr. Frye said.

Although Mr. Lalley will be difficult to replace, Mr. Frye hopes to be "as well-liked as he was."



M. Skiba (V)

Mr. Bill Frye takes over as the athletic trainer.

Flynn Becomes Full-time Spanish Teacher

By CONNOR SHEEHAN (IV)

Mrs. Elisa Flynn has joined the faculty in the Foreign Language department, teaching Spanish 1A and 1B. Señora Flynn was a part of the Pingry community prior to this year, having served as

an adjunct faculty member from 1991 to 1999.

Previously, she has run her own tutoring service for Spanish and taught English as a second language in Selene, Michigan. More locally, she taught in the Bridgewater school system from 2003 to 2004.



M. Skiba (V)

Sra. Flynn attended Georgetown University, achieving her Bachelor of Science degree in language and linguistics. She has a Master's certification, and is working towards a Master's degree at the New Jersey City University.

Hancock Heads New Student Services Dept.

By KERRY BICKFORD (V)

Mr. Ira Hancock is joining the Pingry faculty as the Director of Student Services, a new department in the school.

The department will serve as a way for the school to connect with students, parents, and faculty and will supply a "comprehensive full-school model to serve members of the community," Mr. Hancock said. "I'm looking forward to the chance to build a program and develop opportunities to work with all students."

One of the first goals of the department is to work with students in guided study programs in the Middle School and help them take advantage of CP with teachers. In the Upper School, students will work with Mr. Hancock to prepare for standardized tests. He offers several different types of test prep practice, including books on the ACT, AP, and SAT and PSAT tests.

Mr. Hancock first heard about Pingry when he re-

ceived an e-mail from Middle School Director Mr. Phil Cox in July 2005. Mr. Hancock

been very excited about this opportunity," he said.

Mr. Hancock graduated



J. DiMassimo (V)

Mr. Ira Hancock heads a new department.

arrived at the school on July 1 of this year and worked over the summer with students on PSAT preparation. "I'm

Magna Cum Laude as an Aquinas Scholar from Mount St. Mary College in Newburgh, New York in 1992 with

Fung-Kee-Fung Joins Biology Department

By MORGAN MCCOLLUM (III)

Ms. Lisa Fung-Kee-Fung, from Trinidad and Tobago, joins the Martinsville Campus this year as the new permanent substitute and Biology teacher. She has taken over one of Mr. Hata's Biology classes.

She graduated in 2006 from Lafayette College, where she majored in Biology and minored in Spanish. While at Lafayette, she lived in Spain for five months.

Working at Pingry is her first job as a teacher. When asked how excited she is for the upcoming year, she replied, "Extremely. Sometimes I can't go to bed I'm so

excited." She says that seeing her class everyday and "being able to pass knowledge onto her students" is her favorite part about teaching. "I was impressed with the facilities and faculty, of how supportive they were with each other, and how happy the kids were."

Aside from teaching, she is currently the assistant girl's tennis coach for the Junior Varsity and Varsity tennis teams, as well as the advisor for the Women In Science Club and Help Darfur Now.

In her spare time, she enjoys watching soccer, and she even went to the World Cup to root for her home team, Trinidad and Tobago.



M. Skiba (V)

Ms. Fung-Kee-Fung is from Trinidad and Tobago.

Sra. Flynn has chosen to return to Pingry and "keep Señora Mila's seat warm" while Srta. Mila works on her Master's degree in Spain because of "the level of academia at the school, brought forth by both students and faculty." She is excited about having a position teaching at school again and being able to work with people of such a high caliber on a daily basis.

Sra. Flynn's favorite part of teaching is "when the students get it, that moment when the light bulb clicks on" and the students are responsive, which is "more difficult considering the fact that Spanish is a second language."

In addition to teaching, Sra. Flynn would like to get involved in the community service club and eventually coach or become an assistant coach for girl's basketball or lacrosse.

of teaching is "when the students get it, that moment when the light bulb clicks on" and the students are responsive, which is "more difficult considering the fact that Spanish is a second language."

In addition to teaching, Sra. Flynn would like to get involved in the community service club and eventually coach or become an assistant coach for girl's basketball or lacrosse.

a double major in Psychology and Education. After college, he went on to work as the Director of Faculty Enrichment and Student Enhancement at Aspen Country Day School in Aspen, Colorado.

Throughout his career in education, Hancock has traveled to conferences in 40 states, Canada, and Mexico. During one conference in Colorado, he was introduced to Governor Bill Owens and later had the opportunity to meet former Mayor Rudolph Giuliani.

Mr. Hancock is hoping for visits from students who need any kind of help. "I welcome the opportunity to meet students," he said. "You never know what's available to help you at the schools you attend."

In his spare time, Mr. Hancock maintains a private practice in Educational Therapy, working with adults and students on strength identification and problem solving. He is also a member of the Study Assembly Team for The National Children's Study.

Bartsch Turns to Teaching After Building

By HALLIE BIANCO (V)

Mr. Jeffrey Bartsch has joined the Pingry faculty as a Middle School History and English teacher.

Mr. Bartsch attended Trinity College, where he majored in American Studies.

After his studies at Trinity, he got his masters at Tufts University.

Before coming to Pingry, Mr. Bartsch worked as a banker and a carpenter, building both homes and furniture. "I started building homes in Nantucket and then I fol-

lowed clients, great clients, to their original homes," he said. "I started building furniture and then I ended up doing that for fifteen years."

Mr. Bartsch then decided that he wanted to teach.

In looking for a school to work at, Mr. Bartsch "wanted motivated kids for students, students who knew how lucky they were to be getting a good education. Pingry had both of these."

"I knew Pingry was the right school when I met Mr. Cox and Mr. Leef and when I visited and tried teaching, because I just loved the conversation that I had with the kids," he said.

Besides teaching, Mr.

Bartsch will also be coaching the middle school boys' soccer team.

"I really wanted to be able to coach the kids I taught," he explained. "I'm also really interested in getting involved in clubs, maybe Ultimate Frisbee or woodworking."

So far, he noted, "classes are amazing. We're always laughing, and everyone has been so supportive of me."

"Pingry has been here a long time, and it's going to be here a long time," said Mr. Bartsch. "That's a big part of the magic and power of this place. That's why I'm so glad to be a part of this faculty. There's so much experience here -- it's amazing."

Stanfield Teaches History, Coaches Football

By SAM MACKOFF (IV)

Mr. Alan Stanfield, who is replacing Mr. Giarrusso as a ninth and tenth grade history teacher, is teaching two sections of History 9 and two sections of History 10. He will also be replacing Mr. Webster as the head varsity football coach this fall and will possibly coach track in the spring.

Mr. Stanfield attended Whitworth College for his BA and Eastern Oregon University for his Master's degree in teaching. At Whitworth, he majored in History. Mr. Stanfield went on to coach football at Whitworth College for two years and received his principal's license for secondary education.

