

The Pingry Record

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NEWSPAPER

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VOLUME CXXXVII, NUMBER 1

The Pingry School, Martinsville, New Jersey

OCTOBER 8, 2010

More Construction at Martinsville Campus



Construction greeted students on their first day of school.

S.Meyers (V)

By **MARIEL KENNEDY (V)**

Many areas of the Martinsville campus have been under construction for the past seven months. It is projected that, with steady progress, the renovations will be completed by Parent's Day on October 9. More renovations are also scheduled to begin within the next year.

Currently, the facilities office is completing work on replacing the school's roof and skylights, refurbishing the clock tower, and extending the library. These changes should enhance the entry of the building, improve security and create more space for students and faculty.

Mr. Michael Virzi, Director of Facilities, feels that the new reading room will be "the best space in the building".

Mr. Miles Boyd, Art Department Chair; Mrs. Eileen Hymas, Library Department Chair; and Mrs. Alice Rooke, Trustee were key members of the committee that helped direct the design, working to ensure that the new facilities will be as aesthetically pleasing as possible.

Despite the many benefits that the renovations will eventually yield, some members of the community consider the process of constructing these renovations rather inconvenient. The current construction makes it difficult to access essential areas of campus, such as the library. For example, to access Library South, students must first enter the Hyde and Watson Gymnasium and then go through the multi-purpose room, where they then need to climb a flight of stairs. For

some, the quest is fruitless, because once a student finally reaches the library, it is rarely silent. The noises from the construction activities permeate the walls.

However, Ms. Eileen Hymas, Library Department Chair, believes in the importance of these renovations, saying, "Creating a student friendly study environment is of foremost importance. After the extension of the library is complete, it will be furnished with sofas, club chairs, lamps, and additional power sources for students to charge their laptops. We have been discussing renovating the library for several years. It is great that the Board of Trustees took our requests to heart and implemented our ideas to make a space that students can use well."

Many students are anx-

iously awaiting the completion of the construction so that they can make use of the school's new amenities. Yvonne Jeng (V) commented, "Although the renovations have distracted me from my work, they are necessary and I look forward to relaxing in the future reading room."

Within the next twelve months, three new construction initiatives are projected: a new sewage system, a solar project, and construction of the Headmaster's house.

With all these improvements to the Martinsville campus, one can't help but think, "Will Pingry ever get air conditioning?" Virzi explained that the putting in air conditioning is a gradual process. He intends to begin installation of air conditioning in the multi-purpose room and the faculty lounge by next summer. He also plans to replace the current air conditioning unit in the Library South with a more efficient system.

Virzi commented, "No matter how small a change is, it will improve the quality of a Pingry student's day-to-day activities. For example, chilled water piping was extended across the main entry to the south side of the building this summer, allowing for future expansion. Changes like this, as well as the future installation of air conditioning, are improvements all students can enjoy on a regular basis."

New Dean of Student Life: Mrs. Markenson



O.Tarantino (VI)

By **ROXANNE FEITEL (V)**

This fall, Mrs. Ridie Markenson joins the faculty as the Dean of Student Life, Head of Blue Key, Chairperson of the Honor Board, and an English teacher. She replaces Mrs. Joan Hearst, who left Pingry last spring for Lacordaire Academy after seven years of service as the Dean of Students.

After graduating from St. Andrew's School, Mrs. Markenson attended Syracuse University, where she completed a dual major in Journalism and English. She then matriculated at the Teacher's College of Columbia University for graduate school.

Mrs. Markenson comes to Pingry from Morristown-Bear, where she served for five years as

Head of their Upper School and an English teacher. Previously, she worked in admissions at the Riverdale Country School in the Bronx and at Little Red Schoolhouse in Manhattan

Mrs. Markenson chose to switch from Morristown-Bear to Pingry this year because she wanted the opportunity to teach more classes. Whereas she only taught one English class at Morristown-Bear, she now has two sections of English 9. One of her students, Evan Key (III), said he looks forward to her class every day. "Our class is really interesting, and Mrs. Markenson is one of my favorite teachers," he said.

So far, Mrs. Markenson's favorite part about Pingry has been how "welcoming and friendly"

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New Chef Greatly Improves Food



A.Logerfo (VI)

By **ALYSSA BAUM (III)**

Many students have been commenting that the cafeteria food tastes much better this year. The menu items not only sound good, but they taste good as well. It is no coincidence that the food started to taste better after Pingry welcomed its new Executive Chef and Assistant Food Service Director, Mr. Jay Glassberg. Mr. Glassberg, who is employed by Sage Dining Services and started working at Pingry last June, previously worked at Mount Saint Mary's Academy in Watchung. He has been a Certified Work Chef and a member of the American Culinary Federation since 1991.

The new and improved food has received rave reviews. Mikaela Lewis (III)

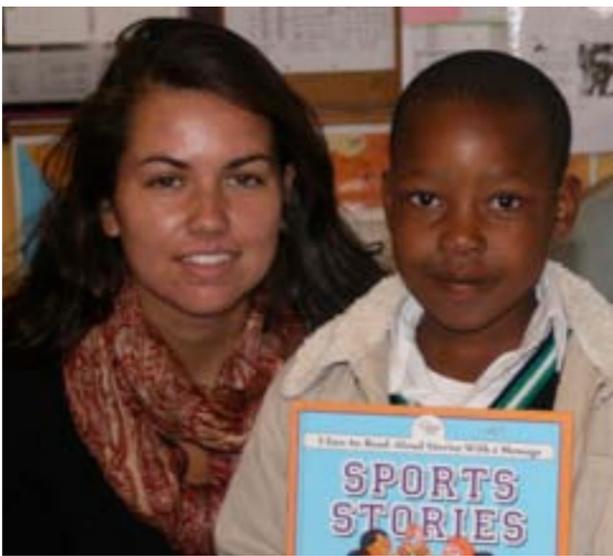
said, "I think the food is better this year because there is more variety." Caroline Dreyfuss (V) agreed, but added, "Some things are better, but other things are still the same." Josh Fishman (III) said, "I like the new mayonnaise and mustards."

Others have noticed that the fruits and vegetables are always fresh. Many students believe that one of the best cafeteria improvements is the expanded salad bar, which now includes a greater variety of options. As Mr. Glassberg said, "Everybody has been attacking the salad bar." There are new toppings such as homemade croutons, dried cranberries, and granola every day.

"We've been trying to

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Inside The Record



Courtesy of Ms. Boisvert

Chloe Carver (VI) with a student while on a summer trip to South Africa.

Fix Your Facebook

Roxanne Feitel (V) explains how to keep your Facebook profile looking respectable.

Fall's Latest Looks

Yumi Casagrande (IV) reveals how to dress for the upcoming season.

New Faculty Members

Thirteen new teachers add their academic and athletic experience to Pingry's resumé.

A "Green" Cafeteria

Marisa Werner (V) describes a new "green" way to address the problems of cafeteria cleanliness.

Eye-Opening Experience in Norfolk, WV

This past summer Sarah Park (V) went with her church youth group to repair houses in Norfolk, WV.

Salutations from Student Body President Will Bartlett (VI)

Bartlett states his goals for this year and specifically describes his main goals: Homecoming and Spirit Week.

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Slow Internet Speed Hinders Productivity

By **J. & R. OGHAZ (VI)**

When asked about the unreliable internet connection that has come to characterize the technological aspect of life at Pingry, Randy Falk (VI) responded with exasperation that it has definitely impacted him in a negative way by "making Farmville extremely hard to load."

Although they may have different reasons for doing so, many additional members of the Pingry community have expressed similar concerns. After returning from the senior trip, Vitor Oliveira (VI) said, "Even the internet at Great Wolf Lodge is better than Pingry's. Once, I couldn't even hand in a paper to my teacher via e-mail, just because the internet was so slow."

Likewise, Vicky Wei (VI) feels that the spotty connection at school is "really aggravating as a senior, because we need the Internet for our classes and college applications, and having a slow connection makes it harder for us to finish our work efficiently."

Ms. Megan Jones, who is a new member of the faculty this year, also notes that the slow internet is a "major hindrance." For example, her attempt to download documents to show to her World

History 10 class was largely unsuccessful and time consuming, with each link taking approximately five minutes to load. She now "makes sure to preload all media before presenting it in class."

Sites such as Moodle can also be difficult to use in school. Consequently, Ms. Jones has had to bring a lot of her work home, where she has access to a more dependable network.

History teacher Mr. Theodore Corvino has experienced the same difficulties in his American Dreams class, which relies heavily on current events. He often makes use of news clips from the internet to provide topics of discussion and asks students to provide links to relevant videos to watch in class. However, "the clips load slowly or pause frequently...just about every time". Nevertheless, Mr. Corvino feels that it is "the teacher's responsibility to prepare thoroughly ahead of time." He makes sure to avoid the slow streaming speed by first downloading clips onto Realplayer. However, this does not take into account impromptu discussions. In the past, Mr. Corvino has also had issues with group computer-based activities on laptops, "especially when the kids

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EDITORIAL

Believe it or not, students have a lot of power in the way things are run at Pingry. Most members of the Pingry community probably know by now that—more than 80 years ago—students created the Honor Code, and, until a few decades back, students voted on a yearly basis to keep it in place.

Although many students voiced their negative opinions of the senior trip last year to both fellow students and faculty, Luke Pounder '10 decided to write an op-ed about it. Thankfully, seniors this year went to the Great Wolf Lodge, still considered juvenile by some students, but irrefutably a much more enjoyable trip than last year's to the Funplex.

While The Record's "Word in the Hall" section may not be the most ideal method of communicating needs and wants with the faculty and administration, three of the six changes that students wanted to see in the school last April have been achieved—the cafeteria has better food, Will Bartlett (VI) is the Student Body President, and the cafeteria has started to serve sushi. The other two reasonable requests—freshman couches and being able to choose one's own exam schedule—may be instituted within the near future, provided that students make cogent arguments in support. With the introduction of Student Government updates to The Record, Bartlett will be able to keep us posted on his progress with these issues. (The sixth suggestion, that the school remove the pink bricks along the side of the building, is not only an impractical one, but also may have been a facetious one.)

The Dress Code was recently updated as a result of the insistence of Student Government members and other students. Even so, Andrew Hanna (V) argues in his op-ed that the Dress Code should "be rewritten from the ground up," and that it should continue to be evaluated. For example, does it really make sense to be required to wear pants until around May 1? Perhaps a future revision to the Dress Code will decree that all students be allowed to wear shorts if the temperature is over 85 degrees. Regardless of the eventual specifics of the Dress Code, if enough students continue to voice their opinions on it and propose reasonable modifications to it, the changes, if any, will take their views into consideration.

Perhaps the most impressive display of students utilizing their power and voicing their opinions culminated in the introduction of Honors Civilization to the curriculum. A student-proposed course expanding to fill two sections because of high student enrollment shows that, as Jasmine Oghaz (VI) wrote in her op-ed, Pingry "should really pay attention and respond to the thoughts of the student body."

These instances clearly illustrate that students' voices are heard at Pingry. The main lesson to be learned from these examples is that if, and only if, students speak up and allow their opinions to be heard can they hope to change things. Students are best positioned to report on what does and doesn't work about student life. If you're not happy about something, talk to Student Government representatives or meet with faculty members and administrators. Even write an opinion piece for this publication: where else can you present an opinion that the administration and faculty is sure to read? By providing reasonable, well-articulated recommendations for change, students, perhaps more than any other group in the Pingry community, have the power to make a difference in our day-to-day lives.

At the same time, because we have certain freedoms and powers that students at other schools don't typically have, we should be careful not to take advantage of them. (As Uncle Ben tells Peter Parker in Spiderman 2, "With great power comes great responsibility.") Let's remember that 90 percent of students voted last year in a survey that we should keep the Honor Code in place. Also, as part of a recent student-initiated addition to Convocation proceedings, we even sign the Honor Code every September in order to confirm our allegiance to it. Therefore we should live by it because it is ours.

Similarly, since we have the flexibility to modify the Dress Code, we should adhere to it. And because seniors gain privileges after a certain percentage of us hand in "off campus" permission slips, we should hand in the permission slips as soon as possible. Our responsible actions mean that our peers who have already acted responsibly will not have their senior privileges delayed. The same logic applies to the cafeteria problem. Since we have the ability to recommend changes to the cafeteria food, we should, as Dan Abend (V) urges in his op-ed, "truly take the responsibility [of]... cleaning up the dining hall." As the list of freedoms and powers grows, the list of responsibilities we have does too.

There are two sides to this coin. First, students should realize that we do have a voice in the community. Not only should we utilize this voice to help make Pingry the best place possible, it is our obligation as citizens of this community to do so. Second, we must realize that new liberties are accompanied by new responsibilities. I have no doubt that if we live up to our responsibilities, we will continue to be endowed with more and more freedoms and powers.

—Shaan Gurnani

Cleaning Up The Cafeteria Once and For All

By DAN ABEND (V)

By now, everyone is aware of the main issue regarding daily life on campus: cafeteria cleanliness. The cafeteria has sparked countless speeches and suggestions at assemblies and advisory meetings over the past eighteen months in all forms. Students and faculty alike have spoken about it while possible solutions have been traded back and forth between the administration and Student Government.

For months, however, the cafeteria's cleanliness has shown little signs of improvement, and now the administration has decided to take the next step in finding a solution: they have presented students with an ultimatum and are prepared to enforce consequences.

The majority of students were in morning meeting for Head of the Upper School Dr. Denise Brown Allen's address to the student body during the first week of school. Even those who were not in attendance that day have heard what the message was: either clean up the messes after lunch, or tables will be assigned to each form. Any dirty tables will result in the guilty students losing their frees.

To say that the message stirred up a great amount of conversation and controversy would be an understatement. Right after the assembly, my next class spent at least fifteen minutes discussing the announcement. Student and faculty responses ranged from irritation to contentment, with reasonable explanations for each person's emotion.

My own view is that because of its shock value, Dr. Brown-Allen's idea may jump-start the student body into really focusing on the situation.

What the idea lacks, however, is foresight; the administration fails to see what the negative



A cafeteria table that students failed to clean up.

A.Logerfo (VI)

results of its own system may be in the near future. Dividing the student body into strict borders by form is a recipe for disaster.

First of all, common sense dictates that people have friends in other grades and want to talk to these friends. Even though the tables would be intended to be divided by Form, how will it actually keep students from going over to other Forms' lunch boundaries and spending some time there to talk with their older or younger friends? To combat this situation, the administration would have to put faculty members on watch to ensure that no student strays from their own designated tables, creating a lunchroom border patrol, per se.

Also, what would the punishments be for breaking the rules? Obviously, loss of frees has been presented as the strategy, but what is the administration going to do with those students during their free time? Not everyone in a grade has a free period at the same time, so a mass scheduling issue would

ensue in trying to make sure all students of that form are in some sort of assigned study hall punishment during a time they would have a free period.

Would all of this scheduling chaos really be worth it for the week or so that the problem grade is serving its punishment?

Finally, let's look at the facts. There are the select few in each

grade who harbor animosity towards other grades and want to see them get punished for the malicious minority's own

amusement. Setting up a situation in which forms are punished for the filth of a certain section of the cafeteria is an approach just begging to incite feuds. Who is to say that a student — a member of the sophomore class, for example — would not decide to put some of his lunch scraps in the area designated for the freshmen, and then watch as the freshmen are punished wrongfully while the sophomore laughs his way to his own free period the next day? The point is, this plan of action cannot

work in the long term.

I understand that the administration and Student Government have spent months toiling over a possible solution that could fix the issue in the cafeteria once and for all, but the new system is not the correct way to do it. At this point, what the student body must do is realize that the only way to prevent possible situations like the one the administration has proposed is for all of us to take on the responsibility of cleaning up the Dining Hall.

I know that the administration has already tried to get this message across with no success, but things are different this time. There are no more chances to fail: the buzzer has sounded and the clock is at zero.

Clean up your dishes, cups, and food. Clean up other dishes, cups, and food. In fact, force some of your peers to clean up the stray dishes, cups, and food. No matter how you do it, just clean it up, because if you don't do it now, in a few months, you may be getting forced to do so by the cafeteria border patrol. Let's face it: no one wants to have to deal with that.

Dividing the student body [...] by forms is a recipe for disaster.

Does The Dress Code Stifle Creativity?

By ANDREW HANNA (VI)

Upon walking into school each morning, I find myself in a sea of brightly colored polos. Every so often, I see a button-down shirt tucked in or perhaps a sweatshirt on a particularly colder day. The majority of the guys, however, are wearing polos. They are worn in the winter when it's freezing, and they are worn in the spring as it gets warm. I see them year round and, quite frankly, it's starting to drive me insane.

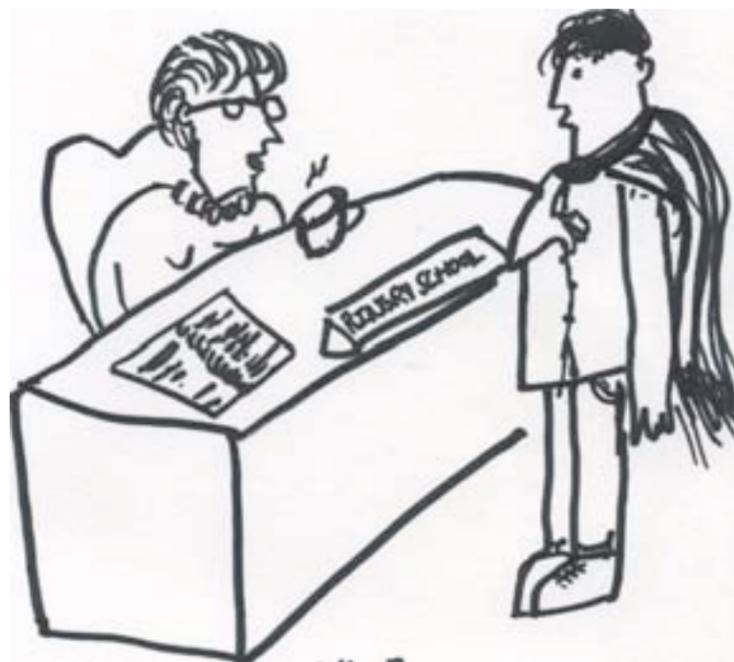
I can't effectively comment on the Dress Code as it relates to girls, considering that I am not one myself. I don't know

what it's like dressing to fit that mind-boggling list of restrictions placed on females. I can comment on how it feels to be a guy given a simple and spare set of rules to follow. The Dress Code states that "boys must wear pants or slacks with a sweater or collared shirt. Dress or collared shirts that button the entire length of the shirt (e.g. oxford-style) must be tucked in."

