

## Martinsville Campus Summer Renovations

By NEHA SRIVASTAVA (IV)

This summer the Upper School underwent many renovations, creating comfort and efficiency from the inside out.

The school targeted the major issue of air conditioning by installing a unique chilled water system that is cost-effective, more efficient, and environmentally safer than regular AC units. A traditional air conditioner uses refrigerants, compounds that evaporate from liquid to gas and absorb heat. This gas runs through a set of coils to take up heat and cool down air inside the building.

However, refrigerants are often detrimental to the environment. Mr. Michael Virzi, Director of Facilities, says, "AC systems always leak. Irresponsible industrialists may let the refrigerant drain into the air, causing severe damage to the ozone." In fact, since 1992, it has been illegal to release refrigerants into the atmosphere because they deplete the ozone layer, which protects the Earth by absorbing some wavelengths of UV radiation. The use of refrigerants is also a contributor to global warming.

However, the science behind the new chilled water system is amazingly simple. Located inside the school, the system allows water to cool to 40 degrees Fahrenheit in a chiller, and then travel through pipes throughout the building. The cool water absorbs heat from the air in each room to create a balanced inside temperature.

The chilled water system also captures and retargets heat absorbed from the outside to the boiler, allowing it to heat water for showers, the kitchen, and the pool. Mr. Virzi explains, "In most chilled water systems, you reject the heat somewhere, like on the roof. At Pingry, we capture that heat and send it to the boiler room."

The result is a more efficient and less expensive way of air conditioning. Mr. Virzi says, "Gas

bills have virtually gone to zero. Pingry's gas bills are now less than they were before the creation of an entire Middle School."

An ingenious effect of the chilled water system is its ability to sense the amount of cooling necessary. A direct exchange AC is programmed to hit one temperature and then turn off and on. The chilled water system has carbon dioxide sensors, which detect when more people are present. This then translates into greater pumping speed of water.

The chilled water system is ideal for the upper school. Although the Martinsville Campus was not originally designed for air conditioning when it was built in 1982, the system plans to replace all direct exchange air conditioning in the Admissions and Headmaster's office next summer. The school has also installed pipes in the auditorium, Arts Center, Middle School, the Record office, the nurse's office, and the tech lab.

Along with the new AC system, physical alterations have also been made to the cafeteria. Over the summer, drink machines were repositioned outside the lunchroom in a new juice bar that aims to minimize crowding and allow for organized lines. The layout was designed by current senior Melinda Zoepfel during drafting class last year.

The school also underwent several other renovations. The two separate nurse's offices were revamped into one spacious office. The school also created two separate infirmaries to allow for more students, and the new design allows the nurses to see students directly from their office.

Finally, a former storage room for instruments adjacent to Hauser auditorium was changed into a classroom for general music for sixth grade.

Mr. Conard, Headmaster, says, "All the new renovations that took place are intended to provide for a more enjoyable year. The new layout for the Dining room should help to relieve crowding and make space for a Starbucks to be installed next summer."

Wishful thinking.

## Remembering Headmaster Cunningham

By DARINA SHTRAKHMAN (VI)

As many may already know, former Headmaster Hughes Westcott "Scotty" Cunningham '38 passed away on Tuesday, July 24, 2007.

Mr. Cunningham served as the Headmaster at the Hillside campus from 1970 until 1980. Subsequently, he served as President until 1982. During this time period, Pingry became a coeducational institution, merged with the Short Hills Country Day School (now the Lower Campus), and planned the move from Hillside to the Martinsville Campus.

Faculty members remember him with unanimous respect, admiration, and fondness.

German teacher Mr. Norman LaValette remembers being hired by Mr. Cunningham: "He wore perfectly creased khaki pants, penny loafers, and a blue blazer. He had his hair parted on the side (as straight and sharp as the crease in his pants), and he smoked a pipe. His office had book shelves along the walls, and, if I still remember correctly, the books were leather-bound. The room looked very stately and academic and in order, and the smell of the tobacco from his pipe helped to make everything merge somehow appropriately into that vision I had of a private school ambiance. I was in heaven."

He continues, "When I got my contract, I actually read a personal statement from him thanking me for stepping into a very difficult situation (in his estimation) and helping the German program to get back on its feet. I appreciated Mr. Cunningham's (I never called him by his first name) professional attitude, his warmth toward me, and, definitely, his support of a program which, at that time, clearly looked to be on its last legs. I am sure he was part of a 'breed' of headmasters that I, as a 'public schooler,' never knew."

Fifth grade social studies teacher Mrs. Cathleen Everett describes how "he always had great presence of mind and a sense of dignity. Scotty saved the day at one memorable graduation ceremony when a stranger 'in the buff' bolted down the center grass aisle and Scotty, without missing a beat, carried on with total decorum. I think we renamed it the 'Frisky Garden.'"



Courtesy of the 1976 Yearbook

She goes on to say, "I remember his kindness to me in introducing me to Herbert Hahn, who was a cherished faculty member. Scotty must have sensed that I needed a friend and was shy at that initial gathering. I have always been grateful to him for that. He provided precious opportunities for all of the 'new kids on the block' to mingle with some of the revered older faculty members whose names are etched into the heart and soul of our school as his own name will always be. I know that his family was most important to him, and so I extend the warmest of wishes and heartfelt love to Cecil Carey, their children and grandchildren."

French teacher Madame Jane Roxbury happily recalls how he "signed me on as the first female Department Head in 1982. He's

the one who stood up for me when, at my first Department Heads meeting, I refused to take the notes."

As a student at Pingry, Mr. Cunningham was a New Jersey All-State athlete in basketball, baseball, and football, for which he was inducted into the Athletic Hall of Fame in 1997. He was also the recipient of the coveted 1902 Emblem Award when he graduated.

After Pingry, Mr. Cunningham graduated from William & Mary, where he was Student Body President and captain of the 1943

track team.

During World War II, Mr. Cunningham commanded a Motor Torpedo Boat in the South Pacific and worked as a briefer at the Pentagon.

He eventually served as Dean of Admissions at William & Mary and also returned there in 1982 to work for the Society of Alumni.

Mr. Cunningham is survived by his wife, Cecil Cary Cunningham, his daughter, Ann Cunningham Davis '78, and his son, Todd Cunningham '80, to whom the Record editorial board would like to extend its warmest wishes.

## Inside The Record



Courtesy of Jess Zhao (VI)

Eliza Adams (VI), Caroline Kwon '07, and Jess Zhao (VI) performed in Ireland this summer.

### Excited for Homecoming?

Student Body President Jessica Westerman discusses Spirit Week and Homecoming. P. 3.

### Childlike Enthusiasm

Kindergarteners speak out about why they love school so far. P. 3.

### Class "Bonding" Experiences

Sophomores, Juniors, and Seniors go on class trips to Port Jervis, Philadelphia, and Camp Fairview Lakes, respectively, in order to reconnect at the start of the school year. P. 4.

### Summitting Mt. Kilimanjaro

Sam Mackoff (V) scaled one of the seven summits with his family this summer. P. 5.

### Recognize the New Faces?

Meet the faculty and staff members who are new to the school this year. P. 6-9.

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## Sixth Grade Relocates To Middle School

By ANDREW SARTORIUS (V)

On Convocation Day, Friday, September 7, ninety small faces in the upper reaches of the Hauser Auditorium watched in awe as, far below, all the faculty of the Martinsville Campus filed in to the March from "Scipio" by Handel. These faces did not belong to

incoming freshmen or even new seventh graders, but rather to sixth graders!

For the first time since the establishment of the Short Hills campus in the 70s, the sixth grade will be joining the Upper School at the Martinsville Campus.

This year's sixth grade class consists of a record ninety stu-

dents, up from the previous class size of sixty students at the Short Hills campus. "Since seventh grade is no longer the main entry point for students in Middle School, this previous admission year, we took two brand new admission classes for sixth grade, double the number of students we would normally take," explains

Mr. Phil Cox, Middle School Director. "Last year was essentially a 'lottery' year for sixth grade applicants."

To accommodate the new sixth grade, major changes were made in the Middle School schedule. Advisor groups, which previously met once a week on Thursdays and consisted of six students from Forms I and II, now meet three times a week on Mondays, Tuesdays, and Thursdays and have doubled to twelve students to incorporate the sixth graders.

"Before, when an advisor group had only six students, if you were a new student coming in to Pingry, you would find it tough to fit in because the majority of students in seventh grade come up from the Short Hills campus and already know each other," says Mr. Cox. "With twelve students, there's a greater group dynamic, a bigger chance that you'll find someone in the group to make



M. Skiba (VI)

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## EDITORIAL

## A Bumpy Beginning

Here we are again. Another September, another school year. I think every student (at Pingry and elsewhere) would agree that the transition from the lazy days of summer to the jam-packed days of school is never a seamless one, but this year, I could not help but notice that the changeover was particularly difficult.

I think that many students and faculty members would agree that the first week is always lost in the chaos of trying to get organized. By no fault of the administration, those first three days are stressful not only because you have to remember to actually get out of bed in the morning, but also because there is no way to adjust to your schedule. Having every class meet on Wednesday always proves unbearably overwhelming, which is apparent on the students' tired faces as they slump out of the building at the end of that first day. Picture Day is on Thursday, which inevitably means some department is frustrated because they have to give up their class time so early in the getting-to-know-each-other process. With Convocation being held on Friday, schedules are cut short. As such, each student completes the first week of school without a legitimate feeling of what their school day will look like for the upcoming eight months.

To further complicate things, many school trips were scheduled that first weekend back from break (see the articles about them on page 4). I have voiced my criticisms – including the fact that this is the Class of 2008's fourth trip to camping grounds since sixth grade – to several people; I hesitate about putting them here only because I know that the administration has worked hard to put these trips together, and I respect that. The fact still remains, however, that students had plenty of homework that weekend, and faculty members needed to work out assignments for the upcoming week. Everyone needed to catch up on the sleep that they had already lost (and I think we all know that we stand to lose a lot more). Peer Leaders noted that this was only the second of three retreats that they were to take just this month, which means that weekend relaxation time became virtually nonexistent.

With that Monday being lost (because of the class trips) and Thursday being off for Rosh Hashanah, all these hindrances amounted to the fact that two school weeks passed by without a definitive transition into the school year. It felt like we were neither here nor there: projecting due dates was difficult because we kept missing classes, but workload did not decrease proportionately since teachers wanted us to “hit the ground running” right when we got back in September.

It is clear that some kind of change of plans needs to be made. Perhaps Convocation Day should be moved to Wednesday, which would both start the school year on a high note and combine two days of unusual scheduling into just one. An option to consider is having class trips depart on Friday afternoon and return on Saturday, leaving students the rest of the weekend to get rested and complete their homework assignments for the following week. Ideally, trips would occur before school even starts.

This was my tenth (and last) time doing the back-to-school transition here at Pingry, and though it was exciting and enjoyable in the way that coming back each fall should be – to see friends, meet teachers, and tell summer stories – it did not run with the kind of smoothness that I know our administration prides itself on. Now that we have all finally found our footing, however, I am certain that everyone is ready for a great year!

## Going Where There Is No Path

There I was in my house, exhausted, overworked, and completely enervated in the middle of June this summer. Contrary to your guess, I am not referring to studying for final exams. In fact, the biggest struggle of my life started after school closed for the summer, one week after my last final exam, Honors Physics.

During this week, I experienced the ultimate culture shock. It was like I went to a foreign country where I did not speak the national language; it was as if I was immersed in a place where confusion and havoc were the status quo.

This is what my world suddenly became, when my family from Pakistan visited for two entire months. I did not have to hop on a plane to experience the richness of foreign culture. Pakistan came to me, and I was blown away by the lessons, customs, and new traditions I learned.

My exhaustion in the middle of June was due to the twelve hours I had spent that day in the shoes of a traditional Pakistani woman. I cooked three extremely delicate dishes, cleaned the bedrooms of two floors and the basement, and scrubbed the windows of our house. For

someone who could barely run an automated dishwasher, I was overwhelmed by the huge transition that I suddenly had to make.

Only seven days after school, I had managed to become a self-taught cook, pulling ideas off the Internet or cookbooks and surprising my mother with my new experiments. But the ultimate test was the day my uncle, aunt, and their children came to visit us from Pakistan; we

had not seen each other in twelve years. My cousins and I were complete strangers, and the tenderness of this first meeting was indescribable. But the pressure of knowing that this family had just traveled over 6,000 miles just to see what had become of me, to judge and behold me, was terrifying.

For the weeks that my family stayed with us, I was tortured by a terrible contradiction: extreme happiness for a family and culture I loved, but also extreme hatred for certain restrictive customs and traditions.

For example, I had to adjust my entire wardrobe. I

Zara Mannan (V)  
CULTURAL OPINION

could not wear any slightly tight, low cut, or short sleeved shirts. If my outfit suggested any sort of body shape, I had to wrap myself up with a scarf. Even my behavior demanded alteration. Though I would usually argue against every point my parents made at the dinner table, I could not say a word against my uncle no matter

*“Be the individual that you would be proud of. Act for the right reasons.”*

how ridiculous his claims were. My role in the family shifted too, from being an adolescent keen to study to a young woman acting as a housewife.

The pressures a culture can impose on open-minded, intelligent, or even non-religious people are truly amazing. All sorts of cultures try to preserve certain traditions or customs. But why? Why are they so important? Why is it that even though I was frustrated and almost enraged by the rules and restrictions surrounding me, I quietly yielded and conformed to the expectations of my society?

Ralph Waldo Emerson, the famous Transcendentalist writer, remarked upon this outright foolishness, “Whoso would be a man, must be a non-conformist.”