Mr. Stanfield came to New Jersey because his wife is attending Princeton Theological Seminary. While looking for jobs, his friends in Clinton suggested Pingry to

him. He also knew that Pingry was in need of a new football coach this year.

Despite the football team's lack of success, his players have a good feeling about him as a coach. "With Coach Stanfield, I have confidence that the program is heading in the right direction," said Andrew Weinstock (IV).

When asked what his favorite part about teaching is, Mr. Stanfield replied that he likes "attempting to make history relevant to today." Despite his different teaching style, his students seem to be very confident in his abilities. "He has a unique way of teaching, but overall I think he is a good teacher," said Andrew Sartorius (IV).

Mr. Stanfield is very excited about the upcoming school year. He is enthusiastic about teaching his favorite subject, World History, and is also excited to get his first win in football.



C. Chong (VI)

Newman Returns to Science Department

By ANGELA HUI (V)

Mrs. Ronalee Newman returns to the Science department as a new physics teacher and cheerleading coach. Last year, she substituted for Mrs. Greenleaf, who went on maternity leave.

Her academic background is extensive, as she majored in mechanical engineering at Buffalo University and received her MBA at DePaul University. She is currently working to receive her Master's Degree in Physics Education from Rutgers University.

She has also had much pedagogical experience, having taught in Bernards Township and tutored physics and calculus at the Escola Americana

do Rio de Janeiro.

Mrs. Newman loved her experience last year, saying, "The students are great." She also noted, "The factor that makes the Pingry community unique is the honor system. It has a college-like atmosphere, and students learn how to use their free time."

However, one of the most prominent aspects of Pingry that compelled her to return was "the relationship between teachers and students, and students with their teachers," said Mrs. Newman.

In regards to the school year, Mrs. Newman is looking forward to "getting students excited about physics. There's a wealth of knowledge here, and I learn a lot from my colleagues," she said.

Ferland Joins Middle School English Dept.

By ANDREW SARTORIUS (V)

Ms. Jill Ferland, who has joined the faculty as a seventh and eighth grade English teacher, was previously an English teacher for seven years and the Director of the Grammar School for four at Princeton Latin Academy, a small school in Hopewell, New Jersey.

Originally from Kent, Connecticut, Ferland is a graduate of Bennington College in Bennington, Vermont with a major in Literature. She then received her Master's degree from New York University.

Ferland had been inter-

faculty members were really focused on writing, but they were all approaching it from different vantage points. I thought that it was great for the students to see all of these different paths leading to the same place."

One of the things she looks forward to at Pingry is interacting with other English teachers as well as students. "My last school was small, so there weren't that many different people. At Pingry, I look forward to watching other people teach, learning from them, and, of course, teaching my own students," Ferland said.

Ferland is currently a middle school cross country



A. Sartorius (IV)

Ms. Ferland also coaches middle school cross country.

ested in Pingry for a long time. "I had always wanted to be a teacher. Growing up in Connecticut, I went to Kent, and my Dad was the Boy's Dean there. So I grew up in an environment where everybody talked about schools all the time. I knew about Pingry long before I interviewed here, and was particularly drawn to it because of its reputation for having such a great writing program. When I visited, I was impressed by how dynamic the English Department was. All of its

coach and plans to be the editor of a literary magazine for the middle school. The unique thing about this magazine is that it will be hand bound. Ferland read about bookbinding, and learned the craft after a great deal of practice. At Pingry, she hopes to get interested with the project this spring. She is also interested in coaching the middle-school fencing team in the future, and will informally be attending some of their practices this winter.



M. Skiba (V)

Livak Brings 26 Years of Nursing Experience

By AMY GOPINATHAN (III)

Mrs. Joyce Livak has started her first year as a school nurse. She comes to the school with a comprehensive background in school nursing. She has spent the last two years at Hunterdon ESC and before that at St. Matthias. A graduate of the Charles E. Gregory Nursing School at Raritan Bay, she says she has been in nursing for "a long time," twenty-six years to be exact.

She always wanted to be a nurse because she "enjoyed working with and helping people." She has worked in medical surgical nursing in addition to renal dialysis, which patients received for life unless they got a kidney transplant.

She most recently worked at Hunterdon County Educational Services with autistic and alternative Ed. students. When asked about the pro-

fession of nursing, Mrs. Livak said, "It has its rewards, knowing and contributing to people's lives. It has rewards other than monetary ones."

She also has two children of her own. One of her daughters is sixteen and attends Immaculata High School as a junior, while her other daughter is nineteen and a sophomore at Lafayette College.

In addition to being a school nurse, Mrs. Livak is teaching Health 9 and helping with Health 10. She acknowledges that this is very different from the other jobs she has had. However, she enjoys "working with students and watching them grow emotionally and physically." She hopes to have advisees next year.

Even though she has new responsibilities this year, she is enjoying her life at Pingry and "likes the way everyone works together. It's like a family here," she said.



M. Skiba (V)

School nurse Mrs. Joyce Livak teaches Health.



J. DiMassimo (V)

Crowley-Delman Joins History Dept.

By JESSICA ZHAO (V)

Mr. John Crowley-Delman '97, son of Upper School Art teacher Mr. Peter Delman, has returned to Pingry as a new faculty member.

He joins the History department, teaching World History 9 and American Society and Culture. He is also coaching Upper School Football, which he played in high school.

He attended Pingry for thirteen years, and then graduated from Williams College in 2001, where he majored in history.

"History has always been an interest," he said, adding that he was "one of those kids who watched PBS documentaries and had always been fascinated by them."

"I love Indian art and the personalities of Roman emperors," he explained. "As for U.S. history, I enjoy political history and urban history. The founding fathers are also pretty interesting."

Before joining the staff at Pingry, Mr. Crowley-Delman worked in a salmon fishery in Alaska and as a bar bouncer in San Fran-

cisco. He has also been a paralegal at a law firm, and, for the last few years, was involved in real estate development in New Hampshire and Vermont.

Mr. Crowley-Delman said, "Teaching was something I thought about for a long time, but not right after college. I had to figure out what I wanted and so I fell into these jobs." He returned to Pingry because he knew that he "definitely wanted to teach at an independent school" so that he could "have freedom over what he wanted to do in classes." He also noted that he wanted to be in the New York City area.

On the differences between being a student and a teacher, he commented, "It's a lot more work being a teacher. It's good, I've enjoyed it. The students are smart and engaged."

Mr. Crowley-Delman expressed interest in starting a club in the future. He loves films and filmmaking, reading, and art as well as hiking and backpacking. He also enjoys rugby, which he played in college and on men's club teams.



C. Chong (VI)

Mr. Crowley-Delman attended Pingry for 13 years.

Brown Brings Global Perspective to the Classroom

By NED ADRIANCE (IV)

Adventure is commonplace for incoming Middle School History teacher Ms. Alice Brown, who joins the community this fall after a year of teaching students in Ankara, Turkey. She is teaching four sections of eighth grade history.

