

State-Surfing Mr. Cox Lands in New Jersey

By HADLEY JOHNSON (IV)

Head of the Middle School Mr. Philip Cox reports that he has made a smooth transition to Pingry from his previous position as Assistant Head of the Middle School of Greenhill School in Dallas, Texas.

A native of Connecticut, Mr. Cox found Texas a fascinating place to live as an adult. He will "miss the wide-open sky ...[and] a gorgeous, orange sun setting in the west while in the east it's pitch black. The spectrum of color in-between is awesome."

As Mr. Cox has moved around the country — since graduating high school and attending first Bucknell University and then The University of Virginia — he holds on to some of the traditions he has adopted from different regions. One of these traditions is his steadfast belief in the Boston Red Sox every fall. In fact, Mr. Cox says, he has received a number of what he depicts as "friendly comments" about his allegiance to a team that so many in the New York metro area

are dead set against.

Baseball is not the only sport that captures Mr. Cox's attention. Though most members of our community are not as passionate about British soccer as they are about baseball, Mr. Cox favors Arsenal, an English premier league soccer team, over Manchester United.

Mr. Cox plans to coach Middle School Boys' Lacrosse this spring. He describes coaching as "a great way to work with students while contributing to the school community."

In terms of what he hopes to contribute to the academic program, Mr. Cox sees himself as fitting right in. He has worked in education for over ten years, working as a teacher of English and literature and an administrator. Part poet, part historian, he hopes "to do the kinds of things that others before me have likely done: take my turn at the helm of a division, help to guide it and to create a safe, fun, and rewarding middle school experience for students and faculty." Although he loves teaching, this year he will teach no classes.

After getting married on June 26, 2004, Mr. Cox settled in New Jersey and at Pin-

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N. Lee (V)

New Middle School Head, Mr. Philip Cox, and new Upper School Head, Mr. Jonathan Leef, share a laugh in the hallway between classes.

Mr. Jonathan Leef Takes the Reins as The New Head of the Upper School

By CATIE LEE (VI)

While students were enjoying their summer vacations, Upper School Director Jon Leef spent his summer in the Upper School office getting acclimated to his new school and new position.

Though he has served as both a college counselor and a department chair before, Mr. Leef notes that every school and position has its

subtleties. He says he spent most of his time acquainting himself with such matters as the school day schedule and the school's position on eating in the hallways, as well as trying to understand Pingry's nuances so he could better advise students with problems like course scheduling.

Mr. Leef says helping students with course selection was one of the areas about which he was most

concerned. "I wanted to give good advice, but I worried that I did not have a complete grasp of what each course offered." However, he adds that meeting with different teachers and department heads "sped up that learning curve."

In advising students about their schedules, Mr. Leef says he first looked to ensure that a student was not over-

loading himself or herself with work. "After all," he comments, "kids need to sleep and go to the movies sometimes."

Mr. Leef says he also enjoyed his meetings with the various Department Heads, in which he had the opportunity to learn in-depth about the school's curricula

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POLL REVEALS STUDENTS ATTEND SUMMER SCHOOL

41 PERCENT EMPLOYED

By NADINE REITMAN (V)

The Record's poll on student summer activities revealed that 41 percent of Upper School students were employed in some fashion this summer, with most students responding they had completed their summer reading and participated in a camp or a vacation.

The poll, handed out at an Upper School assembly, asked students to choose which activities they took part in during the summer from a list including specialized camps, general camps, religious camps, leadership programs, vacations with family and vacations with friends.

The poll also questioned if students were employed, had a paid internship, had a non-paid internship or did volunteer work. Students were also asked to disclose the amount of money they made this summer.

Most of the 41 percent of Upper School Students earning money did so through a paid job that was not an

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Headmaster John Neiswender Will Leave at End of the Year

By CAROLINE SAVELLO (VI) with CATHERINE CHONG (IV)

After five years as the school's Headmaster, Mr. John Neiswender resigned from his position on June 20. He has accepted a job offer at the O'Neal School in Southern Pines, N.C., for the 2005-2006 school year.

The O'Neal School is a private, kindergarten through twelfth grade institution that draws its 425 students from the five counties surrounding Pinehurst. "It's an undiscovered gem, and it'll be great fun working with a smaller

school," Mr. Neiswender said. The school is the only private institution in the Sandhills Area of the state.

At the O'Neal School, Mr. Neiswender will assume the Headmaster position and will teach an Advanced Placement AB Calculus course, which he began teaching while in graduate school and has continued ever since.

Mr. Neiswender and his wife, Barbara, own a retirement home in Pinehurst, only ten minutes from his new school. The couple's children and grandchildren also live in

the area. "My wife was quite excited when the headhunters called. It's been difficult trying to live between two different places," he commented.

However, Mr. Neiswender said his time at Pingry has been "fantastic," and he will miss the school. "Pingry truly is a fabulous place — the best independent school I've worked at. It's absolutely one of the best places in the country, and I think people here need to recognize that."

In his five years at Pingry, Mr. Neiswender has worked with the Board of Trustees in organizing and implementing the school's Long Range Plan, which he and the Board created in October 2001. "The plan affirmed our core values and provided a true vision for the school's foreseeable future," Mr. Neiswender said, adding that the initiative has been a "crucial element for the development of the school."

Some of the changes effected by the Long-Range plan have included "dramatic" physical transformations, raises in faculty salaries, a "cleaner" administrative structure, moral and ethical educational pro-

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N. Lee (V)

Mr. Neiswender shares his trademark smile in his office.

Inside The Record



A. Savello (IV)

The new bus drop-off and pick-up area is only one of several physical changes the school has undergone this summer. See page 5 for story.

Safer for Students?

Katie Jennings (V) questions the new traffic patterns caused by the student plaza, and Josh Freedman (IV) proposes an alternative solution. P. 2

"The Dining Room" to Be Performed in November

Under the direction of Al Romano, the fall play incorporates themes of northeastern WASP culture into 18 humorous and dramatic vignettes. P. 5

From the Wilderness to Morristown

Upper School students describe and reflect upon their summer camps, jobs, and experiences. P. 5

College Counseling Retreat

Some seniors found the September retreat informative but ill-planned and offer suggestions for improvement. P. 5

New Teachers Join the Community

Nine new faculty bring skills and experience to Pingry academics, counseling, and sports. P. 10-11

New Head Search Underway

Inside this issue, a list of the five Headmaster Search Committees. P. 8

Students Attend Poetry Festival

Seventeen students took part in this year's Geraldine R. Dodge Poetry Festival. Inside this issue, selections from the Festival. P. 9

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EDITORIAL

A Novel Idea

In The Record's latest, school-wide poll, 82% of respondents appear to have completed the two-book summer reading requirement, a figure that is neither particularly enlightening nor scandalous.

The poll's sample size was 266 students of the Upper School's total 513 students. Of these 266 students, one sophomore declared his total summer earnings to be \$1 million, while two juniors purportedly became billionaires over their three months time without school.

That said, we assume that 82% of the Upper School did, in fact, complete the summer reading assignment. However, our simple poll may not illustrate how begrudgingly some students may have done the assignment.

To read two novels over the summer is not, by any stretch of the imagination, an overwhelming or unfair request to make. But perhaps this coming summer, the English Department and administration should consider adopting a different approach to the summer reading requirement.

This past summer, the English Department asked Upper School students to choose two novels from a grade-specific list of literature. Each list provided approximately thirty recommendations, so the selection was not overly limited. The letter attached to the recommended reading lists clearly expressed the goals and the requirements of the assignment, including a notice that when students returned to school in September, their first writing assignment would pertain to their two summer reading books.

However, from the various discussions in English classrooms in the first few days of school, it appeared that many objected to the assignment. Some students argued that specific similarities between the novels on the lists were difficult to find, and that they worried how their book choices would affect their essays upon returning to school. Others complained that the lists ignored genres of literature they especially enjoy – in particular, science fiction, fantasy, and mystery. Some students carped that the list was too restrictive, while others argued that there were too many options from which to choose.

Perhaps Pingry students have a tendency to whine, and it seems as though any new administrative undertaking is automatically subject to a "damned if you do, damned if you don't" mindset. However, from these classroom discussions emerged several alternatives to this year's summer reading: two required books for each grade; more specific themes for each grade's list; a "free-for-all" policy without restrictions. One of the more interesting ideas comes from an old policy of the Hun School. Each teacher in the school "sponsors" one novel or non-fiction book; from these, each student chooses two books to complete over the summer. Then, in the first week of school, students would meet with the teachers whose books they read and discuss the novels during an organized session with the teacher and other students who read that book.

Some alternatives are more viable than others, but whatever the option, we encourage the English Department and the administration to include student input in their planning of this coming summer's reading program.

We Will Not Be The Last Men

Every generation of teenagers has its own beliefs, causes,

Emily Chertoff (III)
CULTURAL OPINION

and rebellions. The sixties gave the world Vietnam War protesters and hippies. The youth of the seventies were punk rockers and environmental activists. Teens in the eighties were human rights advocates. The nineties saw the growth of the youth indie rock movement.

Our generation, however, has not yet had a defining social or political cause. At the rate we're going, we may never have one.

Because the indie movement has become fractured, today's disenfranchised youth listen instead to mass-produced, corporate hip-hop. The average American teenager does not contemplate social causes such as the anti-globalization movement or workers' rights. We are happy to forget about the world around us and concentrate on self-gratification instead.

That today's teens are entirely too comfortable with their lives is unfortunately evident at Pingry. Despite our high opinions of our intellectual abilities, complacency is as much the norm at our school as at any other. A majority of the young adults in our school have no rebellious impulses. We are content to unquestioningly accept the views of our parents and our peers as our own, so as not to appear controversial. Even the clothes we wear demonstrate our attitudes: preppy clothes have replaced punk and hippie gear.

Such an apathetic attitude is showcased in Francis Fukuyama's book *The End of History and the Last Man*. Fukuyama talks about the so-called "last man," a metaphor for a person without worries.

Fukuyama predicts that at some point, human evolution will result in this "last man." The last man is a creature of comfort. He feels removed from world events,

even when he is not. He is comfortable conforming to social standards. This last man just lays back and lets history take its course, without bothering to think about, let alone do something about, the situations that so affect the lives of others around him.

It seems to me that we as teenagers are in danger of becoming a generation of last men. Despite the events in the world around us, we are either too lazy or too scared to want to be a part of change.

Any impulse we might have had towards becoming interested in a cause has been flattened by a never-ending barrage of materialism and advertising, along with a need to conform that has been pressed on us since birth. We need to begin to question authority and get involved in political and social causes.

There are plenty of issues that our generation could become passionate about. Many companies use child labor and pay far below the minimum wage, both in the U.S. and abroad. Genocide has become a major problem in Africa. Our country is currently involved in a war that is rapidly becoming more and more unpopular.

If we choose to learn more about these topics, we will see that there is much more going on in the world than we previously thought.

There is nothing in the Pingry honor code or dress code that prevents us from expressing ourselves. We just have to get creative. In fact, it is likely that most, if not all, of the teachers in this school would support us were we to find our voices.

We must take that first step towards rebelling against current standards and finding the cultural, political, or social cause that makes us unique.

I'd Just Like to Be Asked...

Once upon a time in a land far, far

Katie Jennings (V)
SCHOOL OPINION

away, there was a quaint private school called Pingry. The people were happy, the teachers were talented, and homework never exceeded five hours a night. Everyone arrived at school by driving around a perfectly fine, logical traffic circle.

But alas, one day the happiness of the school community was threatened by a change in the grand entrance of the fine school. Under the cover of summer vacation, bulldozers came and tore up the front of the school, so the traffic circle was no more. Now, there was a "one-way" only policy around the school, and the people were angry. The parents were ornery, the seniors were tired, and the teachers were dis-

gruntled because there was no space in the parking lot.

Perhaps this scenario is a bit extreme, but

seriously, some are wondering why administrators have made a change that has made some members of the community unhappy and cranky. According to Mr. Neiswender and Business Manager Mr. Pratt, the traffic circle posed a danger because students were running across it in front of cars. Also, an anonymous alumnus donated money for the new plaza and its statue of John Pingry so that the school will appear, as Mr. Neiswender says, "appealing and collegiate." Well, maybe he's right, but the new pattern has only minimally reduced the risk of danger and right now, anyway, it's hard to get used to.

Looking back, the reason that all of the students congregated in the front of the school was to wait for their parents. But with the new system, kids are picked up elsewhere (i.e. the back of the school). Is the expectation now that kids are really going to wait out in the front, just so they can use the new

student plaza, and then walk all the way to the other end

of the school to get to their bus?

And of what use is a pretty front entrance if it is creating bothersome traffic patterns? First of all, the new bus route holds up traffic. The buses enter and turn to the left, against the flow of cars exiting the school. But the new road is barely wide enough for a row of cars – never mind a row of buses driving opposite these cars. These buses then tend to run up over the curb and onto the grass.

Then we get to the new area for bus drop-off and pick-up. Has anyone taken into consideration what will happen when it rains or snows? This area provides

little more than a cement sidewalk for all of the students to congregate on, and

the Middle School certainly isn't big enough to accommodate the number of kids who have to take buses home.

Also, the cost of this project will remain undisclosed because the funds were donated by an alumnus – but the funds for the art wing, though donated, never remained a secret. Why is this the case, especially if the project doesn't seem to be that urgent or necessary? What about concentrating on air conditioning – well, that might be a bit of a stretch – or the financial aid applicants who are on the waiting list because sufficient funding is not available?

