

# COMMENCEMENT 2007



## 43 STUDENTS TO JOIN FRESHMAN CLASS OF 2011

Grade Totals 127 Students

## 13 Fewer Students Than Class of 2010

By NEHA SRIVASTAVA (III)

This spring, the Admissions Office admitted 82 new ninth grade students, with 52 percent of those accepted matriculating. These 43 students will join the 84 returning students to form the class of 2011.

The students were picked from a pool of 260 (less than the record-setting 275 last year).

The new student body comes from 26 different middle schools in various communities across New Jersey. 73 percent of new students come from public schools, whereas only 27 percent come from private schools.

Out of the incoming 43 students, thirteen are siblings of current students or alumni. Three students are children of alumni, and two are children of current faculty members.

This year, an incredible 74 percent received straight A's in their respective middle schools.

"We always try to bring in the strongest students we can academically," Director of Admissions Sara Boisvert said.

Continued on Page 14

## Entire Senior Class Pursues ISPs in May

By JENNY SOONG (III) and JENNY GORELICK (III)

On April 30, the entire senior class dropped their classes in order to pursue their interests in depth through Independent Study Projects (ISPs). Students experimented with everything from attending film festivals to traveling abroad, ultimately presenting their projects at ISP Night, held on June 6.

### ARTS Music

**Michelle Yuan** took lessons with a classical vocal coach with the intention of developing a healthy singing voice and improving her speaking voice. For the final product of this venture, she compiled a CD of her vocal recordings. Additionally, she and **Cori Hundt** worked on a two-person play in order to further develop their acting abilities.

**Robert Ventura, Chris Cummins, and Austin Lan** imitated and studied various styles and genres of music by forming a band and recording a CD which was sold to raise money for the John Taylor Babbitt Foundation. They performed live with Ventura on bass, Cummins on guitar, and Lan on percussion.

**Amanda King** researched various musicals and performed a song from each musical in a recital. In addition, she wrote a summary for each song describing what she learned and her interpretation. Her most important aspiration was to understand and share the character's feelings dur-

ing each song.

With the ambition of earning a certificate from the American String Teachers Association in the highest category, **Catherine Chong** memorized three contrasting musical pieces. In addition, she performed with **Melissa Loewinger** and **Annabell Suh** in a two-hour recital and studied Chinese two days a week in order to prepare for her trip to China over the summer.

Pursuing his interest in music, **Daniel Davidson** composed, played, and recorded himself on the saxophone, guitar, keyboards, bass, and percussion. Not only did he explore a wide range of styles, but he also combined the recording process with his own instrumental skills.

### Visual Arts

**Heather Benjamin** researched color therapy, art therapy, design aesthetics, and public art and murals in order to design murals to be painted in the cafeteria. The murals consisted of shapes and colors in aesthetically pleasing combinations that contribute to happiness, less stress, and renewed energy.

**Mark Miano** furthered his interests in visual art by painting a number of pieces using different types of paints and canvases.

**Neha Sampat** explored art with Mr. Friewald with the ob-

Continued on Page 12

## Faculty Polled About School Strengths

By DAVID YOUNG (V)

It is always daunting to write about Pingry's tradition of excellence; its track record of accomplishments is simply too extensive. This is especially the case at this time of the year, when so many seniors and families celebrate their school-related achievements.

These achievements include the seniors' admission to excellent colleges or to colleges of their choice. After all, this accomplishment—Pingry students being acknowledged nationally by the finest college institutions—is an enduring Pingry legacy. In 2004, *The Wall Street Journal* ranked Pingry as the top school in NJ, and among the top 20 in the country, for enrolling the highest percentage of students in the top 10 colleges in the country, which included 7 Ivies. From Pingry, 24% of the 2003 class had matriculated in these colleges, and this percentage becomes even more impressive when other top ranking colleges are included.

Elsewhere, Benilde Little, in an article in *The New York Times* on January 7, 2007, describes Pingry simply as "the Rolls-Royce of educational institutions."

There are many other Pingry attributes worthy of comment. One other example: of the 2006 Forbes 400 list, 5 graduated from Pingry. The list goes on, with many distinguished Pingry alumni in government, business, arts, and sciences.