"Teaching in Turkey was not that different from teaching here in the U.S.," Ms. Brown explained, "except that, because it was an international school, I had students from all over the world - Venezuela, Zimbabwe, Kazakhstan, the US, Belgium."

She feels lucky to be at Pingry, which initially attracted her with its academic reputation. "I also was very interested in the eighth grade curriculum (American Journey)," she said. American Journey is a history program offered to eighth graders, which stresses the importance of contemporary knowledge.

The class places a strong emphasis on current events and covers topics such as the Cold War, the civil rights movement, Vietnam, Watergate, and the role of the government.

"The importance and effect of many issues and events that we get to study in American Journey are still being debated, and we hopefully can bring some of those debates directly into the classroom throughout the year," she said.

Ms. Brown has been well accepted by the Middle School's student body and is enthusiastic with her students. She had a great experience

Young Alumna Kicenuik Teaches English

By MORGAN FOSTER (III)

For some, a familiar face has returned to Pingry's hallways in the form of Ms. Kimberly Kicenuik '02, who joins many of her former faculty to teach English and act as permanent sub this year.

Ms. Kicenuik, who graduated from Harvard College with a B.A. in English and Italian, will be temporarily taking over for two of Mrs. D'Antonio's English 9 sections until she returns from her maternity leave this November. After November, Ms. Kicenuik will continue her subbing responsibilities and will keep teaching one English 9 class.

"I was really excited to have an opportunity to reconnect with a community that has meant so much to me," Ms. Kicenuik said.

Although she notes that the building looks different and some of the faces unfamiliar, Ms. Kicenuik revels working in an environment that is also "comfortable" and "uniquely Pingry." With the exception of one summer at the Washington Bureau of ABC News, assisting George Stephanopoulos with his Sunday morning program, *This Week*, Kicenuik spent her summers during college teaching at the Pingry Summer School. She therefore remembers Pingry culture well.

During her five-year tenure as a Pingry student, Ms. Kicenuik played flute in the orchestra, performed in one school musical, was a cheerleader and, in her senior year, the Editor-in-Chief of *The Pingry Record*.

"I feel like I have a good sense of what life is like here as a student and hope that that knowledge will make me a better teacher."

Ms. Kicenuik also said that she is very excited to teach some of her favorite books from

Pingry's English curriculum.

"I'm now teaching pretty much the same curriculum I learned in the same classrooms that I learned in. It's a surreal experience. Everyday feels like déjà vu," she said.

As for the inspiration behind her teaching style, Ms. Kicenuik cites the Pingry faculty themselves.

"I have always had tremendous respect for the teachers here. I'm taking most of my cues right from them—from

positive experiences that I had in their classrooms," she explained.

In the near future, she hopes that she will be able to create an elective discussing her favorite author, Jane Austen.

This fall, Ms. Kicenuik will also act as an assistant coach to the Junior Varsity girls' soccer team. She will continue her coaching responsibilities in the winter and spring, although right now, it remains unclear in what specific capacity.



C. Chong (VI)

Davlin Looks to Spread Creative Writing

By ZACH RING (III)

After attending Tulane University and teaching at New York University and Lafayette College, Ms. Alisha S. Davlin has joined the community as a full-time English teacher.

In addition to a B.A. in English from Tulane, she has an M.F.A. in creative writing from NYU and has written several novels.

Ms. Davlin was introduced to Pingry by her fi-

ancée, Paul Simon '84, a Pingry alumnus. Once she visited, she knew that she wanted to teach here.

Ms. Davlin was attracted to Pingry because of the sense of community. She notes how the teachers and coaches have a strong bond with the students and families. Teaching at colleges "does not bring the same

sense of community as teaching at high schools," Ms. Davlin said.

Davlin said.

So far, "Pingry has been the right choice," Ms. Davlin said. She notes how the students are honorable and that "the kids are excited to learn." She also likes that the classes switch each day and she is excited to "see the different ideas that each class brings."

Ms. Davlin says she enjoys "planting seeds of ideas."

Ms. Davlin is currently teaching three English 9 courses and one English 10 course.

She is also advising the new creative writing club. The first meetings have already taken place.

"We expect to be quite diverse in our submissions," Ms. Davlin says, "and will be seeking poetry, short stories, novels, screen plays, and spoken word performance pieces — all in the hopes of getting work published, shared with the community, and submitted to a wide range of literary contests."

She makes a point that the meetings are very relaxed and students do not have to stay for the entire meeting. The meeting times are flexible, and students meet once a week during CPs on Mondays. (The meetings are held in Room 336).

"My main goal is to create a safe, nurturing environment where students feel free to take chances," Ms. Davlin said. "I'm hoping that students will experiment in new forms."



C. Chong (VI)

chaperoning the eighth grade mid-September trip to Wash-

ington, D.C. and was glad "to know Form II better."

Born and raised near Chicago, Illinois, Ms. Brown then attended Williams College, "a small liberal arts college in rural Massachusetts," where she majored in Political Science.

Thus far, Ms. Brown is delighted with Pingry and considers the faculty a "wonderful group of scholars and people."

"This year's group of new teachers has been made to feel very welcome," she said.

This fall, Ms. Brown is assistant-coaching the middle-school girls' soccer team, where she hopes to spread her influence beyond the classroom—and embark on yet another adventure.



M. Skiba (V)

A Different Kind of Relaxing Summer

By RICKY ZACHARIAS (V)

When a friend of mine told me in the spring that she'd be spending chunks of her summer at a summer house on Block Island, I couldn't summon any expression greater than a mild smile to appease her. I suppose I'm not well-equipped to deal with her statement; I can't muster much vicarious delight about summer houses, having never really stayed in one myself. Other friends of mine told me their equally uninteresting plans, and I also feigned some weak excitement about those. Is something wrong with me? What isn't fun about spending the whole summer staying at home and going to parties, or going to study at some gorgeous university for a few weeks, or any of a few other Pingry summers? Nothing. They're great fun, of course. And yet, I'm still unsatisfied.

For the majority of most of our lives, we've lived comfortably on the East Coast, turned up the air-conditioning when it was too hot, and gone shopping with materialistic fervor. That's certainly something I feel quite at home with, as does much of the student body. But doesn't anyone want to see what else there is on this planet? This past summer, I experienced the glorious opposite to my conception

of the summer home.

First, I spent a little over three weeks in Ecuador with a group called Road Less Traveled. For 10 days, we were exposed to the depths of poverty as we lived among people who had no understanding of New York City or I-78 and who did not speak a word of English. Then, we spent two days whitewater rafting the headwaters of the Amazon, before staying on the Galapagos for nearly a week. To experience all of this alone or with family would have consti-



Courtesy of Google Images

Ricky Zacharias traveled to the Galapagos Islands.

tuted a vacation; to experience it with a group of teenagers from around the country made it an adventure.