Seems simple enough. Pants and a shirt with some sort of collar. But why does it generate

such a negative response? I have personally nursed a grudge against the Dress Code ever since I came to Pingry in 7th grade. Over the years, I came to realize that the Dress Code has merely served to foster bitter feelings between the student body and the administration. What purpose then, does the Dress Code serve?

The original rationale of the Dress Code is to have students dress in a "respectable" manner. But the meaning of that word has changed drastically over a very short period of time. No one sees a kid wearing a T-Shirt and thinks



It's not the cape, it's that your shirt is not tucked in.

J. Freinberg (V)

"hooligan" any more. Jeans have become the de-facto leg wear in modern American society. Times have changed, and Pingry has not yet caught up with them.

I feel that a serious look should be taken at the Dress Code to see whether it actually serves a constructive purpose. We must ask whether it is kept for practical reasons or merely to placate a false sense of tradition. I would like the Dress Code to be rewritten from the ground up. This would allow us to get rid of absurd restrictions, such as not allowing brand names to be written on

clothes. Every 5 to 10 years it should be revisited and updated as needed.

The restrictions have forced me to think creatively about how I should dress. I've discovered that collared shirts can be casual, formal, or even fashionable depending on how they are worn. Clothing is one of the ways people (yes, even guys) can express themselves. But when that way is stifled, so is originality. Self-expression feels like it has been drowned in a sea of polos.

And seriously, why can't guys wear colored jeans? Come on.



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Facebook: How To Keep It Classy

By ROXANNE FEITEL (V)

We've all seen it - the notorious Facebook mirror shot. Although seemingly harmless, this online behavior, like many others, can expose you to the Facebook community as something nobody wants to be: a Facebook amateur.

Coming in as a new freshman to Pingry from public school, I'm not ashamed to admit that I had a few embarrassing pictures and habits on which I now look back and laugh. I had posted my fair share of "selfies" (self-taken pictures) and had used more than one emoticon at once. But with time and experience, I learned that the way you conduct yourself online actually has a tangible effect on your real-world life.

As most teenagers would agree, Facebook has become a fundamental piece of our social lives. It allows us to get to know new friends better through their profiles, to stay in touch with old friends on its messaging system, and to facilitate social gatherings and information more efficiently with groups and events. Of these applications on Facebook, the one that most affects your image is the individual profile.

The profile is where most novices run into trouble. Everything from the profile picture, which is prominently displayed next to your name, to the information about your favorite movies, music, and activities, can be customized to reflect your interests. But how do you portray yourself in a respectable, mature, and appropriate way?

As someone who has spent far too much time on Facebook these past few years and has seen *everything*, I believe that I have arrived at the Facebook Etiquette which everybody,

freshman or senior, girl or boy, should follow. Here, in plain English, are my fundamental rules for a profile of which nobody would be ashamed.

First, choose a profile picture that actually looks like you. This is what everyone will see when they look at your profile, so it had better match what you look like in person. Your face should not be obscured by a camera-flash in the mirror, nor should it be Photoshopped beyond recognition. A good rule of thumb is that if you spent more than five minutes posing or editing it, it shouldn't be there. Additionally, the

Even more atrocious is when you add excessive vowels or consonants to the ends of words for emphasis. "I can't waaaait to see youuuuuuu" does not convey any more emotion than its correctly spelled counterpart. Similarly, unnecessary usage of emoticons is frowned upon. While a strategically placed ironic smiley face can be funny, following every sentence with a smiley face, wink face, or sad face to express your mood is overkill.

These same rules apply when you decide to share your thoughts via Status Update. Please use discretion in terms of content. Generally,

post is displayed on ALL of your friends' homepages, and superfluous information quickly becomes annoying. By the same token, conversations with your BFF about the events of your day should be shared via Facebook Chat or text message, not Wall-to-Wall. Exchanges like "Hey, what's up?" "Not much, you?" are uninteresting to the general public. Save Wall Posts for funny anecdotes, videos or short messages that won't clog up everybody's News Feeds.

It is important to note that the aforementioned instructions are just guidelines. Every individual has his or her own personality, and therefore a unique Facebook personality as well. My suggestions are merely

Remember: the way you act online makes a difference.



V. Oliveira (VI)

picture should be YOU, not a professional athlete whom you admire or an embarrassing picture of a friend.

Equally as important as your picture is the content you share on friends' Walls and News Feeds. I can't stress enough how silly it looks when you "+yp3 lyk3 +h1\$" or abbreviate words that it would be just as easy to spell out fully.

your 800 Facebook friends do not wish to be alerted each time you take a shower, do your homework, or eat a meal. Furthermore, please do not use status updates as a venue to vent and complain about the many problems in your life. These thoughts would be better shared with a therapist than with the Facebook community. Remember that every update you

a guide to keep from embarrassing yourself or gaining notoriety for your irritating Facebook habits. If nothing else, please at least think twice before posting inane status updates or making a Photobooth picture your profile picture. Above all, remember: the way you act online makes a difference. We're all watching.

Student Government Update

Dear Pingry,

Salutations from Student Government! As I have already stated on more than one occasion, this year will be an important one for all of us here at Pingry. The main emphases of the past two meetings have been on Spirit Week, Homecoming, and being more accessible to the student body.

Planning more events to help raise school spirit is something that we've been talking about. A dance specifically for freshman and sophomores in the spring to coincide with Prom is one way to keep the younger grades involved, despite the fact that there is no "formal" dance for them. Also, by reviving the tradition of a school-wide bonfire, we hope to keep the Blue Army spirit up throughout the year.



S. Gurnani (VI)

Another one of our primary goals is to become more visible. One way we've decided to accomplish that is through this column, which will be a regular occurrence. We also plan on keeping students in the loop by offering a quarterly update at morning meetings.

To keep each grade more connected, we have decided to start holding Student Government grade meetings where each grade meets with its elected Student Government members. Thus, every representative will be able to effectively voice their grade's concerns. You are invited to attend these meetings; just e-mail your Class President for the time and location. That's all for now, so stay classy, Pingry.

Much Love,
Will

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

EDITORIAL

When February of my junior year rolled around, I, like the rest of my class, was completely exhausted and overworked by the multitude of tests, papers, practice SATs, and responsibilities that seemed to be multiplying by the minute. Consequently, I procrastinated finding a summer program until roughly April, when, as any good overachieving Pingry student knows, all the appealing programs are already filled up. So, by default, I decided that I would actually spend the summer at home this year.

After spending the majority of the first two weeks of June in bed, recovering all of my lost hours of sleep, I finally decided to be productive and find myself a job.

So, I sauntered into my local Cold Stone and asked for a job application. I filled it out and handed it to the manager, who came out to interview me. Jacki, the manager, is a really funny college student, and we hit it off immediately. She hired me on the spot.

I went home that day extremely excited and proud of myself. I couldn't wait to get started at my cool new job. So, I showed up at my first shift, a Saturday night, wearing hoop earrings and my favorite pair of platform sandals (I wish I was kidding).

Needless to say, I had a pretty miserable night. Not only did I make every rookie mistake in the book, like messing up a customers' order and counting out the wrong change, but my feet, arms, and legs were *killing* me. Turns out standing for six hours straight isn't so much fun. Oh, and mixing various types of candy into ice cream on a cold stone is hard work. So, at 11PM that night, after I had mopped the floors and done the dishes, I was fully prepared to inform Jacki that although I was having a great time on the job, my family had suddenly decided to pack up and move to a remote desert island far, far away from any Cold Stone franchises.

But I told myself that I would stick it out. I'll admit that I can be a little bit of a prima donna; I just learned how to do a load of laundry last year. For once, I wanted to do something completely out of the ordinary for me, to challenge myself. I know a lot of people reading this might be thinking "Come on, it can't be that bad," but going from not even doing chores to working 24 hours a week was a pretty tough transition.

I'm not going to pretend that I made any great contribution to society by working at my local ice cream store, but I definitely learned some very valuable life lessons. I realized how satisfying it is to make a total stranger happy, both by saying something nice and, of course, making them ice cream. I also had to learn the art of self-restraint; like any other store, Cold Stone has its fair share of obnoxious customers. Although at times, I wanted to snap and scream at whoever was making my life difficult, I knew the negative consequences would outweigh the temporary gratification. And I took a true sense of pride in ensuring that the store was left completely spotless at all times.

As Roxanne Feitel (V) said in her summer experience article, sometimes it's better to pick the "less glamorous option." I'll admit that, for the first few weeks, I considered the job completely beneath me. But I finally conceded that, instead of remaining totally miserable, it couldn't hurt to adjust my attitude. As a result, I gained valuable knowledge, made new friends, and even earned a good amount of money.

So, I urge you - as we begin the new school year, open yourself up to new experiences. Take a chance and sign up for an activity you wouldn't normally do, and not just to put it on a college application. Don't close yourself off to something purely because of preconceived notions. You can truly learn so much from anything, whether it's a class, sport, or club, as long as you're willing to try.

—Anisha Mohin

HOMECOMING DANCE

GI JOES AND JANES

OCTOBER 9

7-10 PM

Why Students Should Speak Up

By JASMINE OGHAN (VI)

An engaging class, in which students are eager to express their ideas, is often one that is either chosen or somehow shaped by the participants of the class itself. In most schools, however, this opportunity to impact the curriculum, or to build your own course load, is often nonexistent.

Moreover, without the ability to shape one's own educational path, there is little room for curiosity and honest eagerness. Although a student may still learn valuable things in a class that he or she is not passionate about, the experi-

ence becomes a lot more enjoyable when the material is interesting and truly appeals to the particular person.

Pingry is therefore unique because the students have a lot of leeway in their class choices. Furthermore, they can make a difference in the curriculum, as was showcased by the emergence of Honors Civilization, a new course that is being taught by Mr. Lee Hadvavny and was initially proposed by students.

The fact that Civilization is a student-initiated class that reflects the interests of other Pingry students is evident in its larger than expected enrollment. Thirty people

signed up for a brand new course reveals that a school should really pay attention and respond to the thoughts of the student body. This in turn would create a more democratic and open atmosphere that fosters true enthusiasm.

"So far, both sections have been outstanding, and there is a great deal of engagement. It seems that the topics covered in the course are things that students really want to talk, think, and debate about," said Mr. Hadvavny.

Personally, I have always

been rather reluctant to express my opinion on school issues, because I never really believed that my voice would be heard or that my thoughts were worthy of action. This new course, however, has proved my conviction

I never really believed that my voice would be heard or that my thoughts were worthy of action.

wrong. Therefore, I urge members of the Pingry community to speak out if they have any new ideas or legitimate concerns, because I am confident that they will be acknowledged or addressed in some way.

Using Michigan Safe Products To Go Green

By MARISA WERNER (V)

With good reason, students have received numerous e-mails and heard many morning meeting speeches about cafeteria cleanliness over the past couple of years. Plates and cups left on the tables — rather than placed onto the conveyor belt — affect more than just the appearance of the school's cafeteria. Not only does the cafeteria look sloopy, but the ongoing mess impedes Student Government's ability to create more fun events. As a member of Student Government, I know first hand how challenging this obstacle has been to overcome.

The faculty at Pingry is very approachable, and Student Government has a lot of potential to be effective and productive this year. However, first we need to clean up our act. The faculty be-

lieves that if we cannot keep the cafeteria clean, we will not be capable of handling larger and more complex school projects and events.

Recently, I presented a proposal to Student Government to address the cafeteria problem. I suggest we consider using Green Safe Products rather than porcelain dishes and plastic cups. Michigan Green Safe Products is a company that distributes environmentally safe alternative products for the food service industry.

All of the products are created from renewable resources, and all are compostable. For example, the silverware has the texture of plastic utensils, but is created from

corn starch. In addition, the plates, which are made from sugar cane, have a paper-like texture but are much sturdier than typical paper plates.

Utilizing these products would potentially make it much easier for everyone to clean up. Students would no longer have to empty their food into the compost pile and place their plates onto the conveyor belts. Instead, they would just throw everything away in the compost bin!

If put into effect, this system could also allow us to increase access to compost bins by putting more of them throughout the cafeteria. Students would have no legitimate excuse for not disposing

We could become an increasingly "green school" and get our cleaner cafeteria.

of their food.

Not only would these products help resolve the school's issues with cafeteria cleanliness, it is economically friendly. We would use less water and chemicals to clean the silverware and plates, and we wouldn't have to buy new porcelain plates to replace the ones that break.

We could become an increasingly "green school" and get our cleaner cafeteria at the same time.

So far, I have discussed these ideas with Mr. Hadvavny, faculty adviser to Student Government, and Dean Markenson, and I'm hoping to get the Green group involved.

Although the proposal is currently on hold while Student Government plans homecoming events and spirit week, we hope to return to these issues soon.

Using Technology to Aid the Environment

By ROXANNE OGHAN (VI)

"Go green" has become an exceedingly common phrase within the last few years. The Pingry community has carried out many projects, like composting the trash and setting up recycling bins, which have minimized the school's detrimental effects on the environment. However, as we are all bombarded with reading packets and various other paper materials, it is apparent that there is still much to be done.

One and a half acres of forest are lost every second with tragic consequences to the ecosystem. Experts approximate a loss of 50,000 plant species a year due to deforestation, and it is believed that rainforests will disappear completely within the next 50 years if this greed for timber remains unchecked. These dire statistics make it exceedingly clear that schools' superfluous use of paper is an important issue.

I believe technology holds part of the answer to this problem. Much of what paper is used for can instead be transferred to our computer screens. For example, teachers have the ability to post assignments and reading materials online to sites such as Moodle and the Pingry bboard, leaving it up to the student to print it or to save paper. Doubtless, many students would choose to complete assignments electronically. In addition, students can hand in papers via e-mail and take notes on their computers.

Already, electronic communication has greatly reduced the amount of paper used; English teacher Mr. Ted Li recalls that in the 1980s, before the internet became universal, he would receive an average of 1,100 to 1,300 papers in his mailbox every year

but now only receives about 50. Like a number of his colleagues, Mr. Li himself has made emailing papers mandatory. While it is environmentally friendly, he has additional reasons for doing so. Being able to change the font size is convenient, as is the fact that emails are timed and dated. Moreover, it "makes people get used to doing things electronically," which is important in this increasingly technological world. This may not seem like much, but if we take into account the number of students and the essays they are assigned, it would make a huge difference if every teacher participated.

If a student or teacher feels that it is necessary to use paper, there are certain things they can do in order to be more environmentally friendly. Using both sides of a sheet is a simple and effective way of cutting down paper use by half. In addition, single-spacing documents can produce a similar outcome. When possible, people should try to purchase recycled paper or paper made without the use of chlorine bleach.

Not only would this have a positive impact for the environment, it might also help students stay organized. Loose papers become disordered very quickly and subsequently clutter folders and binders. On the other hand, organizing assignments on the computer is relatively easy and hassle-free: no hole punching, stapling, or binding is required.

Although it can be argued that computers leave their own carbon footprint on our environment, students already type everything, so it makes sense for them to hand it in the same way. Furthermore, power requirements for computers are becoming much less, thus making them a more ideal choice.

Alice Symington Journeys to The Traveling School in Africa

By ALICE SYMINGTON (V)

Fifty children smiled back at me as they sang happy birthday in broken English. This was the memory I fell asleep to on the night of my 15th birthday.

My birthday was different from that of any other average American girl. I wasn't showered with presents or given a fancy cake, but rather serenaded by a group of children who came from a population in which only 20% of the youth are educated in secondary school.

Last year, I spent the fall semester traveling around southern Africa with The Traveling School (TTS). We had spent the morning plastering the walls of a four-room schoolhouse belonging to a group of school children on the outskirts of Livingstone, Zambia.

We had arrived in our big blue truck and were immediately given the job of mixing concrete. The rickety shovel squeaked as we hauled large mounds of concrete into a wheelbarrow. Leaving three TTS girls to keep mixing the concrete, the rest of us entered the school pushing the wheelbarrow, which looked as if it would break at any moment.

After we were shown how to paste the glutinous concrete mess onto the wall, we immediately got to work. I plopped a handful of concrete on the tool and started to spread it.



Children of the Traveling School in Southern Africa.

I moved the base tool and "splat", the concrete fell from the wall.

"Oh this is going to be a long day!" I thought to myself.

After some time, the pile of concrete on the floor increased and, gradually, so did the paste on the wall. We spread pile after pile on the wall until we were practically sweating concrete; it was under our nails and running down our legs into our shoes. Finally, the concrete started to run low, and the interior of the school was almost done.

The children were let out

of school, and they all came to stand around and see what we were doing to their schoolhouse. Little faces appeared around the corners until one of my teachers told me that they wanted me to come outside. My TTS friends and I curiously ventured outside to see what they wanted.