Maybe I'll change my mind with time, but in order for students to respect administrative decisions about the school – and to realize that the goal of the people hired by the Board is to maintain and improve all aspects of student life – it would be advantageous if they asked our opinion once in a while.

What's the use of a pretty front entrance if it creates traffic problems?

Traffic Plan Goes in Wrong Direction

A bunny moves down the main driveway at the school at 8 a.m. and stops. This is not a rabbit; it is Bunni's Buses, and I am one of many students riding on it to get to school. The bus stays stopped at the bottom of the driveway as it waits for cars to come the other way. The cars keep coming and we stay stopped for several minutes. Finally, we are able to make the left turn and we proceed into the student parking lot – so we can stop and wait again.

This morning ritual for students on all buses shows the flaws in the current traffic plans. Over the summer, the circle was removed and a new traffic pattern was formed.

The main problem with the traffic plan is that the buses and cars are trying to go opposite ways on one-way areas. At the bottom of the main driveway, buses are instructed to turn left while cars are told to exit the student parking lot drop-off by going the other direction. This area, however, cannot fit both cars and buses at the same time, which results in having to stop one way as the other way goes. Because of the magnitude of the number of cars and buses, these stoppages can be very lengthy.

This problem again occurs at the intersection of the student parking lot and at the back driveway; cars are making left turns as the buses go straight.

As the buses proceed, another problem arises. The back road is not painted with yellow lines, yet there are vehicles going both directions. Since cars cannot see the buses coming until they reach the end of the back driveway, many times they drive up the middle of the road. This is not their fault, as there is no indication of which way to travel.

The buses then drop off at the far end of the middle school wing, which for many students is as far away as possible from their classes. This is more of a problem in the afternoons, as athletes on the fields have to go to their buses, which are on the opposite side of the school from the athletic entrance. Since the rules do not allow cleats in the school, and some coaches do not let athletes out with enough time to journey around the school, many kids miss their buses or cause a jam in the bus line as they sprint towards around the school.

Lastly, the Pingry website explains that the new plan "eliminates students crossing through drive lanes." However, the after school car pick-up is directly in front of the athletic entrance. As athletes at 3:45 or 5:30 p.m. make their way from the fields into the locker rooms, they are crossing directly in front of or through cars that are in motion.

Josh Freedman (IV)
SCHOOL OPINION

Therefore, the whole problem with the original plan is still present in the current plan.

There have been many suggestions on ways to fix this plan. I suggest making everything one-way, eliminating the cars/buses intersections and allowing for drop-off to be closer to the center of the school.

Buses would go through the main entrance and turn right. They would continue to the end of the faculty parking lot and make two consecutive left turns so that they are facing the front entrance but are next to the sidewalk outside of the arts entrance. The buses would then pull up as far as possible towards the school and drop kids off right outside the auditorium back doors. They would then continue around in a circle back to the outside of the faculty parking lot and exit out the back entrance of the school.

Cars going into the faculty parking lot would follow the buses but park instead of looping the parking lot and exiting.

Cars for drop-off would go in the back entrance and around the school on the back driveway, pulling up past the athletic entrance as far as possible to the front of the school. Student drivers would follow this route but park in the student lot. Cars exit by going out the main entrance.

Since the road in the back is

two lanes but would only be one-way, one lane could be used for drop-offs as the other would be for through traffic.

I have reviewed this plan many times and have heard many other legitimate plans as well. For now, as a starter, I hope the back driveway will be painted with yellow lines. After that, new plans should be discussed and a consensus between faculty and students should be reached on the best way to fix the problems with the current plan.



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You Don't Have to Gag Me With a Spoon

I guess by now everyone has heard about this year's Homecoming theme – “the 80's” – and how it doesn't really have much to do with the dance itself. I know the brief announcement made a few weeks ago was woefully deficient in explaining the specifics of the dance, but I was amused to find out how some students were simply filling in the minor details for themselves. I couldn't believe some of the rumors floating around the school last week: nobody would be allowed in to the dance without an 80's costume, we would be playing all 80's music, you would be required to use such 80's catch phrases as “gnarly” or “gag me with a spoon.”

How crazy did you think Student Government was going to get? Did you think we would have t-shirts with “Homecoming: Reaganomics” and “Homecoming: The Iran-Contra Affair” emblazoned on the back? Life-size action figures of Mikhail Gorbachev? Gary Hart? Michael Bolton? There's only so much you can do with a decade that was, in many regards, an epic anticlimax.

Don't get me wrong – I have a lot of respect for the cultural and artistic leaders that flourished during that decade. I don't really listen to their music or appreciate their art, but the fact that they were out there making them – I respect that. Artists like Salvador Dali and Orson Welles, politicians like Rajiv Gandhi and George

Nikhil Srivastava (VI)
STUDENT GOVERNMENT

Brown; you can't find them anywhere else, mainly because they died before the decade was over.

But why exactly did we choose “the 80's” as a theme, especially when there are so many other interesting and potentially hilarious topics we could have picked from? “Patron Saints of Quality Footwear,” “Potent Potables,” and “The Reconstruction” come to

Don't stay at home on Saturday nights because you don't like the theme.

mind. Actually, a few Student Government members were in favor of a rather unconventional Homecoming theme: Robert Trangucci (VI).

Truthfully, it doesn't really matter what the theme is. As I clarified on Tuesday: if you want to dress up you can (and earn points for your grade), but you certainly don't have to. And even if you are convinced that February 3, 1959, was the day “the music” died, don't let that stop you from coming.

Basically what I'm saying is this: don't stay home on Saturday night because you don't like the theme; come to Homecoming because of the exciting things we have planned:

- I personally made sure that DJ Krazy Kat would not be providing the music for this year's Homecoming (anyone who plays “Electric Slide” or “the Cha-Cha Slide” does not deserve to hold the title of Disc Jockey, in my opinion). Josh Erickson, a senior who started his own company last year and has since been performing to rave recommendations, will be DJing – check out his website at www.sound1.tk (by the way, he uses real vinyl records, so even if you're morally opposed to downloaded music you can still come).

- Keith Dungo (VI) will be peer pressured into break dancing.

- Prizes will be awarded to “Best Dressed,” “Best Dancing,” “Best Usage of ‘Bodacious’ in a Pick-Up Line,” and overall “Best” attendees. You can also earn points for your grade by answering 80's trivia questions that will be asked of attendees by Quiz Bowl members.

- Senor Vasquez may or may not be a chaperone for the dance, but the fact that he is considering it pretty much implies Homecoming is going to be a great time.

- Jason Beck (VI) will be peer pressured out of break dancing (forcibly if necessary).

Homecoming 2004 • Saturday, October 9 • 7:00 to 10:30 p.m.. In the spirit of the 80's, my only advice to you is this: “be there, or be totally dweebish.”

Teen Idols: Where Have All The Heroes Gone?

Britney Spears thinks she got married on September 18. The government, however, says otherwise.

Say it with me: oops, she did it again.

Spears exchanged vows with not-so-ghetto-fabulous and deadbeat dad extraordinaire Kevin Federline, whom she met all of five months ago, in an expedited ceremony in Studio City, California, to which groomsmen wore matching velour track suits with backs boasting the word “Pimps.” The next day, headlines everywhere screamed, “Britney Spears Marries Dancer Boyfriend.”

The day after that, they screamed, “Oops, We Forgot the Marriage License.”

The combined genius of Spears, who has recently taken to using gas station bathrooms while barefoot, and Federline, who left his seven-month pregnant girlfriend for the arms of Spears, somehow did not manage to realize that in order to be married, the government must recognize the union by means of a marriage license.

Yet ironically, the girl who cannot remember to file a marriage license is the same girl who is releasing a “Greatest Hits” album on November 9, and the one who raked in \$39.2 million in 2002 alone.

That's right: not only are we paying her, but we are paying her by the bucket-load. We pay her for CDs, for concerts, for products with her enhanced image plastered across every inch of free space. We watch her interviews, and pay for magazines filled with photos of her shopping for unmentionables, tanning toless, and

Danielle Peretore (VI)
CULTURAL OPINION

exiting gas station bathrooms sans shoes, or socks for that matter.

And perhaps most egregiously, the media refers to her as a “teen idol.”

A parody? Perhaps. An idol? Hardly.

If Britney is an idol, are we as teenagers supposed to aim to writhe around on beds in music videos, drunkenly enter into 55-hour Vegas marriages, or perform stripteases with snakes draped around our shoulders? As a 16-year-old

I find it offensive that the media holds up Britney Spears as a model of our generation.

with dreams, I find it offensive that this is what the media believes our generation holds up as a model for future behavior. And I believe the rest of us should, too.

It's not only Britney that we supposedly idolize, however, and it's not only Britney who sets the standard for poor behavior. This past summer, my family and I traveled to L.A. to visit family friends. Our friends, with connections at Warner Brothers, managed to get my sister and me onto the highly private WB lot and onto the set of “Gilmore Girls” to watch scenes from the new season being filmed. As neither my sister nor I can

drive, our friends arranged for a car to take us around L.A. for the day.

As we saw it, chance was on our side: the driver we were given for the day just happened to run a bodyguard service for celebrities, and was more than happy to spill the truth behind the made-up faces. And in the span of one day, any celebrity idolization left in me disappeared, never to be found again.

Though I have always been acutely aware of the major intellectual and moral flaws of the beacons of Hollywood, I have never quite been able to let go of the envy for their lives of leisure. After only a few hours listening to our driver's stories, however, even my jealousy disappeared.

He spoke of a certain underage starlet whose cocaine problem is now out of control, and of a certain media idol whose beatings of his equally revered wife were nothing short of brutal. So too did he speak of perma-blond teenagers who have been unable to live with their parents since middle school, due to lawsuits attempting to recover money stolen by the parents.

It was as if a sudden jolt ran through me, realization dawning on my Hollywood-addled brain. No life is perfect. No life could ever be.

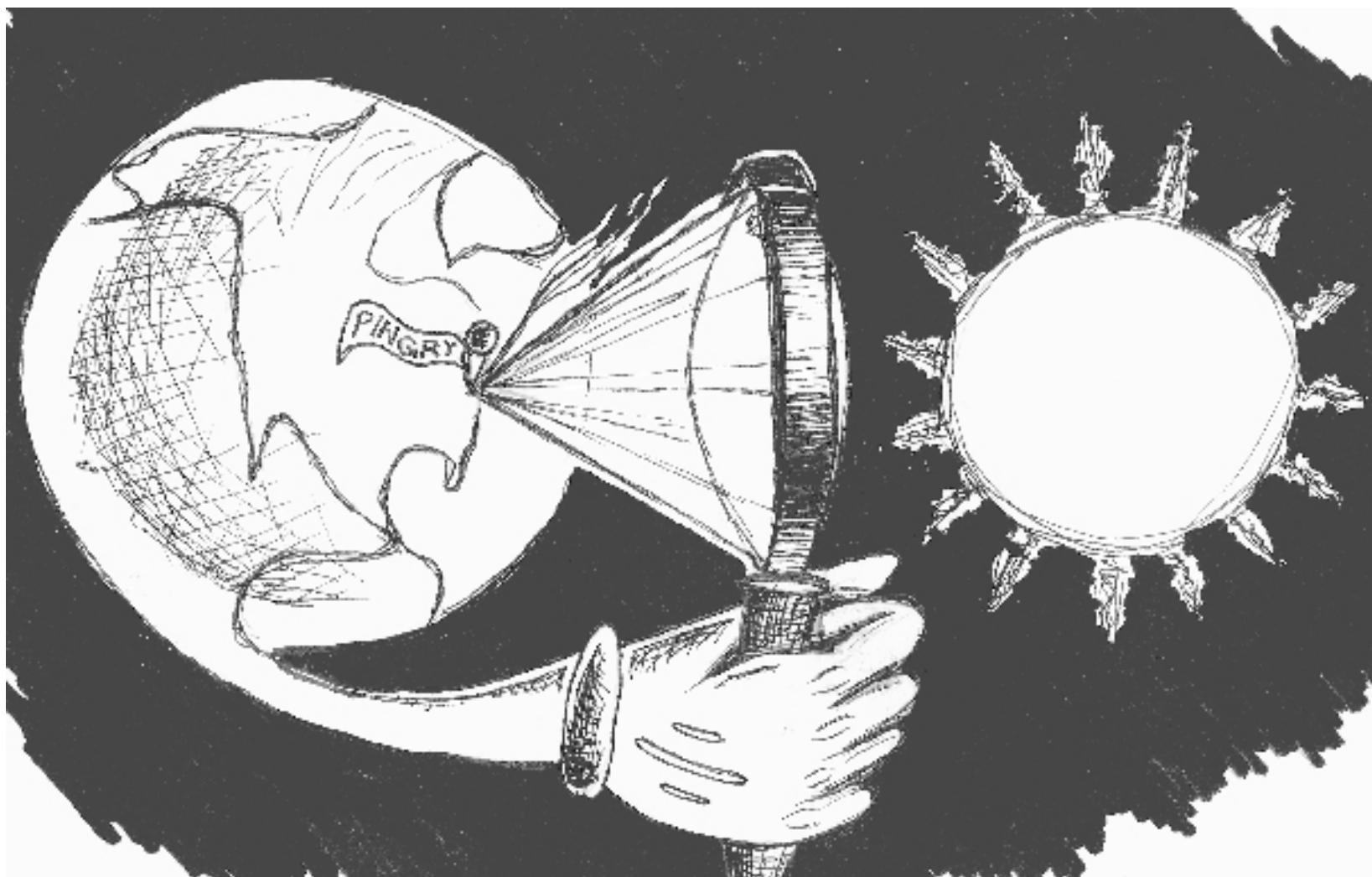
And therein disintegrates any argument for idolizing celebrities. Not only are their choices often ignorant and immoral, but neither are their lives enviable, never mind perfect.