Understandably, it is with these multiple achievements in

mind that the following survey was conducted. The survey focuses on what Pingry teachers have to say about Pingry. It sought to find out what the teachers feel is the singular strength of this learning institution.

Fifty-four teachers completed the survey, corresponding to a response rate exceeding 70%. The average tenure of these teachers is 15.2 years at Pingry. No significant differences are evident, however, between the younger and older teachers. In other words, their response cannot be predicted on the basis of their tenure at Pingry.

Of the teachers surveyed, 31% feel that the single "greatest strength" of Pingry is academics. In the "no-nonsense words" of science teacher Mr. Drew Burns, "Ultimately, any school must be judged on the strength of its academic program as this program represents the focus and mission of a school—to educate students and to prepare them for life beyond high school and college."

Along this line of thinking, Mr. Tom Keating of the English department adds, "I think Pingry's greatest strength will always be academics because that is the essential core students need to succeed in college and beyond."

Several teachers single out the strength of the teaching faculty to explain Pingry's outstanding academics.

Spanish teacher Mrs. Diana B. Abreu points to "the stellar collection of extremely dedicated teachers."

For fellow Spanish teacher Mr. Gerardo Vasquez, "the fac-

ulty and curriculum are focused to give the students a deep sense of learning from the moment they walk into a classroom."

Their colleague Mrs. Susan Ortner, also a member of the Spanish department, attributes Pingry's academic strength to "rigorous, serious programs in all academic, health, and artistic areas" and to "teachers devoted to giving students their best."

Others highlight the students' efforts, like art teacher Mrs. Laurinda Stockwell: "I'm impressed by Pingry students' ability to think and write well about their thoughts. These skills are becoming extinct!" or history teacher Mr. Phillip Gratwick: "The students here really are very motivated to do well, and most of them are prepared to put in the necessary time."

Some teachers view Pingry's academic strength as a collaboration between faculty and students, and new English teacher Ms. Alisha Davlin concludes: "...Pingry has wonderful, dedicated faculty and very intelligent, eager students."

Others see a synergy between academics and other areas. In this regard, Middle School history teacher Mr. Mike Webster, while lauding the "strong academic base" of Pingry, includes also that it is supported by "numerous athletic, musical, and art opportunities."

Coming in second, 29% of the surveyed teachers look at the community as the greatest strength of Pingry.

History Department Chair Mr. James Murray sums it up

Continued on Page 14

## EDITORIAL

## Learning the Other Pingry Lessons

While on a college visit recently, I ran into a kid I had gone to school with before I left to attend Pingry. He continued to go to public school, and, through a mix of coincidences and the college process, we found each other at the same visit last month, six years since I had seen him last.

I wasn't that hard to recognize because, physically, I hadn't changed much except for the requisite growth that happens to everyone some time during the Middle School years. I know what I looked like back then because of pictures; I began to wonder, however, what kind of a person I was back then, under the surface. Was I the same kid during my younger years as I am today?

While I remember surprisingly little about my time as a sixth grader, I can say with the utmost confidence that I am, in fact, a very different person now than I was before. The reason is very simple: Pingry has changed me.

Let me clarify: Pingry has not made me into a diligent, hard-working, altruistic, angel of a human being. While my mother would say I am all of those things, and I don't want to disagree with her, I am not. Pingry may have tried to bring me closer to these goals of perfection, but that is not how the school has had an impact on me. Instead, the change Pingry has cultivated in me is one of insubordination and risk-taking, something I had shied away from before.

As far as I remember, I was a pretty shy, quiet kid back in sixth grade. I followed the rules closely, didn't push the limits, and didn't do much of anything that wasn't clearly set within the stated boundaries. I thought outside the box a little bit, but that was the extent of my adventurousness.

Now, after six years of Pingry, I am still far from being a rebel—I am just much closer to falling into that category than I was before I came; in other words, Pingry has fostered in me a newfound sense of temerity.