A week after arriving home from Ecuador, I was off to Wyoming for another adventure. This time, it was a three-week course in backcountry rock-climbing run by the National Outdoor Leadership School (NOLS). This company has a terrific reputation in its field for leading intense trips with a curriculum based on leadership in the context of hiking, climbing, backpacking, and a dozen other activities. I wasn't well-acquainted with climbing beforehand, but immersion

consistently: I was often hours away from a hospital bed (that is assuming a helicopter was nearby) and days if it was not. I had to cope with food that didn't necessarily tickle my palate, and I sweated hard for hours routinely. My daily rituals had to be completely reworked.

Yet not all of it was such labor. In Ecuador, I laughed until I cried each day for two and a half weeks straight. By the rock face on NOLS, I was part of a hilarious freestyle-rap-plus-beatbox trio. I met some of my favorite people, and saw them not in the context of torpid daily life, but in that of an expedition. I can understand that lying around the house, or partying, or attending some university can be stimulating as well. One could probably create wonderful relationships and memories in good, old New Jersey. But isn't it more exciting to break from the ordinary? Isn't it more engaging to explore a new frame of reference? Isn't it more fun? A trip like one of these may be the perfect present for yourself. It will enthrall you, entertain you, and ultimately change you. Like a gorgeous scar, I'm forever altered for the better by my adventures into the backcountries of the world, and I will never forget them.

Links for more information:

nols.edu
roadlesstraveled.org
overlandadventures.com
outwardbound.com
broadreach.org

into a world where tiny metal devices are all that kept me from falling hundreds of feet to my untimely death (take a breath) got me enthused fast. Neither of my trips gave me all of the luxuries of home. Particularly during NOLS, some of the most basic needs were out of reach

Seeing the World from the Top of Mt. Rainier

By SAM MACKOFF (IV)

Mr. Rainier, standing at 14,410 feet, is the training ground for most U.S. mountaineering expeditions to Alaska and the Himalayas. On Mt. Rainier, many different kinds of terrain can be found for climbers of any experience level.

This summer, I climbed to the summit of Mt. Rainier with my brother and dad. We made this trip with a guide service because none of us had any previous mountaineering experience.

In late July, we boarded a plane to Seattle and then drove to Rainier Base Camp, which is just outside Rainier National Park. The mountain can be seen from anywhere in Seattle and in the National Park because it towers over any other mountain in the area.

We spent a day on a snowfield learning many different techniques for the climb. We had to learn about using our crampons on steep snowfields, how to travel in rope teams, and how to stop ourselves using our ice axes in case of a fall.

The next day we hiked up to Camp Muir at 10,000 feet, where we spent the night. As we got above cloud line, we could see many distant mountains and cities. At Camp Muir we got our packs ready for the final climb, ate dinner, and went to bed at six.

At twelve, the guides woke us up and we strapped on our harnesses and crampons. After we were roped up, with ice axes in hand and headlamps on, we began our climb. Although it was pitch black, I remember stepping over several crevasses with no visible bottom.

The first section was Ca-

thedral Gap, a steep gap in a cliff covered with dirt and loose rocks. After we got over this, we came upon a large snowfield called the Ingram Glacier. From here, we began our ascent of the Disappointment Cleaver, which we were told was the steepest and most dangerous section of the climb. The Cleaver was full of steep ice and loose dirt and rock. After carefully climbing over this section, we covered the remaining 2,000 feet of elevation on a steep snowfield.

By this time we were at 12,000 feet; at this elevation, I could barely breathe and was extremely hungry. During our breaks, we would just throw on our down parkas and eat as many power bars as we could.

Finally, we reached the top at eight in the morning without any accidents. We spent an hour on the summit, enjoying the view and writing our names in the logbook.

The descent was much scarier than the ascent because we could see all of the dangerous elements that had been hidden to us in the dark. Many cliffs and 100-foot-deep crevasses that we had stepped over and not noticed could now be seen.

We made it down safely despite one incident in which my brother lost his footing while walking down the steep snowfield on the Cleaver. Luckily, I was able to jam my ice axe into the snow before he dragged me down with him.

Being on the top of a mountain like Mt. Rainier gave me a great feeling of accomplishment. Following the trip, I have acquired an interest in mountaineering and look forward to climbing more mountains in the near future.

Japanese Culture Experienced First-Hand

By JENNIFER SOONG (IV)

This summer, I indulged in a cultural adventure by traveling to Japan with my family. My journey began at 4:30 AM on July 20th, when my alarm clock told me it was time to wake up and catch a plane flight halfway around the world.

I arrived in Japan 15 hours later. My first impressions completely contradicted my previous notions of what Japan was supposed to be: Benihana restaurants and Sailor Moon girls in cute school uniforms and pigtailed. In fact, as I traveled from Osaka to Kyoto, I saw everything from modern cities to ancient palaces and temples. I realized that Japan was a place where tradition met modernization — a fusion of the past and the future.

During my trip, I visited the Toaiji Temple, where I saw the Great Buddha. When I arrived, I was required to take my shoes off. Inside the temple, there was a Buddha that rose to the ceiling. The Japanese people believed that if a person touched a certain part of this Medicine Buddha, his or her own corresponding body part would be healed. This particular temple also contained a pole that had a hole through it. The Japanese believed that if one could fit through the hole, he or she would receive good luck.

As my journey in Japan continued to unfold, I found some things I liked, and some

things that I didn't. I found myself absolutely detesting their tofu ice cream, which I had to throw out after one bite.

On the other hand, I fell in love with the local people as well as the street markets where they worked. During

means "hello" in Japanese.

During my 9 day-7 night trip, I also experienced a whole new taste bud. Rather than the typical sushi and teriyaki meal, I went to local restaurants and ordered food from plastic samples in window displays. I also

ditional white-powdered face geishas dressed in stiff cloth kimonos scurrying down a local road. I also visited a bamboo garden, went to a popular Japanese natural wicker spring, and saw the making of Sake, a Japanese liquor.



Courtesy of J. Soong (IV)

Soong stops for a photo-op in front of a Buddhist temple.

my trip, I visited many street markets where people would sell things from fresh eel to hand-sewn kimonos. As I passed by each shop, the local people would all politely nod their heads and say a warm "Konichiwa," which

had traditional Kobe beef as well as a formal Japanese banquet, with more than twenty dishes in tiny bowls and boxes.

When I traveled to Kyoto, I went geisha-sighting. I was lucky enough to see two tra-

I hope I can return to Japan one day and relive the journey I experienced this past summer. I saw a new side of Asia and will always remember this trip as an expedition filled with fun and cultural diversity.

Eukaryotes and Yeast In a Summertime Lab

By MAX HORLBECK (VI)

Before this past summer, I thought that all summer internship-type arrangements were the same: long hours, menial tasks, no pay.

In spite of my fears, though, I was very interested in biology and chemistry; thus when it came time to decide what I wanted to do for the summer, interning in a lab was the obvious choice.