I was pushed forward from the group and stood looking at the faces of children as they burst into singing a modified version of "happy birthday," vocalizing whatever verses they seemed to remember. As I saw them stumbling through the words of the song, I real-

ized why so many students drop out of school or fail because of lack of English skills. My cheeks grew redder and redder with embarrassment, and I shifted from foot to foot.

The song died down when the kids ran out of verses to sing. Just as I was saying "thank you", wanting to slip back into the comfort of the TTS group, one of the older girls ran out from her place in line with a huge bucket of water and dumped it on me. It was a big refreshing wave of relief from the heat of the African sun. After that,

I turned and walked back to the school with a huge grin on my face while my TTS friends laughed at me.

With the kids out of school and the schoolhouse finished, we had some time to interact with the children. I was sitting on the step with some of the other TTS girls, and the kids started looking at our watches and feeling my back to see if it was still wet. When they found out that it was, they ran away giggling only to come back and stare at us again a moment later. After a while their confidence grew, and the kids started to sit down on our

laps and climb on our backs. One by one we got up to play with them.

As I stood up, the children hovered around, waiting to see what I would do next. I reached my white sunburned and concrete encrusted hands out, and they rushed over trying to place their little dark hands in mine. I walked away from the building to a small clearing where I could play with them.

One of the little girls wouldn't let go of me, so I tightly gripped her rough hands and started to spin. Her legs lifted off the ground, and a smile grew across her face and the faces of the others watching. We spun around together for a few seconds until her feet gracefully touched the ground again. As soon as my hands were free, five more kids reached out to be the next in line. One by one I spun their slender bodies around. It shocked me how light they felt, as though they could spin out of my grip at any moment.

The Traveling School was an amazing experience I will never forget. I learned so much about the world and myself. I made lasting friends with both the other girls and the teachers, and every person I met along the way taught me something as well. Like any alum of TTS, I am infected with enthusiasm for the program, and I would be happy to talk to anyone who is interested in going.

Courtesy of A. Symington(V)

Mrs. Markenson Joins Faculty

Continued from Page 1

everybody has been. "Everything has been great so far. I'm starting to get a sense of how things work," she added.

Although she doesn't foresee making any significant changes to Pingry any time soon, she plans to observe our system and note if there are "things that could be streamlined or work more efficiently." However, since she is new to the administration, she first wants to learn how everything runs.

Of her multiple roles in the community, teaching, she said, "has been the most fun part" because she has the opportunity to interact with students daily. She also mentioned that while she enjoys working with the Honor Board, it is just the beginning of the year. They haven't had much to do yet.

In her free time, Mrs. Marken-

son enjoys taking bike rides, baking her "fabulous chocolate chip cookies," and reading. Recently, she has enjoyed the short stories of Ellen Gilchrist and Jhumpa Lahiri. In general, her favorite reading material is fiction, although she doesn't have a favorite book because she loves so many. This summer she also enjoyed seeing movies, particularly *Inception* with Leonardo DiCaprio.

Of the many problems facing the education system today, Mrs. Markenson said that the biggest one is the pressure students feel to take a heavy course load and participate in tons of extracurricular activities to impress colleges. "Students are so busy trying to take APs and cram so many things in that they don't always have time to think and enjoy learning," she said. Overall, Mrs. Markenson is thrilled and honored to be a part of the Pingry community.



Mr. Fechter works at his desk.

O. Tarantino (VI)

By JULIA JOHNSTONE (V)

This fall, Mr. Brad Fechter '05 returns to the Pingry community as a permanent substitute, soccer coach, and assistant to the Peer Leadership Program. After taking the Psychology GRE in November, he also plans to work

with Mrs. Pat Lionetti and Dr. Michael Richardson in their AP Psychology classes.

Although Mr. Fechter is new to the faculty, he is still very familiar with the school. After graduating from Pingry in 2005, he attended Princeton University, where he majored in Psychology and played soccer. After Princeton, Mr. Fechter began working for Enviroscapes, a firm dedicated to

restoring deteriorated ecosystems, where he divided his time between marketing and fieldwork. He said that his job description including everything from "planting hundreds of trees in a day's work, to chain-sawing in waist deep water, to trying to get 3,000 plugs into the ground before high-tide." In addition to all the physical labor, he helped design the company's new website and brochure.

After Enviroscapes, he decided to pursue a lifelong dream of moving to Avon, Colorado to live the life of a "ski bum." In fact, he "snowboarded for 98 days from November to April," while working part time for the Allegria Spa.

After having an "amazing time," he returned to New Jersey to pursue career goals, applying for a position at Pingry.

Making the transition from student to teacher has been easy, though Mr. Fechter admits he wouldn't have imagined becoming a teacher here five years ago.

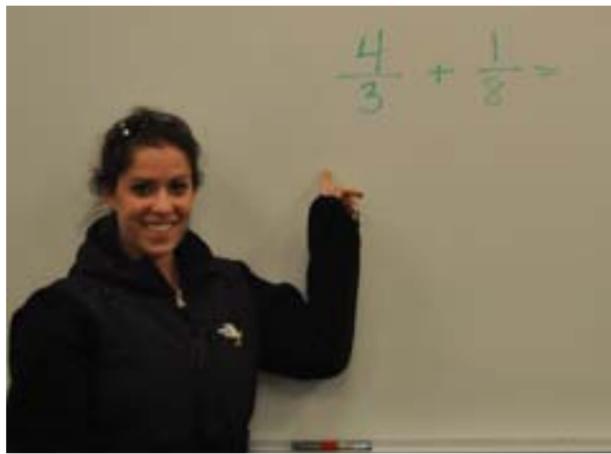
"The first day of school was pretty strange," he conceded. "If you had told me when I was seventeen that I would be walk-

ing into Pingry every morning when I was twenty-three, I would have thought, 'Is that how long is it's going to take me to pass Mr. Jenkins' physics class and get my diploma?'"

However, Mr. Fechter considers his new position at Pingry "the ideal job" because he has the opportunity to work closely with the faculty members who inspired him during his years as a student, interact with the boys on the team, and remain involved in the community. He mentioned Mrs. Lionetti, Dr. Richardson, soccer coach Mr. Miller Bugliari and art teacher Mr. Richard Freiwald as just a few members of the faculty he has enjoyed reconnecting with.

After his year at Pingry, Mr. Fechter hopes to move on to graduate school and eventually a job where he can use his education to "guide people towards living their most effective, fulfilled life." Despite these future plans, he said, "I wouldn't want to be anywhere else this year, and I hope to be a part of the Pingry community in one way or another throughout my life."

Ms. Angioletti Teaches MS Math



S. Gurmani (VI)

By CHRISTINE KUMAR (V)

Ms. Nicole Angioletti has joined the Pingry community as a sixth and eighth grade math teacher. She attended Philadelphia University, where she majored in Architectural Studies, minored in Material Science, and completed her Masters in Business Administration. Although she always wanted to be a teacher, she realized that she wanted to work specifically in the area of mathematics when she began

tutoring undergraduates in the discipline.

After college, she moved back home to New Jersey and taught English and math at The Sylvan Learning Center. She simultaneously worked as a substitute teacher in two school districts.

In the classroom, Ms. Angioletti tries to create a "relaxed, fun, non-judgmental, and inviting environment" for her students. Sixth grader Josh Baum said, "She makes math fun. She explains it in a more upbeat way." Jenn Korn

(6) added, "Ms. Angioletti clearly wants her students to succeed." As for her teaching technique, Ms. Angioletti says that she tries to "get the kids to participate actively" by challenging them to derive concepts without her assistance.

Outside of the classroom, Ms. Angioletti coaches girls' JV tennis, which is "a good break from regular teaching." She's been playing tennis since she was four years old, and she participated on her high school team. According to Sonalika Reddi (IV), a member of the JV team, "Coach A. has introduced new activities into our practices, which have helped in incorporating and improving our skills." Junior Stephanie Sun agreed, adding, "Ms. Angioletti is really eager to improve our team and always gives us positive encouragement during a tough match."

In her spare time, Ms. Angioletti loves to travel. Her favorite destination is Italy, which she has visited three times. She also enjoyed a trip to China, which gave her the opportunity to experience the culture first-hand and see how international companies operate.

Mrs. Romano Takes on 6th Grade PE Along with Coaching



Mrs. Romano with jumpers and Karl Lewis E. Gilbert '10

By JENNIFER GUO (III)

This year, Mrs. Nancy Romano joins Mr. Tony Garcia as a sixth grade P.E. teacher in addition to being the Middle and Upper School track coach. She graduated from William Paterson College with a degree in Elementary Education and then went on to teach in the Chester school district in New Jersey.

Mrs. Romano is enjoying her new position because "The cur-

riculum for sixth grade P.E. lets the kids try out all the different sports available to them as upper schoolers, which increases the number of people signing up for sports."

Mrs. Romano, who still holds many high school and college track records, joined the faculty as track coach in 2004. She loves both her job and the school, and has found that "the kids are respectful, smart, and have a clear sense of where they want to go."

Mrs. Romano's favorite aspect

of her job is watching her students grow and develop, both as students and athletes. Last year, her goals as a track coach were for Randall Jordan '10 to break his own record for the long jump and for Danielle Cosentino '10 to break the school record for triple jump. Now that Randall and Danielle have both broken the triple jump school record, Mrs. Romano is looking forward to helping Allie Logerfo (VI) break the high jump record and Andrew Young the long and triple jump records.

As the new sixth grade P.E. teacher, Mrs. Romano hopes that the sixth graders will "enjoy P.E., find a sport that they can excel at, and love being at the Martinsville Campus."

Outside of school, Ms. Romano enjoys playing with her own children, who are seven and ten years old. She also loves to run and occasionally participates in road races.

Mr. Dolce is New Addition to Middle School Chinese Department



S. Gurmani (VI)

By STEPHEN SUN (V)

This fall, Mr. Frank Dolce joins the Pingry community as the Middle School Chinese teacher. A graduate of City Honors High School and Carleton College, Mr. Dolce has traveled to China twice: once in his junior year of college to study abroad in a full-immersion program in Beijing, and another time last year to teach at a public high school in the northern Shanxi Province.

When Mr. Dolce recalls most vividly about Shanxi are the warmth and friendliness of the people upon his arrival, the surprising class size of 70 children, and the extraordinary discipline of his students; they were so focused that he "experienced no disruptions." Mr. Dolce also has fond memories of his one-week stay in the grasslands of Northern China and his two-week stay in Mongolia. He said that one of the most unforgettable experiences was "seeing an old man riding a donkey, but with a cell phone better than mine!"

As captain of his high school basketball team, Mr. Dolce led his team to success

in the New York State Class C Championships. He also played in college and plans to coach JV and Varsity basketball at Pingry. In addition, he will be coaching the middle school soccer B team.

Mr. Dolce seeks to develop a teaching style that will allow his students to "get a feel for Chinese sounds and sentences." Furthermore, he would like to turn Chinese into an interactive class by having the students bring in words on flashcards that they want to learn. In fact, Mr. Dolce, if given the opportunity, would name the course "Using and Enjoying Chinese."

Mr. Dolce really appreciates the "Pingry culture," commenting, "The atmosphere on campus encourages students to be smart, ask questions, and excel." He also likes the community's "willingness to help and lend a hand" and is looking forward to a busy but exciting year.

Ms. Fung-Kee-Fung Is Back



O. Tarantino (VI)

Ms. Fung-Kee-Fung works with Rahul Nair (III) and Lars Montegudo (III).

By KELLY MAO (IV)

Ms. Lisa Fung-Kee-Fung returns to Pingry as a ninth grade chemistry teacher and tenth grade biology teacher. She is no stranger to the job, having taught ninth grade biology and sixth grade science at Pingry from 2006 to 2009. Ms. Fung-Kee-Fung left her teaching post for a year to complete her Masters in science education at New York University. Now that she has returned, she is eager to put her new skills into practice.

Ms. Fung-Kee-Fung grew up in Trinidad, where she was

schooled under the British education system until she was fifteen years old. However, she frequently traveled to play in tennis tournaments, and because the system was more conducive to her travels, she decided to transfer to an international school when she was in tenth grade. She graduated high school in 2002 with a tennis scholarship to Lafayette College.

Ms. Fung-Kee-Fung did not always plan on becoming a teacher, her mother's profession. In fact, she considered going to medical school in Ireland but hearing that one of her friends was going to teach, decided to try it after graduating from college. She wanted

to figure out how committed to medicine she actually was. Soon after starting at Pingry, her first teaching job, Ms. Fung-Kee-Fung "immediately fell in love with the occupation."

In fact, Ms. Fung-Kee-Fung wasn't always interested in science, either. She admitted, "It was actually my awesome tenth grade science teacher who rocked me into science." Ms. Fung-Kee-Fung then went on to pursue the subject in college. "I enjoy science more and more as I realize how fascinating our world really is," she explained.

Ms. Fung-Kee-Fung's favorite aspect of Pingry is that "it is such an awesome place for knowledge to be shared in a creative manner." She finds it especially rewarding to see students use their knowledge to "meet the current needs of the present day." It makes her feel that "teaching is so much more than just a job."

Aside from teaching, Ms. Fung-Kee-Fung enjoys baking and running. Her other hobbies include "beating Mr. Matthew Horesta at tennis, racing Mr. Thomas Keating on the stairmasters, and having cookie-eating contests with Mr. Peter Delman."

"I also like to ignore Mr. De," Ms. Fung-Kee-Fung joked.

History Department Welcomes Mrs. Abbott from Suffield Academy



Mrs. Abbott reviews with history student A. Logerfo (VI)

By KASIA AXTELL (IV)

This year, Mrs. Carter Marsh Abbott joins the Upper School faculty as a ninth and tenth grade World History teacher. Although Mrs. Abbott comes to us from a five-year teaching job at Suffield Academy in Connecticut, she is no stranger to northern New Jersey. She is a native of Morristown, but “boarding school, college, and jobs all took me away,” she said. Mrs. Abbott is happy to be back, saying, “Pingry was the school I wanted to work

at most!”

A three-time All American, Mrs. Abbott earned her A.B. in History at Princeton and later acquired an Ed.M. in School Leadership from Harvard. During her years at Princeton, she played soccer and lacrosse, and was even part of a National Championship lacrosse team.

“It was my experience as a summer camp counselor that inspired me to become a teacher,” said Mrs. Abbott. Her mother, also a teacher, was another source of inspiration. Although math was

her favorite subject in school, “history comes as a natural thing to teach because I majored in it! I love it!” She is most looking forward to teaching a unit on World War I to her tenth grade classes.

Along with teaching and helping coach the Girls’ Varsity lacrosse team this spring, Mrs. Abbott is also the assistant coach of the U-19 Women’s National Lacrosse team. “We are training for the World Cup which will be held in Hannover, Germany in August 2011,” she said. “The staff I am working with has been amazing. They are all high school coaches with tons of experience.”

When she’s not coaching, Mrs. Abbott is mom to Campbell, three and a half years, and Quinn, fifteen months. “In my spare time I like to spend time with my family, hike, fish, and run,” said Abbott, adding that the place she most enjoyed traveling to was Kenya. She also enjoys reading books by her favorite author, Alexandra Fuller.

Ms. Sinclair Adds to US Office



Ms. Sinclair speaks with Sarah Park. A. Logerfo (VI)

By SARAH PARK (V)

Ms. Mona Sinclair, who replaces Mrs. Barbara Edwards this year as the Upper School Administrative Assistant, grew up in Georgetown, Guyana, a small country in South America. She attended an all-girls Catholic high school and also went to secretarial school before moving to the United States. After adjusting to the climate and environment of the U.S., Ms. Sinclair got mar-

ried and had three children: Hasani, Masamba, and Jabari, who are now 29, 26, and 20.

Like Head of the Upper School Dr. Denise Brown-Allen, Ms. Sinclair worked at the Montclair Kimberley Academy in Montclair before coming to Pingry. In fact, Ms. Sinclair and Dr. Brown-Allen were colleagues for a while at MKA. Ms. Sinclair said, “It’s nice to know at least one person well, especially if it’s the person you’re going to be spending a lot of time with.”

Ms. Sinclair worked with the Admissions Office at MKA, and considers that “the transition from MKA to Pingry hasn’t been too difficult

so far.” Dr. Brown-Allen has deemed Ms. Sinclair “the Communications Central of the upper school.” Essentially, her responsibilities entail answering phones, making announcements, managing paperwork, and helping ensure that the Upper School runs smoothly.

Ms. Sinclair’s first impression of Pingry was that “everyone was very friendly, warm and welcoming.” She chose this position because she wanted to continue working in a school environment with young adults, and she has found that Pingry students are “all very polite and mature.”

Ms. Sinclair’s outside interests include spending time with her family, traveling, and listening to light rock music. Her dream is to retire, buy an RV, and drive across the country from New Jersey to California with her husband. “I have been to so many countries outside of the U.S., but I’ve never actually been to many of the states,” she said.

Ms. Sinclair has already completed many major assignments, most notably preparing for the Upper School Awards Assembly on September 24, which was very successful. She encourages students to “come see me whenever they need help with something.”

Ms. Finkelstein Joins Athletics Department



Ms. Finkelstein helps students with equipment O. Tarantino (VI)

By DANIELLE WESTERMAN (VI)

Ms. Meredith Finkelstein joins the faculty this year as the new Assistant to the Athletic Director. She has taken the position previously held by Ms. Dale Seabury, who now works in the Admissions Office.

A Maplewood, New Jersey

native, Ms. Finkelstein graduated from the University of Maryland College Park with a degree in Family Studies and Sociology. Before coming to Pingry, she worked for seven years as a social worker for the Division of Youth and Family Services in Newark.

However, Ms. Finkelstein

is no stranger to Pingry. Her three older siblings were members of the graduating classes of ’89, ’90, and ’92.