Due to my respect for my family, I humbly conceded to the task of conforming to ideas that were against my worldview. But in my heart of hearts, I desired to be free. Although I managed to have an amazing, fun-filled summer, the fact that I was so intent on and successful in impressing my Pakistani family disturbed me.

Since then, I made a secret promise to myself that, despite the expectations of my culture and my willingness to obey them, I would like to grow into an adult with a certain quality of individuality and uniqueness.

This is my challenge for the whole student body. Look at yourself now and acknowledge that in many ways you conform to a set of rules that are created by your culture or society. Pick one idea or even several doctrines of conformity and challenge them. Be the individual that you would be proud of. Act for the right reasons. Take as a message from my summer that conforming is like willingly entering prison. If you are fortunate enough to have the opportunity to explore your freedoms, then take the opportunity to see where that takes you, no matter how unconventional or different that may be.

## Public Hypocrisy and the Honor Code

We know, we know.

Honor Code season is back to haunt us. With the start of the new school year, the Honor Code has once again become the central focus of the administration. The past two years have been eye-openers as far as student cheating is concerned; the school, for one, is not leaving anything to chance. Through constant reminders and assemblies devoted to the subject, the administration is endlessly driving the point home. In fact, it may be doing a bit too much—at least in the eyes of many students, who have heard just about enough on this nagging theme.

But is it really the case that the Honor Code is irrelevant or outdated?

To address this philosophical question, one needs only to turn on the evening news or browse over news-

paper headlines.

Case in point: the once-prestigious Senator Larry Craig of Idaho. A religious conservative and strong advocate of marital and sexual propriety, Senator Craig is also a strong opponent of gay rights. He has made his name fighting against liberal agendas, including, of course, federal recognition of same sex marriages. But one says: so what? He is a basically principled man standing for family values. He would nearly be ad-

mirable in his conviction, except that Senator Craig was recently arrested after allegedly making a sexual

advance on an undercover police officer in a public bathroom. Craig pleaded guilty on August 8 to a misdemeanor charge, hoping that the whole incident would somehow, in his words, “go away.” It obviously won't.

Earlier this year, the case of Florida Congressman—and anti-pedophilia crusader—Mark Foley also made headlines. Foley was caught for his now-infamous sexually explicit instant messages and overt advances on underage Congressional pages.

And yes, we should not forget former Assistant Secretary of Defense Paul Wolfowitz, who resigned as president of the World Bank.

David Young (VI)  
CULTURAL OPINION

Wolfowitz was exposed for having awarded his girlfriend a huge and unmeritorious salary increase. He had reportedly come to the World Bank with a mandate to fight against world poverty and corruption—that is, corruption involving others.

Need I say more?

Lest one think that there are political overtones here, I hasten to add that there are just as many scandals on the other side of the political fence. But that is beside the point, which is simply that crude and naked hypocrisy is wrong.

In my view, Pingry's Honor Code, simplified to its core, teaches the community a single value: do what you say and say what you do. In essence, it is a school-wide policy against hypocrisy. It teaches the old adage of “practice what you preach.” This sole principle covers a lot of ground. For instance, lying, cheating, and stealing are all included. In truth, no one in this school would want to be lied to, cheated against, or stolen from. Nobody wants his belongings to be vandalized. No one wants to be treated condescendingly or cruelly. The Honor Code merely calls its followers to act on the fundamental values in which they believe.

The outgrowth of this simple truth is another moral: mutual consideration, or namely, “do unto others what you would want done unto you.” Abiding by the Golden Rule, one cannot possibly engage in hypocrisy. Instead, one practices humility and introspection.

This is the kind of relevance that the Honor Code should have for each of us. The Craigs, Foleys and Wolfowitzes of this world serve as powerful reminders of why we should abide by the Honor Code—because it embodies a set of moral codes that are just as relevant today as they will certainly be twenty or thirty years down the road.

But teachers beware: for the Honor Code to work, all of us, not just students alone, must get involved. This means alleviating some of the academic pressures put on students, removing the constant fear of failure at too early an age, and adopting a more holistic view towards education by de-emphasizing competition. In other words—mutual consideration.

For all its monolithic, unforgiving and imposing “guidelines,” Pingry's Honor Code will surely be remembered by many of us as the singular towering strength of this learning institution. And if we take the Honor Code to heart, this strength will become the core of our characters as well.



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# Reforming Student Government Procedures

By SAM BARON (IV)

The current Student Government system is due for immediate and necessary reform. Considering that this is my second year on Student Government, I know that these modifications could negatively impact my future chances of being elected. However, I believe these changes are necessary in order to give more power to the students.

Currently, students do not have an outlet for feedback, nor do they even have a source for information about their representatives' actions. For these reasons, students have very little room to protest or evaluate their current elected leaders. If a representative consistently does not attend meetings, or is not fulfilling the expectations of the grade, he or she gets a free ride until the end of the school year. More troubling, the students the reps supposedly serve have no way of knowing about their inactivity.

To correct this problem, we must have constant reviews. The representatives themselves should actively seek feedback from their grade. Assessment forms should also be made available.

By having a mid-year review, we can give students an even greater voice. Before Winter Break, each grade can have a meeting in which the representatives are evaluated. Positive and negative feedback can be given, and students can express current issues they want resolved.

Now, this proposal might seem excessive and possibly detrimental to students, and it

absolutely could be. However, I am confident that it will be more positive than negative because having a mid-year review will push representatives to work harder and fulfill their promises.

Student Government meetings must also be reformed.

First, all Student Government meetings should always be announced to the student body, thus, allowing students to sit in on a meeting to observe or ask questions.

Second, there should be a secretary and a treasurer at every meeting. The secretary's job would be to summarize the meeting, and then post the summary (or make copies available) to allow students who could not sit in the opportunity to see what their representatives are discussing.

As for treasurer, having this position would make Student Government more efficient and self-sufficient. Last year, we relied on our advisors to get answers from the Business Office, which delayed our planning. The treasurer's responsibility would be to gather information about the budget prior to all meetings.

If the secretary or treasurer feels the need to slack off, he or she can always have the mid-year review to keep them motivated.

As a current representative, I will work to enact these reforms. Of course, I am open to suggestions, as is the entire Student Government. We are working hard to give you the power, so now let's hear your voices.

# Struggling to Cope with Senioritis

By JESS ZHAO (VI)

More often than not, we proceed through life with preexisting judgments. In high school, these sentiments are hardly mitigated by the warnings of those who have suffered before us. Sophomore year, they instilled in us a fear of the notorious junior year; then when we were finally juniors, the seniors raved about the fires blazing in the hell of senior fall. One would think that after so many nights of waking up in a cold sweat haunted by images of upperclassmen chained to their AP and SAT review books, I would be willing to cut the underclassmen a break, but I have been waiting to take my place as this "stress Grim Reaper" of sorts. I do so with relish.

"Junioritis" is the incredible work ethic we all somehow manage to acquire as we are inevitably dragged forward each week towards the dreaded College Board exams. "Senioritis" is the

immediate evaporation of this work ethic the second we put down our pencils after the last of the tests. I have tested positive for both of these conditions, but the experts all failed to mention the existence of the third: "oh-my-goodness-I-need-to-get-into-college-itis."

Catching this one is pretty much inevitable. It comes immediately after the onset of "Senioritis," when you least expect it, but that just makes it so much worse.

The symptoms? Fluctuating between overwhelming desires to skip math for Neil's Nosh and heightened states of panic when everyone begins discussing plans for early applications. To make things worse, it thrives on the stress of others, until every conversation ends with everyone rushing off to do apps. There are also the constant reminders around school waiting to ambush

you in the Upper School office, or threatening to engulf you as you open your e-mail and discover your inbox filled with notes from your college counselor.

I remember the first day of school (it seems so long ago) when upon returning home, I opened my backpack and thought, "When am I going to do all of this?" The majority of us are loading up on our most stressful

schedules while maintaining extracurriculars as well as the seemingly infinite number of essays and forms. Not to mention, one of the thoughts that alarmed me the most was, "Whenever am I going to watch Gossip Girl?"

So maybe I wrote this while watching the season premiere, but I had to somehow balance the forces (pun intended) of all the torque problems from AP Physics. Frankly, it is extremely refreshing to see

high schoolers without a single textbook in sight, whose greatest internal conflicts are formulating invite lists for the next big party rather than lists of colleges. At the same time it is frustrating, because I know deep in my heart that their bags are actually devoid of real books, and that their intelligence is only scripted. It is a hell of a lot easier to write lines for someone being accepted than to actually be accepted.

That is when I force myself to turn off the TV and return to my niche among the notebooks, binders, and rough drafts of essays. And though these soap opera students lead glamorous and stress-free lives, they will all cease to exist after an hour. I also take solace in the fact that although College-itis, and all these other -itises, may feel excruciating now, everyone always somehow makes it contentedly through to the Elysian fields of second semester senior year, to college, and beyond.

*"Frankly, it is extremely refreshing to see high schoolers without a single textbook in sight."*

# Getting Ready to Break Out of Jail

Jess Westerman (VI)  
STUDENT BODY PRESIDENT

I have never been so awed and impressed with a group of my own classmates as I was during this year's Convocation. The seriousness and poise with which everyone completed the signing ceremony was incredible both to watch and to be a part of. It is my hope that the feelings of community and support that were present that morning will continue throughout

the year. Congratulations to everyone on a truly fantastic start.

The last few weeks have been an especially busy time on the Student Government agenda. Beginning this month we are using a white board outside the auditorium for posting announcements. Club meetings, specific remind-

ers, and lost-and-found-related messages should be written on the board using the dry-erase marker in the Upper School office. Spirited athletic or dramatic announcements, in addition to announcements with school-wide interest, should still be delivered on stage (unless you happen to be nursing a particularly severe case of stage fright, in which case you should feel free to avail yourself of the white board).

This past week has been a school-wide Spirit Week leading up to Homecoming weekend. Each day required a themed dress code in order to dress down, and we saw scores of impressive outfits. The days, Monday through Friday, were: Favorite Superhero Day, Career Day, Hey - Did You Get Dressed in the Dark This Morning? Day, Color by Grade Day, and PingryWear Day. The get-ups, along with the prizes awarded at the Pep Rally, were a big success.

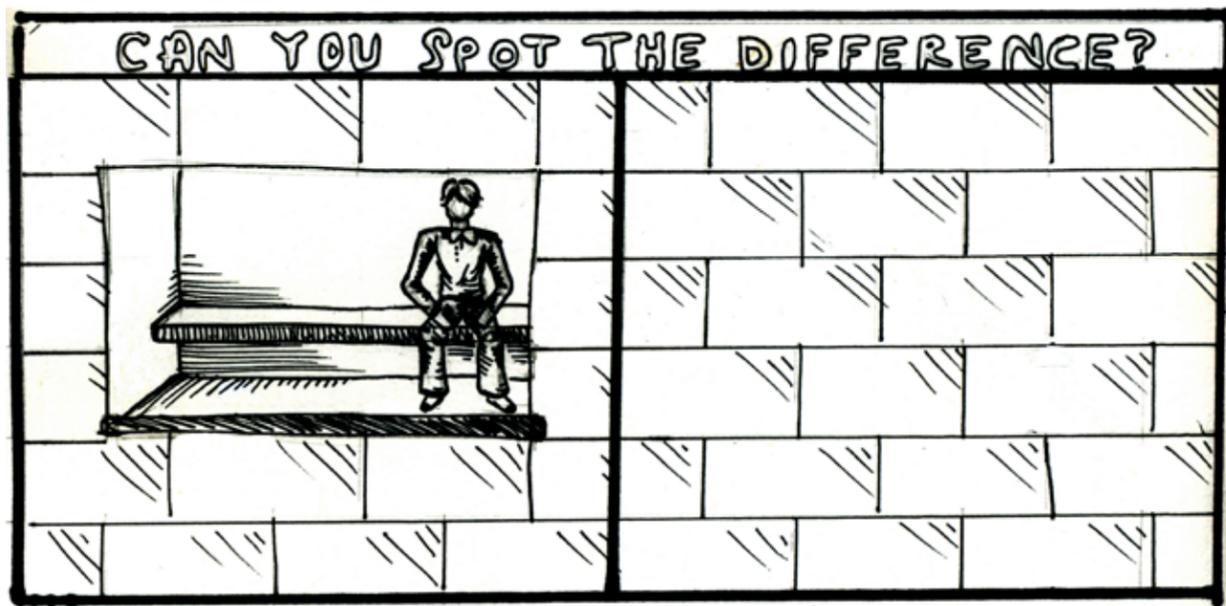
Saturday, September 29<sup>th</sup> is the Homecoming dance in the Hyde and Watson gymnasium. This year's theme is "Jailbreak," and we can't wait to see what everybody

comes up with. Tickets may be purchased at the door for \$15. Attendees should dress in-theme, and may bring guests if they wish. Chaperones will showcase seventies throwback dance moves from nine until nine-fifteen.

Once the fury of Homecoming week has died down, Student Government will be focusing its energies on amending the seasonal dress code, assisting with dining room cleanliness, and promoting "Green-ness" on campus. Semi-weekly meetings and lots of student input and action will help enact new policies quickly.

A major goal of ours is to increase the visibility of Student Government representatives and their initiatives throughout the year. Updates like this one and others during assembly period should help get this accomplished. I also encourage students to approach their representatives or myself in the hallways with any questions, concerns, or suggestions as our plans swing into action. I have already received tons of feedback and new ideas from students, and I can't tell you how much it is appreciated. We are looking forward to a fun and productive fall.