So why is it that the media so adamantly refers to so many stars as teen idols? What kind of a message are we as a generation sending: that we are not only morally and intellectually lacking, but also laughably idealistic?

Perhaps, though, it is not only our generation that is at fault. Perhaps poor idols predominate in all age groups. Ben Affleck, best known for his role as the more deferential half of “Bennifer,” interviewed Alexandra and Vanessa Kerry for a recent Harper's Bazaar article. Bachelorette and TV bride Trista Sutter has her own Redbook column, much like the travel column R&B songstress Alicia Keys calls her own in the New York Daily News.

Clearly it's simply not good enough to watch stars on television and movie screens: we now have to read what they write, too. Yet what does it say about our society that not only do we inundate ourselves with images of such flawed idols, but now we are directly asking for their advice?

The time has come to question: to question our idols, to question our values, to question our beliefs. But most importantly, the time has come to question our society. If we are afraid to take a stand and to re-evaluate what we hold up as representatives of the American dream, then our wishes will all come true: we will all become just like our idols, and our society will fall apart in the process.



Can Students Take the Heat? By Matt Laud (IV)

'Aladdin' Arrives in Special Edition DVD

By NADINE REITMAN (V)

12 years after the original release of the animated movie "Aladdin," Disney has brought it back on DVD. First appearing in stores on October 5, the Special Edition two-disc DVD version is the film's first time in digital presentation.

The characters' faces and background colors were also updated to provide more vivid color detail for a crisper DVD image.

The supplemental disc includes extra features such as a behind-the-scenes documentary on the making of the movie, as well as deleted scenes. Also included are music videos of "Proud of Your Boy," sung by Clay Aiken, and "A Whole New World," sung by Nick Lachey with Jessica Simpson.

Although fans of the original movie, may be upset about the 1992 Academy Award winning song "A Whole New World," being remade by pop icons, the new version sounds very similar to the original.

Besides the remake of "A Whole New World" and the digital updating, the DVD version will be almost the same as the original, a comforting fact for those content with the 1992 version.

The story of Aladdin, however, does not originate with the Walt Disney movie character, according to the Internet Movie Database. In fact, in the original folktale, Aladdin was Chinese, had a mother, and after marrying Jasmine, became wealthy.

Unlike Disney's take on the story, in the folktale, Aladdin takes advantage of the Genie, ordering him to build a palace instead of setting him free. In the Disney version, the Genie is mostly a comical character.

The Genie, whose voice is performed by Robin Williams, appears as at least 56 disguises. Included among them are the moon, Robert De Niro, Jack Nicholson, Ed Sullivan, Groucho Marx, Arnold Schwarzenegger, a ventriloquist, a talking lampshade, Julius Caesar, and Jafar's Cheerleaders. A George Bush impersonation was cut from the film.

Aladdin and Jasmine were also modeled after known people. According to the Internet Movie Database, Aladdin was originally supposed to resemble Michael J. Fox, but when the director

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'Mean Girls' DVD Is Totally 'Fetch'

By CHANTAL BERMAN (V)

On September 21, a group of pre-teen boys were found clustered around a new-release DVD display in the Morristown blockbuster. A Birkenstock-sporting soccer mom pushed her way through the throng to pick up a copy, cheered on by half of the Under-ten Morristown Girls' Soccer League. I, myself, patiently waited my turn — and twenty minutes later, I walked triumphantly out of Blockbuster with my very own Mean Girls Special Edition DVD.

Mean Girls, as demonstrated by the situation at Blockbuster that Wednesday night, is a true comedy for all ages. Starring Lindsay Lohan and directed by Freaky Friday's Mark Waters, Mean Girls is a surprisingly fresh and sharp comedy in the nearly exhausted genre of resisting-the-clique high-school dramas.

Lohan brings innocence, wit and major screen presence to the role of Cady Heron, the home-schooled teenager from the African bush who finds herself surrounded by a virtual jungle of cliques, crushes, and "mathletes" upon entering high school. Rachel McAdams, though 28 in real life, nevertheless pulls off a polished teenaged façade as the simpering yet evil queen of the school, Regina George, Cady's best friend and arch nemesis in the jungle of high school. Supporting actresses Tina Fey and Amy Poehler from Saturday Night Live pull together the performance with some raunchy humor aimed at the basest of

high schoolers; unlike most films in the high school drama vein, Mean Girls is rated PG-13, and

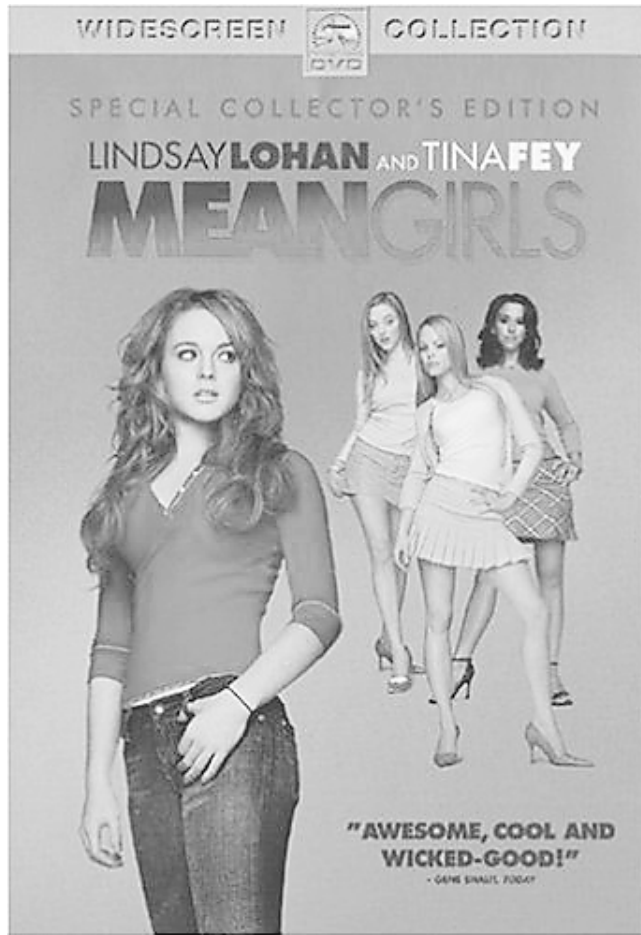
to theaters on opening night. Characters such as the lone, overweight teacher who identi-

high school social life, believes Tina Fey. Tina based much of the screenplay on "Queen Bees and Wannabes" by Rosalind Wiseman, and used the anecdotes of real teenage girls to construct the complex hierarchy that is North Shore High School.

True to the theme of "finding yourself," Cady manages to defeat Regina through foul play and coercion, only to morph into the epitome of benevolence and honesty one day later at North Shore's annual Spring Fling. Although this ending is true to the "She's All That" and "Never Been Kissed" model of high school chick flicks, this sudden shift in attitude for all of the "mean girls" clashes with the vibe of the movie.

The DVD edition of Mean Girls is packed with bonus features, the most alluring of which are the "word vomit" blooper reel and the nine deleted scenes. Also new is the option of commentary by Mark Waters and Tina Fey, who explain the movie's motives and walk through the film's conception and production to the background of the deleted scenes.

The new Mean Girls DVD, complete with special features, promises to rain down laughter on anyone who's ever been in a clique, told a lie, or been backstabbed by a friend; in short, every teenager should, and will, enjoy this film. Regina George might disagree, but in this case, Mean Girls is totally deserving of the word "fetch."



Courtesy of Amazon.com

with good reason.

Mean Girls was intended to satirize the dilemma of high school cliques, while at the same time striking a chord with the mob of teenage girls who flocked

herself a social victim of one of her students, or the wannabe whose day is glorified by an arbitrary out-of-the-way shove from Regina George, are a chilling reminder of the reality of

New 'Scissor Sisters' Album Cuts Out the Competition

By ALEX SNAPE (IV)

After two top-ten hits and a top-20 album in the UK, the Scissor Sisters are now attempting to tackle America with a new album and lots of potential.

Though the Scissor Sisters got their start in the underground NYC disco scene, their catchy hooks and interesting lyrics made them a European sensation. With a mix of '80s glam rock, disco, and obvious influences from Roxy Music and Elton John (for whom they opened earlier this year), the Scissor Sisters have come up with enough unique new sounds to captivate fans of all genres. The first single from their new album "Scissor Sisters" has already received video play on VH1 and has caught the attention of magazines like Blender and Rolling Stone.

"Take Your Mama," the song most heavily influenced by Elton John, is fun and upbeat, following the story of a night out with a friend's mom. After "some cheap champagne," as the song goes, "the good times all roll out."

While "Take Your Mama" is a good song for the dance floor, more serene love songs like "Mary" and "It Can't Come Quickly Enough" add a softer side to the album.

Other glitzier, electro-based jams like "Filthy/Gor-

geous" and "Better Luck" are packed with attitude and sassy lyrics, such as "I'm a classy honey kissy princess," and "Boxers use their fist / Hockey players break their wrist / You break my heart / When you try to play nice."

But the song that really separates the Scissor Sisters from everyone else is an almost unrecognizable cover of Pink Floyd's "Comfortably Numb." After adding falsetto vocals, electro riffs and a hypnotic bass line, the band manages to keep the genius and edge of the original while presenting it in a completely novel way. Though this cover may not satisfy all Pink Floyd fans, it

is one of the album's stand-out tracks.

At the band's New York City show on September 10, band-members took breaks between songs to praise the city and thank its residents. While putting on a lively and wildly energetic performance, these little conversations with the audience added a more intimate feel to their concert.

From dance floor tunes about partying with your mom to electro Pink Floyd covers, the Scissor Sisters certainly separate themselves from all the rest. "Scissor Sisters" is packed with enough playful and swanky attitude to make you put this fantastic album on repeat all day long.



Courtesy of Amazon.com

"Scissor Sisters" by the Scissor Sisters.

New Telescope Opens Up the Skies

By JOHN SCRUDATO (IV)

The school's Astronomy Club, headed by Alex Savello (IV), prompted the school's purchase of a telescope last May.

The telescope, a Celestron Nexstar 11, has an 11-inch primary mirror through which planets, nebulas,

and galaxies can be seen. Savello, who proposed the idea to Headmaster John Neiswender, says that the telescope is "equivalent to those used by many college observatories in New Jersey."

He adds that the Celestron Nexstar 11 also comes with a Global Positioning System

device, which will help the Astronomy Club and the Science Department keep track of the stars, planets, and galaxies throughout the moving night sky.

Other features include a solar filter, which allows observers to look at the sun and enables the telescope to find any object in the night sky with only the push of a button. The telescope is completely motorized and has a 40,000-object computer database.

Physics teacher Mr. Chuck Coe, the faculty advisor for the Astronomy Club, is "fascinated" by what he has seen in the telescope. He said he was "stunned by how much fun it was to see planets live rather than in a book."

He also mentioned that the telescope package includes film attachments, which allow observers to photograph what they see through the telescope.

Savello says he would like to "thank the school for responding to the students' and club's requests." He feels that the "scope" will be a huge success and offers students an opportunity everyone should take advantage of.

The Astronomy Club plans to use the telescope often and is arranging "Astronomy Nights," in which the telescope will be open to anyone in the school who is interested in seeing the night sky. The telescope will also be available for use during Spring Fling in May.



N. Lee (IV)

Sean Hager (IV) observes the sun through the solar filter of the school's new telescope.

Physical Changes Create Traffic Problems

By MAX HORLBECK (IV)

As the school's Long-Range Plan continues to affect the physical appearance of the school, safety concerns have forced the administration to reconsider and revamp the school's traffic patterns and roads.

"The drop-off and pick-up circle has been recognized as a safety hazard for quite some time and plans for doing away with it have been in the works for years," Headmaster John Neiswender says.

The school acted on those plans this summer when a Pingry alumnus donated a "substantial amount of money" to the school for the creation of a student courtyard, which has replaced the old circular traffic pattern in the front of the school, Mr. Neiswender explains.

Instead of the front circle there is now a patio for students. The student courtyard will soon have benches and a statue of John Pingry.

Mr. Neiswender hopes this courtyard will be com-



A. Savello (IV)

While construction continued on the new student courtyard in the early weeks of school, some students objected to the change in traffic patterns.

pleted soon, adding "it will serve as a place for classes to meet when they want to meet out of doors, or an area to socialize, relax or catch some rays."

While some students say they will not use the new

patio since they will not be picked up there, Alex Snape (IV) says he will "definitely use it when the weather is nice."

The alumnus has donated on condition of anonymity pending a dedication ceremony scheduled for October. The cost of the project was not disclosed.

"Exact costs are between the donor and the school," Mr. Neiswender said, "but the money did come from a person who has been quite generous to our school in the past - and continues that generosity today."

Director of Physical Plant Mike Virzi says the resultant change in traffic patterns "make clear entry and egress paths for parents in the morning and afternoon. The one-way circulation allows queuing for both pick-up and drop-off along the entire side of the building, while the bus drop-off and pick-up area keeps bus traffic from interfering with parent traffic."

Though students and

teachers may enter the school with the bus traffic through the front entranceway, "drop-off" traffic must enter through the back driveway, circle around the school, and leave students at the athletic entrance.