As Assistant to the Athletic Director, Ms. Finkelstein is responsible for distributing equipment and spirit-wear to all teams. It is also her responsibility to organize all athletic schedules. “It’s busy non-stop around here, but that’s always good,” she said. Ms. Finkelstein looks forward to her daily involvement with the students as she

“really enjoys seeing the students pop in and out all day.”

Ms. Finkelstein actually became a member of the Pingry Athletics Department last year as the Assistant Coach for the girls’ Varsity Lacrosse team. This year, she will continue to coach lacrosse in the spring and

has also taken on coaching the JV Field Hockey team. “Coaching is definitely my favorite part of this job,” Ms. Finkelstein said. “The athletes I work with are all such great kids.”

Stephanie Yeh, a freshman member of the JV Field Hockey team, said, “Ms. Finkelstein is a really great coach. She always cheers for us, which is really encouraging, especially during a tough game.” Tierney Griff (VI), who is part of the girls’ Varsity lacrosse team, agreed, saying, “Ms. Finkelstein really helped us all improve our skills last season. She’s also a really positive presence on the team, which is so important. I’m really looking forward to another great year!”

Whatever spare time Ms. Finkelstein has is spent with her 19-month old son, Alexander. “My favorite thing to do is hang out with him,” she said. Looking to the year ahead, Ms. Finkelstein is excited for “another great lacrosse season” with the girls’ team.

Ms. Jones Teaches World History 10 and Advanced Placement European History



Ms. Jones working in the faculty lounge A. Logerfo (VI)

By AMANDA HULSE (IV)

Ms. Megan Jones joins Pingry this year as the newest addition to the History department. A graduate of Messiah College in Pennsylvania, Ms. Jones will be teaching sections of both A.P. European History

and World History.

Although Ms. Jones is very excited to be teaching both of these classes, her true specialty is American History, in which she is currently pursuing her Ph.D. at the University of Delaware. She said that she is “particularly interested in the women’s and environmental

aspects of the topic” and has been studying those in depth.

Formerly a teacher at Kent Place School in Summit, Ms. Jones did not always know that she wanted to be a teacher. In fact, her family always insisted that she pursue teaching as a career, but she resisted the idea for years. It was not until she became a teaching assistant at graduate school that she realized that she wanted to turn her family’s fantasy into her future.

When she is teaching her classes, Ms. Jones likes to use group work and to have her students help each other with the material, because she “wants students to have responsibility for what they learn.” Adam Fraites (IV), a student in her World History 10 class, said, “Ms. Jones has a really

interesting and lively class. I think it will be a lot of fun this year.” Lexi Van Besien (IV) agreed, saying, “Mrs. Jones is a respectable teacher who is very qualified for her job.”

Ms. Jones commented that although “Pingry is sort of different from the high school she went to,” she likes the atmosphere a lot. She has been getting to know students outside of her classes by helping coach the girls’ JV soccer team. Morgan Wahby (III), a member of the team, said that, “Coach Jones is a really positive influence on the team and is a lot of fun.”

In her free time, Ms. Jones enjoys reading fiction as well as watching movies. She also enjoys tending to her garden and chickens, which remind her of the rural area in upstate New York where she grew up.

Mrs. Cooperman '90 Returns As Assistant



J. Levine (V)

By LOGAN MCGOWAN (V)

New faculty member Mrs. Amy Cooperman '90 is working part-time in the college counseling office from Tuesday to Thursday this year. She is getting accustomed to the workload of being the college counselors’ administrative assistant, preparing for a smooth transition next year, when she plans to work full time.

As of next year, she will be replacing Mrs. Deborah Bruning, a beloved member of the faculty. “She has been such a great mentor,” Mrs. Cooperman reflects. “I have been trying to listen to everything she tells me because it’s all good advice. She has made my transition so much easier and has been such a big help.”

Mrs. Cooperman knows that she has big shoes to fill, but she is ready to take on the challenge. Having gone through the college admission process as a Pingry student, she believes “that I can provide an insight to how the

students feel and do anything I can to try and ease their stress.”

After graduating from Pingry, Mrs. Cooperman received her undergraduate degree in English and Sociology from Hamilton College in New York. She then pursued a career in marketing, working for L’Oreal USA, where she launched the Fructis shampoo and conditioner brand. Later, after six years as a stay-at-home mom, she decided to return to work in a new and different capacity and immediately thought of Pingry.

“Things have definitely changed here,” she noted slightly nostalgically. While the atmosphere of the school is similar to what it was twenty years ago, some of the aesthetic changes are strikingly different, such as the new middle school and the renovations to the arts wing. “But still, it’s a nice feeling to be working alongside some of the teachers who I had when I was in high school, teachers like Mr. Thomson and Mr. Li,” she added.

The Record Staff would like to welcome Ms. Julie B. Perlow to the Lower School, and Ms. Brooke L. Alper and Ms. Erica Pettis to the Alumni/Development Office.

Mrs. Asch Brings Her Artistic Experience To The Classroom



By GRACE PUTMAN (V) & EMMA NOSOFSKY (V)

This year, an especially large number of students signed up to take Art Fundamentals, which made it necessary for the school to hire a new teacher for this position. Mr. Boyd, head of the Art department, offered Mrs. Jane Asch the job.

Mrs. Asch is familiar with the school and its students because she has been working backstage for the plays and musicals for many years. All of the elaborate set designs in recent drama productions have been the product of Mrs. Asch's hard work and dedication. She has spent

countless hours working with directors Mr. Albert Romano, Mrs. Patricia Wheeler, and Mrs. Stephanie Romankow, as well as Latin teacher Mr. Tom Varnes, whom she refers to as her "partner in the set shop."

Kyra Topor (V), who helped Mrs. Asch build the set for last year's Winter Musical, said that she "loved working with Mrs. Asch last winter. She made it so fun and was always helpful. She was always in a good mood, which made working with her a great experience."

Mrs. Asch has a long background of set design and studio art experience.

She grew up in Richmond, Virginia, where she "went to a high school very similar to Pingry and worked backstage for the plays and musicals." Although she tried a bit of acting, she "really loved the backstage problem-solving aspects."

After finishing high school, she received her undergraduate degree in drama from Washington University in St. Louis. She then went on to complete a Masters in Studio Art with an emphasis in viscosity printmaking from New York University.

Before coming to Pingry, Mrs. Asch was a member of the stage designer's union in New York City working mainly as a scenic artist painting sets for "Broadway, commercials, television and feature films."

One of Mrs. Asch's major goals as a teacher is to "help her students improve their drawing and painting skills." She also hopes to "encourage students to learn to conceptualize and to think out of the box," a skill she believes students can use "in many different aspects of their lives."

Mrs. Asch is grateful that the transition to working full time has been smooth, saying, "Mr. Boyd and the other art teachers have been wonderful and kind to me."

Mr. Hadbavny Teaches New Course: Honors Civilization



O.Tarantino (VI)

By DANIELLE WESTERMAN (VI)

The History Department is offering a new honors course this year entitled "Civilization" that is completely different from any other course offered at Pingry. Officially approved by the History Department, "Civilization" is essentially more of a Philosophy and Literature course based on the Harkness method of discussion. "The main aspect of the course is the history of the idea of civilization and how has evolved over time in different places," said Mr. Lee Hadbavny, who teaches the course. "It will explore how different groups within a society – or different societies with different ideas about what constitutes a civilization – come together."

According to the description in the Pingry Course Catalogue, "Civilization" explores "the problems and possibilities that the concept of civilization has created over the past three

thousand years of human history."

Mr. Ted Li and former history teacher Mr. John Raby had jointly taught "Civilization" at Pingry over 10 years ago, and Jo LaCosta '10 and Morgan Foster '10 resurrected it at the beginning of their junior year. With Mr. Hadbavny as their faculty advisor, LaCosta and Foster sifted through texts as an Independent Study Project to organize them into a cohesive course.

However, there is no textbook for this class. The readings are taken from a variety of essays and novels. Mr. Hadbavny plans on reading ancient Greek, Confucian, Indian, Roman, and Daoist texts, and then hopes to quickly delve into modern works by Freud, Nietzsche, and Orwell.

Mr. Hadbavny says that students in "Civilization" will explore "political and moral philosophy, as well as science and social theory. We're going to tie together cultural and political ideas, and how they bal-

ance each other in society."

"Civilization" is unique because it doesn't have a concrete curriculum, and although there is a basic syllabus, it is subject to change. "We didn't anticipate having two sections of this course, and the temptation is to keep them on the same page," explains Mr. Hadbavny. "But that's impossible in a discussion-based class. The two sections will have the same starting and ending points, but they will most likely be reading different books at different times."

Senior Sam Neibart says that "Civilization" is her "favorite course" this year. "It's really nice that the class caters to what we want and are interested in," says Neibart. "Discussions in class basically dictate where we go next, so we're always talking about something we're interested in." Students can enroll in "Civilization" for either one or both semesters. It will be offered every other year, alternating with other history courses.

Ms. Dlesk Joins Middle School Staff



S. Gurnani (VI)

By CAROLINE MURPHY (IV)

This year, Ms. Katherine Dlesk joins the Middle School faculty as a Form I advisor and History teacher. Although she is a Chicago native, she attended Andover as a day student for high school and then graduated from Yale University with a B.A. in History.

Before coming to Pingry, Ms. Dlesk taught English for a year in France. She then taught sixth and seventh grade history at The Village School, a private school in Houston, Texas.

"I felt immediately welcome when I came here, Ms. Dlesk commented. She appreciates the friendly environment of the school, as well as the ardor of the faculty and students. "The other teachers are enthusiastic and passionate and the students are the same way," she said.

Ms. Dlesk has been interested in teaching since her high school years. When she was younger, she always felt a sense of satisfaction after volunteering in local schools. She became completely convinced that she

wanted to be a teacher after completing her first education course in college. "I'd never connected with the subject matter as much as I did in that class," she said.

Ms. Dlesk tries to vary her teaching style everyday, saying, "If I taught the same way every day, I'd get bored, and I think my students would too." She added, "My favorite part of teaching is when I ask a question and I get an answer that is better than the one I was looking for. I'm constantly learning from my students: they are very creative, and getting insight into how they think is very rewarding."

In addition to her teaching responsibilities, Ms. Dlesk is currently coaching the Middle School Cross Country team and hopes to help out with Middle School Track in the spring. She ran track in college and still enjoys running and being active.

In fact, Ms. Dlesk recently completed her first triathlon. Although she had a good time, she is too busy settling in to think about training for another at the moment.

Junior Class Welcomes Jan Baalman



M. James (IV)

By ED KONG (V) & ALAK MEHTA (V)

Jan Baalman (V) joins the junior class as this year's American Field Service foreign exchange student. AFS is an intercultural program that facilitates student exchanges between more than 50 countries around the world. Douglas Ober (V) and his family are hosting Baalman, who is from Germany.

The Ober family is enthusiastic about introducing Baalman to life in America. This summer, they took him to visit New York City and the Jersey Shore. "I really didn't know that America has such nice beaches, and that they have big waves as well," Baalman admitted.

"Jan's visit has been really exciting. He has become an important part of the family. Furthermore, it is a very rewarding opportunity to see how people in other countries think," said

Ober, adding that he thinks of Baalman as "friendly and helpful – a really nice person." Ober wholeheartedly recommends that other members of the community consider hosting an AFS student in the future.

Baalman and Ober do have their differences; for example, Baalman likes contemporary music, while Ober prefers the classical genre. However, they

have found activities that they both enjoy, like watching TV, reading, and hanging out together in their spare time.

According to Baalman, the first weeks at Pingry have been "interesting." His favorite part is how "open-minded, friendly, and helpful all the people at Pingry are." He also enjoyed Convocation Day, saying "it looked like in Hogwarts, when the teachers go on stage."

AFS Club Advisor Madame Kelly Jordan believes that Baalman "has adjusted

beautifully in such a short amount of time." She added, "Jan is always in a good mood, even making English jokes with his peers!" Baalman wholeheartedly appreciates Mme. Jordan's help, saying "I could ask her all the time, if I have any questions."

Having attended public high school in Germany, Baalman remarked, "There are similarities and some differences between private and public schools." He finds that the biggest and most important difference is the Honor Code. Furthermore, Baalman finds the student-teacher relationship at Pingry very unique. "You make jokes about the teachers, you have fun with them, and if you like their shirt, you say it!" he said. At his school in Germany, students and teachers are more distanced.

Baalman has also "always wanted to play football" and is glad to finally have the opportunity to play with such a "nice and friendly" team. He is considering trying basketball and lacrosse later in the year.

Overall, Baalman finds American culture interesting, especially the idea of Prom. He feels that the culture here is similar to that of Germany, but with some differences, commenting, "I notice sometimes in my daily life, wait a moment, do we have that in Germany? No! That's really funny."

Students Enjoy Cafeteria Fare

Continued from Page 1

respond to what students said they wanted in the cafeteria," Mr. Glassberg explained. "That includes more comfort food but also more food that is grown locally and fits in with the school's sustainability efforts."

Jeff Baum (VI) spoke for many when he noted, "The variety at the salad bar has been great. They've had chicken almost every day, and they even had a really good Asian noodle salad the other day that made for a tasty Chicken Lo Mein."

In fact, Mr. Glassberg is making an effort to make more foods with an Asian influence because he thinks that these will appeal to the students. Other Asian additions to the menu include Pad Thai Noodle Stir Fry, Chinese Style Ribs, Asian Slaw Wrap, Sweet & Sour Pork Tenderloin, and Sticky Rice. Chow Mein Noodles are available every day at the salad bar.

In addition to the international variety, Avery Hatfield (III) likes that there is more "kid food" because that is what students like the most. "Comfort food" menu additions in-

clude "real" pizza, chicken wings, sweet potato fries, and baked ziti.

Other offerings are macaroni, "bliss potatoes," and BBQ meatloaf, though they are not as popular as some of the other food choices.

On Wednesday, September 22, Mr. Glassberg introduced sushi day. Although individual portions included only three pieces, many students went back for more, and the trays of sushi seemed endless. The soy sauce, wasabi, ginger, and chopsticks made the ambiance more like that of a restaurant than that of a cafeteria.

Thomas Schermerhorn (VI) said, "I liked sushi day; it was a nice surprise and hopefully not the last." Vineeta Reddy (III) also liked having sushi for lunch and was surprised at how good the California rolls tasted.

Other new menu items this year include "real" soft-serve ice cream for dessert and chocolate milk as an alternate drink option.

Also, Mr. Glassberg noted, some time in the near future there will probably be a Panini station with a different type of sandwich every day.

Dylan Sun Wins Congressional Award

By CAROLINE DREYFUSS (V)

Congress recognized Dylan Sun (V) in June for fulfilling the requirements for the Congressional Award Program's Gold Certificate designation. According to the description on their website, the Congressional Award program "offers young people the opportunity to set a personal goal and achieve it."

There are six different levels of the Award - Bronze, Silver and Gold Certificates and Bronze, Silver and Gold Medals. There are four Program Areas, which are as follows: Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration. As the level increases, so do the hours required to successfully complete each section.

Sun had to complete 90 hours of public service, 45 hours of personal development, 45 hours of physical fitness, and three days of expedition/exploration over a six-month period to receive the award.

"Although I already had the community service section covered, I wanted to challenge myself in other areas that I had never thought about before," Sun said. "The end result was that I accomplished many things I never thought I would."

For the public service requirement, Sun performed on the piano and violin at senior homes in the area. "I like to spend my performance time helping people," he said. To fulfill the physical fitness portion, Sun spent time improving his tennis skills to be a better contributor to the Pingry team. As for personal development, Sun, who has been a member of Student Government at Pingry since seventh grade, reflected on his various roles in the organization, most recently as President of the sophomore class during the 2009-2010 academic year. Finally, for the exploration section, Sun investigated his hometown through many outdoor trips on various trails and farms.

Seniors Bond at Peer Leader Retreat

By REBECCA SPICEHANDLER (V)

The start of this school year marks the 27th anniversary of Pingry's Peer Leadership Program, an effort to strengthen the connection between incoming freshman and veteran seniors, effectively uniting the community.

After much deliberation, Dr. Richardson and Mrs. Lionetti, the faculty heads of the program, chose 32 unique seniors to best represent their class. Each leader was then paired with a co-leader of the opposite sex and given a group of eight to nine freshmen with whom to discuss important issues and to ideally develop deep bonds.

To demonstrate the strong relationship that forms between co-leaders over the span of a few months, Richardson informed the group about a pair of past leaders who recently got married.

The goal of the program is that the sometimes restrictive boundaries of high school vanish within the confines of the Safe Room. Peer Leader Ben Hamm Conard (VI) remarked, "It's really nice to see people who don't normally talk hanging out and getting to know each other better. I think it helps bring our class together."

The group's sense of ease and comfort also stem in large part from the time spent together on the senior Peer Leadership retreat at the Baptist Conference Center in Lebanon, NJ, over Labor Day Weekend.

Peer Leader Jeff Baum

(VI) recalled, "The retreat was a great experience for me because I got to reconnect with many fellow classmates who I hadn't been as close with in recent years. I also

learned a lot of different ways to lead a group, which I think will help a lot with my peer group." Lakshmi Davey (VI) agreed, saying, "I think it was totally amazing to spend time

with people I've never done an activity or had a class with. The atmosphere was very open and trusting, and the bonding activities really helped us get to know each other."