# Remember The Ticket Booth?



By CHARLOTTE CONWAY (VI)

# Word in the Hall: Why Are You Excited to Be in School?



**MORGAN GIARDINA (K)**  
*"I love doing my helper job in class, especially being Center Captain."*



**DYLAN ANIDJAR (K)**  
*"Because my sister goes here."*



**RYAN HORLICK (K)**  
*"It is fun to do math."*



**LEAH EDWARDS (K)**  
*"I love going to gym class."*



**PETER MCCLERAN (K)**  
*"I like seeing the cool things Mrs. Cilli has from the ocean in science class."*



Courtesy of Midori Wada (VI)

## Seniors Bond at Camp Farview Lakes

By HALLIE BIANCO (VI)

From Sunday, September 9, to Monday, September 10, the senior class, along with their college counselors, Mr. Jon Leef, and Mr. David Maxwell, took an overnight trip to YMCA's Camp Fairview Lake in Newton, NJ.

The activities were intended to help everyone to get to know one another better.

While there, the students lived in cabins around the lake and participated in group activities, including an obstacle course, a climbing wall, boating, and a three-mile hike.

Lynn Massengill (VI) commented on the activities, saying, "I don't think it bonded us very much since I feel like everyone kind of knows each other already and knows who their friends are. However, I did talk to some people I normally don't, and that

was fun."

"I didn't like ending the trip with a hike," Justin Louie (VI) said, "because then I had to go back to school and run in cross-country practice."

Charlotte Conway (VI) said, "I thought it was a cute idea and was surprised by how much I enjoyed it."

Aly Kerr (VI) agreed, "I think the trip was a lot of fun and I'm glad that they did it before school got going and things got really busy."

Midori Wada also agreed that the senior class was "pretty well-bonded already, and this trip just proved that fact."

No matter how close the seniors became, though, everyone agrees that, as Ije Eboh (VI) said, "the best part was the bonfire."

"I think the bonfire was a great idea. It had a very déjà vu feeling to it, because it was reminiscent

of the peer group retreat from freshman year," said Kerr.

Louie and Wada agreed, saying the best part "was definitely the s'mores."

A secondary purpose of the retreat was to familiarize the seniors with the college process.

The college counselors organized an activity in which students split up into groups of five to eight and were put into the shoes of an admissions committee. Each group had to choose one of six fictional students to accept, two to waitlist, and three to reject.

Most students agreed that the exercise was challenging but incredibly worthwhile.

"It was really hard!" said Kerr, "I almost feel bad for the people who have to do this all day."

As much as the students enjoyed the trip, they had a few

suggestions as well.

"I would have preferred to stay home—the water tasted bad," commented Eboh.

Louie suggested that in the future, students "should get more free time, to hang out or play volleyball."

Kerr suggested a "change in the way they group people. It shouldn't be done by last name."

However, despite some complaints, the overall feeling towards the trip was pretty positive. "Besides the extreme heat and lack of swimming in the lake," Louie said, "I thought the trip was generally fun."

## Opportunities for Big Blue to Give Back

By HENRIETTA HAKES (V)

At the beginning of every school year, a sense of school-wide community and responsibility is reaffirmed. We sign an honor pledge, attend Convocation, and are reminded of a need to give back to the school and community that has supported us. However, as a school, we also have the responsibility to give back to the world. This year there will be plenty of opportunities to fulfill that obligation through organizations such as the Community Service Club and Green Group.

This year the Community Service Club will be advised by former faculty member Mrs. Molly D'Antonio and led by seniors Kimberly Kroll, Olivia Shelton, and Kate Strangfeld. Mrs. D'Antonio says, "Community service is integral to the ethos of the Pingry community and the young women who are running the club this year feel passionate about that."

Annual events such as Rufus Gunther Day in the fall, Intergenerational Prom in the winter, the Community Service assembly scheduled for January, and the Special Olympics and Cabaret in the spring, will all be taking place. Pingry and Bridges, an outreach program that provides food and clothing to the homeless, will be making several trips on Saturdays and Sundays this fall. Dress down days are already scheduled for Kids Cancer Research Fund, American Breast Cancer Association, Lift for Learning, and American Heart.

Technology teacher Mrs.

Shelley Hartz, the community service director, is also looking forward to a web-based community service form, operational by the end of September, where students can submit their completed hours. "My goal this year is for everyone to complete and submit their hours," says Mrs. Hartz. "Hopefully the web page will be more accessible to students."

Another Pingry organization dedicated to improving the community is Green Group. While its faculty leader, art teacher Mr. Peter Delman, cautions, "things are still in the planning stage," the environmentally motivated organization hopes to sponsor several events. The club aims to repeat last year's successful spring clean-up of invasive plant species around Pingry and to cultivate a closer relationship with the Willow School, an institution that bases its curriculum around the environment.

A car-pool system to stem carbon emissions is on the table, as well as a Green Lunch program, currently being discussed with cafeteria staff. This would include more fruits and vegetables produced by local vendors. Green Group committee member Cassie Osterman (V) says, "We really hope to extend participation this year. The environment should be important to everyone."

Our school-wide responsibility to the community and environment is represented by widespread student participation in both the Community Service Club and Green Group. This tradition of thoughtfulness is sure to be continued and built upon in the coming year.

## Juniors Explore Philadelphia

By DIANA JIANG (V)

The Liberty Bell, Independence Hall, and paintings by Picasso have one thing in common: they were all attractions visited by juniors as they toured historic Philadelphia, Pennsylvania for a two-day class trip.

Early on Sunday, September 9, around 140 students and chaperones stood in the chilly morning air in front of Pingry, ready for the 90 minute bus ride. After their arrival at the Holiday Inn hotel, they boarded trolleys with tour guides who pointed out interesting sites, such as where the MTV show "Real World: Philadelphia" was filmed.

Independence Hall was the first official stop, where students entered the room in which the U.S. Constitution was signed and learned about early American history. After a short tour, they left for lunch at the Reading Terminal Market, which was similar to a food court.

Students had \$10 vouchers to spend and had their pick of sandwiches, ice cream, and other foods. Sadly, the cheesesteaks vendor was closed. But many still tasted the famous local specialty during quick stops at cheesesteak stands on the streets.

Next was a show at the National Constitution Center about America's early colonists and how they created a new nation. Outside the showroom were displays of past presidents' clothing and possessions, and interactive screens that calculated the amount of taxes a person with a certain salary would need to pay.

Students then arrived at the Philadelphia Museum of Art, first climbing the infamous "Rocky" stairs to the entrance.

Inside were modern paintings by the likes of Picasso and Warhol, European art, and hundreds of statues and canvases to admire. An hour later, they went back to the hotel for some free time before dinner at the Hard Rock Café.

History teacher Ms. Leslie Wolfson, lead chaperone of the trip, thought it was "very cool to see the Doors and other decorations on the walls."

The highlight for many students was the comedy show at the Helium Comedy Club that night. Three stand-up comedians took turns on stage, tying their jokes and stories to something about Pingry, whether it was about the mascot "Big Blue Bear" or the football team.

"The comedy show was my favorite," said Maya Artis (V). "I didn't expect much, but they

were actually really good!"

Before returning to the Holiday Inn for the night, the students bowled or played pool and darts under fluorescent lights at the Strikes Bowling Alley.

The smell of tater tots, sausages, and coffee greeted the students and chaperones early next morning at the breakfast buffet. The first stop of the day was the Mutter Museum, which was filled with medical oddities, preserved body parts, real human skeletons, and an herbal garden. Some were fascinated by the never-before-seen displays, while others were very disturbed or disgusted.

Soon they left for the U.S. Mint, which features collectible coins and long windows that looked onto conveyor belts loaded with shining pennies, nickles, and quarters as they were produced, sorted, and packed into bags for distribution.

As the rain clouds rolled in, students boarded the buses one last time to return to New Jersey.

Ms. Wolfson described the juniors as "very fun, mature, well-behaved, and one of the best groups of students I've come across." She thoroughly enjoyed her visit, and is "packed and ready" to go to Philadelphia again.

## Form IV Rafts Down the Delaware

By NICK RICE (IV)

Accompanied by teachers and advisers, the sophomore class marked the beginning of the school year with a river-rafting trip in Port Jervis, NY on Sunday, September 9.

The students arrived at Pingry around 7:30 AM to board three buses and travel to Port Jervis, a town located on the north bank of the Delaware River.

The rafting portion of the trip, hosted by Kittatinny Canoes, involved two parts. Upon arrival, half of the class attended various games and activities relating to rafting and water safety. The other half of the class took the buses upstream to raft back down to the lunch site.

The set of activities taught team building, river safety, and survival skills. Groups of students worked together to perform tasks such as standing on the edge of a floating raft and walking a full circle around the perimeter. Students learned important safety skills such as throwing rope to a struggling person and how to securely cross a powerful river. Activities, including swimming through rapids and canoe races, were fun and memorable experiences.

The rafters in the second group divided into groups of five and six students and a chaperone to each raft. After a brief presentation by the Kittatinny Canoe staff, the students and teachers launched their rafts off the shore and into the waters of the Delaware River.

The rafters paddled down the river, stopping often either to detach their rafts from underwater rocks by bouncing up and down,

or to launch buckets of water at teachers and classmates on rival rafts. In the deeper areas of the river, the students were able to jump out and swim with their peers.

The students arrived at the lunch site after two hours of activity to dry off and eat sandwiches and snacks. Then the two groups switched activities for the afternoon.

The day ended with a cookout for the entire class. Students changed into dry clothes and enjoyed an outdoor meal with their friends. After the cookout, students took the bus back to Pingry.

Students found the trip to be

a good experience. Despite her initial expectations of the trip, Bozhena Lisko (IV) said, "I didn't think it would be as great a bonding experience as it actually was."

She also added, "The staff was friendly and professional."

Matt Zubrow (IV), had similarly low expectations but said, "For a one day trip, it was a lot of fun."

After the trip, physics teacher Mrs. Ronalee Newman said, "I think students had the most fun throwing water on teachers."

But, Mrs. Newman added, "watching the students interacting and just having fun" was what she enjoyed the most.



Courtesy of Mrs. Joan Hearst

# Transcending the Sino-American Divide

By MORGAN McCOLLUM (IV)

This summer I traveled to China for five weeks: three weeks in a summer program and two weeks touring with my mom. I had been planning this trip for months, and I had even started taking Chinese lessons about six months prior to leaving.

The first part of my trip started with an exhausting 14-hour plane ride to Beijing. Once I arrived, I met with the program that I would be traveling with, Sino Language Gateway. Twenty-seven kids participated in the program, its goal to teach English to Chinese children.

Unfortunately, my teaching experience in China did not go nearly as well as I had hoped. The

first place that we taught was at an orphanage for children whose parents had been executed or jailed. I was teaching a group of all boys, ages eight to fourteen. We were told to teach the children the basic conversation of, "Hi, my name is \_\_\_\_\_. What is your name?"

I began, and said, "Hi, my name is Morgan. What is your name?"

At this point all the kids burst out laughing. Later on I realized what was so funny. Morgan is only a boy's name in China, and my saying that my name is Morgan was the equivalent of me walking into an American classroom and saying, "Hi, my name is Steve."

The next kid decided it would be funny to say, "Hi my name is Morgan, too. What is your name?"

Soon, every kid in the room decided that his name was Morgan except for one child who told me his name was Jackie Chan.

The day did not get much better from there. Next we were supposed to give the children balloons to teach them about the colors. This resulted in a massive water balloon fight that left me drenched and the room soaked.

I was looking forward to a better experience at the next school, but once again, I was not so lucky. This time our students knew a lot more English than we had expected. As they went through our entire week's lesson plan in 15 minutes, none of us had any clue what to do. We ended up having to make it up right on the spot.

After the first day, the school threatened to fire us if our teaching didn't improve, warning that teachers would be evaluating us in class.

The concept struck us as pretty funny — that they were going to fire us from our volunteer jobs — but we pulled through and managed to avoid firing.

Even so, the kids I was teaching were completely disinterested in our lesson plan. While my friends ended up teaching their kids all fifty states and their capitals, my students were only interested in one state, Kentucky, at which they all screamed "Kentucky Fried Chicken!"

Also, my class only made it through two pages of "Green Eggs and Ham" before declaring that it was "the worst book ever."

Finally, we ended up having a debate in our class about who was better, boys or girls. The girls' response was, "This year two girls were the winners of the math competition, and not boys," to which the boy's response was, "Boys grow up to be bosses while girls grow up to be servants!"

Because the teaching began to be too much for us — we were working twelve hours a day, instead of the original plan of six hours — our counselors decided to sneak us out two days early. As our bus was pulling out, the principal came running out of the building and stood in front of the bus!

There was much more to my trip to China — I also went on a two-week tour and stayed in five star hotels with my mom — but it is way too much to put into one newspaper article. Even though the teaching experience didn't turn out as I had hoped, I actually saw many positive sides of China. I met many friendly, warm people who truly did appreciate meeting Americans and were glad we were there.

In fact, I would very much recommend visiting China at least once, especially next year as the country prepares for the 2008 Beijing Olympics.

# Living "La Dolce Vita" In Italy This Summer

By HANNAH GOLDSTEIN (V)

This summer I went to Italy through a travel and exchange program called the Experiment in International Living.

For about half of the five-week trip, I traveled with my group of ten other Americans (nine teens and a group leader). We spent the first three days in Rome, touring the Coliseum, the Roman Forum, the Trevi Fountain, the Spanish Steps, and Vatican City. The following ten days were spent exploring Volterra, a medieval town in Tuscany, where we experienced life in a villa and took Italian language classes. We also took day trips to Florence, Siena, and the beach.