Yes, Pingry has helped me grow a pair—become more audacious, that is. I have become unafraid to test the limits, to take risks I previously would have shied away from—a direct result of my years at this school.

Perhaps it can be attributed to Mrs. Grant's sophomore English class, in which arguing and making your voice heard were not only tolerated but encouraged, or in Mr. Keating's junior English class in which we were, in the spirit of Thoreau, assigned to commit an act of civil disobedience. Either way, Pingry has given all of us, its students, unparalleled amounts of self-confidence that we will be able to use for the rest of our lives.

Even if this were the only change that Pingry had caused in any of its students, we could not have asked for a better one. All of the career and life advice we receive from anyone—parents, siblings, friends, Pingry alumni—involves “taking risks” and “being unafraid.” This might be the reason that so many Pingry students end up becoming hugely successful in their respective fields: not the rigorous academics, but rather the metaphorical pair that Pingry has helped all of us grow.

Instead of apologizing to my teachers and coaches for being insubordinate, I know to thank them; after all, their ability to deal with me might very well be the most important thing I take away from this school.

—Josh Freedman

## The People I Will Remember

By JILLIAN LUBETKIN (VI)

Before attempting to write this reflection, I sat at my computer, closed my eyes, and attempted to recall my freshman self. Wow. Awkward times. I remember being new, feeling new. Not understanding the concept of free periods, advisors, or CP. Not getting why backpacks and couches littered hallways, and why students decorated themselves with Polos and pearls. At the time, I worried that I would regret my decision to come to private school. I hoped that the next four years would fly by and be such a blur that it wouldn't really matter if I had made the right decision.

Now, as a senior, I am amazed by my initial nervousness and horror. I have grown to love Pingry in such a way that I myself am a little embarrassed to admit. This school has defied expectations and has allowed me to evolve into a person I never knew I could be. And although I have learned more than I ever thought I could, and stuffed more information into my head than I thought was humanly possible, what I have

truly gained from Pingry is not a greater understanding of electromagnetism or the ability to converse in Spanish, but rather, the following:

I have learned that what makes this institution great, what makes any experience great for that matter, are the people that are a part of it. Pingry is remarkable because it is home to an incredibly exciting group of faculty and students. And what I will take with me from my Pingry experience has everything to do with all of you:

I will remember...

Ms. Wolfson's stories about trips to Wegmans. And the alert notice she beautifully decorated for me, which, by the way, is still hanging up in my room. Señora Abreu's pistol and her effort to get us all to sing Spanish songs on Fridays. (Sidenote: Thank you, Señora, for turning me on to Juanes; I am forever grateful).

I will remember...

Chill times in AP U.S. Always feeling comfortable run-

ning into the history office and venting, more like whining, to Dr. Murray. And having him remind me that I am extremely anal-retentive.

Sitting on the couch in the Physics office, staring blankly at tough problems, laughing with friends. Hearing Mr. Bourne shout, “Friction Question Mark?!” and listening to him tell true and true true stories.

I will remember...

Trem asking me, “Lubetkin, is there anything else you can do well besides laughing?” To which I replied by laughing. “Idiot!”

The fiesta that was Spanish 6 and Senor Nazario's always-amazing e-mails. Dr. Rich's chuckle.

I will remember...

AP Physics class as long as I live. Mr. Coe's earnest attempts to spice physics up with...AP Physics Naptime. Attempting not to laugh 24/7, especially when Zach Carr stabbed me repeatedly with mechanical

pencils or intentionally dumped tubs of water on me during lab. Steph Naratil nodding off. Classy.

I will remember...

My semi-private choral rehearsal with Taylor Guiffre. Prom. Sitting on the senior couches and feeling time stand still. My Peer Groupies and the Peer Leaders. Trips to MOMA and Cloisters and less organized trips, a.k.a. the time when Arielle Grapstein and I crashed Alex Savello's house to look at the eclipse through his telescope (only to find that the boys had ditched the telescope and picked up a more intellectually stimulating activity, Dead or Alive for XBOX 360).