Convocation Kicks Off New Year



Orchestra plays music for Convocation

Courtesy of Communications

By MARISA WERNER (V)

This year, Convocation speakers included Headmaster Nat Conard, Special Assistant to the Headmaster Miller Bugliari '52, Chair of the Board of Trustees Mr. John B. Brescher '65, Student Body President Will Bartlett (VI), and Honor Board Chair Kathryn Kolb (VI). Mr. Conard discussed the meaning of Pingry's motto, "Maxima reverentia pueris debetur." He described two translations of the quote and the quote's origin. Mr. Albie Booth, Pingry's legendary Latin teacher, translated the quote to mean, "The greatest reverence is owed to a boy.

If you are preparing anything shameful, do not despise your boy's years, but let your infant son stand in your way as you are about to sin." The second translation, which is from a professor at the University of Glasgow, states, "If you have any evil deed in mind, you owe the greatest reverence to the young; disregard not your boy's tender years, and let your infant son stand in the way of the sin that you propose."

Both translations include the statement, "the greatest reverence is owed to the young," the meaning that Pingry typically associates with the Latin phrase.

According to Mr. Conard, Dr. John Pingry painted this Latin phrase on the wall in front of him and behind the students to serve as a constant reminder that "how he conducted himself would determine how his pupils ultimately conducted themselves."

Will Bartlett (VI) also imparted words of wisdom to the students during Convocation. He described his personal view of the Honor Code, saying, "To me, the Honor Code, as it exists here at Pingry, is the cornerstone of the foundation that our school is built upon...It is more the metaphoric glue that holds the school together, and without it, our community would be completely different."

Caroline Dreyfuss (V) said, "I thought that the reaffirmation of the Honor Code was a good reminder of how we all should act throughout the year." Vicky Wei (VI) added, "I've always really enjoyed Convocation, and it's a tradition that I will definitely miss."

Hemani Gives Back to the Less Fortunate



The Walk-A-Thon Hemani organized.

By MICHAEL WERNER (III)

Malvi Hemani (VI) founded EYE for the Future in 2008 when she was 14 years old. EYE is an acronym for Empowering Youth Education, a non-profit organization that seeks to aid and educate underprivileged children in India. "I chose the name, EYE for the Future, because I believe that it is possible to change the futures for these underprivileged

children in the blink of an eye," she said.

Seeing the poverty around the world inspired Hemani to start the organization. In 2007, she traveled to India and saw firsthand the extreme impoverishment and lack of opportunity for children in this country. When she witnessed a child sleeping on the streets while his mother begged and fought for survival, she knew she wanted to make a differ-

ence. The goal for EYE for the Future is to raise money to educate impoverished children with the hope of nurturing them to become young leaders. The organization reaches its goal by raising money for its two central projects. The first, EYE for Underprivileged, provides nutrition as an incentive to coerce poor families to send their children to school instead of work. The second, Race for Literacy, funds the construction of schools, libraries, and computer labs for children in India.

Hemani explained, "We're currently working on building a specialized computer lab for hundreds of blind children in the slums of India right now. Our fundraising goals basically include raising the remaining \$6,000 of \$20,000 that we need to finish the project."

Since the organization was founded, EYE's 100 volunteers and Hemani have raised \$32,000 total and have distributed the funds through EYE's different projects, impacting 14,000 impoverished children thus far. To raise these funds, the volunteers and Hemani have undertaken various fundraising activities. Hemani explained that these funds were raised by "holding events like dress down days, walk-a-thons, bake sales, and raffles."

When asked about her plans for additional fundraising, she replied, "In April and May, for my ISP (Independent Study Project), I'm hoping to hold a huge charity event and also to continue our newly-started tradition of an annual walk-a-thon as a way to raise money and to raise awareness."

Word in the Hall: What are you looking forward to this year?



HAYLEY ADVOKAT (V) AND JESSICA MCGREGOR (V)

"Really good basketball season."



ALEX FAGELLA (VI)

"More construction!"



MR. KEATING (FACULTY)

"Universal college acceptance."



JOSIAH TAYLOR (III)

"I'm excited for the construction to finally be done."



TORI CAMPBELL (V)

"Really good food."

Community Expresses Their Concerns



James Elliott (VI) is frustrated that YouTube won't load.

O. Tarantino (VI)

Continued from Page 1

were all looking at the same site." Another concern of his is the slower internet speed during Conference Period, which impedes the faculty's work and research.

On the other hand, some faculty members, including math teacher Mr. Peter Thomson, are not affected by the issue because they do not use the internet in their classrooms.

According to Mr. Quoc Vo,

the head of the technology department, "the problem is hard to pin down, especially because a lot of teachers and students use the wireless network." However, the department has been doing all they can to rectify the situation.

This year, they created a new router configuration, "because the increased traffic was overwhelming the previous router, which caused the network disruptions." Because of this change, the connection is actually two times faster and more reliable than it was last year.

Mr. Vo added, "the Pingry community is unrealistic in its expectations of what can be done on our network. After all, we have 600 people using it."

The next step would be to restrict access to sites such as Facebook and Youtube, but the technology department does not wish to resort to such drastic measures. When asked why other schools and colleges do not have similar issues, Mr. Vo replied, "They restrict access or they block sites until after school to deal with the bandwidth problem. They also have larger internet pipes, which allow more people to access the internet without experiencing any difficulties or complications."

Actors Love Fall Drama Rehearsals

By YUMI CASAGRANDE (IV)

This year's fall production will be the dramatic version of the comic novel, "The Life and Adventures of Nicholas Nickleby," by Charles Dickens. Drama teacher Mr. Al Romano said being "the first high school ever" to do this play is definitely something to be excited about.

According to Matt Marvin (III), the play is "basically about the life and hardships of a young man, Nicholas Nickleby, and his recently widowed mother and sister." Billy Porges (IV) added, "It's about a family in which the father recently died, so the survivors go to live with the sociopathic uncle who expresses little to no emotion."

Many actors agreed that one sentence is not enough to describe this whimsical

play filled with, in the words of Mr. Romano, "wonderful characters, exciting adventure, love, and villains."

This year's cast is unusually large, with over thirty actors, each of whom has a speaking role. Ted Maccioce (VI) is playing the lead role of Nicholas Nickleby, Kaela O'Connor (VI) is playing Mrs. Nickleby, Thomas Schermerhorn (VI) is playing Nicholas's uncle Ralph, and Sarah Muirhead (VI) is playing Nicholas's sister, Kate.

The cast rehearses every day after school in preparation for their final performances on November 19th - 20th. According to Caroline Zee (V), everyone should attend because "the play never gets boring; there's always something going on."

Najarian Plays Piano Abroad



Courtesy of Christina Najarian

By MARISA WERNER (V)

On September 2, Christina Najarian (V), a member of the Talented Young Musicians Association, played in a piano concert at the 600-seat, world-renowned Organ Hall in Moldova. The concert, which was attended by international dignitaries and professional Moldovan musicians, was held to raise money for a Moldovan orphanage.

The Talented Young Musicians Association is a public, nonprofit organization. According to the NJTYMA website, "the specific purposes of this organization are to advance and strengthen individual and public education through the promotion of the arts, and to aid promising music performers to further their careers through performances of their musical artistry." To become a member of this association, one must audition in front of a judging panel during the spring and compete in a series of competitions and recitals.

On May 22, Najarian was named one of five winners of the New Jersey Talented Youth Music Association's talent search, all of whom would then perform at the Moldova Benefit Concert. The requirements of the competition were to memorize and play five advanced pieces that were between six to eight minutes long.

Two of the five pieces were to be written by an American composer, one by a contemporary Moldovan composer, and the last two by any composer of the musician's choice.

"I was so excited to win," Najarian said. "It is rewarding to see that all of my time that was dedicated to piano definitely paid off."

During Najarian's weeklong stay in Moldova, she attended the Moldovan Festival, met the Prime Minister, toured museums, visited Moldovan orphanages, and appeared on a Moldovan television news program. "Not only did I immensely enjoy the performing aspect of the trip to Moldova," Najarian said, "but I loved the cultural experience. I was also able to completely immerse myself in Moldovan culture."

"A country unknown to most," she explained, "Moldova is landlocked between Ukraine and Russia. It is a relatively new country, having declared its independence from the Soviet Union in 1991."

Najarian learned a great deal about the culture by spending a week with a Moldovan family.

"Because NJTYMA required each performer to play a traditional Moldovan folk song for our concert, it was important that we understood the culture and values of the people in order to best ex-

ecute their music," she said.

Not knowing the Romanian language was not an issue for her as Vladoslav, the oldest son, worked for the U.S. Embassy in Chisunau, Moldova and spoke both Romanian and English.

"Vladoslav was our official tour guide," she explained. "He graciously took the week off to give us the best sense of Moldovan culture."

They spent their first two days at a traditional Moldovan festival, which included a concert with singers, dancers, vendors of handmade jewelry and musical instruments, and local activities.

"Here we met the Moldovan Prime Minister, Vlad Filat, who greeted us and welcomed us to his country," Najarian said. "The atmosphere of the festival was very hospitable. Even though we clearly stood out as foreign, the people did not hesitate to introduce us to their families and make us feel welcome."

"It seemed that wherever we went, the people of Moldova knew who we were. Advertisements for our concert appeared on highway billboards, in the newspaper, and even on TV. All of this publicity transformed me from a local New Jersey pianist to a phenomenon across Moldova."

"As the concert date neared," Najarian admits, "I found myself questioning my ability to deliver a flawless performance. I wanted to show the Moldovans attending the concert that I understood their culture and was able to express it through my music."

The opportunity to meet Balaev, the composer of one of the pieces I was going to play, soothed my nerves. Balaev asked me what I had learned from my experiences in Moldova, and he taught me how to convey those ideas during my performance. With his encouragement, I was ready to perform."

On the night of September 2, Organ Hall was packed with over 500 people. The audience included U.S. ambassadors, TV newscasters, journalists, and other social dignitaries from Moldova.

"We all performed well, and the concert was a huge success," Najarian remembers. "My trip to Moldova was not only an accomplishment, but also an opportunity to experience a new culture. The people and places I visited gave me a new perspective, and I would love to go back someday."

Show Me The Money: New Financial Literacy Course



Mr. Poprik teaches Financial Literacy class.

O. Tarantino (VI)

By SARAH KIM (V)

This past summer, Economics teacher Ms. Leslie Wolfson, Math teacher Mr. Brad Poprik, Financial Literacy teacher Mr. Tony Garcia, and middle school Math teacher Mrs. Donna Thau broadened the Financial Literacy Initiative by developing a course for sixth-graders and freshmen.

In this trimester-long course, students learn how to save their money, budget their income, and invest intelligently. Ms. Wolfson, head of the Financial Literacy Initiative, said, "We especially want students to learn to pay themselves first."

While both sixth and ninth graders learn and develop similar skills, there are several differences between the classes. Ms. Wolfson said, "We make it age appropriate." Sixth grade students learn basic terminology and general awareness of financial literacy, while ninth grade students learn more vocabulary and learn how to become more involved in the financial world.

This summer, Ms. Wolfson and the rest of the faculty involved in the Initiative plan to develop a course for seniors, who will deal with more sophisticated issues such as gas prices. Ms. Wolfson also hopes to design courses for students in Forms IV and V in the future.

Mr. Poprik said, "The Financial Literacy Initiative is important because

the students are bombarded with information about how the financial situation is changing the world. A lot of parents do prepare their kids, but some parents don't have the time. That's why we're here."

Students taking the class seem to agree. Kishon Pinckney (III) said, "It helps plan

our financial future." Raven Mickens (III) added, "It gives you a better understanding or definition of what your parents teach you."

"I think it's a useful course and I want to take it," Cecilia Uche (V) said. "I want it to at least be an optional course."

Congratulations to the newly inducted Cum Laude Members:

Jeffrey Baum
Avinash Bhavnani
Jared Cohen
Amanda Devine
Ashley Feng
Lucas Johnston
Kathryn Kolb
Ratish Malhotra
Kasra Manoocheri
Anisha Mohin
Grant Negri
Andrew Young
Harrison Yu

Feitel Helps Rebuild New Orleans After Hurricane Katrina

By ROXANNE FEITEL (V)

When I first began the arduous process of finding a summer program in which to participate, I struggled to narrow down the type of trip I wanted to take during my valuable vacation time. I pored over brochures from programs like Adventures Cross Country and Putney Summer Travel, trying to decide if I wanted to go on a community service, language and culture, or adventure-based program. When I stumbled upon the Rustic Pathways service trip to New Orleans, Louisiana, I discovered one that combined all three.

For two weeks, the brochure said, high school aged girls and boys would spend up to eight hours a day rebuilding houses destroyed by Hurricane Katrina and participate in other service-oriented activities around New Orleans. They promised that we would spend nights and weekends eating traditional Creole food and exploring the many cultural sights of the city, from authentic jazz at Preservation Hall to an airboat tour of the Louisiana swampland.

My paternal ancestral roots



R. Feitel (V) with other members of her program in Louisiana.

Courtesy of Roxanne Feitel (V)

are in Louisiana, where my father's family once owned a plantation called Oak Alley. Despite this connection, I'd never visited New Orleans before, and the combination of directly helping families and experiencing what the city has to offer sounded like a valuable and rewarding way to spend a few weeks of

my summer. Even though I'd never even held a hammer before, I was excited to get involved in the program.

The neighborhood of St. Bernard's Parish, one of the hardest hit areas, was submerged in up to 20 feet of water following Hurricane Katrina. Working on the St. Bernard Project alongside

the other teenage volunteers, I got to help demolish a water-damaged home, mow lawns so families wouldn't have to pay fines for unkempt yards, paint rooms, and hang drywall (my personal favorite).

During the 72 hours of community service I completed, I was privileged enough to work alongside the families whose homes we were rebuilding. One homeowner named Vernon was an

experienced carpenter and completed much of the work on his brand new home himself. Even though it had been five years since Katrina destroyed his family's home, it was evident that Vernon and his wife were still suffering, which made the disaster real to me. Actually interacting with the people whose lives I was affecting, an experience that many service trips don't provide, gave the whole trip so much more value.

In addition to rebuilding, we spent time exploring the historic French Quarter. We visited Blaine Kern's factory, where 75% of the Mardi Gras floats are made, and saw a live swamp alligator up close on an airboat ride. New Orleans is a vibrant city with a unique culture and personality; without it, the world would be missing one of the world's greatest treasures.

When I returned to New Jersey, the question most

people asked me was, "How does it look down there?" Some people even questioned, "Isn't it fixed already?" Although I want to reply that New Orleans is fixed, I know that it isn't, and the people there still need help. Especially in poorer neighborhoods like the Lower Ninth Ward, many lots are hideously overgrown with weeds and grass, and some houses still display signs that state the number of dead bodies found inside. Even though thousands of volunteers have already helped in New Orleans with Habitat for Humanity or other service trips, experts estimate that we would need to work consistently for the next 16 years to rebuild all of the houses damaged in 2005.

If you're looking for a cause that will inspire you, I recommend participating in any service trip to New Orleans. Personally, I plan to return at least once before the ten-year anniversary to pick up where I left off and to continue helping people in need. So, when you begin to make your summer plans, I challenge you to consider the less glamorous choice. Take a chance and do something that you will feel good about, whether it's a service trip to New Orleans or elsewhere. I promise you won't regret it.

Park Works With Habitat for Humanity in West Virginia



S. Park (V) paints a house in Norfolk.

Courtesy of Sarah Park (V)

By SARAH PARK (V)

A memorable and eye-opening experience for me this past summer involved repairing houses in Northfork, West Virginia with my church youth group. We worked with a Christian-based organization called Mustard Seeds and Mountains that does work similar to Habitat for Humanity.

Not only was the experience extremely rewarding, it was also surprisingly fun. I was able to connect and bond with many people I had never talked to before, as well as with the family that lived in the house we were repairing.

Over the course of the week, we were able to spend time with the family. Margaret King, a single mother of three, shared her inspiring story with us. Although she had never earned more than minimum wage, she was going to an interview for a "real" job, one which she hoped would be able to support her family.

This trip also helped me realize that many of us at Pingry are quite blessed. While some of us spent our summers traveling to foreign countries or at various summer programs, Shante, a junior in high school, spent her entire summer at home, babysitting her two younger brothers while her mom worked. Even so, I never heard her complain. Instead, she thanked us for spending

part of our summer helping her family.

Roderick, who was nine years old, was very sociable and enjoyed helping us with our work, which included assembling and disassembling scaffolds, scraping, priming, painting the sides of the house, and adding a black trim to the porch.

Teamwork was vital for many of these tasks, and it allowed us to get to know each other better. We worked from nine to five every day, and at the end of the week, we left with a feeling of pride for our accomplishments.

Going to West Virginia was a step outside of my comfort zone. Unlike New Jersey, which boasts many affluent towns, West Virginia has one of the highest poverty rates in the U.S. Lack of jobs, poor education, and drugs are all major problems there.

Before my trip, I really had no idea what West Virginia would be like. My only knowledge of the state was that with the drastic decrease in demand

for coal, the economy was struggling. Northfork was very different from anywhere I had ever been.

There was only one store in the entire town that was still in business—the dollar store—and the next nearest store, a Wal-Mart, was 30 minutes away. All of the other buildings were boarded up and deserted, the result of a dire economic situation and subsequent lack of wealth.

For the first time, I was able to truly see how poverty destroys lives. I learned that most people who grow up in West Virginia never leave, stuck in an endless cycle of poverty.

Randy Wallace, the founder of Mustard Seeds and Mountains, urged us to take our experience home with us. Going to West Virginia made me see how selfish and materialistic we can be, and how much we still need to fight poverty, even in America.

When I returned to New Jersey, I spent a few weeks thinking about what I could do to make a difference. I decided to start a Habitat for Humanity club at Pingry, because it is a well-known organization that builds houses for people in need all over the world.