Some students are unhappy with the changes. Sophomore Gabe Fernando, who must enter the school every morning through the back entrance, says the new traffic pattern has "definitely delayed my arrival at school." He adds that the buses driving on the back road in the opposite direction of incoming cars have made for tight situations and bottlenecks at the intersection near the athletic entrance.

Students who arrive and depart by bus every day are let off in the back of the middle school wing. Though an ideal location for seventh and eighth graders, other students complain that the front entrance was more convenient because of

Continued on Page 8

Five Seniors Attend NJ Governor's School

By MICHELLE YUAN (IV)

Five students from last year's class attended the New Jersey Governor's School this summer between July 4 and July 31. There were six Governor's Schools that were held throughout New Jersey, each specializing in a different academic field.

Students eligible to apply for the Governor's Schools were all currently in their junior year of high school and included Rita Biagioli (VI) for visual arts, Allison Keeley (VI) for public policy, Becky Ng (VI) for soprano voice, Elizabeth Sebesky (VI) for bassoon and Allison Seebald (VI) for environmental science.

After being nominated by their teachers early in their junior year, students applied to one of the six areas of concentration, which also included engineering and technology, international studies and general science.

The application process for each area of study is different but equally intense. The most important criteria for the arts are expression of artistic talent by portfolio, manuscript or audition. For the Schools of Science, Public Issues and Environment, applications include school transcripts, letters of recommendation, written essays, extracurricular activities, community service, honors and PSAT scores.

Biagioli said the application process was "quite rigorous. It's a difficult process, but it's making the college application process feel easier because I feel like I already lived through it once. I have to say though, so few kids get accepted that there was a lot of pressure but it was a great honor to be accepted."

According to the pro-

gram's website, the Governor's School "contributes to New Jersey's civic culture by developing its gifted and talent young citizens." The website also says the program inspires students to develop a sense of responsibility that will benefit the State as well as the future well-being of society.

The students who attended said they chose the program so they could immerse themselves in one area of study for four weeks. "Governor's School was an opportunity to work on my visual art and only my visual art for a month. I wanted to be able to strive for improvement in one subject in an intensive manner," Biagioli said.

Ng also saw the program as an opportunity to meet other like-minded students, saying "I wanted to meet other young artists from NJ and listen to them perform."

The faculty members of the Governor's School are college professors and high school teachers "who have taught in the respective academic areas and professionals from business and industry who are conducting research or performing in the various fields," the program's website says.

"The teachers who taught me were amazing. I learned a lot about expression and language from my solo teacher, and my choral director was also friendly, funny, and easy to work with," Ng said.

As a Governor's School Scholar, students must participate in all scheduled classes, discussion groups, labs and evening activities. Students need to complete assignments such as journals, readings, research, team projects, class presentations and community service.

A typical day at the Governor's School includes formal college-level courses in the morning and research, integrated subjects, fine arts, community service, field trips and career orientation in the afternoons. The evenings often concluded in speakers, panel discussions, seminars, rehearsals and performances.

Students say that the experience was definitely fun with a lot of hard work involved. "It's definitely intense, long rehearsals, lots of practicing time, but I also had enough time to make some of the closest friendships I have right now," Sebesky said.

Any current juniors interested in attending Governor's School 2005 should speak to the appropriate division head for their field of interest as soon as possible. For the schools of Environment and Science, speak to Mr. Chuck Coe; for Engineering and Technology, see Mr. Coe or Mr. Manny Tramantona. For the School of the Arts, speak to Mr. Boyd, Dr. Moore, or Mr. Romano, and for Public Issues and International Affairs, see Dr. Murray.

PHYSICAL CHANGES AROUND THE SCHOOL

- English and Math office upgrades
- Health Suite Relocation
- Library Computer Lab
- Science Lab 108 renovation
- 100-wing floor replacement
- Back drive paving
- Front Entry Plaza (ongoing)
- Main water service repairs
- Auditorium AV system (ongoing)
- Gym floors refinishing
- Auditorium stage refurbishment
- Kitchen fire suppression system upgrade
- Middle School design development

Upper School Fall Play: A Dinnertime Delight

By MARISSA BIALECKI (V)

This year's fall play, A.R. Gurney's "The Dining Room," is "a touching portrait of what it is to be human," Director and Drama Head Al Romano says.

According to Mr. Romano, the play is a collection of vignettes from the dining room drama of upper-middle class American families. "This play has heart," he explains. "It shows core human values about family and love. It pokes fun at human failings that occur regardless of a person's place in society."

He adds that even though the scenes shift between the various eras of post-Depression America, from the 1930s to the 1990s, "everyone will recognize themselves or someone they know in the characters."

This year's 19 actors will play 57 separate characters in eighteen scenes. The acting is demanding, Mr. Romano says, because the multiple roles assigned to every actor require "emotional and physical focus."

Actor Dan Smith (VI) agrees. "This play is chal-

lenging, since all of the scenes are inter-woven and there are no blackouts or major set changes," he says.

The graduation of last year's seniors has left room for new actors to make their way into the play and drama. Freshman Rick Zacharias, one of the youngest actors, says his experience thus far has been rewarding. "Everyone in the cast is so devoted. The effort put in is outstanding."

Sophomore Greg Selover is equally excited about his involvement with the play this year, which he calls "witty and entertaining."

The Drama Department held auditions for "The Dining Room" on Tuesday, September 7. Rehearsals have been underway every afternoon since the first day of school.

Performances are scheduled for November 18 at 7:00 p.m. and November 19 and 20 at 7:30 p.m. in the Macrae Theater. Mr. Romano emphasizes the play is appropriate both for middle and high school audiences.

2003-2004 End-of-Year Awards

Scholarship Prize		
Form I		
Andrew Satorius Audrey Li (H.M.) Zara Mannan (H.M.) Jack Muller (H.M.)		
Form II		
Andrew Cala Olivia Delia Jenna Devine Evan Rosenman Darina Strakhman (H.M.) Jeff Tanenbaum (H.M.)		
Form III		
John Kolb Ishita Bali (H.M.)		
Form IV		
Kelly Peeler Sanders Bernstein (H.M.) Jonathan Bregman (H.M.) Adam Pantel (H.M.)		
Form V		
Lauren Tanenbaum Michael Rosenman (H.M.)		
Citizenship Prize		
Form I		
Will Weldon Elizabeth Abreu (H.M.) Maya Artis (H.M.) Godfrey Best (H.M.)		
Form II		
Katrina Soriano Stephen Roach (H.M.) Blaire Smith (H.M.)		
Form III		
Lisa Thomas Sam Waterbury (H.M.)		
Form IV		
Juliette Jordan Rob Tilson (H.M.)		
Form V		
Obi Eboh Caroline Savello Robert Trangucci (H.M.)		
Improvement Prize		
Form I		
Cameron Lan Talia Hughes (H.M.) Eileen Roach (H.M.)		
Form II		
Kim Kroll Rachel Naar Ali Appruzzese (H.M.) Tucker Bourne (H.M.)		
Form III		
Nicole Festa		
Form IV		
Logan Bartlett Eddie Layng Sean Bruno		
Form V		
Caroline Boyer David Israel (H.M.) Mike Stuzynski (H.M.)		

Between June and September, Students Pursue Lives of Their Own

By DANIELLE PERETORE (VI)

For the past two summers, reactions to my summer plans have fallen mostly into one category: shock.

"You're going to SCHOOL during the summer? Are you crazy?"

Such is the standard response, from both students and parents alike. The idea of academics during the summer is repulsive to many of even my most educated, intellectual friends.

Yet the month-long academic summer programs for high school students that I have so far attended at Cambridge University in England and Columbia University in New York City far from deserve such reactions. The tears streaming down the faces of my friends and I in pictures at the culmination of each respective program speak volumes, worlds apart from those imagined by my friends back home.

The experiences had at these programs, most students will tell you, are not only invaluable but also unrepeatable. Friendships made during a month overseas or across the country last the test of time and distance, with countless stories of friends traveling thousands of miles to reunite for a brief recapturing of the bliss of summer.

Perhaps one of the most important aspects of such summer programs is their capability to incorporate schoolwork and

such bliss. States Oxbridge Academics of its summer programs, "there truly is something for everyone who is inspired by the joys of learning and cultural enrichment." Continues the director of the Oxbridge program I attended during the summer of 2003, The Cambridge Tradition, "you will get a sense of how eclectic and stimulating the scope of this program truly is."

Students certainly agree with administrators. "The program managed to appeal to us both academically and socially," says Columbia Summer High School Program 2004 alumnus Jolie Hsu of Randolph, NJ. "It also allowed us to explore the city."

Fellow alumnus Fiona Kirkpatrick of Downingtown, PA, agrees. "Here you really could learn something new every day," she explains.

The basic concept of such collegiate summer programs, held at hundreds of universities across the country and the world, centers around a wide variety of classes outside of normal high school academic disciplines, from The U.S. Economy and Globalization at Columbia University, to International Espionage at The Cambridge Tradition, to The Nature of Cognitive Development at Brown University.

Students attend classes during the day, though the explorative nature of most courses usually prohibits their use for high school credit. Afterwards, much like the schedule of a col-

lege student, students generally are free to do as they please until curfew. During these hours is where the location of the program figures in, with students at Columbia hopping the 1 or the 9 down to Soho to shop or to Central Park West for free Shakespeare, and students at Cambridge walking the cobblestone streets to the River Cam for a punting trip past some of the Western world's greatest halls of learning.

"There was so much to do after class," says Suruchi Ahuja of Bridgewater, NJ, a Cambridge 2003 alumnus. "We'd go shopping in the town market, or out to Thai food, or just explore the town. Afterwards we'd all head back and talk until two or three in the morning."

In such an atmosphere, students are given a tempting taste of collegiate life and independence, an experience that becomes invaluable in the decision-making process that is college application. Such programs, however, even manage to prove themselves useful in the college process, with Columbia offering talks by members of its admissions department and a massive college fair, and Oxbridge bringing admissions officers from Barnard College over the pond for presentations.

Both programs also provide students with written recommendations from teachers to be included in college applications. With faculty as accomplished as Harvard professors and Ox-



Courtesy of D. Peretore

Participants in the Columbia Summer High School 2004 program group together on the last day.

ford research fellows, such recommendations are far from trivial.

Yet the previously mentioned long-distance friendships are what most students will most likely refer to as the most defining aspects of their summers. Such friendships, forged miles from home, often strike outsiders as startlingly close. As most students come alone to the programs, new friends become family within weeks. Years later, roommates and classmates are still in touch, with friends in San Francisco and New York,

or L.A. and Houston, often counting each other among their closest friends.

As evidence of this, a full year after my month at The Cambridge Tradition concluded with a tearful plane flight home, I received a mass email from one of my friends in New Jersey, telling twenty or so friends about her college plans, and how much she missed us all. The email ended with a request for replies doing the same.

Within weeks, I had dozens of emails in my inbox from all around the country and world:

Cincinnati, Washington D.C., Hong Kong, Pennsylvania, New Orleans, Chicago, Texas, New York, Costa Rica. And all said, in many forms, the same thing: I miss you all, please keep in touch.

I have yet to send my reply. But when I do, I know what I will say: I miss you all too. Please never forget the time we spent together – because I never will.

This article was originally published in the Morris County Daily Record.



Courtesy of R. Zacharias

Ricky Zacharias (III) spent his summer trekking through the Rocky Mountains.

Triumph Over the Wilderness

By RICKY ZACHARIAS (III)

If I dragged out only one thing from my National Outdoor Leadership School course this past summer, it was a sense of how magnificent the outdoors can be. And if I came back with one more thing, it was surely a great appreciation for cars, running and portable water, and the heaps of other things you just do not have access to when you are 30 miles from the nearest town.

NOLS, which is just coming to its fortieth year, is an outdoor school, even offering college credit for some of its trips. Its courses run throughout the globe: in the Rockies of the United States and Canada, all along the North American west coast (such as Alaska and Baja, Cali.), and farther out in Australia and New Zealand, Patagonia, and India. Courses last from ten days to full semesters, but most last for two weeks to a month.

I was on the Rocky Mountain Adventure trip for 14 and

15-year-olds, otherwise called ADR-2. Our trip was a 31-day immersion into the wild Cloud Peak Wilderness of the Big Horns Range, on the eastern edge of the Rockies. My group of five boys and three girls, plus one male and one female instructor, soon became very close.

One of the greatest experiences of the trip was getting to know intimately kids my age who live in regions that seem so exotic to my simple suburban mind.

More impressive than anyone else, however, was my instructor, KG. KG (which stands for James KaGambi) is a native of Kenya, and grew up facing tremendous troubles few Pingry students can relate to. In the field, he was the strongest and most skillful at absolutely everything, including cooking.

KG also had an excellent knowledge of the culture and places he came from, from the wildlife to the tribal culture. He always had us use Swahili when we could. Pliers were never called

pliers: they were iko wabi.

The people on the trip were only one part of the experience, however. Before the trip, I doubt any of us knew what a hard day's work of good hiking was. Throughout the month, we traversed roughly 95 miles of mountain ranges, deep valleys, river crossings, and boulderfields.

Our packs weighed in at 50 to 60 pounds, complete with personal gear (such as toiletries, notebooks, sleeping bags, and clothes), group gear (tents, flies, fishing rods, climbing gear), and food. Food, which was kept in tied plastic bags inside of large food bags, was usually the heaviest component. Three times during the course, marmots ate our cheese or sausage.

I plan to return next summer on the alternative trip for my age group in Idaho, but my trip to the Big Horns was the finest experience of my life. I made some great friends and felt wonderful about myself as I triumphed over the wilderness.