The list goes on and on, but this article has a word limit, so I will not. I just wanted to say thank you to everyone for being a part of a community that means the world to me. Thank you for creating a place where I feel excited enough to explore myself, challenged enough to question myself, and comfortable enough to just be myself. For being a part of the memories and for, hopefully, making plenty of your own.

## Ownership Over My Memories

By DAN DAVIDSON (VI)

The end is an interesting thing. Few experiences in life elicit broad ranges of emotion, but major endings in our lives almost always do. As the Pingry chapter of my life comes to a close, I'm excited for the future and relieved that many of the less pleasant aspects of high school are over. But despite these positive feelings, the most poignant emotion I feel about leaving Pingry is fear.

And what's not to be afraid about? What am I going to do next year without my best friends, my favorite teachers, my parents? At Pingry, and during our adolescent lives in general, there is a fair amount of security. All the impending and potential losses that accompany graduation are a terrifying prospect.

Perhaps it is a testament to how amazing my time at Pingry has been that I am

so nervous about leaving it behind. Throughout my time here I've formed so many bonds to the various people I've encountered, and these have been immeasurably influential.

My biggest piece of advice to those of you who have yet to complete your Pingry journey is to make as many of these personal connections as you can during your time here. Sit down with a teacher you like and have a conversation with them about something besides the upcoming assignment. Play on a team, perform in a musical ensemble, participate in a dramatic production, or try all three. These kinds of activities have made my time here markedly more enjoyable and have left me with countless memories that are honestly so good they can quell my fears about what the future has in store. In the memories we make, we can find safety, and I hope that everyone takes from their time at Pingry as many unforgettable memories as the ones I am taking with me.

Dr. Richardson once told a group of my friends and me that we have ownership over our memories, regardless of what present factors might be influencing our thoughts about the past. Even if things have changed for the worse, we can reminisce with happiness about the great times we have had. Looking out over the skyline after we played at the Sky Club. Sitting around watching TV in a hotel room in Williamsburg. Getting to rehearsal early and staying late, trying to remember the echo of the applause. Eating lunch. Getting a picture with the trophy after we won, on one of those fall days so nice you don't mind that it isn't summer any more.

## A Little Different Than I Expected

By JASON KLUGER (VI)

Well, this is it. I have reached that finish-line tape, and as I begin to break it, I have to tell whoever is reading this—it feels weird. You see, I have long been dreaming about this moment, this achievement, this time in my life when I can finally sit down and say, “Ha, Pingry, I won!”

Yet inside I don't feel the impulse to rub it in the face of the very institution that I once felt tortured me and deprived me of a proper childhood. Maybe I feel this way because the school avoids giving me that one last kick in the pants and instead creates an atmosphere where I feel less pressure than a kindergartener. Perhaps it's because as I was leaving Pingry one day, Mr. Bugliari came up to me and said, “I hope you've had a good time here.” Or maybe it's because I am finally grasping the incredible power I have by just relaxing on the senior couches, sitting in the front row of Hauser, or parking in the lower lot.

Deep down, however, I know there is a different reason for my lack of resentment, something much closer to my heart. When I look back at Pingry and block out all those meaningless moments when I felt embarrassed, weak, and stressed, only one thing remains—the institution itself. The true reason why I'm not obnoxiously celebrating my graduation (as previously planned) is because I now realize the incredible impact that Pingry has had on me. I know it's corny and almost too clichéd,

but it's undeniably true: you don't know what you've got 'til it's gone.

If I were asked to define myself, I would be forced to mention that I was a Pingry student. Pingry has affected me on all levels. Half of the clothes I wear are covered in Pingry logos and symbols and the other half are different pastel-colored polos and seersuckers that I'd be afraid to wear anywhere else. But even more than that, Pingry has truly taught me to be a well-rounded person. It has taught me not to accept what's on the surface but to break it down, analyze it, and then recreate something new. It has taught me to keep my shoulders back and my head up high because as long as I keep working hard and never give up, I'll find the light at the end of the tunnel. It has taught me the advantages of getting involved, meeting people, and learning from others. It has taught me to seek help when I need it. It has given me an everlasting foundation, and I am eternally grateful.