I have many aspirations for this club and what we can accomplish through it, but it won't be possible without the support of Pingry students. I am really happy about the positive feedback and number of people who signed up at the club fair this past Wednesday, but those names won't mean anything if you don't participate!

I hope to set aside a Saturday each month when students and a few faculty members can go to one of Habitat's build sites in Newark. I also want to hold fundraisers for disaster relief, raise awareness about Habitat and what it does, and encourage students to attend one of Habitat's community service trips over the summer.

Davey Attends Camp Rising Sun

By VINITA DAVEY (IV)

This summer, two weeks after school ended, I boarded a bus to Rhinebeck, New York, a village in upstate New York, about ninety miles from the city, that is now famous for being the location of Chelsea Clinton's wedding.

However, I was not there to observe the nuptials of the former President's daughter. And the bus I was on was not any ordinary public transportation bus. Nearly all of the passengers were young, and more than 60 percent were not native English speakers. Additionally, we were all wearing tags with our names and locations of residence.

As I turned to my right to ask what time it was, I noticed that the girl who sat next to me had a tag that said Sweden. I gulped, and looked to my left at a girl whose tag said Israel. I turned around and looked straight ahead. It seemed that I was going to have to go without knowing the time for now.

The bus I was on was transporting 61 girls and 20 counselors from the Saint Raymond School for Boys to a sprawling piece of land called Clinton Corners. Behind us was a similar bus filled with boys. They were headed to a campus some 12 miles away from ours, to an area called Redhook. The fact that the boys were only a car's width behind us was comforting, as my only tie to home — Amol Kapoor (III), whom I had only met twice — sat in the boys' van.

We were all on our way to an international scholarship camp for students aged 14 to 16. Camp Rising Sun, founded in 1930, is an ex-



A. Kapoor (III) building a tree house.

V. Davey (III)

tremely selective program, and the application process involved numerous essays, interviews, and recommendations.

Campers are selected from all over the world, and this year's campers came from Israel, Finland, China, South Africa, Peru, Hungary, the Netherlands, Japan, and Palestine, and states such as Utah, Colorado, California, Pennsylvania, Minnesota, New Jersey, and, of course, New York.

The Camp's mission is to cultivate leadership, promote diversity, foster sensitivity, and nurture intellectual curiosity. One feature that makes our camp stand out from others is the freedom to pursue whatever path one likes. Most of our time was self-structured: we could choose to play sports, listen to music, attend classes (I learned about Arabic, Japanese food, guitar, Bollywood, and belly dancing), work in the art cabin, talk, and debate about current affairs.

For me, camp was partially about self-discovery:

becoming comfortable in my own skin, discovering my likes and dislikes, and learning how to coexist in the midst of such diversity. It was also about listening to others' stories as well—talking to my best friend Dina (from Palestine) about her views on the situation in her hometown on the West Bank; talking at dinner about the foods we eat back home and gossiping about boys with my tent-mates from Spain, France, and Japan.

Overall, camp was about the friendships. Now I read a news article about Mormons and think about my friends in Utah, or I read about the nuclear arms issue with Iran and think of my friend Aida. The fact that I have 60 best friends all over the world is remarkable.

So this December, when the New Jersey Alumni director comes to speak at Pingry, I want to highly encourage students to come and listen. Talk to Ben Hamm Conard (VI)—who also attended the program — Amol, or me, and ask us questions.

Blum Interns at NYC Ad Agency

By NICOLE BLUM (IV)

This summer, I had the unique experience of interning at a family friend's start-up advertising company. On the first day, I was incredibly nervous, but I quickly found out there was no need to be. I had pictured a large, bustling office, so I was pleasantly surprised when I saw the company had just two floors and was filled with young people. To my relief, they were extremely nice and generously helped me out with anything I didn't know (which was a lot).

It was strange being the youngest person there, but I did eventually grow accustomed to it. I didn't want the other employees to think that I was going to slack off for two months just because my family was longtime friends with the owners of the company. I had to apply and go in for an interview; I hadn't been so nervous since applying to Pingry! I was ready to take advantage of this amazing opportunity and absorb as much information about the business as possible.

At first, I worked three days a week, but as I gained more

experience, I lengthened my workweek to four days. It was hard to sit at a desk for so many hours straight – now I know how my parents feel every day – but I focused and worked hard. I was responsible for typical intern tasks like making charts and sorting files, but I also got to write different articles and help organize events for the company.

One week, I had to fill in for the secretary, who was away on her honeymoon, which was easily the most difficult task of my summer. Initially, I was helpless and made many embarrassing mistakes. I could not figure out how to connect calls and accidentally sent visitors to the wrong floor many times. I had to remind certain people to do certain things at certain times, but many times I could not get a hold of them anywhere. I grew especially nervous when I had to welcome visitors into the building, as I was the one who gave them their first impression of the company. I couldn't even believe our family friends had permitted and trusted me to do that. Those were five very long days. I had never had to do anything like that before, and this realization made me

feel extremely spoiled.

In addition to the work, I had to travel to New York City alone. Taking the train by myself, especially during rush hour, was terrifying at first, but soon, it felt like second nature. Walking the city streets alone was also nerve-wracking at the start. On the first day, I walked extremely fast and looked straight ahead; as a fourteen-year-old girl from Summit, New Jersey, I felt like an easy target for mugging or abduction. However, about a week into the job, I saw a boy of about seven walking alone to school, and I felt much better. I was soon able to enjoy these walks in such an interesting city without feeling too anxious.

When I was researching different summer opportunities last spring, I jumped at the chance of being an intern, even though I didn't know much about the job. I imagined that I would mature and gather important experience from whatever it might be, and I was right. This experience did help me better understand a typical adult office job, but honestly, right now, I'm glad to be just another high school kid again.

Davey Volunteers At Day Camp-

By LAKSHMI DAVEY (VI)

There were many things I had planned for the summer after my junior year. Mucking out stalls was not one of them.

After most of my plans ended up falling through, I became worried about finding something to do over the summer. I'm pretty sure it was while ranting to my best friend about what I was going to do when she suggested volunteering with her at Somerset Hills Handicapped Riding Center (SHHRC) in Oldwick, New Jersey.

My friend explained that SHHRC runs a day camp every summer. It sounded kind of fun, and it would be a great opportunity to spend some time with my friend, so I emailed the volunteer coordinator and she set me up for training right after school got out in early June.

Training was so scary. I was one of the only people who had no horse experience (pony rides don't count, I found out), and I was basically thrown into a stable and given tons of information about taking care of horses and disabled children.

Though I was the person with the least experience, one of the first things I had to do was get the horse out of her stall—a task that I loved doing a month later, but at the time seemed insurmountable. Lily (who I soon found out was referred to as “The Stubborn One”) refused to come out of her stall, and I had to use every ounce of cajolery and gentle pulling on her halter that I could to get her to move.

Camp began two weeks later. I still barely knew any of the volunteers, horses, or staff, so I was a little apprehensive about meeting the campers on the first day. There were eight campers,

ranging from ten-year-old Chloe, who was adorable, sweet, and reminded me of

so incredible, so alive. Working with her really helped me develop my communication



Horse brings joy to camper

Courtesy of SHHRC

my little sister, to Danielle, who was my age and had severe speech and motor disabilities.

I was relieved, I am a little ashamed to say, when I got Chloe as my assigned camper on the first day. I knew just what to do with her, which allowed me to concentrate on figuring out what went where on the horse.

The second day, however, Danielle was my assigned camper. There were two of us volunteers working with her that day, and my partner had been riding practically since she could walk; we split up subconsciously, and my job was to take care of Danielle. I soon found out that Danielle had her own method of communicating: a soft hiss for yes, a particular sound that meant she wanted water.

I was paired with her several more times during the week. Though she could be sullen and stubborn when doing non-horse related activities such as arts and crafts, the look on her face when she got on a horse was

skills. But more than that, I got to meet an amazing girl who was really passionate about riding.

Danielle only attended camp that first week, but I think working with her first helped me get over whatever inhibitions I'd initially had about SHHRC. The rest of my time there I threw myself into learning everything about horses: grooming, tacking, feeding, even how to get them to do what I wanted (take that, Lily!).

One of my fondest memories is staying late one afternoon to give the biggest horse, Jesse, a bath with some of my new friends. I got to interact with several other great campers, do arts and crafts, and have water balloon fights with them.

It was not exactly the summer I had pictured, but I am so grateful that it is the summer that I ended up with—a summer I will treasure for the rest of my life.

Danielle's name has been changed for privacy purposes.

Sun Travels to China with GSP



R. Vollbrechthausen (V) reading with a villager.

Courtesy of Ms. Boisvert

By STEPHANIE SUN (V)

Traveling to tourist spots can certainly be a fun experience, but have you ever thought about exploring the places where foreigners rarely visit? This summer, Vicky Wei (VI), Ricardo Vollbrechthausen (V), and I did exactly that. We, along with eight other people from different schools, participated in the Global Service Program, where we got the opportunity to travel to rural China, specifically ZhongBa in ShiChuan Province, for a community improvement project.

We did see the typical tourist spots in Shanghai and Beijing, such as the Great Wall, the Shanghai World Expo, and the Forbidden City, but the most unforgettable experience was definitely our two-week stay in ZhongBa. I remember being pretty nervous about going into the middle of nowhere for a whole two weeks, especially since it was rumored that we would have no Internet access for our whole stay. However, after getting to know the other kids going on the trip, I became less anxious, knowing that they would have to experience the

same obstacles as I would.

During our stay, we did a lot of community service, like weeding, cleaning roads, and building and constructing a dam and trench to use in case of a flood. Working on these projects for long hours was both physically and emotionally strenuous, but the eleven of us truly bonded.

Although this aspect of the trip was rewarding and inspirational, the most memorable part was adjusting to everyday life in the province. I, like so many other members of our community, am used to waking up in my nice, comfortable bed, taking a warm shower, and eating cereal or a bagel for breakfast.

However, in rural China, our worlds were turned upside down. Our morning routine consisted of waking up in a damp bed, killing the multitude of bugs that bit us every night, and eating spicy foods for breakfast. At night, we had to wait for coal to be put in the burner just so we could take a warm shower, but the shower was never the perfect temperature. It was either steaming hot or ice cold.

However, our suffering was certainly worth the opportunity to

immerse ourselves in the culture. For breakfast, lunch, and dinner, we ate traditional Sichuan cuisine, which, simply put, is vegetables and meat doused in very spicy sauce. Although we had a bit of trouble eating food this spicy, it was absolutely delicious and was definitely a change from food in America.

Additionally, the villagers of Zhongba were incredibly welcoming, especially the kids, who were extremely excited and grateful for the work we were doing. Those of us who spoke Chinese conversed with the teens of the village, and others bonded with the little children by running around and playing games with them.

Vicky, Ricardo, and I all agree that although the work of the program was tedious at times, it certainly opened our eyes to how good helping other people felt. I really felt a mutual support between us and the local villagers. The villagers were truly grateful for our help, and we also benefited from this experience. Vicky said, “Living in a rural village really changed my perspective on how blessed we really are to have the kind of lifestyle that we do in America.”

Jeng Spends Time in Costa Rica



Y. Jeng (V) with a group of Pingry students in Costa Rica.

Courtesy of Ms. Boisvert

By YVONNE JENG (V)

Instead of going to the beach, heading to my grandmother's house, or going to sleep away camp, I spent my summer in Costa Rica. It put a twist on the way I view things. The first thing I thought when I stepped outside the airport was, “This place is hot,” and when I saw my host family's home, I thought, “It's tiny!” I put those thoughts aside, remembering that I was here for a new experience, not to criticize a beautiful country I had yet to learn about.

I was fortunate enough to participate in Pingry's first ever community service project outside of the country. I went with eight other students and two chaperones. The

purpose of our trip was to help paint the community kitchen in a town called San Jorge de Los Chiles. In my free time, I watched the locals play soccer, cheered at the local bull-fighting ring, and scaled a volcano.

San Jorge de Los Chiles had an outdoor community kitchen where the townspeople would gather together for festivals and ceremonies. Initially, the structure looked gray, damp, and generally unattractive. The tour guide, Pablo, directed us to paintbrushes and rollers. After several days of coating all sides of the kitchen with paint, it looked warm and welcoming. When we were finished, the kitchen was orange and sky blue, with the words “Cocina Comunal”

painted on the front.

Interacting with the community was not only fun, but also a great learning experience. We visited a pineapple farm, attended a cooking lesson and potluck, played bingo, and went horseback riding twice. We taught the pre-school children in the nearby school how to play Red Light Green Light and Simon Says. We travelled through a rain forest on zip lines and relaxed in hot springs heated by the Arenal Volcano.

When the trip came to an end, we exchanged goodbyes to the tour guide and driver. After boarding the plane and returning home, I vowed that I would someday return to what had become my favorite foreign country.

Students Work With Global Literacy Project in South Africa

By DAN ABEND (V)

For the first two weeks of August, ten Pingry students traveled to the Gauteng Province of South Africa to work with the Global Literacy Project (GLP) in rural schools.

Tierney Griff (VI), Harlen Shangold (VI), Chloe Carver (VI), Eleni McFarland (V), Kit Tyson (V), Solomon Taylor (IV), Kaitlyn Friedman (IV), Alex Tung (IV), Sean Carver (III), and Reeve Carver (III), were accompanied by chaperones, Ms. Anne DeLaney, Mr. Keith Vassal, and Ms. Sara Bois-

the area.

"I had never considered myself someone who would enjoy a two week school trip, but after my experience in South Africa I realized that I could not have been more wrong," said Chloe Carver. "This year marked my fourth summer in South Africa with the Global Literacy Project (GLP), and it was the best year yet because Pingry and GLP came together to produce an amazing community service trip for high school students.

Carver went on to explain that "being able to share such a unique trip with my peers made it even easier to bridge

(the American equivalent to Kindergarten) to Grade 9 (the American equivalent of junior high school), is one of thousands of schools in South Africa struggling to graduate students on to high school. Apartheid left many education systems, for Black South Africans, like Zuurbekom, in ruins.

Carver said her favorite part of the trip was her time at Zuurbekom working with the kids there. She also enjoyed working with "Mr. Vinger, the devoted principal" of the school and she "hopes to further the relationship Pingry has with this amazing school, staff and student body."

A large part of the trip was spent interacting with South African children. "The children in the schools we helped were so spirited and hopeful. Their smiles have inspired us to continue our hard work," said Shangold. "It is clear how much our work matters to them. Not only have we been able to teach the South African students the value of education, but they have also taught us the true meaning of hope."



T. Griff (VI) and C. Carver (VI) read with a student in

Courtesy of Ms. Boisvert

Through their travels through the country, the group was able to encounter the conditions in which many of the children lived in. It was an eye-opening experience to witness first-hand the poverty that the children had to face every day. In one instance, the group drove past a large, informal settlement where "the houses were made of tarp and scrap metal that were half the size of the Pingry athletic trainer's office," said Griff.

Mrs. DeLaney explained to the group that all of the kids from Zuurbekom live in that settlement, and that all of them, even the four year olds, walk the five miles to the school every day.

"It was hard to imagine that these positive and vivacious kids we were just playing around with — and had so much in common

with — lived there," said Griff. "That is definitely one moment from the trip that hit me and will stay with me forever"

Along with their time spent at the schools, the group also spent some time exploring the wonders of South Africa. On this part of the trip, "We were able to relax and act like typical American tourists," Griff said. They visited places like Freedom Park, Ghandi Square, Gold Reef City, the Apartheid Museum, Nelson Mandela's houses, and more.

"It was really interesting to better understand how the history of the country connected with what we learned from the children," said Shangold.

Overall, the group agreed that they shared an amazing experience. They felt that

their work was extremely uplifting and that they took away great memories and lessons.

Shangold sums up their feeling best, explaining, "We were often asked why we would spend our summer helping the South Africans when they had "nothing" to give us in return. This was not even a question in our minds. I feel that I can speak for everyone on the trip when I say that it was a life changing experience, full of moments I will never forget. The people of South Africa gave us inspiration, spirit, and love in exchange for our hard work."

Another trip to South Africa is planned at the end of this year. All those who went this past summer strongly urge others to take the chance and join them for this once in a lifetime experience.



Students posing in front of a welcome sign in Soweto. Courtesy of Ms. Boisvert

vert. During their time abroad, they renovated a classroom and a science lab, taught classes, read with South African students, and bought 69,000 books for schools in

the drastic gap between South Africa and Pingry."

The group spent much of their time at local schools, including Zuurbekom Primary School. Zuurbekom, which has students from Grade R

to them. Not only have we been able to teach the South African students the value of education, but they have also taught us the true meaning of hope."

Jolley Tries Out For England's U-19 World Cup Lacrosse Team

By LIZ JOLLEY (V)

This summer, I tried out for the England U-19 World Cup Lacrosse team. Since both of my parents and my brother are English, and I have dual English and American citizenship, I qualified to try out.

Had it not been for my mother's piercing voice and strong English accent, I may have never have come across the team. While at a tournament in Maryland this summer, the mother of Olivia Reese, another English-American lacrosse player,

was an English-American lacrosse player, she immediately befriended my mother and began to explain how her daughter was going to England in August to try out for the England U-19 World Cup Lacrosse team. She gave my mother the coach's contact information, and encouraged me to join Olivia in going out for the team. Soon after e-mailing the coach, I was sent an official invitation to the August tryout.

The team trains all year round in England, and will be attending the 2011 Wom-

team's training sessions to try out.

The three-day training session took place in High Wycombe, UK, at an all girls' private boarding school called Wycombe Abbey. Since I became accustomed to competing in 100°F weather all summer in Maryland, it was quite a shock playing in the cool, wet, and cloudy English conditions. The English girls were in shorts and t-shirts, while I wore my Under-Armour and sweats.