For the bulk of the trip, however, I lived with the Lombardo family in Cosenza, a city in the southern region of Calabria. For the first time in my life, I had a sister — Elisabetta, 16 — and a little brother — Giorgio, 6. I also had a great cook for a mother and a hairdresser for a father.

During the week, my family stayed in their apartment right around the corner from the teenage hangout of choice: a classic Italian piazza. On the weekends,

we lived in a beach house in Acquappesa, a quaint town on the Mediterranean.

Italy never stopped inspiring me. I had my fair share of milestone moments: eating a pizza from the oldest pizzeria in the world, Pizzeria Antica Port'Alba; viewing the Sistine Chapel after an endless walk through Vatican City; looking up at the majestic Duomo in Florence; savoring a fresh ball of buffalo mozzarella after a tour of the factory.

Of my fondest memories, however, I choose those eighteen days spent with my host family. I had expected to live the simple life in a rustic villa on a rolling hill, but ended up living the fabulous modern life of an Italian teenage girl in the city, with beachside discos under the stars, kisses on both cheeks, and lots of delicious gelato.

As a final excursion, we spent three days in Pompeii, touring the ruins, the Amalfi Coast, and Sorrento. One eight-hour train ride to the Northeast later, we were back for two days in beautiful Venice, which brought the trip to an end.

After living "la dolce vita," I'm still trying to readjust to American life.



Courtesy of Morgan McCollum (IV)

# My Experience Scaling Mount Kilimanjaro

By SAM MACKOFF (V)

Mt. Kilimanjaro, standing at 19,340 feet, is both the highest mountain in the continent of Africa and the tallest freestanding volcano in the world. As one of the seven summits (the highest mountains on every continent), it is a destination climb for people all around the world and the site of my vacation this summer. One can truly experience the cultural and ecological aspects of climbing the mountain by working through the different temperature zones and understanding the unique culture of the porters and guides.

On July 29<sup>th</sup> my parents, older brother, and I departed from Newark airport to Kilimanjaro International Airport in Arusha, Tanzania. From there we traveled to the lodge, where we met our guides: Liberate, Godlove, and Edward.

They gave us a description of the six-day route we were taking, called the Umbwe Route, but often referred to as the "whiskey" route due to the climb's difficulty.

We learned that our Kilimanjaro experience would not involve climbing steep snowfields; thus, crampons and ice axes were not necessary. However, a team of porters assisted us all the way to our final camp, carrying most of our food and other supplies.

The next day we drove through the town of Arusha to the Umbwe gate in Kilimanjaro National Park at 5,900 feet, where we began our climb. During the first day the hiking consisted of a gradual incline through the rainforest; we were able to climb through the first of the temperate zones all the way to the Umbwe Cave Camp, where we spent the night.

The hiking during the second day involved a much steeper incline than that of the first, along with some scrambling on small rock faces. It was amazing watching the porters carry around 30 pounds of supplies on their heads while using one hand to climb the rock face that took us two hands

and a good amount of patience to climb.

We finally broke through the tree line and entered the next temperate zone called the heather, which contained completely different plant life. When we arrived at Barranco Camp, where we spent the night, a thick mist engulfed us, restricting our sight. However, when we woke up in the morning, it was as if a large snow-capped volcano had appeared in the distance over night.

We set out that morning to climb the Barranco wall, a large cliff that had a steep trail cut into it. It involved a lot of scrambling over rock faces, but eventually we reached the top and followed the trail along a steady incline to Karanga Camp, which was located in the next temperate zone, called the alpine desert. At the camp the porters welcomed us with a Swahili song about the mountain. The words "Jambo... jambo buana... Kilimanjaro... akuna mattata," translated into "Welcome to Mt. Kilimanjaro; don't worry about anything."

The next morning we departed for our final camp, Barafu camp, where we would start our last ascent that night. We woke up at midnight and threw all the clothing we could find into our packs.

The final climb involved a long march up switchbacks on a large, open field of loose rock until reaching Stella Point, where the snowfields began. At this point, the sun was starting to come up, but the temperature had dropped below zero, forcing me to keep all the clothing I had brought with me on.

After another hour of walking across snowfields, we finally reached Uhuru peak, the summit, at 6:00 in the morning. There, we were greeted by a large sign telling us that we were now at 19,340 feet (as well as several excited European people who were taking many pictures of themselves). At this point everything else, including the loss of feeling in my outer extremities,

was forgotten. I can easily say that my first glimpse of that sign was the happiest moment in my life. We stayed on the summit for twenty minutes taking pictures and watching the sunrise.

We then descended back down to Barafu, where we immediately retreated to our tents and passed out from exhaustion. The descent then took us the rest of that day and the next day. Along the way we were able to see the temperate

zones more clearly that we had passed through on the way up.

Not only was this experience of reaching the highest point in the Africa rewarding, but I also learned a lot about African culture and ecology. I was able to see wildlife and observe the several different kinds of flora at each elevation. Also, by talking to our guides and porters, I was able to learn more about African and Tanzanian culture.



Courtesy of Hannah Goldstein (V)

Hannah with her host mother and sister.

# Traveling to the Emerald Isle With NJYS

By JESS ZHAO (VI)

This past summer, I spent an estimated total of fifty hours on planes. As a result, I believe that I can now call myself a true connoisseur of airplane meals, a title that I have long sought.



J. Zhao (VI)

About fourteen of those hours were on flights to and from Ireland. I was fortunate enough to have traveled for ten days with the New Jersey Youth Symphony, along with several other Pingry students. Despite the gray skies and rainy weather — a

great excuse to make use of my J.Crew Whale Wellies — the experience was truly incredible.

We departed on June 26, arriving at Shannon Airport early the next morning.

Each day, our itinerary was very busy, including long rehearsals, visits to ancient castles, and hours spent on the bus traveling from city to city. I quickly grew so exhausted that I fell asleep more than once during rehearsals.

Among our other activities, we visited the famous Blarney Stone, where I overcame my fear of heights and kissed the rock while suspended hundreds of feet in the air. I did not experience the "gift of gab," which is reputed to come from kissing the stone — but this may have been due to my shaking legs and anxious clutching at the walls.

We also took a horse and buggy "jaunty" ride to hike up to the scenic Torc Waterfall, and, on the final night, we held a banquet to celebrate the success of the tour.

On June 29, we played the first of three concerts with the Irish Youth Choir at the University of Limerick's Concert Hall. The concerts the following two nights were performed in Cork City Hall and the National Concert Hall in Dublin. The Youth Symphony performed two American pieces, George Gershwin's "An American in

Paris" and Leonard Bernstein's "On the Waterfront Symphonic Suite," along with Gustav Mahler's beautiful "Adagietto." The Symphony also accompanied the Irish Youth Choir in Bruckner's "Te Deum."

We attended a dinner party with the Irish Youth Choir after the third concert, and it was a phenomenal opportunity to make new friends and learn about some of the differences between our lifestyles and cultures. We discovered, however, that having a good time is universal.

For our final concert we performed a charity concert on July 4 in the small city of Kinsale, playing chamber music and an Irish folk song. Although we were in a foreign country, we still celebrated the holiday by playing "Stars and Stripes" and wearing red, white, and blue.

Over the course of the trip, I became close friends with the other orchestra members, some of whom I had never spoken to prior to the trip. The tour also made me look at music with a completely refreshed perspective. I had always treated music as simply an interest, but suddenly I was playing with a newfound love for it.

One of the greatest rewards of the trip came after a concert, when one man said to us, "You have restored my faith in America."

## Kamins Named Admissions Director

By LIANE GOLE (IV)

Mrs. Reena Kamins, Director of Admission since June 18, brings a decade of experience to Pingry.

She attended Brandeis University in Boston, where she held a work-study job in the admission department and eventually became the interim Assistant Dean of Admission at the business school.

At the Jewish Theological Seminary, she was director of admission at the Albert A. List College of Jewish Studies. There she worked with students who were dually enrolled at Columbia University or Barnard College. She loved working in such an intimate environment but also wanted experience at a larger, more traditional university. She therefore accepted an admission position at Rutgers University where she worked with students in the Educational Opportunity Fund program.

Mrs. Kamins holds a B.A. in anthropology from Brandeis and an M.A. in counseling and guidance from the Steinhart School of Education at New York University.

While Pingry is her first K-12 school, Mrs. Kamins has

made a smooth transition into her position, and is already working with students and preparing for the future. She is energized by the challenges of her new environment.

"I was immediately impressed by the faculty's genuine commitment to helping students grow," Mrs. Kamins said. "I knew it was going to be a great place to work." But what she has come to truly appreciate is "how focused the Pingry applicants are."

"While people applying to college are often shopping for different schools," she explained, "Pingry applicants come in the door knowing

body. "We really look for people who will add something to the community," she said. "It's not just that we're looking for amazing scholars, athletes and artists. That's a given. What we want are those individuals who have that spark when you talk to them. You just know they will make a positive impact."

While everything in the admission office will continue to run much as it has in previous years, she does hope to make applicant visits to the school even better.

"Our goal is to match visitors with students who share their interests," she said. "It



M. Skiba (VI)

Pingry is where they want to be."

The large number of applicants enables the Admission team to seek out qualities that will help build a great school and diverse student

makes visiting more meaningful when you are going to classes that you might take while attending the school or talking with students with whom you might share a role in the school play."

## Susan Kinney Transfers from Lafayette to College Counseling

By RICKY ZACHARIAS (VI)

Coming from the other side of the college admissions process, Mrs. Susan Kinney has plenty of experience: her geographical coverage as a Lafayette College admissions officer included areas within twenty miles of Martinsville.

"I'm really happy with the fact that she's very familiar with the process," said senior Martha Gross.

Mrs. Kinney attended Livingston High School in nearby Livingston and went on to Pennsylvania State University. She described the help from her counselors as fair, if unexceptional, but had a "great experience at Penn State."

"In hindsight, I think that, going to such a large school, I missed out on some significant interaction with professors," she said, noting that the contact she had with some professors was overshadowed by the existence of enormous classes and teaching assistants.



A. Hui (VI)

Mrs. Kinney went on to work as a social studies teacher on the army base at Fort Meade, Maryland. She taught the children of personnel stationed there.

Most recently she worked in the Admissions Office at Lafayette College in Easton, Pennsylvania for seven years. As an Assistant Director, she was the first reader of applications for high school students from Maryland, Manhat-

tan and the Bronx in New York, and Essex and Bergen counties in New Jersey. "I was really happy; I lived two blocks from the college," she said.

Mrs. Kinney will be aiding the seniors in finding, choosing, and applying to colleges during the fall. She is excited to be working at Pingry and noted that the school has "a motivated student body and a dedicated faculty."

## Seabury to Assist Athletic Dept.

By JACKLYN TEMARES (IV)

In high school, Mrs. Dale Seabury hurdled during spring track and ran cross-country. Now, she joins the faculty to channel her love of sports into our school's Athletic Department as the new Assistant Director of Athletics.

A Phi Beta Kappa graduate

of Wake Forest University ("GO DEACS!"), Mrs. Seabury received her B.S. in health and exercise science, minoring in psychology. Involved in athletic training in college, she worked with Division I athletes as they battled injuries. The head athletic trainer for the Yarmouth-Dennis Red Sox in the Cape Cod

League for her internship in 2003, she first taught as a long-term substitute for AP Psychology in Cape May public schools. She has also worked at Velocity Sports Performance in Parsippany, where she was a strength and conditioning coach and later the assistant sports performance director.

"I was looking to get into an even more administrative role," she said, "and to be in a school environment—a high caliber school at that." Now, along with Mr. Velischek and Mr. Keogh, she teaches the physical education class to the Middle School's new sixth graders. She also supervises the school's games and events, equips our Middle and Upper



K. Bendetti (V)

School teams, and helps out Mr. Vanasse. Mrs. Seabury has been working with the captains of the sports teams to develop an online athletic clothing store, which is new this year at Pingry.

So far, Mrs. Seabury has been very impressed with "the high level of motivation and ability as well as the caring of both the Pingry students and the faculty." She added, "I am looking forward to experiencing everything once, and by that I mean working with every one of the coaches and students-athletes and learning about the needs and strengths of their teams." Mrs. Seabury is enthusiastic about her new job, and excited about "getting to watch everyone in action."

## Spanish Dept. Welcomes Dr. Mecarty-Dunlap

By JENNY GORELICK (IV)

Dr. Frances Mecarty-Dunlap has joined the faculty as a new Spanish II and Spanish IV Pre-AP teacher.

Originally from Venezuela, Dr. Mecarty-Dunlap attended

the University of Illinois where she received her Ph.D. in second language acquisition. She has previously taught at the University of Denver and the College of New Jersey. When asked about the difference between teaching college and high school students,

she replied that the difference exists "more in terms of age and not level of understanding. The level is very good here at Pingry." Her students are equally positive about her ability. "She is a great teacher who, in her few days at Pingry, has already proved her passion in teaching Spanish," said Mac Cordrey (IV).

Dr. Mecarty-Dunlap loves the

interaction with her students and hopes "to instill the love of language" in them. Thus far she has enjoyed "the fact that the students are very polite, the friendly atmosphere and the small class sizes."

The year, she is excited to "get to know my students and the culture of the school." She hopes she has found "a place to stay until I retire."



N. Rice (IV)

## Trilingual Velischek To Teach German, French

By JENNY GORELICK (IV)

After playing professional hockey for ten years, Mr. Randy Velischek has joined the Foreign Language Department as the new French I and German I teacher.

Born in Montreal, Mr. Velischek attended a German kindergarten and a French speaking primary school. He majored in business and language at Providence College.