There are so many things that I truly love about this school, from the sports teams to the Peer Leadership program to Mr. Antoine du Bourg to the administrators that greet each student as they walk through the front door every single day. But most importantly, I love the simple fact that, decades down the road when I see a young boy or girl wearing an article of Pingry clothing, I'll be proud as hell to go up to them and simply say “I went there!”



## The Pingry Record

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## The Destructive Power of Fear

By SAM ADRIANCE (VI)

When I first walked into this school, I was a nervous wreck. I didn't feel comfortable around anyone, and it almost felt like every moment of my life was part of some grand test that I was failing. Sometimes that came out as timidity, sometimes as hostility. For instance, I can remember a number of times refusing to reveal bands that I liked, for fear that the other person wouldn't like them too. But I can also remember angrily making fun of another friend for never having heard of Rancid. So, I was basically somewhere between an incredible coward and an incredible jerk because I was too afraid to be anything different.

Four years later, I still feel much the same way, if in a much smaller degree. I still think I have people I need to impress and agonize over how others will react if I do the "wrong" thing. In short, while I'm certainly much closer than I was as a freshman, I am still very far away from being that genuine human being that I want to be.

I think this search for greater and greater authenticity will be the quest of the rest of my life. Indeed, I believe it is ultimately what all of us are seeking. We are the happiest, the most satisfied, when we connect with that natural essence of ourselves that is untainted by all of our experiences.

How, then, do we achieve this? Is it simply a matter of maturity—as we age, as we experience more, do we become more sure of ourselves and more willing to show the world who we actually are?

I think this is part of the equation but ultimately a minor piece. Being yourself sounds so simple, and yet it so hard for almost all of us. What it really takes is a single-minded determination to be who you are. There will always be fear for all of us, but our highest value must be courage.

Whether this is about doing

the "right" thing or doing what will make you the most satisfied is meaningless. In fact, I would argue that they are one and the same. Either way, the less we let fear be a motivator, the better and happier we'll be.

That doesn't mean that we go sky-diving, or wear crazy clothing or spill all our darkest secrets just to overcome our fears. Those things may have their value, but our true goal is to simply remove fear from the equation. This doesn't mean you pretend your fear doesn't exist, just that you try to act like you would if it didn't. You rationally ask yourself, "What do I want to accomplish?" and act in accordance with that, ignoring how scared you are.

Of course, this is not an easy task. But in some ways, you might be shocked how easy it seems after the fact to ask that girl on a date or genuinely apologize for the wrong you've done. "What was I so afraid of again?" you'll ask yourself. And that consciousness will hopefully make the next time a little easier, and the next time after that even easier.

But we must never rest on our laurels. The minute we decide we've done enough and it's time to take a break is the minute we take another step back. The path to satisfaction, enlightenment, heaven, whatever name you wish to call it—for I think our search for the infinite is exactly the same as our search for true authenticity—is not an easy one. Nor would we, in our heart of hearts, want it to be. One of the highest truths of life is that hard work and determination leads to great results, and why would we want it to be any different? The greatest satisfaction comes from knowing you gave your all and produced exactly what you wanted. So as we move forward, whether we're at Pingry or beyond, let's give our all and see what happens. I bet you'll be pleasantly surprised.

## Who Are You if You Aren't Your Choices?

By HEATHER BENJAMIN (VI)

This is my fifth rewrite of this piece, and I've decided to abandon my original intent to somehow try to convey my feelings while simultaneously pleasing the majority of Pingry students and affiliates by watering down my opinions.

I started Pingry in fifth grade. I was immediately sucked into the whirlwind of attempting to fit in, my frustration at being awkward and embarrassed around the cool kids, and my family's financial status, which was below the Pingry norm. I didn't know where I was supposed to shop to get the bright pinks and greens, I was baffled at how the pretty girls got their hair so straight and shiny (I still am), and I definitely didn't know where to get the right kind of North Face backpack. I made wonderful friends, but they weren't in the elite circle of Pingry families whose parents go on golf outings and whose mothers spend their days planning parties, decorating their houses, and playing tennis. Slowly but surely, I became okay with my social status, although I did get into a fair number of fights with my mom over that tight, expensive Abercrombie t-shirt I had to have in sixth grade, and how badly I wanted to have my hair permanently straightened in seventh.