Lacrosse is much less popular in England than it is here

girls with names like Millie, Imogen, Elo, and Izzy. I enjoyed the complete English lacrosse experience, drinking Lucozade (the English version of Gatorade), wearing my boots (cleats) and trainers (sneakers), wearing a bib (pinney) to scrimmage, and playing on lovely grass pitches (fields).

Overall, the girls were all very friendly and had a great sense of humor; even the coaching staff was constantly cracking jokes. The coaches consist of multiple England U-21 players and alumni, as well as one U-21 player, Laura Merrifield, who grew up in England but currently attends and plays lacrosse at Maryland University.

Although the final 18 play-



Courtesy of L. Jolley

ers who attend the World Cup next summer are not selected until Easter, I made the initial cut of 60. My plan is to go back in January for another training session, and then possibly once more in the spring. If I make the team, then I will probably be spending most of my summer next year training

in England.

Whether I make the final cut or not, it has already been an amazing experience. I have made lots of English friends and had the opportunity to fly to England and see all of my family. I can't wait to go back in January; I just worry that the weather may be worse!



The England World Cup Lacrosse Team

Courtesy of L. Jolley

approached my mother upon recognizing their shared heritage. Excited that I, too,

en's Lacrosse World Cup in Germany next August. This August, I attended one of the

in the US, and the type of girls who play over there are mainly posh private school

Feng Writes Prizewinning Essay

By AMANDA HALTMAIER (VI)

This past spring, Ashley Feng (VI) was one of six thousand entrants to *The Fountainhead* Essay Contest and one of ten to win third prize. The contest, which is sponsored by the Ayn Rand Institute, gives participants three topics relating to the novel *The Fountainhead*, written by Ayn Rand, a Russian-American philosopher and novelist.

Students in middle school through graduate school are introduced to Rand's Objectivist philosophy through essay contests based on her novels. The Rand Objectivist philosophy, which maintains that reality exists apart from consciousness, is one that is grounded in metaphysics, epistemology, ethics, politics, and aesthetics.

In her essay, Feng contrasted two of the novel's characters, Gail Wynand and Howard Roark. Feng wrote, "Unlike Wynand, who is filled with a 'senseless emptiness', Roark is never without purpose. There burns in him an eternal fire: refusal to surrender his integrity no matter what trials he faces." She goes on to describe Roark in a metaphor that evokes the novel's title: "He is a fountainhead of creative energy."

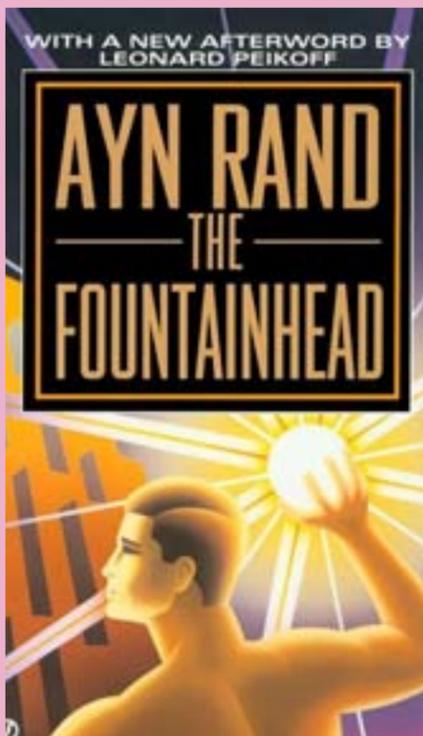
"I really liked *The Fountainhead*; it's unlike any novel I had read before," she said.

In addition to the contest, Feng became more involved with the Ayn Rand Institute when she attended its fundraising dinner in New York City on September 14th. Sponsors and guests traveled from around the country to listen to speakers share their views on the state of the economy and the education system.

The dinner also included a silent auction, in which first editions of Rand's novels were sold. At the dinner, Feng met a writer for Fox News, a group of NYU students, and a professor who teaches *The Fountainhead* and published a book on Rand Objectivism.

Feng plans on entering a few more Ayn Rand Institute contests in the future because high school seniors are eligible for at least three. She has high hopes for her upcoming endeavors.

"I'm aiming for first prize next time (maybe third in the *Atlas Shrugged* contest)," she said. To the right is an excerpt of Feng's essay.



In Ayn Rand's *The Fountainhead*, Gail Wynand's *Banner* appeals to the basest instincts of its readers, mocking heroic achievement to preach the absolute surrender of the self. Writers and editors glut its pages with "stories about fallen girls, society divorces, founding asylums, red-light districts, charity hospitals." *The Banner* presents nothing but depravity until, pursuing the latest scandal, it inadvertently prints a glorious tribute to the dignity and ability of man. In covering the trial of the individualist architect Howard Roark and denouncing his temple of man, the journal of the power-seeking Wynand actually helps immortalize the power of an indomitable human will.

This intersection of a purely selfish creation and a crassly selfless tool is as unlikely as the friendship and spiritual accord that emerges between their creators. Each senses in the other a resolve as unwavering as his own, because they "started in the same way," seeing beyond the limits of a vulgar society into the beauty of a proud and unbending human spirit. However...one values and trusts his own integrity, while the other sacrifices everything for power...Roark discovers in Wynand the tragedy of a man who believes that "love is reverence, and worship, and glory, and the upward glance...the total passion for the total height," and yet fills his newspaper with claims that real love is but pity, applied equally to the purest and most repulsive examples of humanity.

Though both are talented and bold, Roark and Wynand have conflicting views of their own abilities to resist poisonous selflessness. Gail Wynand sees the world with contempt and cynicism, drowning in the corruption and self-abasement surrounding him. In his youth, he lets himself be broken by other people's hostility towards integrity...Crushed beneath the hopeless conviction that he and all men are worthless and contemptible beings, he lets the masses claim his soul. He sees the world only as it is, not as it can and should be.

The same social decay that overwhelms Gail Wynand constantly plagues Howard Roark, but never overwhelms his integrity. Roark ignores the objections of others, bows to no wealth or prestige, and recognizes only each man's competence and self-respect...his confidence in his own reason never wavers, even as second-handers on the witness stand betray truth for their reflections in other people's eyes. Roark recognizes only his own self as real, while the censure of the mob seems shadowy and insubstantial. Even those around him sense in his presence "a strange quality" which makes it seem "that he was not there; or perhaps that he was and they weren't." Nothing else can compare to the power of his own mind to imagine, build, and persevere. They can keep him from what he loves or ridicule his triumphs, but the creative force within him is indestructible; the frenzied determination of a wretched society to destroy him falls like rain on one of his buildings, striking relentlessly and mindlessly but only proving the indestructibility of its serene target.

Despite the bitter opposition Roark constantly faces, he never stops speaking his mind and seeing the human spirit as innately "strong, proud, clean, wise and fearless." The Stoddard temple is his unyielding spirit embodied in stone, a testament to the power and grandeur of man...In contrast, Wynand...tries to convince himself that sacrificing one's self to the masses is inevitable and that integrity is a delusion. He makes a hobby of breaking men of principle because he is threatened by integrity; he admits, "The man I couldn't break would destroy me."...He fears true morality, which would reveal the guilt and emptiness of his own life.

Unlike Wynand, who is filled with a "senseless emptiness," Roark is never without purpose. There burns in him an eternal fire: refusal to surrender his integrity no matter what trials he faces. Howard Roark knows he is the indisputable master of his own soul, and is strengthened by the pride and elation he derives from his work. He is a fountainhead of creative energy, inspiring every friend or stranger who discovers the promise of freedom in his buildings. However, the effects of Roark's actions on others are always secondary to him; his goal is not the satisfaction or admiration of others, but self-fulfillment. He proclaims, "The only thing that matters, my goal, my reward, my beginning, my end is the work itself."

...Howard Roark's own response to crushing setbacks draws on his undying sense of possibility. As he revels in sunlight at the peak of a granite cliff at *The Fountainhead*'s opening, he contemplates the trees, iron, and stone laid out below him, "waiting for the shape [his] hands will give them." As he regards the hideous buildings of Stanton, he thinks "only of how lovely the stone looked...and of what he could have done with that stone." The rules he lives by are his untainted reason and determination to build as he wishes. He can endure the loss of work or of a perfect building, because he is willing to risk everything for a future where he will stand triumphant and whole, in full control of his fate. Defying the shallow minds attempting to restrain him, Roark uses the force of his unyielding will to transform his world.

Wynand, conversely, realizes how worthless his power is, built on the whim of the mob...He learns that the power for which he has sold his soul isn't his to wield, and that he has never controlled the masses, but "only added [him]self to the things they ran." Roark does everything he can for Wynand...but he recognizes that true strength must come from within; just as "No man can use his lungs to breathe for another," no man can redeem another's soul. Wynand's desperate attempt to reclaim his sense of self is ultimately crushed beneath the weight of his deeds. His spirit is corroded by his effort to destroy the very self "that cannot and must not be sacrificed," whose loss he regrets too late to reverse. His realization that "[i]t is the unsacrificed self that we must respect in man above all," comes only after he has surrendered to a culture of cowardice and self-loathing his most valuable possession.

Weezer Releases Eighth Studio Album

By DAN ABEND (V)

On September 14th, the popular alternative rock group Weezer released their eighth official studio album, "Hurley." It was named for the character

but catchy lyrics. The song flows well into the next track, "Ruling Me," which mixes heavy synthesizer and guitar thrashing with upbeat, simpler lyricism. It is a decent song to

listen to, but it lacks anything special and simply fades away into the mix of the album.

After the song "Ruling Me," the deeper music begins to take root, especially in "Trainwrecks," where guitar and drum interludes flow well with properly executed lyricism to create a very good track, reminiscent of the Weezer classic "Buddy Holly." However, the album takes a serious nosedive from here on out, delving



<http://www.drivenfaroff.com>

into one lazy, clichéd track after another. Some of the songs come off as slow and just plain idiotic, like the frustratingly thoughtless "Where's My Sex?" that could have been written and performed by a twelve year old kid. The problem with "Hurley" is not that it is a bad album. It is just frustrating that it starts out well, giving a glimpse of potential for the rest of the album. However, it doesn't pull through and only falls into a set of weaker tracks. Granted, as a whole, "Hurley" can be seen as somewhat of a step forward from the disappointing "Raditude," but a band with as much experience and notoriety as Weezer should be past the point where minimal improvements and sub-par tracks are acceptable.

The album starts off decently enough: "Memories" is a solid track, with a good blend of guitar riffs, synthesizer, and thick

Harmony Falls Short of Expectations

By ARVIN ALAIGH (VI)

Harmony marks the second full-length release from Never Shout Never (NSN). Much to the dismay of many fans, the multi-instrumental-front man of NSN Christofer Drew Ingle has been straying from the acoustic-pop songs that made him famous. However, *Harmony* is certainly reminiscent of his earlier "pop" style. Although it is not a full-fledged return to their original sound on *The Yippee EP* or *The Summer EP*, several tracks certainly hark back to it.

The album begins with the title track, "Harmony," a harmonica-infused ballad that serves as a prime example of NSN's genius when it comes to songwriting. Christofer

deater" and "First Dance" are two staples of this record that any listener will enjoy.

Several songs on this record are unnecessary, including the minute-and-a-half "Piggy Bank" or the cheesy acoustic, "I Love You More Than You Will Ever Know." "Trampoline" is definitely a keeper, although it may take listeners little while to grow accustomed to. I always avoided it at first, but it has grown to become one of my favorite Never Shout Never songs. The record comes to an end with one of my favorite tracks, "Sellout".

Harmony runs just over 27 minutes, making it the longest Never Shout Never release to date. If you haven't listened to Never Shout Never before, you will either

absolutely fall in love with the group or hate them. Never Shout Never fans will enjoy the album, although it doesn't have much replay value. Regardless, I recommend



<http://lyricsmusic.name>

Drew preaches acceptance and tolerance with the first lyrics of the record: "I am I, you are you, we are we, we could live in such harmony." The ukulele-driven "Cheatercheaterbestfriend"

it for anyone who's looking for something new to listen to, with the exception of the musically seasoned hipster, who will probably be repulsed by the very sight of the album cover.

CONGRATULATIONS TO THE JUSTIN SOCIETY CREATIVE WRITING CONTEST WINNERS:

Form IV Poetry:

Sophia Feng: 1st place
Ashley Zhou: 2nd place
Vinita Davey: 3rd place

Edward Kong: HM
Madi Taylor: HM

Form IV Fiction:

Ashley Zhou: 1st place
Nicole Blum: 2nd place
Matt Composto: 3rd place

Form VI Fiction:
Lakshmi Davey: 1st place
Chloe Sorvino: 2nd place
Amanda Devine: 3rd place
Rebecca Youngdahl: HM

Form V Poetry:

Tori Campbell: 1st place
Andrew Hanna: 2nd place
Caroline Dreyfuss: 3rd pl

Form VI Poetry:
Amanda Devine: 1st place
Lakshmi Davey: 2nd place
Matteo Valente: 2nd place
Ashley Feng: 3rd place
Alexandra Logerfo: HM

Form V Fiction:

Connie Wang: 1st place
Dylan Sun: 2nd place
Andrew Hanna: 3rd place

Form VI Memoir:

Ashley Feng: 1st place

Berdina Buist Exhibit Is Truly Unique

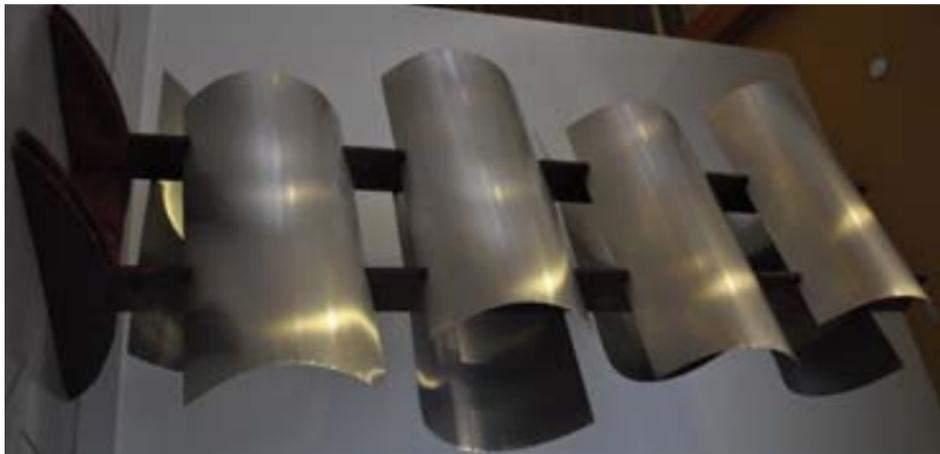
By KATHLEEN ZHU (III)

Dutch artist, Berdina Buist, is showing an exhibit, "Still in motion," in the arts wing. It will be available for viewing up until October, 26.

This exciting show focuses on photography, but includes work in many other mediums. The centerpiece is a four-panel photo printed on silk called "Healing Body." It shows a woman who was scarred after her surgery for breast cancer. In the picture she is dancing with a piece of silk, the exact fabric the photographs are printed on.

"This is her embracing her life, and who she is," Mrs. Jane Asch, Art Fundamentals teacher explains.

Students and teachers alike are interested in the sculptures on display. A big theme is, "Fluidity and freedom," Art teacher Mr. Peter Delman commented, "She [Berdina] uses water and air



Sculpture in art display

O. Tarantino (VI)

as elements in her work," Mrs. Asch added,

"Because of the draft in the room, the woman looks as if she is dancing on the silk waves," Gavi Shandler (III) said. "It's very inspirational that she still feels beautiful even though she's gone through so much."

Other pieces Buist includes in her exhibition are

"Dot," a hanging sculpture suspended in the air with many wires coming down from the ceiling with glass dots that cast a shadow to form "100." These further emphasize her focus on air and being weightless.

Another interesting piece hanging directly opposite to "The Healing Body" is also a photograph on silk, actually

two pieces of silk separated slightly. The layering creates an optical illusion of sorts. It is a very abstract piece of work, one sheet in positive, the other in negative, creating a 3-D effect.

Berdina has spent time in many countries. Being familiar with America, Italy, and the Netherlands, her art is a combination of the three and draws upon all these cultures.

A former judge at Pingry's Annual Invitational Photography Exhibition, Buist has seen the work of our students, but now it's time to showcase hers. "Our students will enjoy learning from her and expanding their own artistic ideas," Head of the Art department, Mr. Miles Boyd said, a sentiment with which many students already agree.

Vampire WeekDAY: Definitely Worth It

By KATE LEIB (V)

Upon telling people I was going to see Vampire Weekend, I got plenty of mixed reactions. Some missed the mark completely—"Oh, the movie? I want to see that!" Other reactions did not mistake the Columbia bred, four-member indie band as yet another product of our vampire-steeped pop culture, but still wore the look of studious incredulity—"What? You're going to a concert on a school night?" But I guess that's just Pingry for you. Vampire Weekend is not to be missed live, making the decision to forego academic priorities for one night a no-brainer.

Following relatively chill performances by warm up acts Beach House and The Dum Dum Girls, Vampire Weekend walked onto the Radio City stage to DJ Khaled's "All I Do Is Win" and was met with a roar of applause as the crowd jumped to their feet. They kicked things off with the effervescent "Holiday,"

it. Koenig was especially giddy to be playing the song "M79" in such close proximity to the real 79th Street cross-town bus, a giddiness that he channeled by instructing the audience to let loose in the formal Radio City setting.

The best part of the concert was that it kept getting better, each song building off the last. And though Koenig's voice was shaky at times, he enthusiastically plowed through the set list as if he hadn't played over one hundred appearances since the band's album, *Contra*, was released in January. There was never a dull moment during the 90-minute set, thanks to their impressively varied and high-quality repertoire of songs. Colorful light displays and chandeliers that moved up and down added additional life to the already energetic music.