Before coming to Pingry, Mr. Velischek played NHL hockey for the Minnesota North Stars, the New Jersey Devils, and the Quebec Nordiques. He also broadcast Devils' games for ten years on ABC and the Fan Sports Radio.

This is his first year of teaching.

As a first year teacher, Mr. Velischek appreciates the support he has received from the faculty and "the intellectual curiosity of the kids and how respectful and enthusiastic they are."

His favorite part of teaching so far is "when a concept sinks in: when you've made a point and it seems like everyone understands." He enjoys "learning about different people and cultures, communicating with people in their native tongue, and being able to read in an author's native language."

Aside from teaching, Mr. Velischek will coach middle school hockey and teach physical education to the sixth graders.



M. Skiba (VI)

## Basketball Star Murdock Now Permanent Sub

By JENNY GORELICK (IV)

Mr. Jason Murdock has joined the faculty this year as a new permanent substitute and head varsity boys' basketball coach.

A graduate of Providence College with a degree in social sciences, Mr. Murdock brings a variety of experiences with him to the school. After playing professional basketball in Europe, South America, and China, and working as a Pharmaceutical Sales Analyst at Ventiv Health he spent one year teaching at New Brunswick High School.

When asked what he loves

specifically about teaching, Mr. Murdock replied, "Having the ability to inspire, empower, and encourage others to attain new heights not only motivates me but also allows me to create new challenges in my life."

Mr. Murdock also enjoys coaching, because he loves "seeing how motivated and unselfish the players become." He addressed the rest of his Pingry experience in much the same way, describing the amount of support he has received as "tremendous." He looks forward to learning and meeting new people.

"I am excited to be a part of

the great Pingry tradition," he said. "The academics, Honor Code, and overall atmosphere

here are amazing! These are the same principles I would want for my own children."



M. Skiba (VI)

# Lear to Head College Counseling Dr. Torres Teaches Study Skills

By REMY TEICHER (IV)

Some years ago on the first day of school, a new seventh grader, along with his twin brother, unwillingly “entered Pingry, kicking and screaming.” They were leaving their school in Summit and wanted nothing more than to stay back with their old friends.

The brothers “devised a ridiculous formula in which poor grades equal freedom,” and hoped that their parents, “would read our report cards, express their disappointment and regret, and then allow us to rejoin our friends in Summit.” Fortunately, this plan did not work out, because its success might have prevented the Pingry School from acquiring its new director of college coun-

seling, Mr. Timothy P. Lear. Mr. Lear rejoins us at Pingry; only this time, he is no longer kicking and screaming. Mr. Lear attended Pingry from seventh grade until senior year and ended up enjoying his classes very much, particularly physics with Mr. Bill Bourne. Mr. Lear recalls Mr. Bourne referring to him as “one of the ‘most creative’ physics students he ever taught” at that time.

He graduated from Pingry along with his twin, Chris, in 1992, and they both went on to Princeton. According to Mr. Lear, they “attended college together” but “lived on opposite ends of campus.” Mr. Lear describes their twin relationship by saying, “Although we are friends, we are not like TV twins who finish

each other’s sentences and wear matching clothes.”

He graduated from Princeton University and went on to earn a Masters degree in English at Middlebury College. Before coming to Pingry this year, Mr. Lear had taught regular, Honors, and AP high school English at Oak Knoll for ten years. He was the director of College Counseling at Oak Knoll for four years and, in his words, “felt like it was a natural transition because I enjoyed writing recommendations and helping students with their college search.” Mr. Lear describes his first few weeks as Pingry’s director of College Counseling as “exciting, fun, busy, rewarding, difficult, and humbling,” and he looks forward to “the opportunity to work with a lot of talented and motivated students.” As the seniors apply to colleges this year, many may agree with Mr. Lear that “college admissions is more complicated than ever before and seems designed to benefit the colleges’ profiles and rankings rather than identify the best student matches.”

Mr. Lear says, “I sympathize with students, not surprisingly, but I also understand, grudgingly, the pressures that college admissions offices are facing.”

As for Mr. Lear’s future plans, he notes that he “would like to involve more families in the process at an earlier time and continue to increase the college counselors’ visibility in the community.”

By ZACH RING (V)

Dr. Martha Torres steps in as the new Director of Academic Support for the 2007-2008 school year. Although her courses are specifically dedicated to teaching Middle School students how to “survive” Pingry, Mrs. Torres is available to help Upper School students as well.

Dr. Torres values education, as she received her Ph.D. from the Derrers Institute of Advanced Psychological Studies at Adelphi University and then earned a M.S. in School Psychology and a M.A. in Organization Psychology. She plans to spread her love of education to students of both Middle and Upper Schools this year.

The changing of the Study Skills program, once assigned to only a few Middle School students, is one facet of Dr. Torres’s optimism. She now will, in her own words, “provide guidance and resources to faculty and students” in the Upper School in a stress-free environment.

Dr. Torres was drawn to Pingry because it was, as she describes, “the independent school community that I really cherish. I just love students and families who are motivated.” She has actually been a member of the Pingry Community for many years, previously being the mother of an alumnus.

As a psychologist, Dr. Torres has been observing and examining the students since the start of this school year. “The students,” she says, “are smart, polite, motivated, and wonderful. They are



K. Bendetti (V)

comfortable with the challenge of learning.”

In addition, she enjoys many other extracurricular activities. Reading mysteries and spending time with her family and her friends are a few of her favorites. “I pretty much just try to get my stress relief in every day,” she says laughing, “I love working out. That always

relieves me.”

If you are a student who needs help with homework or if you are someone who would simply like to talk to Dr. Torres about school life, her office is across from the Spanish office, through the doors, and down the hallway to your right. She will welcome you with open arms, as she did this reporter.



A. Hui (VI)

## Matthew Horesta Joins History Faculty

By HALLIE BIANCO (VI)

Mr. Matthew Horesta is joining the faculty this year as a teacher of ninth and tenth grade World History.

Originally from New Jersey, Mr. Horesta attended Don Bosco Preparatory High School and then Middlebury College. Before coming to Pingry, he worked at the Rocky Mountain Semester School where he “led two-week backpacking trips through Colorado and Utah, and also taught a little history.”

He decided during his senior year at Middlebury that teaching was what he wanted to do. “Being from the area, I knew Pingry through reputation. I immediately thought of it when I decided I wanted to teach,” he said. After visiting, he found “the students and faculty ... so friendly and enthusiastic that I knew

I wanted to come here.”

Aside from teaching history, Mr. Horesta will be involved with the ski team. “I’m coaching them—well, actually I think I’m more organizing and managing rather than coaching,” he commented.

Outside of school Mr. Horesta enjoys hiking, running, fishing, and reading. “I also have a Beagle named Riley,” he added.

While he is not sure that he wants to teach for the rest of his life, he knows that “at least for now, this is definitely what I want to do. I love teaching. I find a new thing to love at Pingry every day. I love the variety.”

Mr. Horesta said he is excited about “hearing from the students, because they look at things in such a different way and I learn from them. It’s really mutual learning.”



M. Skiba (VI)



N. Rice (IV)

## Bradford Poprik to Teach Algebra 2 & 3

By HALLIE BIANCO (VI)

This year the math department welcomes Mr. Bradford Poprik, who is teaching Algebra 2 and Algebra 3/Trig.

Mr. Poprik attended the Lawrenceville School before getting his degree at Columbia and his Masters at the University of Pennsylvania. He most recently worked on Wall Street where he was the Co-Head of North American Credit Derivatives at Deutsche Bank.

Mr. Poprik said, “I’ve known about Pingry since high school because we used to play against Pingry in sports. When I decided to go into teaching, I knew it was one of the best schools in the area. I looked into the possibility of working here, and I was lucky to discover that Pingry had an opening.”

Outside of the classroom, Mr. Poprik is coaching JV girls’ soccer and enjoys playing Ultimate Frisbee. He is also married with two twin girls who recently turned one year old. “I

used to be a huge movie buff. I loved watching movies from the 1950s and 60s,” Mr. Poprik said. “Now I spend most of my time with my girls.”

Mr. Poprik has wanted to teach since his senior year of college. “It’s so rewarding when you see ‘the look,’” he said. “I have always loved math, but when I’m in class and a student gets the look that says ‘Oh, now I actually understand’ – that is when I really love teaching. That’s when I know I’m doing something right.”

Mr. Poprik also appreciates working with younger students. “I love the age that I’m teaching because it’s a great time to encounter students – when they’re not quite sure what they want to do with their lives or what they want to be,” he explained. “You help them learn and give them directions, instructions, or advice. You never know, you might spark something great.”

## Allie Brunhouse '00 Returns to Alma Mater

By HANNAH GOLDSTEIN (V)

Allison Brunhouse '00 (née Manly) is Pingry’s newest alumna faculty member, replacing Ron Morris as the Assistant Director of Admissions. She is also in her first season of coaching JV girls’ soccer.

Mrs. Brunhouse is “very happy” to be back. Since attending Pingry, she graduated from Hamilton College in 2004, where she majored in Creative Writing. First she worked for CBS Television, and then as a manager in the Commercial Clearance Department at FOX Broadcasting in New York. “Our function,” she explained, “was to review commercials that aired on the network (under the bigger umbrella of Broadcast Standards & Practices).”

She has also been volunteering at St. Philip’s Academy for the past two years.

Mrs. Brunhouse learned of the Pingry job opening through an alumni email.

One of her main duties is working through financial aid paperwork with students and families to make them feel comfortable with the process. Another important responsibility is planning out the host program, in which visiting students are matched up with a “buddy” who shows them around the school for a day.

Mrs. Brunhouse was involved in a diverse range of activities in high school, in-

cluding swimming, soccer, drama, and track, activities that strongly influenced her attitude towards student admission. She is searching for “quality students who will contribute to school in whatever facet they can,” pointing to well-roundedness and the ability to “juggle” as valuable traits in the pursuit of success at Pingry and in the larger world. She also hopes that students can find their “second home” at Pingry as she did during high school.

School values have remained constant since her years in Martinsville, Mrs. Brunhouse notes. Although she attended under different leadership (Headmaster John Hanly), she is glad to see that the “core” of the school has stayed mostly the same. The values expressed by Student Body President Jessica Westerman (VI) are very in sync with the Honor Code she remembers.

She also points out the strangeness of living Pingry from the “other side,” as a staff member rather than as a student. Marching down the aisle during Convocation, rather than sitting and watching the ceremony, felt particularly odd.

In June, Mrs. Brunhouse married high-school sweetheart Bif Brunhouse '00. Thirty Pingry alumni attended the wedding.

She is currently living nearby, relieved not to have to endure the tiring commute she needed for her city job.



M. Skiba (VI)



M. Shtrakhman (4)

## Ms. Jennifer Schader Teaching Third Grade

By EVAN ROSENMAN (VI)

New third grade teacher Ms. Jennifer Schader is both excited and confident about her new position: "I am not nervous," she said. Ms. Schader attended the University of Michigan for undergraduate studies and received a Masters in Education from Hunter College last year. She has taught previously at several elementary schools in New York City. These include P.S. 134 as well as The Anderson School and The Renaissance School for Music and Art, two schools specifically established for gifted children.

Ms. Schader has now come to Pingry, another school known for attracting many gifted children. "Pingry has a national reputation for being one of the best private schools in the country," she noted, going on to say, "I consider the opportunity to be teaching here an honor and a privilege."

Ms. Schader brings her own particular brand of en-

thusiasm and excitement to her class. She especially loves teaching earlier grades because she enjoys working with younger children. She said, "I enjoy watching students learn and grow – to be a constructive part of that process is very rewarding. Teaching itself provides continuous meaningful experiences for me on an on-going basis since I am involved with children from day to day."

For the upcoming year, Ms. Schader hopes to create a learning environment that is exciting – but never stressful – for her students. It is in such a nurturing place that she feels students develop a passion for knowledge. "I hope that none of my students are nervous in my class," she said. "I would like to make education fun, interesting and rewarding."

When asked about the upcoming school year, Ms. Schader remains optimistic and confident. "I believe that it will be rewarding, exciting, interesting, and thoroughly enjoyable," she said.

## Ms. Casey Looks Forward to Teaching Fourth Grade

By JENN SOONG (IV)

Ms. Patricia Casey joins the Short Hills faculty as an experienced fourth grade teacher.

Inspired by her own kindergarten teacher, Ms. Casey initially got into teaching because she always wanted to work with children. With a B.A. from Newark State College and an M.A. from Kean College of New Jersey in elementary education, she got her first teaching job right out of college.

After teaching at a parochial school, Ms. Casey also spent some time working in the research library of a large corporation. However, she soon turned back to elementary education, teaching at Little Flower School before teaching second, fourth, and fifth grade at the Montclair Kimberley Academy for fifteen years. For the past fourteen years, she taught third grade at The Kent Place School.

As she begins teaching at the Lower School, Ms. Casey looks forward to many things, including those magical moments where she can watch "a formerly shy student

emerge as a leader" or help a student "develop an appreciation for differences."

Since fourth graders are, according to Ms. Casey, "intellectually curious and, for the most part, still uninhibited," she has already developed a passion for her Pingry students. After the first few days of school, she described her class as "polite, eager to learn, and fun."

Students in her class have already developed a fondness for their new teacher.

"She taught us so much in the last few weeks, especially in social studies. I also really like when we all read 'Dear Mr. Henshaw' together," said Mark Shtrakhman (4).

Bruce Czachor (4) echoes those same sentiments: "I love having her as my teacher. She doesn't give us homework on the weekends!"

Aside from teaching, Ms. Casey enjoys reading, playing tennis, knitting, yoga, and taking walks in relaxing places, like the beach. She plans to have a great year at Pingry, believing that "every day will hold numerous rewards" for her and her students.