I figured I would be getting some kind of lab experience by simply being around real science. In the worst-case scenario, it would be something to pad my college application.

Luckily, when I started looking around and applying for a job, I had a bit of a leg up. My mother, who switched careers mid-life, had recently done a lot of work at Waksman, the Rutgers Microbiology Institute. She pointed me to the nicer professors, who showed me around their labs and spent a fair amount of time describing what type of work they did. They all promised to get back to me if they had space in their lab.

Only one professor, Dr. Andrew Vershon, did get back to me, and I started work at the beginning of July. My low expectations were blown away immediately. Not only were the hours flexible, the job involved a small stipend, and I was given my very own project on the

first day.

The lab worked with yeast, a fungus that makes bread light and fluffy and is surprisingly interesting to study. Yeast is easy to work with and store, but, as a eukaryotic organism (think ninth grade biology), it has a lot of genetic similarity to humans.

One protein found in both yeast and humans, called Sir2, has been shown to be involved in longevity. In fact, Sir2 is sometimes referred to as a "fountain of youth" protein.

Unfortunately, I was not working on a death vaccine or anything like that. Essentially, I made a number of mutations of the protein to see how different parts of it worked.

While that may not sound especially interesting to some, I found it exciting to work through and troubleshoot the whole process and witness the concrete results. Some of the data proved interesting, and I presented my work at a weekly lab meeting towards the end of the summer.

At no time did I ever feel overwhelmed by the work because the other people in the lab were knowledgeable and always happy to help.

I also participated in a number of other exciting things, including a major yeast conference at Princeton University and inter-lab soccer and Frisbee games. The whole experience gave me a taste of both college life and the research world.

Belgian Film "The Alzheimer's Case" Not for the Weak-Hearted

By AUDREY LI (IV)

If you're bored by the same predictable, commercialized movies, then perhaps you should watch *De Zaak Alzheimer*, or translated, *The Alzheimer's Case*. This Belgian movie, based upon a novel by Jef Geeraerts, is a direct contrast to the happy and superficial movies that seem to overwhelm theaters and advertisements; its serious tone and sad themes depart sharply from that road of triviality.

Jan Declair, a veteran Belgian actor, plays Angelo Ledda, a professional hitman who is slowly succumbing to Alzheimer's disease. In one scene, he is having lunch with another hitman when he says that he is too old to kill anymore. His friend responds that hitmen can never retire. Knowing this is true, Ledda silently acknowledges his friend, then asks the waitress for some fries. The waitress, puzzled, replies that he already asked for fries only a few minutes ago. Afterwards, Ledda visits his older brother, who has Alzheimer's, in an institution; the nurse describes his symptoms to him. Ledda stares at his brother, then says that he knows what they are.

Here are the first signs of Ledda's Alzheimer's, and the first signs of his dignity being lost. He stares bitterly at his brother, knowing that he too will someday be resigned to

sitting in a chair, never recognizing the ones he once held dear. Even now, he relies on his pills. Even with the help of his pills, he still must write what is important on his arm in black marker.

Later, his employer orders him to kill a child. Ledda refuses, and angrily tells his employer that nobody in his business would be so dishonorable. The next day, however, the child is found

employers, and at the same time, leaves hints for Vincke and Verstuyft. He becomes a vigilante of sorts, killing those he believes deserve death.

Jan Declair's performance in *De Zaak Alzheimer* is extraordinary. He merges himself with his character, and throughout the movie, he resonates a sad sort of pride and haughtiness. At the end, he beautifully portrays the actions and impulses of a desperate, dying man, determined to have the truth manifested.

Director Erik Van Looy skillfully portrayed *De Zaak Alzheimer* as a web of corruption, aristocratic perversion, and frustration.

The language spoken in this Belgian movie is a mixture of French and Dutch; for those who are not accustomed to reading subtitles, this may prove aggravating. However, that is no reason to avoid this movie. Even without language, the powerful acting creates a poignant and moving film.

De Zaak Alzheimer is rated R for violence, sexuality and nudity, but that should not deter viewers. I believe that we are all mature enough to watch this movie.

I admit that when I first decided to watch it, I thought I would hate it for its depressing mood, but afterwards, I realize that the solemn feel only makes this movie better.

For those who love touching, sad movies, this is a must-see (but bring tissues).



Courtesy of Amazon.com

dead. Enter Detective Vincke and his partner Verstuyft. They had been trying to crack a case on child prostitution. However, their leads are all lost once the child, a prostitute they had rescued, is found dead.

Ledda knows that he has little time left to live, so he decides to avenge the girl that has died. He turns against his

Timberlake's Newest Album Makes Up for Past Failures

By CONNOR SHEEHAN (IV)

Justin Timberlake's new album, "FutureSex/LoveSounds," is definitely not what you'd expect, for better and for worse.

Although the former front man of *N Sync has matured since his 2002 Timbaland-produced album, "Justified," some of his attempts to demonstrate that maturity have been severely misguided.

The album opens up with the title track, which sounds like a track from one of his pop predecessors, Prince. Timberlake is even quoted as saying, "The only reason I didn't name it 'Purple Rain' is because it was already taken."

This disc also has its fair share of funk tracks, an oddity in today's pop repertoire. "Damn Girl" has an acoustic drum track, an organ track, a horns section, and harmonic vocals reminiscent of Curtis Mayfield.

"My Love" has many quirks, whether it is Timberlake's sporadic beat-boxing or the creepy, high-pitched, almost cartoon-ish laughter that sounds like the background voice in *The Smiths'* classic, "Bigmouth Strikes Again".

The album's finale (and saving grace of the rest of the love songs) is the Rick Rubin-produced ballad, "(Another Song) All Over Again," a classic serenade that is reminiscent of Aretha Franklin. Surely it is a love song that shall be played at every Bat Mitzvah and Sweet Sixteen for years to

come.

Probably the best moments on this album involve individual songs that work. The hit single "SexyBack" is a four-minute, radio-

sadly, it is far from the hoped-for perfection. The most glaring fault is the anti-crack testimony entitled "Losing My Way." It's a moderately catchy tune,



Courtesy of Google Images

friendly, raunchy dance track that is an instant classic; in the context of the album, it's even better. With the vocal quality even fuzzier and the beat even more mechanical, it's one of the best pop songs of the year.

Another great song is "Let Me Talk to You Prelude/My Love." The prelude is a track with both Latin and house influence, in which Timberlake and Timbaland talk about their plans for a girl and how they should talk to her first. The finished product is a back and forth between Timberlake and Timbaland, including random indecent proposals. Eventually, it transitions into a trance-pop love song that features T.I.

FutureSex/LoveSounds may be a good album, but

but listening to Timberlake talk about how he "couldn't put down the pipe" is just ridiculous.

One problem is that *FS/LS* wasn't made for hit singles: every song except for the first track is over four minutes long, and five out of the twelve are two part songs, with preludes into other tracks at least four minutes long. While he made a respectable effort to create a masterpiece, Timberlake struck out.