At other concerts, there are usually a few filler songs that serve—for the most part—as time to sit down or relax. However, on the

due to my constant jumping, singing, and shouting. But don't get me wrong: I enjoyed every minute of it.

One of the few breaks in the high-energy mood was the newly incorporated live performance of the complex but sincere "I Think Ur a Contra." Koenig explained that they had "just figured out how to play it live" recently. Their rendition of Bruce Springsteen's "I'm Goin' Down" was well received by fellow New Jerseyans in the audience, and was followed by an excellent performance of one of their most dynamic and striking songs, "Diplomat's Son."

What surprised me the most was the age range of the audience. On my right was a young kid who seemed to be the only one *not* jumping up and down, and a row in front of me were two middle-aged men...also jumping up and down. Vampire Weekend may be touted as a preppy band, but they certainly do not cater exclusively to prepsters alone.

The band was called back on stage for the encore by the crowd's wild cheering and a cameo appearance by Jack McBrayer, better known as Kenneth the Page on "30 Rock." Sauntering back on stage, they played their popular single "Horchata", followed by their shortest song, "Mansard Roof." Koenig instructed the audience to "put your hands up in the air and keep them there" for the whole song, reminiscent of DJ Khaled's lyrics "Everybody's hands go up, and they stay there, and they say yeah." It brought the concert

whole, I often found myself on the verge of losing my balance and struggling to suck in air in between songs

full circle from Vampire Weekend's entrance. They ended fittingly with "Walcott," a song about leaving.



K. Leib (V)

and continued to play energetically throughout "Part One" of the concert, as lead singer Ezra Koenig dubbed

High Expectations for New TV Series

By KATHLEEN ZHU (III)

Boardwalk Empire, starring Steve Buscemi, is a drama that has high expectations for its first season. With

Emmy-awarding writer Terrence Winter (The Sopranos) and famous director Martin Scorsese establishing the general

storyline and "look" of the show, this drama has tremendous potential and is expected to be a hit television show this fall. This thrilling show about corrupt politician Enoch "Nucky" Thompson (Buscemi) will air Sunday nights on HBO at 9PM.

\$\$#! My Dad Says is a new sitcom based on the Twitter feed of the same name. The show revolves around Ed, a very opinionated 72-year-old man who has been divorced three times, and his child Henry, a struggling writer who is forced to move back into his parent's home because of a lack of income. William Shatner (Ed) leads a great cast for this Warner Bros. Television produced show. This sitcom can be seen on Thursdays

at 8:30PM every week.

No Ordinary Family, starring Michael Chiklis and Julie Benz, is a Sci-Fi television series that is considered to be one of the best new television shows of



the upcoming fall. The Powells, a typical American family, are involved in a plane crash into the Amazon River. This plane crash gives each member of the family special abilities that they are able to use throughout their lives. This Sci-Fi television thriller will air on Tuesdays at 8 PM on ABC.

The Event, a new Science Fiction Drama/Thriller, features Jason Ritter and Sarah Roemer as the lead actor and actress respectively. The show mainly follows Sean Walker (Ritter), a man who while investigating the mysterious disappearance of his girlfriend, begins to discover arguably the biggest cover-up in US history. This mystery will air on NBC every Monday night.

Lace, Neutrals, and Sweaters are the Hottest Fall Trends



<http://askmissa.com>

By YUMI CASAGRANDE (IV)

As the weather gets a little chillier and fall begins to creep in, brightly colored shorts, crop tops, and flirty sundresses have been replaced by lacy dresses, neutral colors, and oversized sweaters.

As seen on the runway of high fashion designers like Christian Dior and Chanel, the top trend this fall is lace. Whether lace is a part of a dress, skirt, or shirt, it can be worn as soft and sweet or dark and edgy, depending on how it is accessorized.

For example, wearing a white lace dress with black boots and a leather jacket immediately gives it more edge, while accessorizing with a pearl necklace and nude pumps adds elegance and soft, romantic femininity.

The color palette this fall is all about neutrals. Whether they are soft neutrals like off-whites, creams, and golden browns, or dark neutrals like black, gray, bur-

gundy, and navy, the muted colors are the ones that work best. However, if white makes you feel too "plain jane" and dark colors make you feel heavy and drowned, try adding a pop of color to brighten the mood by adding a fun piece of jewelry or a bright belt.

According to Elle Magazine, "the perfect flash of brightness" is aqua blue eye shadow and red lipstick, the arising makeup trends (worn separately of course; clown faces are not chic...).

Form fitting dresses, tight pants, and heels aren't always the most comfortable way to strut around. However, comfort won't ever be an issue again because the oversized sweater is a dominant trend for this fall.

To balance the bagginess of the sweater, be sure to wear it with tight pants or leggings and maybe even cinch it at the waist with a belt to create a more form fitting look. These slouchy sweaters are great because you can be as chic-as-can-be while feeling like

you're wrapped in your favorite Snuggie!

Summer's beachy waves and boho braids are a thing of the past. According to Ted Gibson, a celebrity hairstylist whose clients include Anne Hathaway, Kate Gosselin, and Renee Zellweger, "straight hair will reign supreme." On the runway this fall held true as models for the fall collections of Gucci, Burberry, Prorsum, Versace, and Nina Ricci all wore straight, sleek locks.

Flat hair is never attractive so try straight ironing your hair in larger sections. By doing this, you can flaunt straight hair without it falling flat and losing movement and volume.

When Marc Jacobs, designer, was asked about his fall collection, he said, "there's so much striving for newness right now that newness feels less new." Therefore, keep your flair a little more simple and straightforward and your wardrobe should be fall fashion ready!

Football Continues to Improve



B. Morrison '64

By ANDREW DELLAPINA (IV)

Last season, the Varsity Football team made great strides and transformed into a successful, competitive team that everyone wanted to watch. This year, with

and a defense that consistently pushes opponents backwards. The running game, led by running backs Justin Shangold (V) and Robbie Hugin (VI), has averaged nearly 200 yards per game this season, which is ex-

and immediately making a difference. "Coming off of our playoff appearance last year, our expectations were higher than ever," said Bartlett. He continued, "Players like Ben Rogers (VI), Robbie Hugin (VI), Victor N'Diaye (VI), Will Burchenal (VI) and Ben Ballintyn (V) added a lot of strength and speed to the team, which made losing players like Dylan Westerhold '10, Chris Christensen '10 and Dan Muller '10 hurt a little less."

These new players certainly have stepped up early on. Ballintyn is one of the top tacklers on the team, while Burchenal has contributed as a solid kicker.

In the most recent game, the team faced off against Belvidere, who is considered one of the toughest opponents on their schedule, and lost 10-26. Their current record is 1-2, but they are determined to continue to improve upon their record and return to the playoffs. Rogers said, "Belvidere was the toughest team we're going to face all season, and, despite the loss, we matched up pretty well with them. Once we eliminate the mental mistakes, we'll be able to compete with anyone."

Head Coach Mr. Christopher Shiels has all of the pieces in place to make another run for the championship. As Rogers asserted, "Once we eliminate the mental mistakes, we'll be able to compete with anyone."



N. Lee (IV)

M. Damstrom (VI) preparing to pass ball

a few crucial new additions, they seem poised to repeat their success.

Led by captains Will Bartlett (VI), Matt Damstrom (VI), and Eric Stock (VI), the team boasts a productive rushing offense

actually the firepower needed to put points on the board. In fact, the team shut out Manville 14-0 at the first game of the season.

Much of the success this season is due to upperclassmen coming out for the first time

Field Hockey Team Prepares For Another Strong Season



B.Morrison '64

Shannon Hughes (VI) playing against North Hunterdon.

By LIZ JOLLEY (V)

After a hard and long preseason, Shannon Hughes (VI) says the field hockey team is ready to "ruin lives."

This summer, the team had an exciting Labor Day Weekend trip to Rye, New York. It included a very convincing win against Rye Country Day in a scrimmage, a gluttonous dinner at the Cheesecake Factory, and last but not least, a trip to Rye Playland.

With a small team this year, the team is very close as well as very spirited.

Having already experienced a year in the new Skyland Conference, playing schools four times the size of Pingry no longer fazes the team. With Coach Lee's conditioning, there isn't anything the team can't take on.

After losing the beloved Coach Fives to golf, the team gained two new coaches this year, Mary Panko, a Spirit Eagles club coach and ridiculous Rutgers field hockey graduate, and Meredith Egan-Finkelstein, a member of the NCAA D1 champion Maryland lacrosse team, who Coach Lee described

as an "all-country, all-world, all-galaxy, lacrosse goddess."

In addition to the two new coaches, the team gained last year's #1 varsity tennis singles star, Katie Ruesterholz (IV). Although missed on the tennis team, Ruesterholz said, "I am so glad I switched to field hockey, because I am absolutely loving it!" The team also gained eleven freshmen.

This year's captains are Chloe Sorvino (VI) and Anna Kamen (VI), both key players on the field. Defender Kaitlin Ulker (V) agrees that "Chloe and Anna are really great captains. They both hold the team together on the field, and play a big part in why we are so close this year."

In addition to Chloe and Anna, the other seniors include champs Meg Barry, Shannon Hughes, Amanda Haltmaier, and Sam Neibart.

The team will have to adjust to a new rule that was introduced to the game this year. Although already implemented in club teams and national tournaments, this was the first year that the "Self Start Rule" was allowed at the high school level. Instead of stopping the play to take a free hit after a foul has occurred, players are now allowed to briefly stop the ball and then immediately dribble with it. The team should not have a problem though, as Meg Barry (VI) says it "makes the game both faster and smoother."

It is still early to forecast how the team will do later on in the season.

However, after only losing 2-4 to Bridgewater, the second ranked team in the state, and being the first team to score on them all season, success is in the air. Another key game so far this season was the team's 4-1 victory over Ridge, the first win against them in three years. Things are looking good for field hockey this year.

Varsity Boys' Soccer Has Undefeated Record



E. Schoenbach (VI) fighting for the ball. O. Tarantino (VI)

By ANDREW ADLER (III)

This season, boys' Varsity Soccer has bolted forward with hopes of reaching the state championship. So far, the team is undefeated with a record of 7-0.

Coach Miller Bugliari has been coaching boys' Varsity Soccer for 51 years, and this year, like so many others, is shaping up to be a promising one. However, the team does face a major setback. "The biggest challenge for us would be replacing the seniors that we had on the team last year," Coach Bugliari said.

"We've lost five or six of our greatest players and it really makes a big difference."

Another challenge that the team faces is their size, because most

of the schools they play are much larger than Pingry.

Despite these setbacks, captains Adam Jacobs (VI), Matt Sheeleigh (VI), Randy Falk (VI), and Eric Schoenbach (VI), who have each played on Varsity for four years, are leading the team to another successful season. Even after losing valuable players from

Jacobs said. "We'll push hard for a championship." Falk agreed, saying, "After being on this team for four years, I know that we can accomplish anything we can set our minds to. We've got a really talented group of underclassmen that will help the seniors do great things this season."

Although the team may have



O. Tarantino (VI)

A. Jacob (VI) running against Hunterdon Central.

last year, the team captains have been able to pick up the slack and guide the team into each game with confidence.

"We're a young, strong, talented and good-looking team,"

a few bumps in the road, Coach Bugliari's confidence in the team is not shaken. "I think we're fairly quick, and we defend pretty well. If we continue, then we'll get far."

Boys' And Girls' Varsity Cross Country Off to A Promising Start



B. Morrison '64

C. Gensch (IV) and M. Supron (V) finishing their race.

minute. Although the girls' team graduated five seniors last year, eight new freshmen and one new junior joined the team, which shows promise for yet another great season.

Co-Captain Olivia Tarantino (VI) explained the dynamic of the team, saying, "This year we have new coaches, new freshmen, and new expectations. We're already ranked tenth in the state, and we want to improve from last year. With our depth, dedication, and talent, I think we can do it."

On Saturday, October 2nd, the girls kept the momentum going by placing first in the Varsity F division of the Shore Coaches Invitational, one of the largest statewide meets of the season. Their current dual meet record is 4-1.

The boys' team also did well in the Newark Academy Invitational, finishing third overall. They graduated only two seniors, while adding eleven freshmen and one sophomore. Co-captain Michael Supron (V) commented, "We have a really good chance at win-

ning states this year and qualifying for the Meet of Champions, something we

Furthermore, captain Adam Armstrong (VI) hopes to have "a championship

sense a real hunger amongst the boys to be good now. I sense this is shaping up to be



B. Morrison '64

The girls at their meet against Voorhees and Somerville.

just missed last year. I'm excited for the growth of our eleven freshmen, and next year we should be able to dominate."

season, not just a 'rebuilding year' as the team has been labeled by many." Coach Matt Horesta agreed. "Despite our youth, the coaches

a team that responds to challenges," he said. The boys took third at Shore Coaches, and currently have a dual meet record of 4-1 as well.

By GRACE PUTMAN & REBECCA CURRAN (V)
Both the boys' and girls' varsity cross country teams kicked off the season with the Newark Academy Invitational. The girls took first, with co-captain Mary Kate Martinson (VI) leading the team and winning the varsity race by a close three seconds. The team packed their five scoring varsity runners

into the top twenty, with all seven girls finishing in the top thirty-five. "It's really exciting to win our first meet of the year," said Martinson. "With so many new freshmen and all but two of our varsity runners returning, we're looking forward to a great season."

New freshman Katherine Curran won the girls' Junior Varsity race by almost a full

Reorganizing the Water Polo Team

By NICOLE BLUM (IV)

The Water polo team has done some major reorganizing this year. Science teacher Mr. Jeffrey Jenkins has replaced Mr. Craig Harvey as head coach, and he is working alongside assistant coach Mrs. Lisa Ancona. Mr. Jenkins is looking forward to watching the "steady progress of the team" this season.

Many members of the Varsity team graduated in

varsity lineup and a sophomore as a prominent sub."

Moreover, goalie Will Fischer (VI) is also new to playing varsity, but according to Mr. Jenkins, "has a lot of potential." Oliveira hopes that the new players "grasp the sport fairly easily and do well in the next couple of games."

Negri and Jason Ring (V) have scored the highest number of goals, but Oliveira and Kolb excel at shooting off drives. David Sukhin (V), Will LaCosta (IV), and

game, win or loss, the team reviews its strengths and weaknesses.

"We always want to look at where we need improvement and what went well," he said.

In practice, the team has been working on fundamentals like ball handling, pressure defense, fast breaks, treading, and swimming, to go with man-up situations and offensive drills.

Although the team is strong defensively, Kolb said, "We hope to improve

By AMANDA HULSE (IV)

Led by head coach Ms. Lisa Fung-Kee-Fung and captains Lindsey Bissinger (VI) and Emily Combias (VI), the girls' Varsity Tennis team's record is currently four and three.

Although rain has been getting in the way of practice, the team has already won matches against the Oak Knoll School, Hunterdon Central High School, Hillsborough High School, and Ridge High School.

Excited by these wins, Naomi Wong (IV) is optimistic about the upcoming season. "We've got a really strong team this year," she said, "and I am confident that we will do well."

Ms. Fung-Kee-Fung, the new head coach, said that the girls are all playing wonderfully. "The team is very special, and I love to see the combination of personalities and different playing styles," she said, adding that working with the girls, who are all filled with vibrant energy, has been a very rewarding experience.

In addition, Ms. Fung-Kee-Fung said, "Performance has really increased and our mental



B. Morrison '64

V. Wei (VI) returning a hit.

toughness has really shined this season." For this reason, she feels that the team has been able to pull through and win matches in which they may have seemed outmatched.

Although the Varsity team lost multiple seniors last year, a great number of freshmen joined the team, some of whom made Varsity.

Returning Varsity player Steff Carr (IV) said that the team has gotten along really well this year, which has made the experi-

ence a lot of fun. She said, "We support each other, win or lose, which takes the pressure off of intense situations and keeps the playing fun."

The Junior Varsity team, led by captains Marisa Werner (V) and Malvi Hemani (VI), is also off to a promising start, having won five out of seven matches. Moreover, new coaches Ms. Nicole Angioletti and Ms. Bethany Poppe are very excited and look forward to the rest of the season.



A. Logerfo (VI)

Varsity Water Polo team members at practice.

June, causing a large gap in this year's starting Varsity lineup. According to senior captains Kathryn Kolb, Vitor Oliveira, and Grant Negri, this has been "the biggest challenge" of the season so far.

Mr. Jenkins commented that the team is "relatively young, with two juniors and a sophomore in the starting

Adam Fraites (IV) are also prominent varsity players. So far, the team's record is 1-3, with games against Germantown Academy (6-15), Horace Mann (5-11), St. Benedict's (2-10), and Friends' Central (7-14).

Mr. Jenkins said, "Although we're going to make mistakes," the key is to stay positive. After each

even more on our offense."

"The team's level of intensity and focus gets noticeably higher each game," Kolb said. Negri added that he looks forward to the team's performance at States and Easterns, while Oliveira looks forward to seeing the team "come together," as well as "make progress and win a few games."

Homecoming Games at Pingry

October 9th:

- Boys' Varsity Soccer vs. Morristown Beard.....2:00PM.*
- Boys' Junior Varsity Soccer vs. Morristown Beard.....2:00PM.*
- Boys' Varsity Football vs. South Hunterdon.....3:00PM.*
- Girls' Varsity Soccer vs. Morristown Beard.....4:00PM.*
- Girls' Junior Varsity Soccer vs. Morristown Beard.....4:00PM.*
- Coed Junior Varsity Water Polo vs. St. Benedict's.....4:00PM.*

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