## Ms. Watts Leaves Sundance for Pingry

By EVAN ROSENMAN (VI)

New kindergarten teacher, Ms. Homa Watts, will be seeing a few familiar faces around the Short Hills Campus this year. Ms. Watts, a graduate of Tehran University and Western Illinois University, has worked at both Sundance, a small school in North Plainfield, and Kent Place.

Her fellow Pingry colleague, Ms. Judith Panacione-Previti, is also a former Sundance teacher, and many of her students from both Sundance and Kent Place have since come to Pingry. As a matter of fact, I, myself, am a Sundance alum.

When I first learned that Ms. Watts was coming to Pingry, I was quite surprised. While my years at Sundance are far behind me, they have had a strong impact on my educational career.

Ms. Panacione-Previti (or "Miss Judy," as I knew her) also worked at Sundance when I attended, and I still have vivid memories of both teachers' classrooms. Ms. Watts holds a very significant role in my life, as it was in her class that I first discovered my interest in math and science. She taught both subjects

with phenomenal enthusiasm, and she ultimately imbued a strong intellectual curiosity in all of her students.

As I interviewed Ms. Watts after a cheery and nostalgic reunion with her and Miss Judy, I found that she had not changed at all in the 11 years since I left Sundance. Her excitement toward teaching was still palpable.

She said, "Teaching is not my job; it is my passion. It's what I was meant to do in my life. I enjoy seeing children learn new skills and their excitement brings joy to my heart."

Ms. Watts went on to say she was drawn to Pingry because of the school's "wonderful reputation."

"I wanted to be a part of an institution that presents excellence in their academics, their treatment of their teachers, and their dedication to their students," she added. She also saw in the school a "continuation of the same educational philosophy" she had encountered at Sundance – one in which children are nurtured and their gifts fostered in a supportive environment.

She also described the children who transferred from Sundance to Pingry as

great students, saying, "they flourish, they blossom, because they were loved before and now they're being loved by a whole new group of teachers."

Ms. Watts admits she was "a bit anxious" about her new job, but also very excited. While she must adjust to a new curriculum and, after six years at Kent Place, reacquaint herself with the

nuances of the coeducational classroom, her goals for the upcoming year remain the same. She says, "I aim to instill a love for learning...I want my students to equate learning with having fun."

Ms. Watts' students will undoubtedly emerge from her classroom with a strong hunger for knowledge and a great affection for their teacher. I know I did.



M. Shtrakhman (4)

## Physical Changes at the Lower School

By JENN SOONG (IV)

Mr. Theodore Corvino, director and assistant headmaster at Short Hills, recently described the preparations for the opening of school as "pretty hectic." This was an understatement: over the summer, the Lower School not only underwent a series of significant physical changes, but also began the planning stage of several projects that are to take place this coming year.

Aside from the usual changes, such as new faculty members and students joining the school, the Short Hills Campus has had to adjust to the extra space with

the sixth grade moving to the Martinsville Campus. Mr. Corvino said that this situation has given the school more space – "an extremely valuable commodity."

With these advantages, the Short Hills Campus continues to use its Master Schedule Program, which will allow twelve additional computer room-periods to be distributed amongst the grades.

Another advantage relating to space is that the boys' and girls' locker rooms have increased in size. Many of the old locker hallways were also removed to create small work areas for students; a former sixth grade class-

room was even converted into a meeting room for faculty, parent-teacher, and PSPA meetings.

Mr. Corvino also said that the space has given the fifth grade an additional resource room with computers where they can "work in small groups on specific assignments, do research, make up missed work more easily, and take better advantage of the additional computer and classroom library space." The fifth grade science room has also been moved to the upper hallway so that the fifth grade homerooms are now in the same wing.

Along with these changes, the school is planning to in-

stall additional Smart Boards in many of the classrooms. The campus currently has projection units in a science room, the library, the computer lab, the multi-purpose room, and second, fourth, and fifth grade classrooms. Mr. Corvino stated that the school hopes that "students will have exposure to the latest technology and its use in academic experiences, and that the way students learn and teachers plan their lessons will be impacted." Now, not only can teachers project information directly from their laptops to a large screen, but individual students can also share their work with the class.

In addition, three new projection units, called EL-MOS, have been installed to intertwine technology with education. These devices serve as projectors that can display three-dimensional digital images.

Throughout August, the Short Hills Campus also took on several renovation projects outside the building, including the patching of the main driveway located in front of the school. While only several deteriorated spots were re-paved this summer, plans for complete driveway and parking lot improvements are being formulated.

These improvements are only the first of many physical changes that are still to come. A recently created Faculty Space Utilization Committee has already contributed many suggestions for the coming years, and as Mr. Corvino sees it, the impact of all these changes is just a part of a long "domino effect" for future improvements.



M. Shtrakhman (4)

## Mr. Kovacs Excited to Educate “Fine Young Men and Women”

By MARGARET MORASH (II)

A former securities trader, trainer, and cabinet maker, Mr. Stephen Kovacs has joined the Middle School staff as a sixth grade humanities teacher. Although this is his first year of teaching, he has been a private tutor in the past.

A graduate of Columbia University, where he majored in history — specifically in European regional studies — he was also a three-time NCAA All-American and Academic All-American at Columbia. He captained the NCAA National Champion fencing team and was the head sabre coach at the

Clinton Fencing Club for two years. There he “assisted [his] fencing students with academic work and time management skills rather frequently.”

“I love to see my kids’ eyes widen when I am able to share something new,” Mr. Kovacs says, but he admits that his absolute favorite part of teaching is “hearing kids burst out laughing. It’s a great sound.”

For Mr. Kovacs, it is Pingry’s “strong commitment to academics, athletics, and, above all, character” that sets the school apart. He also admires the exceptional faculty and hard-working students, whom he hopes to help be-

come “the fine young men and women Pingry produces, year after year.”

Mr. Kovacs finds working with the faculty “incredibly rewarding — and rather humbling.” He is astounded by their “unflagging generosity” and said, “I would like to take this opportunity to publicly thank the Pingry faculty and administrators for sharing so much of their time.”

Along with teaching, Mr. Kovacs hopes to work with the fencing team as much as possible and promises, “I will work very hard to bring the State Championship trophy back home to Martinsville.”



A. Kogut (V)

## Dennis Pearlstein to Teach English

By MARGARET MORASH (II)

Mr. Dennis Pearlstein is one of three, as he calls them, “newbies” who have joined the Middle School staff at Pingry this year. He will be teaching sixth grade English along with fellow newcomer Mr. Stephen Kovacs.

Mr. Pearlstein holds an A.B. and an M.F.A. from Columbia University and brings phenomenal experience to the job—he has been teaching for over thirty years. He most recently taught middle school English at Staten Island Academy, and he previously taught at The Calhoun School Cathedral School and Dalton in New York.

In addition to being an English teacher, Dennis is also a playwright, who has taught screenwriting.

When asked what motivated him to become a teacher, he said, “I loved school myself, and I guess I never wanted to leave it!”

He loves moments when he is able to work with students one on one as much as he loves the classroom. Helping students “attain the next level of thinking, writing, and appreciation of literature” is his favorite part of teaching.

Other than teaching, Mr. Pearlstein contributes to the Pingry community in his role as an advisor. The opportunity to help students individually has made him “very much relish his role,” and he is looking forward to aiding in “the students’ emotional and ethi-

cal growth.”

Mr. Pearlstein also likes the “warmth and sense of purpose of the school” and how “people have been so cooperative and helpful.” Yet what really sets Pingry apart from his last job at Staten Island Academy is that “Pingry seems to have fewer jaded students; here, they really want to learn.”

Mr. Pearlstein appreciates the fact that “Pingry teachers want to work as a team” and is looking forward to a fantastic school year with the Pingry staff and students.

## Singing in “Godspell” at the Summit Theater

By EMILY MAE CZACHOR (II)

This past summer, I had the incredible opportunity to participate in the production of “Godspell” at the Summit Playhouse.

Despite having some scheduling conflicts, I auditioned nonetheless, just to see if I would land a role. I was ecstatic to get a callback!

When I attended the callbacks, I noticed that most of the people auditioning were teenagers, which meant I had less of a chance of being cast, considering my age.

At this point, my parents decided that if I made it into the cast, they would reschedule our vacation plans to allow me to participate in the show.

A few weeks later, I received a call from the Summit Playhouse informing me that I had been accepted into the cast of “Godspell,” and that I would be singing a solo in the song “Light of the World.”

Even though most of the children in the cast were older, I made very close

friends during the course of the rehearsals and performances. We were there to comfort each other when we made mistakes and, of course, to congratulate each other on a great rehearsal or number.

Standing backstage on opening night, I was extremely nervous. I had what they call “opening night jitters.” However, as soon as I walked on stage and began to sing, the nerves quickly transformed into excitement.

Sadly, as with all fun experiences, it had to end with the final show. After the last show came the final curtain call. I savored the final moments on the stage, and the cast took a bow for the last time.

In the dressing rooms after the show, we cried, hugged, and exchanged phone numbers and email addresses. I am happy to report that my castmates and I still keep in touch.

This has been an unforgettable experience for me. Now I just need to prepare my parents for next summer!



A. Kogut (V)

## Emily Lewis Joins Latin Faculty For This Year

By MARGARET MORASH (II)

Ms. Emily Lewis is filling in for Ms. Margaret Kelleher '01 as a seventh and eighth grade Latin teacher as well as a seventh grade advisor this year.

A 2007 graduate of Bryn Mawr College in 2007, Ms. Lewis taught Latin as a teacher's aide at the Shipley School in Bryn Mawr, PA. She also taught science during the summers.

When Ms. Lewis was in high school, she had a wonderful teacher who inspired her to continue learning Latin and to become a teacher to help motivate other students. She also “always loved ancient history and mythology,”

which made Latin the perfect class for her.

While teaching, she loves “to watch my students as they ‘get’ it. It’s really rewarding to see my students’ eyes light up as they understand material,” she adds.

Ms. Lewis’s favorite part of Pingry is the people in the community. “Everyone is very friendly and helpful!” she says. She describes the faculty as “Wonderful!” and enjoys working with the students. She also acknowledges that she loves the new Middle School building. In addition, she likes how “the Honor Codes presides much more here than it did at Shipley [her previous school].”

Other than teaching Latin, Ms. Lewis loves to “dance,

sing, and act,” and would like to contribute to the community through one of those activities. Meanwhile, she

is the Middle School girls’ soccer coach and will be the girls’ varsity ice hockey coach this winter.



K. Bendetti (V)

## Sixth Graders Adjust to Life in Martinsville

Continued From Page 1

friends with.”

Another major change in the Middle School is the Friday assembly period. The Middle School will no longer attend normal Friday assemblies (although they will continue to attend major events like Convocation and the Halloween Assembly), instead holding an hour-long period called “Meetings Block.” “We can divide this period up into an hour-long program or two half-hour programs with events more focused and suitable for Middle School students. Or, the other possibility we have, is to allow clubs and student groups to meet during this time, an opportunity we never had under the old schedule,” says Mr. Cox.

Four Short Hills faculty members will relocate to the new Middle School: Spanish teacher Sra.

Jeanine Carr, math teacher Mr. Thomas Williams, science teacher Mr. Ramsay Vehslage and history teacher Mr. Mark Facciani. Along

with two new faculty members, English teacher Mr. Dennis Pearlstein and humanities teacher Mr. Stephen Kovacs, these teachers will teach exclusively to the sixth grade. In the Spring 2007 Review, Mr. Facciani said that he is “very enthusiastic about making the transition up to Martinsville” and that “our 6th, 7th, and 8th graders have their own unique issues and energy, and this new building will help us deliver that Middle School experience.”

Mr. Cox also believes it is good for the Middle School to be separate from the Upper School: “It serves the needs of the Middle School learner. We’re more on our own than we were in the past, but we still maintain community with the rest of the school. This allows

our students to meet whatever challenges they have and lets them grow into independence.”

Sixth grader Monica Sun says the new Middle School is “Cool!” adding that “the teachers are nice and funny and it’s also pretty clean.”

Asked what she likes about the Martinsville Campus, new sixth grader Isabella LaLonde says she thinks the “food is good.” The only downside, Isabella says, are “the lunch lines.”

With the help of other Martinsville and Short Hills administrators, Cox was able to design a completely new schedule for the sixth grade. Under this new schedule, periods one through three overlap with the rest of the Middle School to allow sixth graders to take upper level language and math. “After this,” says Cox, “things start to get a little complicated.”

For the first two periods of the

afternoon, sixth graders are divided up by gender and have either “A” Day or “B” Day. On “A” Day, girls have a double period of physical education. For the boys, the first period of “A” Day is a yearlong musical elective of strings, band, or chorus. For the boys’ second period, there are three trimester-long courses, Art 6, General Music, and Drama 6. On “B” Day, the opposite occurs.

Cox explains this gender separation: “It makes sense for music and drama. Sometimes these classes can put students in situations where they don’t feel comfortable around the other gender. By separating genders, students will feel less awkward and more safe, more willing to take risks.”

The final period of the day will be a “Co-curricular block,” consisting of six half-trimester classes, with topics ranging from “Study Skills” to “Lego Robotics.”



Courtesy of Kim Czachor PP '13, '16

## Faculty Photographs on Display

By LIZ ROBERTS (V)

This September sees a new art exhibition in the Hostetter Arts Gallery, displaying forty-five works of photography by science teacher Mrs. Amy Sue Greenleaf, and by English teacher Mr. Dean Sluyter.