Matt Laud: The Town Peddler

By MATT LAUD (IV)

Like many Pingry students, early this summer I set out to find a way to make money. Inspired in March by a caricaturist I saw in Key West on spring break, I began to prepare in April to become one myself.

First on the list: learn to caricature. I learned the crucial techniques by examining caricatures of myself, including how to find outstanding features in a face and redraw the face with these features exaggerated. I practiced by timing myself as I drew faces from magazines, since customers get antsy after about

20 minutes.

Upon polishing my technique, I set out to get a peddler's license, which I would need to become a caricature artist in Morristown, where I live.

The town directed me to Robin Kesselmeyer, the Assistant Town Clerk. Off the bat, she told me, "The town hates peddlers."

She made it clear to me that even as a minor, I was to follow the standard protocol for getting the license. Only if someone were very willing to get the license, and could fulfill the requirements, would they let another peddler into Morristown. As

my mom put it, "The town has no intention whatsoever of giving you a license."

I finally realized that if I fulfilled every criteria the town set up for me, they would have no choice but to grant me a license. The town required liability indemnification from my parents, a letter from Mrs. Hearst, and proofs of my parents' existing insurance policies. I also had to make myself known as a proprietorship to the IRS, requiring that I pay sales tax.

By mid-July, I had completed all the requirements.

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Students' Busy Summers Include Vacations, Camp, Jobs, Volunteering, and Summer Reading (Sort Of)

Continued From Page 1

internship. The school's statistic of employed students is almost ten percent lower than the national average for students ages 16 to 24, according to the U.S. Bureau of Labor Statistics for May through July 2004.

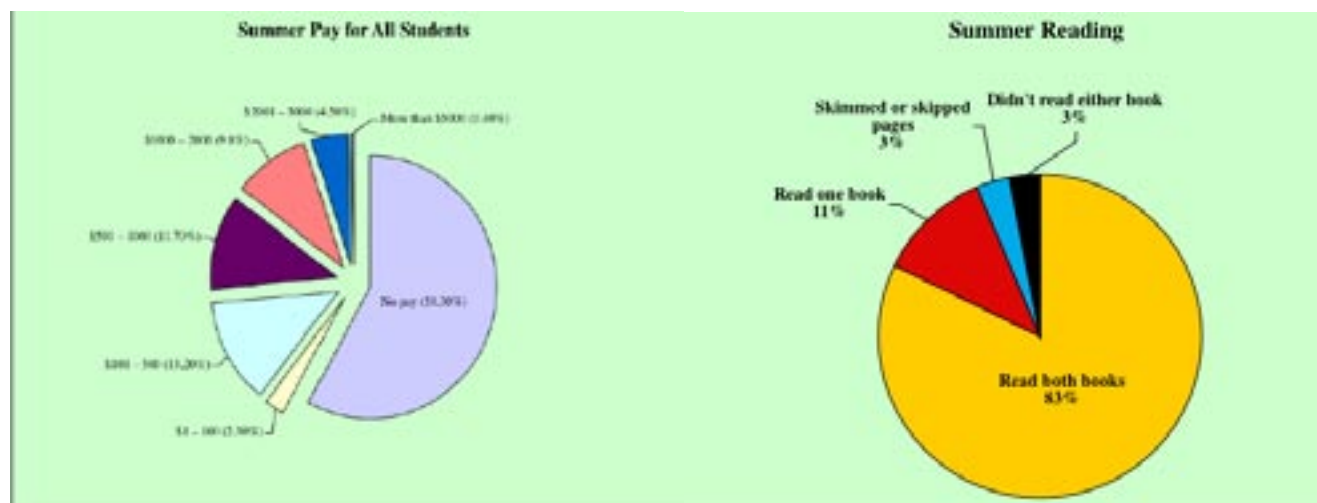
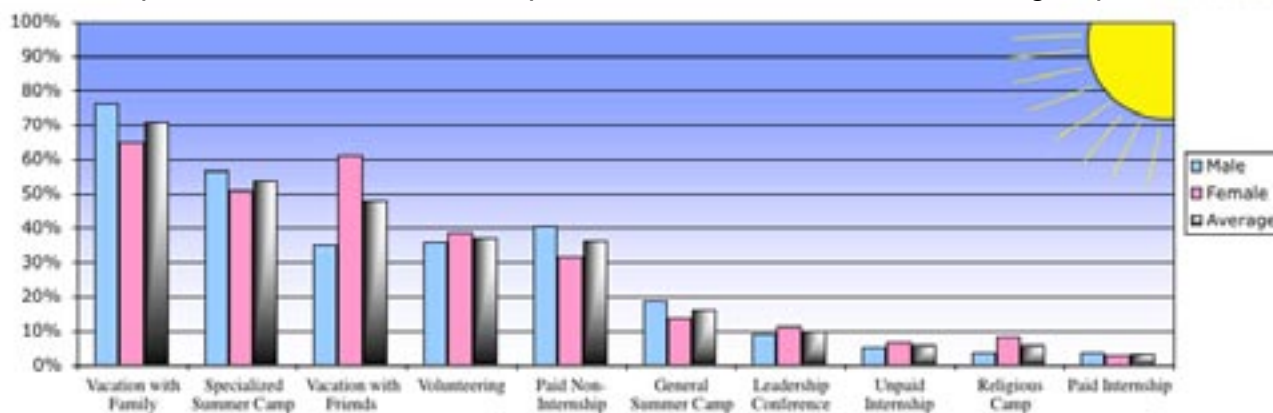
The median amount earned by students in the Upper School was \$750. The official minimum wage for employees less than 20 years of age is \$5.15 an hour, thus the median Pingry student who worked this summer earned wages equivalent to 136 hours of labor, or almost seven 20-hour workweeks. The total amount made ranged from \$40 to \$12,000.

Students were also asked how much of the summer reading assignment they completed. 82 percent of students reported to have read two assigned books. However, 11 percent said they only read one book, and six percent said they only skimmed pages or did not read at all.

According to the survey, more girls fulfilled the summer reading requirement, with 86 percent reporting to have completed two books, compared to only 79 percent of boys. Ten percent of boys admitted to not reading at all or only skimming, while only three percent of girls admitted to doing the same.

Snapshot of the Summertime Lives of Pingry Students

While 41% of students earned money this summer, around 35% volunteered. Despite busy summertime schedules, most students in grades 9-12 remained diligent: 82% of those polled claimed to have completed the two-book summer reading requirement.



Quiz Bowl Members Compete Nationally

By DARINA SHTRAKHMAN (III)

This summer, the Quiz Bowl team traveled to St. Louis, Mo. to take part in the 2004 National Academic Championship.

The team qualified twice this year for nationals after placing first in a QuizNet online competition and making the semi-final rounds at the Joseph Booker Memorial Academic Tournament at Millburn High School.

The nine Quiz Bowl members and their two chaperones, former Pingry teacher and last year's team advisor Mr. Joseph Wang, and Mrs. Jeanine Savello, parent of team member Caroline Savello (VI), flew into St. Louis Saturday, June 13.

By Sunday, the A-Team's record was 2-2, while the B-Team had a record of 0-4.

"We got creamed, but we were the only team with a sense of humor about it. We were in our team t-shirts and silly hats. Everyone else was in jackets, ties, and khakis," team member Michael Kreisbuch (V) said.

Coach Wang described it otherwise, saying, "Some people thought of the competition as the pinnacle of their high school career; we didn't consider it to be as important. We were having fun. For that, we didn't earn ourselves a whole lot of fans. However, we were named 'Most Fun School'."

He added, "If I were going next year, I would tell our oppo-

nents not to be as obnoxious."

"We need to know Classical music better. One of the most memorable events in the whole tournament was when our team, having put various members of the Bach family on our nametags, missed a question to which the answer was 'Bach,'" Adam Goldstein (V) said.

He added, "Hopefully this year we'll end up with a reward more substantial than a plane ticket coming home."

Because neither team qualified for the play-off round, the group opted to visit the Budweiser Factory over a tour of Washington University.

In addition to the Budweiser outing, Kreisbuch said the team also visited Union Station, the Westward Expansion Museum, and the St. Louis Shakespeare Festival. Several members also took the "Journey to the Top" tour of the St. Louis Arch.

Despite their losses at nationals, Quiz Bowl members are already planning for a more intense and successful year. Sophomore Isaac Davis says that by "meeting consistently at school and going through old and new questions, we could become a very strong team."

"It brought us closer together, and was a wonderful way to cap a year. To get to go to a national tournament like that is really special," Coach Wang said.

read a fun book that did not require much thinking."

English Department Head Dr. Jane Ashcom originally estimated that 90 percent of students read two of the required books. When informed that the actual number was lower, she said, "I am appalled the number is not 100 percent. If Pingry is supposed to be one of the

best independent schools in the country, then all students should want to read. The school can't be the best if students don't read."

She added, "Students ought to be ashamed of themselves. They had 12 weeks without homework, and they still couldn't complete two books. That is sad."

Besides working and do-

ing summer reading, the most popular activities were attending a specialized summer camp, such as athletic or musical camps, and vacationing with family.

71% of students vacationed with their families and 48% traveled with friends. More girls vacationed with friends while more boys vacationed with family.

Drama Alumni Return This Summer

By CHANTAL BERMAN (V)

On the weekend of July 17, Pingry alumni, teachers, and students convened in the Macrae Theater to produce and perform twelve original ten-minute plays by up-and-coming playwrights.

"It was a joy to have graduates of the Drama program come back to work in the new space, and to have Pingry kids meet and work with professional actors," Drama Director Al Romano said. "Staging new scripts for the first time was an incredible experience for everyone involved."

Among Pingry alumni who participated in the workshop were directors Alicia Hogan

'02 and Ria Cooper '97, actors Vincent Marano '94, Chessa Ring '98, Gibson Knott '93, Sanjiv Jhaveri '90 and Ben Grant '03, and playwrights Marano, Knott and Justin Ring '94. Drama teacher Stephanie Romankow also performed in one of the plays, as did interns Jake Kreeger (IV) and Alex Snape (IV).

Snape, who also assisted in technical work, said he learned "what it's like to be behind the scenes. Working with professional actors was something I'll never forget."

Max Cooper (V), who attended the performances, said he thought the plays were "really

funny. And it was cool to see my sister, Ria Cooper, direct."

"Overall," Mr. Romano said, "the workshop accomplished both my goals: to provide a creative space for the nurturing of new plays and playwrights, and to introduce Pingry students to professional theater."

"This summer, we plan to hold the workshop the weekend after graduation, so more members of the Pingry community can be part of this exciting adventure in the school's arts program," Mr. Romano added. Student involvement will also be expanded, he explained, by including a short play by a current Pingry student.



Courtesy of Mr. Romano

Pingry alumni and current drama students participate in a summer workshop.

Only 16 percent of the Upper School student body attended a general summer camp, compared to 54 percent attending specialized camps. The statistics show that most students continue to focus on academics, music, and sports over the summer, rather than taking time off from work at a general summer camp.

Haley Wynne (IV) said she was distressed to learn that so few students attend general summer camps, adding, "I always look forward to seeing some of my best friends at camp without having to think about learning and school all of the time."

U.S. HEAD MR. LEEF CONTINUES ADJUSTING TO NEW SCHOOL

Continued From Page 1

without the pressure of time constraints.

He says these meetings were "very beneficial" in familiarizing him with the way the school works. Mr. Leef comments, "All of the Department Heads were generous with their time."

Senior Keith Dungo thinks Mr. Leef's efforts have paid off. "He definitely seemed to know what he was doing when he helped me with my schedule."

Now that school has begun and students are filling the halls, Mr. Leef says he recognizes many similarities between students here and those from other institutions at which he has taught. "I've found, for the most part, that the students are a motivated and hard-working bunch."

Overall, Mr. Leef feels the community has been very positive and welcoming, and he "appreciates that a lot."

As he gets to know Pingry culture better, Mr. Leef is trying to introduce new changes and improve student life.

He has given students and student government more leadership of Tuesday morning meetings, and he hopes eventually to discuss other aspects of the school day, such as the scheduling of classes, with students.

Among his goals for the near future, Mr. Leef says he hopes to "continue learning new things about Pingry everyday."

Seniors Maggie O'Toole and Nicole Danielle say Mr. Leef is doing a "phenomenal job" filling the big shoes left by last year's administrative departures and are excited for the upcoming school year.

The seniors had the opportunity to become better acquainted with Mr. Leef on their September 12 overnight retreat.



S. Eckenthal (III)

The new biotechnology lab boasts state-of-the-art equipment.

Summer Transformations Around School Affect Daily Student Life

Continued From Page 5

its proximity to most upper school lockers and classes.

"I have to walk to the other side of the school for my first period class," Snape says. Other students say their buses now pick them up fifteen minutes earlier than last year because of the traffic change.

Drivers who park in any one of the three school lots also come in the main driveway. At first, however, student drivers were asked to come in through the back driveway.

The new courtyard and

traffic patterns appear to have the most effect on students, but several other changes have been made around the school over the summer.

These include new furniture in the Math and English offices, new flooring in multiple areas of the school, and the conversion of the old Macintosh computer lab into a regular classroom.

Future projects include a separate middle school building and a field house, which has yet to receive the Board of Trustees's approval.

Naming what changes to the school they would like to see in the future, some

students hope for a better waiting area by the bus pick-up, perhaps with benches or an overhang for rain. Other students mentioned Air Conditioning and picnic tables as excellent improvements to the school.