At certain intervals throughout the album, Timberlake tries his hand at soft-rock, e.g. the entirety of "What Goes Around.../... Comes Around Interlude," with its background sitar loop, its arpeggio guitar riff, and its very basic, very recycled drum track.

One of the most embarrassing mistakes in pop music, though, would have to be the crunk-pop anthem "Chop Me Up," featuring Three 6 Mafia. The cameo is pretty solid, but everything else leaves much to be desired. There is a slow chant of the title through the chorus and Timberlake's whiny falsetto is just plain ridiculous.

All in all, the disc is at least worth a serious listen, if not your \$9.99. Timberlake has made a couple of serious steps up as far as musicianship is concerned, but for every great thing about this album, there's a bad thing staring you in the face. There's certainly greater things to come if he continues to grow throughout the remainder of his career.

Larson Infuses Drama into 1883 Chicago World's Fair

By NICK RICE (III)

Erik Larson's *The Devil in the White City* documents the 1883 Chicago World's Fair with the facts of a textbook, but the mystery and drama of a novel.

The author covers two fascinating stories at once: one is an account of the architects struggling to design and build the fair in a minuscule time period with the added pressure of the nation's expectations, and the other is the lesser-known story of Dr. H. H. Holmes, a sadistic murderer who uses the commotion surrounding the fair as an opportunity to kill.

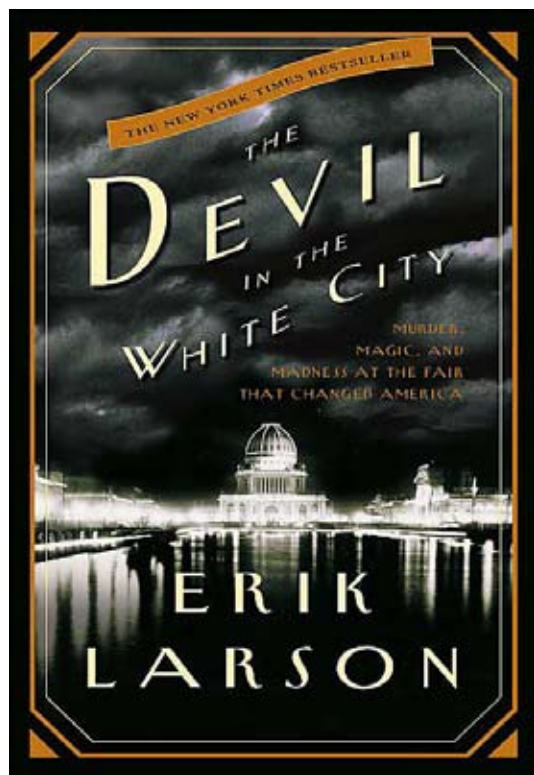
After a rigorous election process, Chicago is chosen as the site to host the 1883 World's Fair. The city's "irresistible...savage drive towards wealth and power" seems perfect to demonstrate the United States' ambition to the world. A panel of architects is selected and the planning stages begin.

The architects are faced with a seemingly impossible task: to match the architecture of the previous World's Fair site – the Eiffel Tower.

The story begins slowly, as names, dates and aliases abound. The first chapter is a trip into the mind of the killer as he enters the "smoke and darkness" of 19th century Chicago. The next is about planning the fair. The book continues to skip between plots in a quite confusing manner.

The tale of the architects centers on two figures: Daniel Burnham and George Ferris. Burnham was a brilliant engineer and was the driving force behind the World's

son documents Burnham's trial-and-error process of



Courtesy of Amazon.com

City" for its white buildings and classical architecture. Larson also records the works of Ferris, who developed the attraction that truly set Chicago's fair apart: the first Ferris wheel. The ride stood 250 feet tall and had 36 cars, each of which held 60 people, including one car carrying a full band to provide music.

The story is fascinating, but a little drawn-out for the average teenage reader.

The tale of Dr. Holmes is slightly more interesting. Holmes, born Herman Mudgett, entered Chicago posing as a doctor. He opened a pharmacy and got to know the locals, gaining their trust

with his seeming geniality. He also proved irresistible to women due to his charm, confidence, and reassuring nature. Eventually, Holmes bought a building and opened an elaborate hotel for the fairgoers. No one was suspicious of windowless rooms, or a soundproofed, safe-like chamber in the basement, nor did anyone cry foul play at the disappearances of his young female secretaries. Caught up in the commotion of the fair, no one, not even the police, could put the facts together. The accounts of Holmes's horrifying murders are not graphic, but they take on a new dimension of terror when the reader remembers that the novel's events actually occurred.

The *Devil in the White City* is a fascinating, one-of-a-kind non-fiction work. The story is frightening, yet intriguing. Though it may get a little dull at some points, the book proves well worth the read.

DOWNLOAD NOW:
"Damn Girl"
"SexyBack"
"(Another Song) All Over Again"

Indian Dance Recital Benefits Charity

By CATHERINE CHONG (VI)

On September 8, 2006, Ameesha Sampat '06 and Neha Sampat (VI) raised over \$1900 to help sponsor open-heart surgery for a child in India for the organization Hearts Across the Ocean. They raised the money by performing Bharatnatyam Dance Recital at Haridham Indian Cultural Center in Lake Hiawatha. The sisters have been taking dance classes with the teacher, Guru Nirali Vakharia of Randolph, for eight years.

Hearts Across the Ocean is a not-for-profit corporation. All operations are performed at the Amrita Institute of Medical Sciences (AIMS) in Kerala, India. After each operation, the hospital sends a photo and information via email about the child, and Hearts then forwards the material to all the young people who participated. Each operation costs about 2500 dollars.

Neha is a senior and the recent alum, Ameesha, is now a college freshman at Northwestern University. Having already performed twice for the organization, the girls decided to dedicate this performance to the organization and receive donations in lieu of receiving gifts.

"When Neha and Ameesha approached me a few months ago and asked me if they could dedicate their performance to Hearts, I was thrilled," said Hearts Across the Ocean founder and director Mark Watson.

In the past, Mr. Watson has organized fundraisers

with the New Jersey Youth Chorus, several famous opera stars, Broadway stars, and various schools in the tri-state area. Mr. Watson, himself a professional singer, performs regularly with these music groups. Watson, however, tries to deflect the spotlight from himself to the younger people who volunteer to help.

"Our goal is to show young people how easy it is to make a difference in the world, to inspire them to reach out on their own. We are planting a seed. And I am proud to say that that seed has grown and is already bearing fruit. Many young people who have participated in other Hearts projects have come back to me and asked about doing another. In fact, that is how the organization started. After our first operation, it was the kids who came to me and asked me if they could do another," Watson explained.

Watson has obviously succeeded in his efforts because the Sampats were so moved that they dedicated their last dance performance, Bharatnatyam Arangetram, to the organization. The word "arangetram" comes from a Tamil origin, "Aranga" meaning a raised platform and "Etram" meaning climbing - literally, "to ascend the stage." Bharatnatyam is the name of the specific type of classical dance.