Mrs. Greenleaf not only holds a Bachelor of Science in chemistry, but she has also earned her

Master of Fine Arts and will soon have two photographs published in Christopher James' "Book of Alternative Photographic Processes." Argyrotype, the method researched and used by Mrs. Greenleaf to develop her photos, makes her work appear especially mystifying.

To make her landscape photographs, Mrs. Greenleaf put the print in contact with a silver iron

sensitizer and sensitized paper and then exposed it to ultraviolet light or sunlight. Her self-portraits were, according to Mrs. Greenleaf, "re-photographed while immersed in water." Light was then refracted from the surface, creating a feeling that the image is at the bottom of a pond. The photographs "Tree" and "Profile" both give the illusion of a ghost-figure in the image.

While Mrs. Greenleaf uses photographic process to make her work mysterious, Mr. Sluyter uses a point-and-shoot camera to capture vibrant and more literal photographs. As a film critic for "Tricycle" magazines, accomplished author, lecturer, workshop leader, and radio speaker, Mr. Sluyter is involved in many art forms.

However, photography is especially important to him as it allows him, in his words, to escape the literary "world of words and concepts" and "see." Mr. Sluyter's work shines light on all things that often go unnoticed in the outside world.

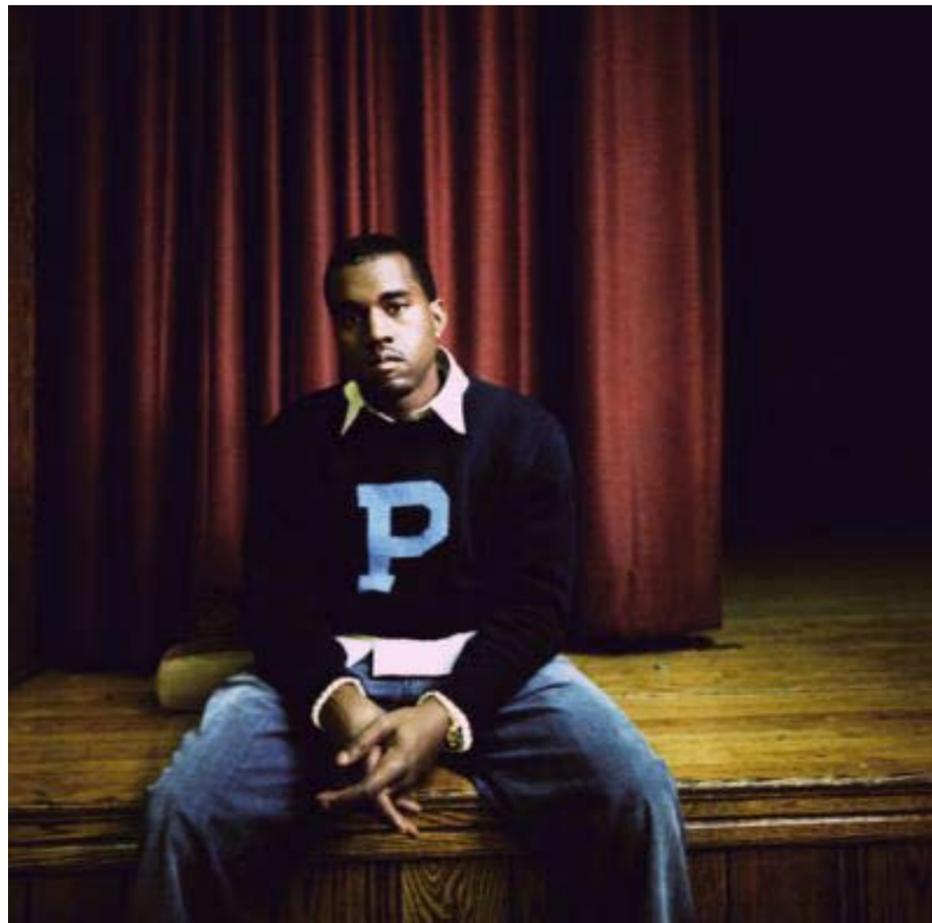
Many of the photos are in color, and the subject matters vary from a collage of city lights in "Dancing Building" to nature in "Life" and black-and-white landscapes, such as that of a windy field in "Into the Void".

"I'm interested in textures, colors, the overlooked, the surprising, fleeting moments, unexpected juxtapositions, and the mysterious way these things resonate within our awareness," Mr. Sluyter says. He draws inspiration from his pilgrimages in Nepal, Tibet, and India. More vibrant and unique works of art can be seen at his website: [www.deansluyter.com](http://www.deansluyter.com).



M. Skiba (VI)

This self-portrait was included as part of Mr. Sluyter's contribution to the art show.



Courtesy of blogspot.com

## Kanye West's Much-Anticipated "Graduation" Only Mediocre

By CONNOR SHEEHAN (V)

The much-anticipated "Graduation" album has finally arrived!

Kanye West is best known for his first two albums, "The College Dropout" (2004) and "Late Registra-

tion" (2005). Both albums received broad critical acclaim and popular success, including six Grammys.

However, West's newly released album, "Graduation" is very, very different. People expected another "Late Registration," and they got what has become popularly referred to as "ring tone" hip-hop.

While "ring tone" hip-hop is music that sounds best when played through tiny speakers (like on a cell-phone), very loudly, in close proximity to other people (see "This is Why I'm Hot"). Needless to say, that proves useless when listening to the tracks at a party or in another public setting.

"Graduation" is a Kanye West album, there's no mistaking his style or his education montages, but it is not what people had in mind. Take, for instance, "Drunk and Hot Girls." This track, for lack of a better explanation, is diluting whatever genius is on this album. The beats do not live up to the standards that most of his fans set for Kanye.

However, despite the

multiplicity of tracks such as this on "Graduation," there are still a couple of gems. As usual, Kanye has a laundry list of guest appearances, such as Chris Martin of Coldplay, Mos Def, John Mayer, and T-Pain, and, excluding "Drunk and Hot Girls," which features Mos Def; these are some of the best tracks on the album.

None of the beats are outstanding (there is certainly nothing as good as "Jesus Walks"), but they sound better with each listen, as does every other aspect of the album. This is not to say that it's his finest work, but it does demonstrate that he is indeed trying hard, no matter how hard he may try to seem like he doesn't. Each track, however mundane most of them are, is cleaner and tighter than any other track out there right now.

And regardless of how disappointed many may be with his new work, hip-hop needs K-West beats. His fourth album, which is already in the works, (tentatively titled "Universecity") has some serious work to do in order to keep his fan-base loyal.

## "Superbad" Mixes Comedy With Poignancy

By NEHA SRIVASTAVA (IV) and CHELSEA GARBER (V)

Summer hit "Superbad" contained many of the typical teen conflicts and dilemmas, yet its clever dialogue and hysterical performances kept it from being "just another teen movie." Instead, it set the standard for adolescent-flick greatness, striking a perfect balance between relatable situations and outright hilarity. The film was produced by Judd Apatow, who was also the creative force behind "The 40-Year-Old Virgin" and this summer's breakout "Knocked Up." "Superbad" is just as uproariously entertaining as Apatow's previous projects, and the film was an integral part of my summer memories.

In the film, actors Jonah Hill, Michael Cera, and Christopher Mintz-Plasse play stereotypical high school losers who desperately want to attend a good party before imminent graduation. The boys are assigned to buy alcohol for a spur-of-the-moment get-together hosted by a girl on whom Hill's character is fixated. To them, the party presents an opportunity for the ultimate high school experience: getting a girl drunk and being her "regret hookup."

This pathetic, yet touching goal seems quite realistic in a high school setting.

In fact, the stark reality of the situation alternately elicits sympathy and side-splitting laughter from the viewer.

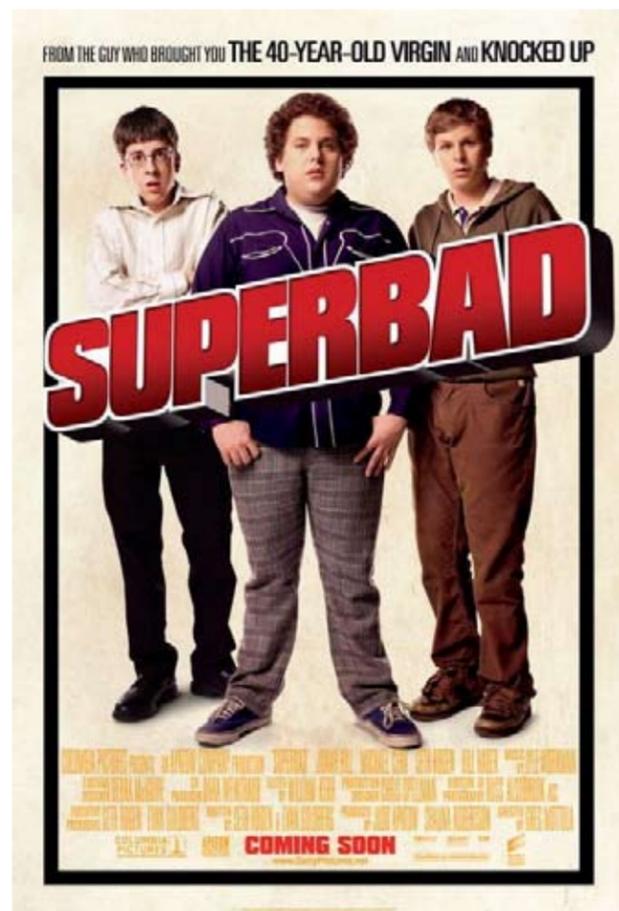
The protagonists of the movie are remarkably recognizable as well. Evan (Michael Cera) is an intelligent and lovable student who is scared to head to college without his best

friend Seth. Seth (Jonah Hill) is mischievous and driven by hormones. Their friend Fogell (Mintz-Plasse) is just socially inept. The boys' actions are often ridiculous, but they are also understandable as they face the common high school conflicts, like wanting to fit in or lose their virginity before college.

In their quest, the boys encounter dangerous, awkward, and outrageously funny situations. Fogell buys a fake I.D with the alias "McLovin," only to get punched out by a robber just after successfully buying alcohol. The police officers who respond to the robbery, played by Seth Rogen and Bill Hader, turn out to be just as immature as McLovin himself. As they drag McLovin into various inappropriate situations, Seth and Evan attempt to steal alcohol from a party that seems to be populated entirely with crazy people.

Each scene in the movie is funnier than the previous one. As their plans go awry, the extent of the boys' desperation becomes so pathetic that it sets the stage for some of the funniest teen comedy scenes in recent memory.

"Superbad" has a basic, yet poignant moral. In the end, the boys learn that it is better to try to form real relationships with girls, rather than to try to manipulate them into a drunk hook-up. The characters of "Superbad" break almost every rule of safety, common sense, and outright decency, and in the process they win the hearts of every viewer. "Superbad" was not only one of the best movies of the summer – it also earned a spot among the elite group of classic teen comedies.



Courtesy of IMDb.com

Download Now

"Good Life"  
"Stronger"  
"Can't Tell Me Nothing"  
"Champion"  
"Big Brother"

PARENTAL ADVISORY EXPLICIT CONTENT

## For Fashion This Season, Mix Classic with Bold

By KELSEY HISCANO (VI)

When the leaves start to fall, it's time to push the Lilly Pulitzer to the back of the closet and move on to something a little more grown-up. Put the pink and green on hold until spring rolls around and consider switching to neutrals.

For a splash of color, stick with jewel tones. Look for deep purples, dark teals, and burnt oranges, especially in accessories.

For bags, patent leather is still the way to go. And keep it big. There's nothing worse than not having enough room for an extra layer in your bag. For inspiration on big, bold bags, look to Chloe and Furla to set the standard.

Become a mix-master and experiment with changes in textures, colors and patterns. This season's focus is all about mixing more than matching. Using different patterns and textures highlights certain features of an outfit and can make an ensemble unique. Try pairing a silk shirt with an oversized knit sweater over a pair of simple jeans, and finishing it off with bright flats.

In addition, fall is all about layers, so learn how to bundle up with the best. Other than the oversized sweater, another way to keep warm this season is the cropped jacket. Look for interesting colors and cuts that are practical and can work well with either a dress or a pair of pants. If you want all eyes on you, look into plaids and patterns.

As the temperature drops outside, remember that you don't need to put away the dresses just yet. A short, casual dress is perfect for transitioning between summer and winter. Pick out a pair of leggings or tights to keep



Courtesy of J. Crew

your legs warm and your outfit current. Don't be afraid of colors or patterns, as tights are a good way to bring bright splashes to a duller palette.

Finish off the look with a pair of classy ballet flats, but modernize by trading in the bow for an eye-catching medallion. The queen of this trend is Tory Burch, who has built her shoe line on simple flats with the unique addition of her trademark appliqué on the toe.

With pants, try this fall's lat-

est look: the bootie. This fresh hybrid of the pump and the boot stomped down runways and into stores everywhere this season. They pair great with wide-legged pants and manage to give shorter girls a little more lift without the hassle of high boots or the hurt of hefty heels.

They say diamonds are a girl's best friend, but it's time to make some new ones this season. Make a statement with bright rings set with larger-than-life gems. As for other accessories,

jewelry is where you can bring color into your look this season. Colored stones are the easy choice for their unique appeal and tendency to catch people's attention.

Customize your look this season and make the style unique. Don't wear exactly what the girl sitting next to you has on, because that's not what this season's about. There are a variety of choices this fall, so be sure to find something fun that fits and flatters your figure.