Whether or not these specific wants will be satisfied, students will continue to see physical changes and progress around the school over the next summers and throughout the school year.

As Mr. Neiswender says, "It is prudent to be proactive with replacements and upgrades to an aging physical plant."

Living Young and Near the City: New York Without a Fake ID

By DANIELLE PERETORE (VI)

Imagine that you are 16 or 17. You are eagerly awaiting or thrilled to have just received your driver's license (also known as freedom from your parents), scared stiff by the mention of the words "college" or "SATs," and pull yourself up off the ground, red-faced, when you trip over one of your many disproportionate limbs.

And you also can't get into ESPN Zone.

"Excuse me?" This was precisely my reaction upon finding a very large beefy man blocking my passage through the glass doors encasing the sports mecca in Times Square.

"ID, please," he demanded.

"Um, uh, excuse me, what?" came my stunned reply.

This situation continued for several minutes during which the large man became more and more thoroughly annoyed and realization dawned more and more slowly on my neon-lights-addled brain. Yet all the light which had descended on me disappeared instantly as a child who could not have even reached my hip pushed open the very same door I was attempting to enter with a cry of, "Daddy, can we go to the ferris wheel?"

All too suddenly the light came back, accompanied by a fierce wave of indignation at the most unfair attributes of teenagedom. I awoke from my reverie just in time to hear the large man tell my friend, "...all have to be 18...or someone has to be over 21."

So that was it, then. As far as I was concerned, I was being excluded for the mere reason of my

being stuck between childhood and adulthood.

Given that this is a fact I cannot alter without the help of some very intense steroids or perhaps Michael J. Fox's car, I decided to help ensure that no other almost-woman (as ESPN Zone has seemingly decided to deem me due to my lack of wrinkles) finds herself (or himself, for the purpose of political correctness) stuck in Times Square at 9:00 with a kibosh on plans for Saturday night.

Twenty-eight hours in phone calls, thirty four-one-one calls, and sixty dollars in MetroCards later, I bring you what I would like to call the Almost-Human's (as I figure that a unisex term is most politically correct) Guide to Having Fun Without Getting Arrested in Manhattan. By getting arrested I do, of course, mean the use of a fake ID, a petrifying yet elusive notion to those of us too scared to find our complexions against black and white stripes, and not those of the cute Parisian style.

Thus comes the following list of places at which a fake ID is not required, or, as I would like to view it, practice egalitarian and non-discriminatory policies towards those of us who simply cannot help our lack of humanness.

1. Serendipity 3. It's possible you may have read about this place associated with Demi and Ashton. Yes, the Demi and Ashton, of reversed-sexuality trophy-lover fame. The full-human and her practically almost-human boyfriend have been spotted here, as have many more of the retouched crew. The Frozen Hot Chocolate here is nothing short of legendary, and the cramped inte-

rior is cozy and kitsch despite its tendency to leave you crammed in corners to make room for the huge portions on your table. Preferably, as us almost-humans have been proven to have an insatiable sweet tooth, those portions will have names like the Illegal Broadway Sundae (the calorie count of which should be not only illegal but also resulting in severe legal consequences). Any almost-human on a shoe-string cashier's budget should remember one thing, however: make sure to bring Daddy's plastic for what the Zagat guide refers to as "very adult prices." (212) 838-3531

2. Dylan's Candy Bar. This place is so ridiculously cool that it is only outshined for those of us almost-women by its neighbor, Bloomingdale's. What more can be asked for than two full floors of candy, chocolate, and of course, edible soaps? If you can't find a type of candy here, it simply doesn't exist. Yet again, the retouched crew knows what they're talking about, evidenced by the enormous case on the first floor containing the signatures and favorite candies of dozens of celebrities. Make sure to pace yourself, however: it's just too easy to forget there's a whole other floor to explore. (646) 735-0078

3. Jekyll & Hyde Club New York. In the words of the almost-human sect: this place is "off the hook." The warning sign to those faint of heart outside this theme restaurant based on the play which is its namesake speaks volumes about what it contains. Guests of Dr. Jekyll are seated in his laboratory, surrounded by beasts, ghosts, and oddities. A tour of the several floors of his home reveals a land of dangers and delights, as does the ongoing dinner show. Yet unlike many similar restaurants, the food is more than tolerable, though the check usually is not. One piece of advice to the almost-human crowd, however: leave any clothing items of a trendy nature at home, as my night concluded with a ghost hopping around from table to table, imitating my off-the-shoulder style. (212) 541-9505

4. The Harmony Atrium. Who knew you could rock-climb in the Big Apple? Yet this place boasts over 3,000 square feet of supervised climbing on walls 30 to 55 feet high, including a 50-foot covered outdoor lead wall. And you won't be breaking the bank, either: it costs nine dollars for the first climb, with two tries to the top, and a mere five for any additional climb. (212) 586-5718

5. ESPN Zone. I simply could not resist including this prejudiced domain in my list, given that it is simply too awesome. This humongous Times Square sports heaven includes an indoor racetrack, bowling lanes, a 30-foot rock climbing wall, all along with the usual arcade and video games. There's even a restaurant with high-definition television to keep up with all the latest sporting events. Remember to bring a full-grown human if you'd like to enter, however: I can tell you from personal experience that the large man doesn't budge very easily. (212) 921-3776

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Headmaster Neiswender Leaves for North Carolina

Continued From Page 1

grams, technology upgrades, a focus on Middle School development and a "learning enrichment" objective, Mr. Neiswender explained.

"The school is clearly no longer complacent. New administrators provide a new set of eyes, so when I came in, we started really reviewing the school," he said. Mr. Neiswender also noted that "Pingry has such a strong tradition that change has often been difficult, but we've tried to move the school forward while keeping one eye to the past."

Mrs. Victoria Brooks Law-

rence, Chair of the Board of Trustees, said that the "visionary framework" of the Long Range Plan, planned to unfold over a ten-year span, is always reviewed on an annual basis, so that there will be plenty of opportunity for the new head to help shape it further during his or her tenure.

As Mr. Neiswender continues his duties during his final year at the school, the Board of Trustees has begun a search for his replacement. According to Board member and Chair of the Head Search Committee Mr. John W. Holman, III '79, the hiring of the Headmaster is "one of the most important responsibilities of the Board,

and it is a responsibility we embrace wholeheartedly and are enthusiastic about."

The Board-appointed, seven-person Head Search Committee consists of the Chairpersons of each of the Board's seven sub-committees. The Board has also hired Mr. Peter Gunness, Mr. Jim Bonney and Ms. Dierdre Ling of Educators' Collaborative, a national education organization that provides an extensive network of contacts and job positions available in the private-school world. Mr. Holman said the three consultants "bring both a wealth of experience in independent school leadership and head searches as well as a network of contacts

and potential candidates."

Mr. Holman and the consultants have met with faculty and parents, who have had the opportunity to discuss "what Pingry's core strengths are, what the key challenges we face are, and what the resulting qualities we should look for in our new Head of School may be."

Mr. Holman said the Search Committee already has "dozens of viable candidates" under consideration and is in the process of evaluating their résumés. In November, the Board will present six "finalists" to the school. Mr. Holman expects the Board to have reached a consensus on the replacement

by December.

Faculty, students, alumni and parents also have input in the process, Mr. Holman added. The Board Search Committee has assembled an advisory committee for each group, which will then interview each of the six finalist candidates. These candidates, who will eventually be narrowed down to the "final two" before the Board's ultimate decision, will tour the school and visit with administrators in November.

A list of members of the five Search Committees appears beside this article. Mr. Holman says he will also announce the list in a letter to the community at the end of the month.

Headmaster Search Committees

Board of Trustees

John Holman (Chair)
Ned Atwater
Jack Brescher
Anne Delaney
Victoria Brooks Lawrence
Martin O'Connor
Allie Rooke
Barbara Sappol

Parents

Debbie Barker
Margie Bissinger
Patrick Higgins
Mark Kolb
Dan Morash
Mandy Peeler
Dan Roberts
Tess Robinson
Julie Silbermann

Students

Eliza Adams (III)
Brian Combias (V)
Daniel Davidson (IV)
Liz Sebesky (VI)
Jay Sogliuzzo (III)
James Somers (VI)
Nikhil Srivastava (VI)

Faculty

Miles Boyd
Fred Fayen
Tom Keating
Nia Kilgore
Judy Lee
Pat Lionetti
Jim Murray
Jane Roxbury
Sally Springmeyer
Tom Williams

Alumni

Andrew Campbell '49
Roger Parsons '55
John Geddes '62
Stewart Wheeler '67
Sean O'Donnell '74
W.S. "Kim" Kimber '76
Lori Halivopoulos '78
Ron Rice '83
Conor Mullet '84
David Crosby '90
Bradford Bonner '93
Kooheli Chatterji '93
Sandra Salter '93
Jennifer Joel '94

Seventeen Students Attend Geraldine R. Dodge Poetry Festival

By **MARISSA BIALECKI (V)**

"The festival was like a modern-day Woodstock," Heather Benjamin (IV) enthused about this year's Geraldine R. Dodge Poetry Festival. "The grounds of the Duke farms were beautiful and I really enjoyed the poetry readings," Benjamin added.

A group of 17 students, chaperoned by Dr. Dineen, Mrs. Grant, and Mr. Shilts,

as "the largest poetry event in North America," the event allowed students to listen to many renowned poets and musicians over the course of the day.

Approximately 5,000 high school students from all over New Jersey attended.

Despite heavy rains and mud, spirits ran high.

"I really enjoyed Roger Bonair-Agard's readings. His poems were colorful and descriptive," Cori Hundt

Diagnosis," Levitt added.

He also thought that Pulitzer Prize winner Franz Wright was "awesome."

Other students attended poetry readings by Mark Doty, Stephen Dunn, Yusef Komunyakaa, Hal Sirowitz and Jane Hirshfield.

This year's festival featured four Pulitzer Prize winning poets from New Jersey: Paul Muldoon, C.K. Williams, Steven Dunn and Yusef Komunyakaa. Muldoon,

about how they work through the writing process and the influences on their work. Komunyakaa, for example, described the way he was deeply affected by Louis Armstrong and other blues players, as much as by his father, a carpenter, and his own Vietnam experiences.

Olds openly writes about her family, but also feels influenced by the church she was raised in.

Dunn, like many of the other poets, talked about transcending personal experience to create something more universal. He also admitted that "Poets worry poems into existence," and that "if you wait for inspiration, you won't write as many poems."

"The festival taught me that poetry is written in more styles than I had realized," Hundt (IV) said.

August DuPont (V) enjoyed Paul Muldoon's "witty style" of poetry and the Zen poetry of Jane Hirshfield.

The festival was started in 1986 in order to support the arts and educate high school students. In previous years, as many as 18,000 people from all over the country have attended the Dodge Poetry Festival.

The four day festival also featured open mic readings, and readings from the winners of the New Jersey High School Poetry Contest. "The poets, as well as the people who attended the festival were extremely interesting," Levitt (V) said.

The poetry festival was fun and informative," Jodie Francis (V) said, glad she had gone.



S. Dineen

Poets Edward Hirsch, Lucille Clifton, and Galway Kinnell talk to a receptive audience about the connections between their poems and their lives.

Selections from the 2004 Dodge Poetry Festival

what the water gave me
By Roger Bonair-Agard

what the water gave me
(after Frida Kahlo)

The water gave me madness
and an incessant humming blood

the water remembers the torn torso
melting through a seashell's portholes

the water acknowledges madness
the quadrangular tight-rope of death

disease slaughtered women and the trade
in gold and spirit of five hundred nations
drifting

the water remembers the water is clarity
the water remembers offers back
hurricane
the water remembers hides its melancholy
secrets

no wonder water remembers in tectonic
shifts
and the angry expectorant of lava

no wonder the water runs muddy revolts
to flood and brackish

no wonder water stays still in the dark
the water is coming back home

(c) Roger Bonair-Agard, 2003

The Diagnosis
By Sharon Olds

By the time I was six months old
She knew there was something wrong with me
I got looks on my face she had not seen on
any child in the family
Or in the extended family, or the
neighborhood
My mother took me in to the pediatrician,
a tall thin man
With a lantern jaw and kind hands
A doctor with a name like a suit size for
a wheel -
Hub Long
My mother did not tell him what she
thought in truth -
That I was possessed
It was just these strange looks on my face
He held me and conversed with me, chatting
as one does with a baby
And my mother said, "She's doing it now.
Look, she's doing it now."
And the doctor said, "What your daughter
has is called a sense of humor."
"Oh," she said and took me back to the
house
Where that sense would be tested and found
to be incurable.



S. Dineen

The seventeen attendees of this year's Dodge Poetry Festival pose for a group shot.

attended Student Day of the biennial Festival on Thursday, September 30. In past years the Festival has been held in Waterloo Village, but this year it moved to the Duke Gardens. Billed on its website

(IV) said.

Zander Levitt (V) thought that Sharon Olds was his favorite poet at the festival. "Her voice is very soothing, and she is a great writer. I really like her poem, 'The

Williams, and Komunyakaa all teach at Princeton University.

Students were free to attend different venues of their choice. In addition to reading, the various poets talked

SOPHOMORE DRAWS CARICATURES IN MORRISTOWN GREEN

Continued From Page 6

Mrs. Kesselmeier granted me the license on the July 17.

I started on working on Morristown's Green the next day. I spent nearly the entire day working, a pattern I followed for the next few weeks. When I didn't have swim practice or vacation, I was out caricaturing.