"We know that Hearts is a great organization, and Mr. Watson is a dedicated fundraiser," said Ameesha. "The night was a great opportunity not only to raise money

Fall Television Season Brings Hybrid Genres, Smart Storylines, and Fresh Ideas

By EVAN ROSENMAN (V)

The new fall television season brings a large contingent of high-concept, serialized shows with big names both in front of and behind the camera. Among them are James Woods, star of *Shark*; Ray Liotta and Virginia Madsen, stars of *Smith*; Salma Hayek, producer of *Ugly Betty*; and *The West Wing*-creator Aaron Sorkin of *Studio 60 on the Sunset Strip*.

If last year's television season demonstrated anything, it was that viewers are increasingly unlikely to change their habits to accommodate a new series.

Last year's batch of shows was surprisingly strong, with the potent *Invasion* and *Commander in Chief* leading the way. Only a handful of these debuting series, however, actually survived for a second year.

This season, networks have done away with many of the typical CSI-rip-offs and pushed for some sur-

prisingly innovative ideas and high-risk shows. The results have so far been somewhat mixed.

The year's best offering to date has been *Studio 60*, Sorkin's multi-layered dramedy focusing on the backstage antics of an SNL-style late-night comedy sketch show. Its pilot was surprisingly compelling, with well-drawn characters brought hilariously to life by Matthew Perry, Bradley

Whitford, and Amanda Peet. The plotline itself walks a fine line between the humorous and the bittersweet, opening with the on-air meltdown of a seasoned TV veteran and closing with the triumphant return of two hit writers. Though Sorkin's stylistic idealism is as omnipresent as it was on *West Wing*, it is well integrated into *Studio*, and the results make for excellent television.

Studio's Monday night counterpart, *Heroes*, is similarly intriguing though slightly less polished. The X-Men-like series follows several ordinary people who develop superhuman powers and struggle to understand their epic destinies. While the dialogue and acting sometimes leave much to be desired, the show's mysterious tone and overarching themes mesh well to create an enjoyable, if self-important, series.

Completing the NBC trifecta is *Kidnapped*, a tautly written drama following the abduction of a millionaire's teenage son. Though its minimalist style is a bit jarring at first, the series is bolstered by a phenomenal performance by Dana Delaney as the kidnapped boy's frenetic mother. Jeremy Sisto also shines as a quirky private investigator who battles an FBI agent for control of the case. *Kidnapped* currently vies with fellow newcomer *The Nine* for the title of the best of the four hostage dramas to premiere this season.



The cast of the new drama "Studio 60."

Courtesy of Google Images

for a wonderful organization but also to show our friends and family classical Indian dance."

Bharatnatyam is believed to be the oldest of all forms of classical dance in India. It draws primarily from the ancient Indian texts of dance. The *Natya Shastra* from the 2nd century A.D. is the oldest available text on Hindu dramaturgy as composed by

the sage Bharata, who explains that the Lord Brahma revealed the art of *Natya* or drama to him.

History aside, everyone agreed that it was a magical evening. Katie Di Mare, a senior at Morristown High School, said, "It was really amazing. I was so impressed and just happy to be there watching them. Ameesha and Neha have such great stage

presence. That is something that cannot be taught."

Mr. Watson agreed that the performance was a success for the organization and for the girls.

"Once a person believes he or she can contribute something meaningful, it is empowering. And what is more meaningful than helping to save someone's life?"

Fall Fashion Emphasizes Comfort and Muted Colors

By HANNAH GOLDSTEIN (IV)

For most, the gloomy thought of school days looming ahead brings about a feeling of dread. For many,

waking up at the crack of dawn to shower, dress up, and "look pretty" is a necessary evil, performed by many but enjoyed by few.

So the new styles should

come as a relief to most, because the one word to summarize fall trends is "comfortable."

First thing's first: no one considers blow-drying their

hair to perfection either fun or interesting, so why bother? Unless no blow-drying translates to 70's-style afro hair, skip the blow-dryer and get an extra fifteen minutes of sleep.

A word to the wise: for those difficult mornings when the alarm clock experiences short-term memory loss, tying unruly hair into a messy braid on the bus will not be considered a fashion faux pas.

Wear comfortable and convenient clothes to match your new hairdo. In other words, ditch the effort it takes to avoid Mrs. Hearst by ditching mini-skirts, tight tops, and the extra low rise jeans.

What this does not mean is throwing out some of last year's hottest looks: skinny jeans, puffy-sleeved blazers, and hip-length tunics. Pairing the skinny jeans with a loose babydoll shirt, mixing up a

clean blazer with a cozy wifebeater or cami, or balancing a tunic with the perfect pencil skirt will look just as flattering as any bare-it-all piece of clothing. As the adage goes, "a tube top may be sassy, but a sweater is classy."

Because fall is rarely a bright and cheery time of year, the runways have emphasized that this particular season's colors should always be complex and beautiful but somewhat muted. A good example would consist of a grape-colored camisole under a deep teal shirtdress (which, by the way, is one of fall's hottest pieces), possibly with cream-colored lace footless leggings.

Accompanying muted colors are muted patterns and materials. Adding lovely lace, soft silks, warm wools, and crushed velvets pays homage to the classic styles of the Victorian Age. Finally, it is important to recognize that outerwear can be stylish, too. To achieve that chic, autumn look, choose carefully: pea-coats and trenches are this fall's best bets.

So just remember to look cool but stay warm, and there is no need to sacrifice either beauty or comfort.



From top left: American Eagle Olive Trooper Skirt, Anthropologie Vellum Boots, Anthropologie AppleJack Blazer, Urban Outfitters Lace Trim Cropped Leggings, Abercrombie&Fitch Carly Sweater, Coach Suede Legacy Purse

Fall Sports Update: Strong Start

By CORI HUNDT (VI), SCOTT BISSINGER (V), JONATHAN REEF (VI), and CHELSEA GARBER (IV)



Courtesy of B. Morrison '64

BOYS' SOCCER 11-2

Led by captains Jeff Zimering (VI) and Austin Lan (VI), and co-captains Richard Bradley (VI) and Nick Devers (VI), the boys' soccer team has again gotten off to a solid start this season. This is reflected by their current 10-2 record and current drive to the finals of the Somerset County tournament. Although the team is relatively young this year, they plan on being very competitive in the conference and state tournament. Their biggest rival is Morris Catholic, against whom they hope to avenge an early-season loss.

The team defeated Montgomery and Bernards in the quarterfinals and semifinals of the county tournament, respectively, earning a spot in the finals against Hillsborough on October 28.

The numerous fans that attend each game have helped the team win some important game against strong opponents. Some fans have even brought more attention to the team by having pre-game tailgates at home games.