## Final "Harry Potter" Earns Mixed Reviews

By EVAN ROSENMAN (VI) and BRANDON BRIER (IV)

The seventh and final installment of Harry Potter's journey, "Harry Potter and the Deathly Hallows", became available in stores around the world this summer. More than eleven million British and American readers purchased the novel on its first day of release to experience the long-awaited final confrontation between Harry Potter and his nemesis, Lord Voldemort.

In the novel, Harry and his two best friends, Ron and Hermione, choose not to return to Hogwarts, their wizarding school. Instead,

the trio embarks on a quest to defeat the Dark Lord for good. However, Harry quickly begins to understand the dangers he has accepted not just for himself, but also everyone associated with him. Therefore, he must do his best to protect the wizarding world, which sometimes means fleeing the scene.

When Voldemort's army shows up at Ron's brother's wedding, Harry realizes that he would "just

put everyone in even more danger by going back" to help them. Thus, he must remain in hiding while working to bring down Voldemort.

Harry's quest is based on the information acquired before his death from his long-term mentor Albus Dumbledore, a casualty of Voldemort in book six. Voldemort's dark past included his putting parts of his soul into objects called "Horcruxes" and then scattering them throughout the magical world in a quest for immortality.

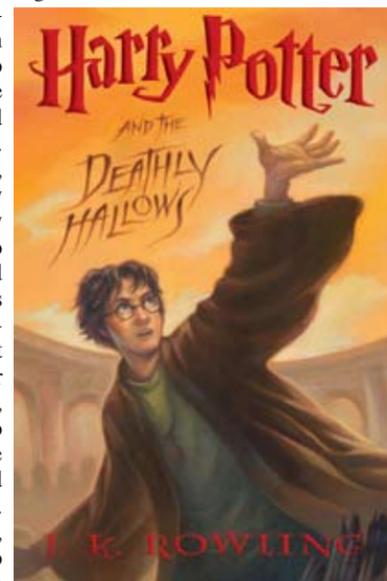
With Dumbledore dead, Harry must continue Dumbledore's mission to find these pieces of

Voldemort's soul. He needs to destroy them to ensure Voldemort's absolute death.

As Harry, Ron and Hermione continue their secret hunt, they hear of more deaths and imprisonments each day: as Voldemort's influence and power increases, Harry, who is believed

to be the only hope against him, seems to have disappeared. Voldemort's influence even reaches the political level, as Voldemort takes over the government. However, Harry cannot do anything to stop these devastating events if he wants to have any chance of destroying Voldemort to save the world.

If you found the previous Harry Potter books enjoyable, this final installment will not disappoint. Book seven is the end of a ten-year period for many readers, many of whom began reading the series as elementary school students. For those who prefer listening to reading, an audio CD is available as well. Regardless of the form in which it comes, "Harry Potter and the Deathly Hallows" is truly a fantastic story and worth the loyalty readers have devoted to Harry Potter and his journey over the years.



Courtesy of Amazon.com

## New Fall TV Shows Seem Formulaic Yet Promising

By EVAN ROSENMAN (VI)

The summer box office may have set new records, but the fall TV season seems poised for solid mediocrity. A surprisingly weak slate of shows is scheduled to premiere over the next two months. Of course, this is not entirely surprising – the failure of many of last year's high-concept dramas scared many networks into pursuing more formulaic fare.

Two major trends dominate the crop of new series. The first is soapy primetime dramas. Owing to the continued success of shows like Grey's Anatomy and Desperate Housewives, networks have added a large contingent of soaps designed to appeal to differ-

ent age groups. CW series Gossip Girl hopes to attract the teenage market, while ABC's Dirty Sexy Money and Grey's spin-off, Private Practice, skew towards an older target audience.

The other recurring theme among the fall's debuts is the "ordinary people with extraordinary abilities" conceit. In a clear nod to last season's breakout Heroes, networks are placing superhuman characters at the center of both dramas and comedies. While the shows vary from the quirky Pushing Daisies to the hilarious Reaper to the action-heavy Bionic Woman, each is clearly aiming to build strong word-of-mouth in the cult audience that made Heroes a hit.

The pilot for Daisies is cur-

rently receiving the most positive critical notices, but others have been turned off by its overt whimsy. The show topped the best new series lists of both TV Guide and USA Today, but Entertainment Weekly noted that many of its staffers found it "too precious for its own good." Daisies centers on reserved pie-maker, Ned, who can bring the dead back to life with a single touch – but touch them again, and they die for good. He uses his power to help a private detective solve murders, but things get complicated when he brings back a childhood flame only to realize he can never touch her again. The show deftly balances its morose premise with a heavy dose of humor and confectioner-colored design scheme.

The CW's new comedy, Reaper, has also been a hit with many critics, most notably for Ray Wise's hilarious portrayal of none other than Satan. Reaper centers on an ambition-free slacker named Sam, who learns that his parents sold his soul to the devil before he was born. Wise's charming-but-ruthless Beelzebub then puts Sam to work, forcing him to collect escaped souls and return them to the underworld. The show is the brainchild of two writers who got their start on Buffy the Vampire Slayer – and that show's trademark wit is fully displayed in Reaper. Case in point: Sam's soul-hunting weapon is a Dirt Devil, and the rendezvous point where he sends the damned back to hell – why, the DMV, of course.

Also new to the CW is Gossip Girl, based on the popular book series by Cecily Von Ziesgar. Narrated by Veronica Mars alum Kristen Bell, the show follows a group of elite New York City teens whose opulent lives are filled with enough drama, sex, and outright backstabbing to make Seattle Grace seem mundane. It should be no surprise then that Josh Schwartz, creator of The O.C., is the major creative force behind the show. He says of Gossip Girls, "The stakes [are] so much higher than even in Orange County."

A very different series about fighting females is coming to NBC: Bionic Woman. British import, Michelle Ryan, stars as Jamie Sommers, a bartender who suffers a horrific accident and is subsequently repaired by the top-secret Berkut Group. She wakes up to find that she has three bionic limbs and various cerebral implants that give her super powers – and make her the target of another bionic superwoman,

played by Katee Sackhoff. She also must become a reluctant hero, and the show promises to delve into her personal conflict. At its heart, says producer David Eick, the show is "about someone who became half robot when they didn't want to be."

ABC's Dirty Sexy Money is another highly anticipated debut, as its cast includes such big names as Donald Sutherland, Jill Clayburgh, and Peter Krause. The show plays like a grown-up version of Gossip Girls, focusing on the misbehaving, filthy-rich Darling clan. Along for the ride is their idealistic attorney Nick, played by Krause, and his wife. With opening plotlines involving a suspicious death, an illegitimate son, and a transsexual mistress, Dirty Sexy Money is aspiring to be the new guilty pleasure of the fall season.

Finally, there is the most-hyped premiere of the fall: Grey's Anatomy spin-off, Private Practice. The new series follows popular Grey's character, Dr. Addison Montgomery, played by Kate Walsh, as she relocates to L.A. She lands at a new-age clinic populated with attractive, single coworkers played by such big names as Amy Brenneman and Taye Diggs. The show is relying on Walsh's appeal, which is considerable: she managed to turn Addison into one of Grey's most popular characters, despite her initial portrayal as an icy adulteress. Comparisons abound, however, to other failed spin-offs, most notably NBC's disastrous Joey. Yet Walsh doesn't seem to be worried. She says, "[Addison is] trying to reinvent herself, and anytime somebody tries to do that it's funny and pathetic – everything that makes a good TV show."



The cast of the New York City-based show Gossip Girl.

Courtesy of tv.yahoo.com

### SHOWTIMES

**Gossip Girl**  
Wednesday 9:00 P.M.  
on The CW

**Bionic Woman**  
Wednesday 9:00 P.M.  
on NBC

**Reaper**  
Tuesday 9:00 P.M.  
on The CW

**Dirty Sexy Money**  
Wednesday 10:00 P.M.  
on ABC

**Private Practice**  
Wednesday 9:00 P.M.  
on ABC

**Pushing Daisies**  
Wednesday 8:00 P.M.  
on ABC



First-time junior co-captain Dan Schuchinsky running during practice.

B. Morrison '64

## Boys' Cross Country Has Lots of Potential

By GIANCARLO RIOTTO (V)

The Boys' 2007 Cross-Country team is looking forward to what has the potential to be one of its strongest seasons in decades, despite the loss of last year's senior captains Dan Davidson and Chris Scavone, the latter continuing his running career at Yale University. While longtime coaches Mr. John Raby and Mr. Victor Nazario have often stressed the importance of working hard every single day and not becoming complacent, even they are aware of the strong prospects for this season.

"You guys can be special, if you want to be," Mr. Nazario remarked in the early

weeks of preseason.

Led by first time junior captains Dan Schuchinsky and Giancarlo Riotto, this year's team combines veteran experience with talented newcomers. Schuchinsky and Matt LaForgia (V) were two of the greatest sophomores runners in school history last year and are primed to continue their careers in their junior years. Seniors John Soo Hoo, Mike Martinson, and Garrett Schuman, all have multiple years of varsity experience and could very well continue to improve. Newcomers Craig Limoli (VI) and Adam Armstrong (III), have been very impressive and should see significant varsity time as the season progresses. In addition to Armstrong and

Limoli, seven other newcomers joined the program, making the overall team the largest that the school has seen in some time.

The team started the season strong at the Newark Academy Invitational Meet, which pitted hundreds of runners from seventeen teams with very strong programs and individual runners amongst them. Schuchinsky and LaForgia finished first and second, respectively, in blazing times of 16:00 and 16:16, pacing the varsity team to a first place finish. Last year's team, which finished the season as State Champions, finished second in the same meet, making this year's success a good indication of just how talented this year's group is.

Significant races ahead include the Shore Coaches Invitational at Holmdel, Conferences, which will take place at home, Preps, which take place on Halloween, and State Groups, which are in the second week of November. The coaches and team members believe they have a legitimate opportunity to win all these races and to finish among the top three to five teams in the highly competitive county meet.

However the season may progress, the team is committed to working hard every day and to turning its potential into meaningful results of which they can be proud.

## "Stellar" Predictions for Water Polo Team

By SCOTT BISSINGER (VI)

Their excellent players, former national team player as coach, and important wins all predict a stellar season for both the Boys and Girls water polo team.

Led by Captains John Guiffre (VI), Gordon Peeler (VI), and Jack DiMassimo (VI), the boy's senior squad is primed for greatness. Along with the captains, seniors Matthew McCurdy, Oliver Rogers, and David Yang round out the field squad.

The team just started its season with a regular season victory against rival St. Benedicts in a 16-8 rout. This was followed by an impressive win over a Pennsylvania team, Germantown Academy.

With Hungarian National team player, Mr. Peter Boros, as Varsity coach, the team only looks to improve as the season goes on.

The team faces games against rivals Horace Mann and Trinity, as well as a home showdown against Lawrenceville to determine the dominant team in the state. The team competed in the Hill Tournament and looks

forward to the Wilton YMCA tournament, the Garden State Games, and Easterns.

Ring said, "This squad has potential to be among the best since I can remember. We have a very experienced, close knit, well coached team, and we all feel very positive about the season to come."

The girl's water polo team is also looking forward to a strong season. In only its second year, Captains Rachel Adelye (V), Abby Machernis (VI), and Christiana Daquila (IV) command a great squad.

The rest of the team is comprised of Maddy Popkin (V), Elizabeth Roberts (V), Taylor "Tiki" Demkin (V), and others. The squad played against Germantown Academy as well as the Hill Tournament where they put together a solid performance against some of the best female squads in the region. The team looks forward to a regular season match up against archrival, The Hill School.

As Ring says, "Water polo is one of the most exciting games to watch. We hope you come to support us at games and practice."



Courtesy of Mandy Peeler PP '06, '08

Gordon Peeler (VI) shooting on a goal.

## Girls' Tennis Looking to Improve

By SCOTT BISSINGER (VI)

The Girls' Tennis squad is primed for a difficult, but successful, season. With only four returnees this year, the team will require extensive rebuilding this fall. The

squad started off the season with a difficult 4-1 loss to the thirteenth ranked team in the state, Newark Academy. They followed that meet with a tough 3-2 loss to Bridgewater, ranked ninth in the state. The team rebounded, however, with dominating victories over Morris-

town Beard and Morris Catholic. Recently, they lost 4-1 against MKA, fourteenth in the state, in a hard-fought match.

The team goals are to make a strong run through the Somerset County tournament, win the Colonial Hills title, and win the Non-Public A State Championship. The top three singles positions are held by Chelsea Garber (V), Jackie Reef (V), and senior captain Aly Kerr, respectively. The doubles teams are Meghan Finlayson (V) and Natalie Battista (IV) playing first; Morgan McCollum (IV) and Lindsey Bissinger (III) playing second.

The team's strength is its depth, with Reef playing both first doubles and third singles. Garber is the only player returning to singles and Battista the only returnee for doubles. As Bissinger puts it, "Our team, especially the doubles, is just going to improve as the season goes on. We are finally getting into groove and are looking down the road to a season full of triumphs."



B. Morrison '64

Jackie Reef (V) returns a serve.

### SUPPORT BIG BLUE AT HOMECOMING!

Girls' Varsity Tennis vs. Bridgewater.....	9 A.M.
Boys' Varsity Soccer vs. Blair Academy.....	2 P.M.
Girls' Varsity Field Hockey vs. Allentown HS.....	2 P.M.
Boys' JV Soccer vs. Blair Academy.....	2 P.M.
Boys' Varsity Football vs. Verona HS.....	2:30 P.M.
Girls' Varsity Soccer vs. Scotch Plains HS.....	3:30 P.M.
Girls' JV Soccer vs. Scotch Plains HS.....	3:30 P.M.
Girls' JV Field Hockey vs. Allentown HS.....	3:30 P.M.

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