People all over town started to recognize me as "the caricature guy." Even when I was in town but not working, I received cries of "Hey, you're the caricature guy!" from waitresses, pedestrians, and all sorts of homeless people. By August, I had accepted an offer to work at an office party for a small company based in Morristown.

Although I did not make as much as many people my age who worked standard 30-hour weeks all summer, my wage worked out to nearly 15 dollars an hour. I made much more for the time I put in.

Despite all the work required to get my license, the job was well worth it. It meant a lot to me to work at something I really liked.

Seniors Feel Retreat Needs Improvement

By **CORI HUNDT (IV)**

The senior retreat, from September 12 through 13 at the Fairview Lakes YMCA group retreat center and camp in Newton, N.J. received mixed reviews from attending seniors.

Activities included college information sessions, canoeing, and using the camp's rowboats and horseshoes. The college sessions, led by chaperones Mr. John Neiswender, Mr. Jon Leef, Mr. Robert MacLellan, Ms. Nia Kilgore, and Ms. Ananya Chatterji, "covered a great deal of territory ranging from the nuts and bolts of the college process to the more philosophical issues confronting a senior," Mr. Leef said.

Katie Hampson (VI) felt otherwise. "It stressed me out about college," she said. Bess Rowen (IV) agreed and added, "It made college seem difficult to get into but it was a good experience."

Many students found the "Zipperdowns" performance, a spoof on the Buttendowns performed by seniors Eric Olmstead, Thomas Ansen-Wilson, Alex Meder, and Mike

Lehrhoff to be the best part of the retreat. Danny Smith (VI) said, "The Zipperdowns were the most glorious thing ever," while Hampson said the Zipperdowns were her favorite part of the weekend.

Several students complained about the food. Senior Sam Tasher called the camp's offerings, "my least favorite aspect of the retreat. Especially the 'blue punch.'"

Others said that the Sunday-Monday time slot was a nuisance because it interrupted family time.

Some thought that the retreat could be improved. Tasher gave the trip an overall rating of "okay." "The actual stuff we did could have been covered in one or two in-house meetings," he added. Smith said, "It was a fun trip, but it wasn't really for bonding."

Rowen disagreed. "We all hung out together as a grade. I think the real purpose of the senior retreat was to bring us out of the normal classroom environment and into the woods, where it was peaceful," she added.

'ALADDIN' MAKES A COMEBACK WITH NEW DVD SET

BEHIND-THE-SCENES LOOK

Continued From Page 4

didn't think he had enough sex appeal, he was modeled after Tom Cruise. Jasmine is supposed to resemble Jennifer Connolly.

However, in real life, the Genie was not all fun and games. Robin Williams was paid at the lowest legal rate a studio can pay an actor, and insisted on being excluded from the Genie voice in any toys or memorabilia.

When Disney did not comply, Williams denied supporting the film or anything Disney. According to the Internet Movie Database, he has since come to good terms with the company and played the voice of the Genie for sequels to the movie.

The widely believed rumor that Aladdin muttered a dirty phrase while talking to Jasmine is not true, according to the Internet Movie Database. However, in one frame of the movie Rajah's face appears as Mickey Mouse.

Mrs. Ayo Sanderson Wilson Replaces Mrs. Marnie McKoy in Admissions Dep't

By NADINE REITMAN (V)

Mrs. Ayo Sanderson Wilson is the new Assistant Director of Admission and Coordinator of Multicultural Outreach this year.

She is replacing Mrs. Marnie McCoy in the Admissions Department who left after ten years to head the Link School, a magnet school for seventh and eighth graders who otherwise would not be able to afford private school education.

Mrs. Wilson hopes to play an integral part in accomplishing one of the missions in Pingry's Long Range Plan while here. She says that "One of my goals is to spread the word to prospective families and the public at large that the Pingry community is committed to and celebrates ethnic, racial, religious and socio-economic diversity and embraces multicultural inclusion. Pingry hopes to attract a diverse student body that is up to the challenge and opportunity it offers."

She would like to publish



N. Lee (V)

a brochure outlining the multicultural programs at the school because "many people are not aware that Pingry's curriculum and programs celebrate diversity and promote inclusion," Mrs. Wilson said.

Combining her roles in admissions and multicultural outreach, Mrs. Wilson also wants to attract more

students from diverse and underrepresented areas to the school. She hopes current parents and students will help by referring students and their families to her.

After receiving her BA from Johns Hopkins Uni-

versity and her law degree from Columbia University, Mrs. Wilson was an attorney for ten years in New York and New Jersey and worked for not-for-profit organizations benefiting children and education.

The school's excellent academic reputation and top-notch athletic and arts programs, as well as its warm environment and commitment to multicultural awareness originally attracted Mrs. Wilson to Pingry.

Outside of school, she is a member of a book club and enjoys reading. Mrs. Wilson's favorite books are *The Da Vinci Code* and *Tempest Rising*. Her favorite movies are *Amadeus* and the original *Grease*. She also enjoys traveling and playing volleyball and would like to coach a Pingry volleyball team in the future.

In high school, Mrs. Wilson loved the band Twisted Sister and was "a diehard Prince fan."

Mr. Phil Cox Adapts to New M.S. Position

Continued From Page 1

gry in July, in time to learn about the school and prepare for the upcoming year.

So far he has been struck by not only how bright the student body is, but also how "people are courteous here."

The first thing Mr. Cox does when he arrives at school in the morning is unlock the doors and turn on the lights for the Middle School teachers. He does this to "show appreciation" and to facilitate the morning for teachers who are "laden with books and bags."

He describes his days as "always different, but one constant is the amount of e-mail I receive daily." As the day progresses, he supervises lunch duty with Middle School Dean of Students, Ms. Kooheli Chatterji. Together they remind students to take trays and occasionally point students in the direction of healthy eating.

Mr. Cox says he would like the Middle School to have more of its own identity. To accomplish this goal, he supports the formation of a new Middle School building and a separate Middle School lunch.

He looks forward to the time when the sixth grade becomes part of the Middle School, remembering how his former school has a fifth through eighth grade Middle School.

"The fifth graders weren't quite ready for Middle School," he says, "But it would be great if the sixth grade moved up. That way Form II would feel like they had more leadership opportunities than they do presently."

Mr. Cox would like to thank all the teachers and students for making his transition to Pingry very enjoyable.

Latin Teacher Mr. Jeffrey Summerhill Joins Middle School

By BEN MACKOFF (IV)

This year Mr. Jeffrey Summerhill has replaced Mr. Joseph Wang as a middle school Latin teacher, teaching three classes of Form I Latin, and two classes of Form II Latin. Mr. Summerhill has also become a Form I advisor.

Of his decision to come to Pingry, Mr. Summerhill says, "I got a good vibe from the school when I visited last May." His students seem to get a good vibe from him, too: Michael Ambrosia (I) explains, "His enthusiasm helps us relate to a dead language."

Mr. Summerhill has also replaced Development Office member Mr. David Fahey as the assistant coach of the boys' JV soccer team. Mr. Fahey has taken a new position as the assistant coach of the boys' varsity soccer team.

"I am really enjoying work-

ing with the JV soccer program and Coach Tramontana," says Mr. Summerhill. The feeling is mutual: both math department Head Mr. Tramontana and JV soccer team member David Miller (III) refer to Mr. Summerhill as a "good guy."

Hailing from Kingston, Pennsylvania, Mr. Summerhill graduated from Bucknell University in 2003 with a Bachelor's Degree in history and the classics.

After graduating from college, Mr. Summerhill worked at The Woodland Country Day School in Woodland, New Jersey. He has recently moved from Woodland to Morris Plains, where he rooms with the elder brother of Elizabeth Gallo (IV).

When asked why he transferred to Pingry, Mr. Summerhill replies, "Because Pingry offered me a job."



M. Bialecki (V)

Mr. Quoc Vo Heads Technology Department

By JOHN SCRUDATO (IV)

This year, Pingry has a new addition to its technology staff. Mr. Quoc Vo, the new Director of Technology, comes to Pingry from the La Jolla Country Day School in San Diego.

He graduated from the University of California at San Diego, receiving an undergraduate degree in mathematics and a graduate degree in education.

Mr. Vo's change of location came about "because of Pingry," he says. "I felt that Pingry is one of the best independent schools in New Jersey and wanted to be a part of it."



M. Bialecki (V)

Here at Pingry, Mr. Vo says that he performs "basically the same job" as he did at La Jolla. He explains that his main duty is "to manage the various technology

efforts" or, as he jokes, "to plug hardwires in."

"It's a great job with friendly people. You just can't get any better than Apu," Mr. Vo adds.

Mr. Vo is also a biker, and bikes from Whitehouse Station to Pingry every morning.

When asked about his worries for the school year, he says that he is most worried about the weather, explaining, "In San Diego it is usually pretty dry. People always want to know why I moved here, and keep telling me to wait until I see my first real winter and won't be able to bike."

Mr. David Greig '98 Returns to Alma Mater

By KRISTIN MALETSKY (V)

Physics teacher Mr. David Greig may be a new faculty member at Pingry, but he is not new to the school itself. After graduating from Pingry in 1998, Mr. Greig attended Amherst College in Mass. He played football and lacrosse and majored in law, jurisprudence, and social thought.

After graduating from Amherst in 2002, Mr. Greig moved to Washington, D.C., where he taught for a year at the Landon School. He then moved to Pebble Beach, California, where he taught at the All Saints Episcopal Day School.

Mr. Greig says that "friends, family, and, of course, the opportunity to work at Pingry" all enticed him to return to New Jersey. Fellow Physics teacher Mr. Bill Bourne adds, "Who wouldn't want to work with us?"

This year, Mr. Greig is teaching two sections of Form V Physics and one class

of seventh grade science. He is currently coaching JV and Varsity Football, and will also coach Boys' Varsity Ice Hockey and JV and Varsity Lacrosse later this year.

During his Pingry career, Mr. Greig played on all three sports teams that he will be coaching, and he says one of his most memorable moments in high school was when he scored a goal against Delbarton in a state tournament ice hockey game.

On the football field, according to Rob Tilson (V), Mr. Greig "doesn't mind cracking a few jokes about his colleagues who are his former teachers and coaches, and he likes getting in on the football action, even without pads."

In his spare time, Mr. Greig enjoys playing golf and takes a yearly trip to Ireland or Scotland to play golf with his father and brothers. He also likes listening to all types of music, ranging from Phish to Usher.



A. Savello (IV)

Mr. Don Hollingshead Works as Sports Enhancement Consultant

By JULIE JOHNSON (VI)

This year, Mr. Don Hollingshead has joined the school's Athletic Department as the new Performance Enhancement Consultant.

In 2003, Mr. Hollingshead received his M.A. in Psychology with a mental health counseling concentration from Seton Hall University. He is in the process of becoming a certified sport psychology consultant.

While he is not actually hired by Pingry, Mr. Hollingshead hopes that by providing his assistance to various athletes, he will "accrue hours for certification from the Advancement of Applied Sport Psychology (AAASP), which is the largest applied sport, exercise, and health psychology organization in the world. And my underlying goal is to provide meaningful help to those who want to utilize my services."

According to Athletic Director JoAnn DeMartini, "He made a proposal and we accepted." The benefits are mutual: while Mr. Hollingshead amasses hours towards his certification, Pingry students will receive performance improvement advice.

Though his primary interest lies in tennis, Mr. Hollingshead has experience working with athletes in other sports. "I am also interested in working with



A. Savello (IV)

anyone who is looking to improve his or her performance, such as performing arts students," he adds.

Mr. Hollingshead is already working with several junior tennis players and is looking forward to gaining experience at Pingry as he begins to grow his consulting business.

Michelle Yuan (IV) offers only positive feedback to his work with the tennis team,

explaining, "Don Hollingshead is quite helpful to us in that he is always there to support the team, and he makes us feel that we can always talk to him. When we run into trouble, we can always consult him for mental advice. It's great that he is always eager to help us in any way he can."

While Mr. Hollingshead can be found around campus between three and five-thirty P.M., students interested in working individually with Mr. Hollingshead should visit the athletic office or contact him at Playsmarter@optonline.net for more information.

Ms. Patricia Giannola Leaves London for Martinsville Campus

By KATIE JENNINGS (V)

Ms. Patricia Giannola joined the Pingry faculty this year after working as a learning specialist at the American Community School (ACS) in Cobham-Surrey, England.

Originally from Long Island, Ms. Giannola moved to Italy at age nine and attended a local village school. At eleven she moved back to upstate New York. She received her bachelor's degree in English from the State University of New York (SUNY) Albany and then her master's degree from Russell Sage College in Troy, New York. Before coming to Pingry she worked as a learning specialist at the American School in London for one year and then for seven years at ACS.

She says she and her husband moved back to the United States after their daughter was born in order to be closer to family.

At both of ACS and the American School in London, Ms. Giannola says, there are Departments of Learning Specialists that focus on the learning needs of each grade. At Pingry, she is the only member of her department.

Ms. Giannola explains that a learning specialist works with students who have learning disabilities, such as Attention Deficit Disorder, Dyslexia, or those who have an atypical learning style. Currently she is teaching a course in the Middle School called "Guided Study," which helps students implement good study skills and habits. Last year, French teacher Mrs. Jane



N. Lee (V)

Roxbury taught the class.

Right now Ms. Giannola says her main focus is on the Middle School, but she is also here to help Upper School students and teachers.

Ms. Giannola works not only with kids, but also with teachers, instructing them on how best to maximize the effectiveness of their lessons. She says she suggests that teachers target all kinds of learners in their classes by using visual, auditory or kinesthetic activities in the classroom.