Courtesy of B. Morrison '64

GIRLS' SOCCER 12-1-1

Led by Coaches Andrew Egginton and Lindsey Holmes '99, the girls aim to win county, conference and state championships this year—an attainable feat considering their status as one of the top teams in the state.

Captains Katherine Sheeleigh (VI), Michelle Aueron (VI), and Liz Lan (VI) push the girls to excel as a team. With goalkeeper Casey Rupon's (V) seven shut-outs, Caroline Albanese's (IV) speed on offense, and Sarah Strackhouse's (V) leadership at center defense, the girls are looking forward to a successful close of the season with one of their strongest teams ever.

Looking ahead to next year, defender Kathleen Soo Hoo (V) notes that the "strong freshman class" will grant the girls successes in the future.



Courtesy of B. Morrison '64

GIRLS' CROSS COUNTRY 10-0

The 2005 Parochial "B" State Championship girls' cross-country team is ready to defend its title. The team has gotten off to an excellent start with dominating performances against Montclair Kimberly Academy, Cedar Grove, Morris Catholic, Glen Ridge, and Kinnelon.

Led by Erin Toner (VI), Hope Scott (VI), and Liz Zoidis (VI), the team also won the prestigious Newark Academy Invitational, with Erin Toner finishing second and five girls placing in the top seven. Valerie Naratil (VI), Stephanie Naratil (VI), Toland Lawrence (V), Olivia Delia (V), and Martha Gross (V) round out the girl's varsity squad.

This year's squad is very experienced with four of the top seven returning as varsity runners. One of the critical elements to the girls' team is "the pack." In all of the dual meets, the team tries to have as many runners as possible, usually five, stick close and run the race together. This enables them to push each other and be more successful in meets.

The girls team was ranked fifteenth in the most recent Star Ledger poll. Coach Grant's squad is gunning for a repeat of their 2005 State Championship performance.



Courtesy of B. Morrison '64

BOYS' CROSS COUNTRY 11-0

The boys' cross-country team is in prime position to retake the Non-Public B State Championship, as well as Prep B and Colonial

Hills Championship. With five returning members of its championship squad, the team is very strong.

The team's varsity squad consists of returning members Mike Martinson (V), Garrett Schuman (V), John Soo Hoo (V), and captains Chris Scavone (VI) and Dan Davidson (VI). They are joined this year by Matt Laforgia (IV) and Dan Schuchinsky (IV).

Their season started out with a stellar performance and victories against Glen Ridge, MKA, and Morris Catholic. They finished third in the tough Newark Academy Invitational, losing to state powerhouses St. Benedicts and Chatham. The team also defeated Arts, Cedar Grove, and Kinnelon in a quad meet.

In the most recent Courier News poll, the team was ranked number one in the area. Chris Scavone was also ranked as the fifteenth best runner in the state.

Mr. John Raby and Mr. Victor Nazario's team is finishing off a successful season and hopes to repeat their fine record from years past.



Courtesy of B. Morrison '64

FOOTBALL 1-6

Led by captains Russell Simpson (VI) and Ross Millard (VI), the football team looks forward to a solid end of the season. With new Head Coach Alan Stanfield at the helm, the team is trying to achieve more than it did last year.

After starting off slowly with losses to Boonton, Mountain Lakes, and Pennington, the Big Blue is determined to rebound. The team's main goal is to get a .500 record in order to make the playoffs. Although many starters from last year graduated and middle linebacker/running back Scott Lalli (V) tore his ACL, Simpson expects much improvement from every player as the season goes on. As always, many of their hardest games have already occurred at the beginning of the season.

With Tyler Parsels (V) at quarterback, Peter and Cary Corrigan (V) at wide receiver, and Simpson anchoring the defensive line, the team has both talent and potential. If the team manages to stay injury-free, they can make a good run towards the playoffs.



J. Louie (V)

WATERPOLO 6-7

The water polo team, led by captains John Kolb (VI) and Matt Laud (VI), expects another good season. Although it has lost several top players to graduation, the team is doing well and getting stronger as the season progresses.

With a broad array of students and one of the largest teams ever, water polo hopes to gain recognition as one of the best teams in the state; already, they beat archrival and perennial powerhouse Lawrenceville. The team's chances look especially promising after forcing The Hill School, one of the top teams in Pennsylvania, into overtime.

The team will need hard work, determination, perseverance, and teamwork to do well in the Garden State Invitational and against its rivals. With key players Gordon Peeler (V), John Guiffre (V), and Oliver Rogers (V), everyone is very optimistic about the team's finish to the season.



Courtesy of B. Morrison '64

FIELD HOCKEY 14-0

The field hockey team has once again gotten off to a great start. Their season began with a dominating 9-1 victory over Kent Place, followed by wins against Glen Ridge and Montclair Kimberly. The team also had an impressive 4-0 victory over Mountain Lakes, the fifteenth ranked team in the state.

The team, led by senior captains Charlie Wagner, Brittany Gildea, and Marissa Waldemore, has a record of 14-0. Leslie Springmeyer (V) has also been a contributing force on the attack.

In the most recent Star Ledger New Jersey rankings, the team was ranked sixth in the state. The team has important games coming up against Colonial Hills Conference rival Boonton. The team looks forward to another successful campaign and is in a good position to make a strong run toward the county and state championships.



Courtesy of B. Morrison '64

GIRLS' TENNIS 18-3

Girls' varsity tennis got out to an amazing start with their singles players Robin Moore, Chelsea Garber, and Sandra Hough and their doubles teams Aly Kerr partnered with Jackie Reef, and Natalie Battista partnered with Jordan Homer.

With senior captains Hough and Moore and their Coach Gary Miller, the team has had some major successes. The first doubles team of Kerr and Reef recently competed in states for first doubles. They went through four tough rounds and finally won the 2006 doubles state title.

The short tennis season rounded off with a victory over Cedar Grove High School this past Monday.



C. Chong (VI)

CHEERLEADING

After a compromising beginning, the squad has been able to persevere through the struggles of having only two girls (the captains) and emerge with a six member team.

Last year the team was headed by Coach Lisa Kretschman, prepared the squad for several Cheerleading competitions each season. However, with Mrs. Newman, a science teacher, heading the squad, the atmosphere has become more relaxed with goals of inspiring the football team as opposed to competing.

Regardless, the team is still highly motivated, and the squad put in special effort into Homecoming weekend to make it a success. Not only did the squad cheer for the game, but it also spread school spirit at the Alumni luncheon. While the girls only have two games left, including a Friday night game, there is no doubting their devotion to the school and the football team.

BY THE NUMBERS

16:04

Time it took Chris Scavone (VI) to win a race at Tourne Park this year.

5

Goals scored in one game by Jeff Zimering (VI), a new school record.

7

Current ranking of the girls' soccer team in the Star Ledger New Jersey Top 20.

4

Number of cheerleaders who are not captain.

14

Number of points scored by the football team in its first win of the season.

4

Number of water polo teams in the state.

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