Of Pingry and her new job at the school, Ms. Giannola says, "What impresses me the most is the student body and the excellence and caliber of the students here, not only academically but also in terms of their moral code

and their courtesy and just the way they conduct themselves."

She is not involved with any extracurricular student activities at the moment, but expresses an interest in photography.

Ms. Giannola does not know exactly what the future will hold, or if Pingry will eventually have a department of learning specialists like those at the other schools where she has worked, but she does have ideas for the future.

"My vision in an ideal world would be to have a center, an academic enrichment center, where all students can come and learn about how they learn best, maximize their learning potential, and just take an interest in their learning style and be self-reflective."



N. Lee (V)

Mrs. Margi Dillon Joins Foreign Lang. Dep't

By HALLIE BIANCO (III)

New Spanish teacher Mrs. Margi Dillon says she is "very, very excited to be working at Pingry."

Mrs. Dillon, who is teaching a Spanish 1A class and two Spanish 2 classes got her first introduction to the school when she coached lacrosse here three years ago. Since then, she has been raising her three children ages 2, 4 and 5 years old, and working part-time as an ESL teacher and lacrosse coach. She lives in Basking Ridge.

A graduate of the University of Pennsylvania, Mrs. Dillon also has a Masters degree in Spanish Literature from Loyola University in Chicago. She last taught at The Roycemore School in Evanston, Illinois.

Mrs. Dillon says she is enjoying the school year so far and that Pingry "has a wonderful faculty." She adds that the students are "nice kids who usually have their homework done for class."

However, because she is only teaching part time, she does not have her own classroom. "I'm still getting used to not having my own classroom," she confesses.

Mrs. Dillon also likes the Pingry schedule because "it is generally the same every day and doesn't rotate like those in other schools I have worked at."

Mrs. Dillon says that she loves working at Pingry, although she admits, "The building can be a little confusing to find your way around in."

Ms. Lindsay Holmes '99 Returns as Substitute

By CATHERINE CHONG (IV)

After graduating from Pingry in 1999, Ms. Lindsay Holmes returned last fall as a coach and substitute teacher. This year, Ms. Holmes is replacing Ms. Hope Gordon, who is now a full-time history and English teacher, as a permanent substitute.

Ms. Holmes attended Columbia University, where she majored in political science. Soon after her graduation in 2003, Assistant Director of Alumni Programs David Fahey '99 asked her to apply for a summer job in the Development Office. Instead, Ms. Holmes returned to Pingry in the fall of 2003 as a girls' soccer coach.

Last year, Ms. Holmes substituted for teachers, taught Middle

School P.E., and coached the Middle School track team.

Middle School runners praise her coaching and personality. "She's really cool and funny, and she really encouraged teamwork," Katrine Soriano (III) said.

Ms. Holmes decided to return to Pingry due to her familiarity with the school. "I knew a lot of people here. Dr. Macrae and Mr. Rohdie were still here then. I was here a lot, and that's how I heard about the permanent sub job," she said.

However, Ms. Holmes is unsure if she will stay at Pingry. "I like being here. We'll see how it goes if there's an opening. I've never taught before. This is just kind of a trial run," she said.



M. Bialecki (V)

Mr. Adam Small Teaches Middle School History

By JOSH FREEDMAN (IV) with JESSICA ZHAO (IV)

Mr. Adam Small, a recent graduate of Columbia University, has joined the Middle School History department. He has replaced former History teacher Mr. Anthony Bowes '96, who has taken a one-year leave from teaching to study education at Harvard University.

Mr. Small grew up in Baltimore, Md., and has previously worked as a student teacher in New York City. He has also worked in other part-time jobs, one of which was teaching English for a summer in Israel. This position, however, will be his first full-time teaching job.

Mr. Small was attracted to Pingry because of the "quality of the faculty and the quality of the students." While interviewing

for a position here, he noted that "everyone was very impressive and bright."

Mr. Small continued that Pingry is a "great environment" and that the faculty and administration have been extremely helpful in his transition.

Mr. Small will be teaching seventh and eighth grade History as well as the course American Journey. This course, introduced last year into the Form II curriculum, is an interdisciplinary study of English and History. He is co-teaching this course with English teacher Mrs. Evelyn Kastl.

In addition to his teaching duties, Mr. Small hopes to coach basketball and baseball at the school.



N. Lee (V)

SPORTS
snapshots

Fall Sports Previews & Updates

Name: Marissa Stock (V)
Sport: Girls Soccer
Been Playing for: Eight years
Favorite Team
Memory: "Winning county championships freshman year."

Name: John Stamatis (VI)
Sport: Boys Soccer
Been Playing for: "Since I could walk."
Favorite Team
Memory: "Winning the state championship freshman year."

Name: Jonathan Bregman (V)
Sport: Cross Country
Been Playing for: Three years
Favorite Team
Memory: "When I found out that we'd won Parochial B championships last year."

Name: Amanda Smith (VI)
Sport: Cross Country
Been Playing for: Five years
Favorite Team
Memory: "Getting ice cream before one of the big meets."

Name: Frances Callaghan (V)
Sport: Field Hockey
Been Playing for: Seven years
Favorite Team
Memory: "Winning state championships last season."

Name: Michelle Yuan (IV)
Sport: Tennis
Been Playing for: Six years
Favorite Team
Memory: "When we played Montclair Kimberley in the state semifinals."

Name: Keith Dungo (V)
Sport: Football
Been Playing for: Six years
Favorite Team
Memory: "When all the seniors pushed all of us in the pool with our clothes still on."

Name: Eddie Layng (V)
Sport: Water Polo
Been Playing for: Three years
Favorite Team
Memory: "Beating St. Benedicts last year."

By HADLEY JOHNSON (IV) and MELISSA LOEWINGER (IV) with JOSH FREEDMAN (IV)



Courtesy of Mr. W. Sprenger

BOYS' SOCCER

This season, Boys' Varsity Soccer prepares to defend its 2003 conference championship. Assistant Coach David Fahey '99 describes the team as "very strong and balanced," with a large senior group and very strong underclassmen players whose contribution is "vital to the team."

Captains for this season are seniors John Stamatis, Kevin Vieira, Brad Fechter, and Will Munger. So far in the conference, Pingry has shut out Science (11-0), Kinnelon (6-0), and Mountain Lakes (8-0) to become 6-0 as of October 4.

Fahey says Stamatis has been "a force up front," averaging more than two goals per game, while Vieira has anchored the defense and limited opponents from scoring.

Upcoming matches include Morris Catholic, which will prepare the team for the county tournament. This year, the team is seeded second and receives two byes. The team has dominated opponents so far and is currently ranked No. 4 in the state, according to the Star Ledger rankings.



S. Levinn (IV)

GIRLS' SOCCER

Girls' Varsity Soccer is fighting to defend last year's conference championship and to capture this year's county championship, which they lost in the finals last year to their biggest rival, Ridge High School.

Early this season Pingry lost in a scrimmage to Ridge in a 3-6 game. However, the team still hopes for a victory in the 2004 county championship. Coach Lindsay Holmes '99 says, "Our loss wasn't bad luck, but it was our first scrimmage of the season," she adds.

This year's team of twenty players is largely comprised of

older students, Coach Holmes says. Captains Nicole Rhodes (VI) and Allison Keeley (VI) lead the team along with six other seniors.

Despite the "huge number" of seniors leading the team, Coach Holmes points out that this year's lineup is "strong up and down the roster. With six to seven people scoring, it's truly a team effort."

The county championship starts the last weekend in October and the state championship begins the first week in November.



S. Levinn (IV)

FOOTBALL

Hoping to exceed last year's 7-2 record, which ranked them third in the conference division, and to make it to the state play offs again, the football team kicked off their season with a strong first half against one of New Jersey's top teams, though the final score was (14-38).

On Oct. 18, the team crushed Immaculate Conception, making the current record 1-3, with additional losses against Verona and Mountain Lakes.

Head Coach Mike Webster said, "Our strong opening to the season gave us confidence that we can do well if we stick with it the whole game."

Led by captain Keith Dungo (VI) and assistant captains Andrew Wagner (VI) and Logan Bartlett (VI), this year's team is one of the largest in school history, with a total of fifty players. Mr. Webster believes that "We've always run the ball well with the hand-offs. Passing is what we need to work on now."

Games will be played most Saturdays until November 6, and will extend to later dates if the team makes the play-offs.



Courtesy of H. Reich (VI)

WATER POLO

With captains Hayden Reich (VI) and Mike Stuzynski (VI) leading the way, the team has a definite chance of taking the state championship from major rival Lawrenceville, said Asst. Coach Mr. Jeffrey Jenkins. To start the season, the JV team went 2 and 2 at their first tournament in Wilton, CT. The Varsity team's

current record is 1-3. The team is anticipating a big game against Lawrenceville on October 23.

Peter Boros, a former international level player and the new head coach, is, according to Mr. Jenkins, "helping the team a great deal. He has a really outstanding understanding of how the game is played, and how to teach it."

This team has six new players, which is double the new players of last year. Although with the influx of new members, inexperience is an issue, the team still retained eight "outstanding juniors and two great captains."

There is an upcoming tournament in Annapolis, Md. "As for Lawrenceville", said Mr. Jenkins, "I sincerely believe we can beat them."



S. Levinn (IV)

GIRLS' TENNIS

Led by senior captains Pamela Lang and Casey Huser, Varsity Girls' Tennis hopes to defend its 2003 conference, county, and state championships. Coach Gary Miller describes this year as "different from past years, in that the team is solid throughout the lineup."

Coach Miller says big rivals in the conference are Bernards and Mountain Lakes. Early in the season, Pingry beat Bernards 5-0. The team has dominated opponents on its way to a 10-1 record as of October 4.

At the county championships on October 4, the team beat Bernards by 6 points. Second singles Robin Moore (IV), first doubles Huser and Lang, and second doubles Kelly Finlayson (V) and Sandra Hough (IV) won their respective matches.



S. Levinn (IV)

FIELD HOCKEY

Led by captain Louisa Moller (VI) and assistant captain Amanda Dumville (VI), the field hockey team will face tough competition from other competitive teams such as Boonton and Ridge during their fight to defend last year's state championship.

At the start of the season, Pin-

gry beat Boonton 2-1 in overtime. This seemed an auspicious sign for Varsity Field Hockey; last year, the team lost to Boonton in overtime. But in their October 5 game against their rivals, the teams tied 2-2, again in overtime.

Coach Judy Lee reports her outlook is "optimistic, but the underclassmen should look to the seniors to help them gain more experience."

Coach Lee says this is a "re-building season" with many sophomores and juniors on the starting lineup. County championships are every Saturday in October, leading into the state championship at the end of October. The team will not know who their opposition will be until later, but for now they are focusing on each game one at a time.



A. Savello (IV)

BOYS' X-COUNTRY

With a 4-0 record, the team began their season hoping to hang on to their title of Parochial B State Champions. Captains John Moore (VI) and Chris Scavone (IV), the first sophomore cross country captain in school history, led the team to shutouts against Boonton and Morris Catholic, as well as wins against Kinnelon and Whippany Park.

On Oct. 2, the team placed fourth out of 40 teams at the all-NJ tournament at Holmdel Park. Their most important dual meet will take place on Oct. 5 against the competitive Bernards team.

Head Coach Mr. John Raby is pleased with the progress the team has made since pre-season. "This is the youngest, least experienced team I've ever coached. Considering lack of experience, we're looking good." Out of last year's seven runners, only three have returned to join the team.

The team is training hard to defeat Group 1 State Champions Bernards and rival Verona at the conference meet Oct. 13, where Pingry is hosting fifteen teams. Last year, the team placed second. "They're doing good hard work and we expect a good season this autumn," said Mr. Raby.



Courtesy of A. Smith (VI)

GIRLS' X-COUNTRY

This year's team, lead by captains Amanda Smith (VI) and Liz Encarnacion (VI), hopes to race ahead of last year's tenth place finish in the Meet of Champions and to begin the season with the Parochial B Championship. Starting off the season with shut outs against Morris Catholic, Kinnelon, and Boonton, the team went on to win the Shore Coaches Invitational on Oct 2.

Head Coach Timothy Grant expects his team to be one of the state's ten fastest. "We have a really strong group this year. We've been having a great workout."

Despite fierce competition, the team still expects several victories. First-runner Smith, who ranked fifth in the state last year, Encarnacion, Courtney Jackson (V), Erin Toner (IV), and Sara Mouradian (V) are the team's strongest runners, and have, according to Mr. Grant, "incredible potential."

This is the strongest team we've ever had at Pingry," Mr. Grant said. "This year's goal is to go undefeated and win all invitationals."



N. Lee (V)

CHEERLEADING

The Pingry cheerleaders, led by captains Ashley Artis (VI) and Catherine Donne (VI), and Asst. Captain Jessica Meyer (VI) are starting the season with the addition of a new coach, eight new athletes, more intense workouts, and higher goals. This year's goals include, "increasing skill level, drawing a bigger crowd at football games, competing on an interscholastic level, and gaining a higher level of respect from the Pingry community," said Coach Lisa Kretschman.

The squad is breaching new skill levels in the areas of stunting and tumbling. Unlike last year, the team now performs a half-time routine at every football game, in addition to the usual sideline stunting and cheering throughout the games.

Head Coach of football, Mike Webster, is a fan of the sport, saying, "When the cheerleaders get the crowd excited, the crowd in turn motivates the players."

In addition to games, the cheerleaders will perform at the Fall Pep Rally on Oct. 8 and the Victory All Stars Cheerleading Competition on Nov. 14.