Then, around eighth grade, things changed. I started to stray off the beaten path. I began thinking about my everyday choices, my options, my reasons. I reevaluated my lifestyle, thought about the choices my Pingry classmates made, and compared my ideas to theirs. I don't know exactly why this change took place for me, but at the end of my senior year, I'm looking back and I'm so glad it did.

Since ninth grade, I've made a lot of decisions that are pretty un-kosher around Pingry—I decided not to get my driver's license, and have walked or biked to school a fair amount this year. I went vegetarian a couple of years ago, and this year I went vegan. Needless to

say, I have abandoned my pursuit of the Abercrombie T-shirt or anything like it, and I love my hair the way it naturally is. More recently, I decided to take a gap year next year before going to college. And I chose a really ambitious (possibly too ambitious) ISP—painting abstract murals in the cafeteria.

I don't mean to sound high and mighty. I am proud of myself, but of course my lifestyle isn't for everyone. I can tell you truly, though, that it feels great to make choices that I've spent many an afternoon lying in the grass pondering; it feels fantastic to make decisions based on my concern for the environ-

*The worst way to live your life is with apathy. Don't let your life fall into a mindless routine.*

ment and my compassion for all beings. It's an amazing feeling to be dedicated to my ideas, to have created them, to own my own mind. I can truly say that I have formed a concrete set of beliefs, ethics, values—whatever you want to call them—in the latter part of my Pingry career, that were quietly growing ever since I came here.

Don't get me wrong, I'm not saying that my "eccentric" lifestyle choices are right for everyone. I'm not saying that anyone should be like me or do what I do. What Pingry needs is not necessarily more people like me making the choices I made—it needs people who think, rethink, and create. Innovators, creative minds. People who reevaluate everything, especially themselves. People who aren't apathetic and ignorant—people who have opinions and stand up for them. If you have something to say, go up to the podium at morning meeting on Monday and say it. People have the most respect for unashamedly creative minds. It's a free country, and Pingry is a safe school. You can express yourself! And if you don't, nobody will.

Set an example. Park in the far lot even if there are spots in the senior lot. Try biking to school if you live close enough.

Explore what walking around school barefoot feels like. If you do none of those things, at least take a solo walk in the woods behind Pingry in the middle of winter—I'd have to say that's my favorite Pingry memory.

Keep yourself under scrutiny at all times. Give yourself plenty of time to think and imagine. Think about all the choices you make—why do you bother doing homework? Do you want to go to college right away? Why do you eat meat? Why do you need your own car?

Even if you don't make the same decisions I have, it's vital that any decision you do end up making is one that you can justify well, and in depth. Who are you if you aren't your choices? Who are you if you can't explain those

choices well, to yourself and to others?

The worst way to live your life is with apathy. Don't let yourself fall into a mindless routine. Try to catch yourself mindlessly going through the motions of being a Pingry student, and stop right away! I could ramble on, but the best advice I can give you is to be true to yourself, explore everything all the time, and be as loving as you possibly can. It's cheesy, but I saw it most this year, especially being a part of the Peer Leadership program—love is all you need.

With love and acceptance and being true to yourself, everything falls into place. So groove your way through high school and try out everything you can, learn as much as you can, be as compassionate as you can. Be yourself—it's what's best for you, and it's what's best for Pingry.

### EDITORIAL

## Travels on a Bumpy Road

It feels strange that I was once admiring the eloquent writing of the op-ed contributors and editors just four years ago. I remember Robert Zacharias' advice to eat more frozen yogurt, and I thought to myself, "Wow." I wondered where they found their inspiration. Who was their muse?

I'm still wondering now. But I think I'm starting to piece together my four years here, and the past doesn't seem so much like a bitter, stressful cesspool.

Naturally, graduation day hasn't completely enabled me to see my Pingry experience through rose-colored glasses. High school was, undoubtedly, a rollercoaster ride of emotions. And to tell you the truth, it was not a pleasant experience most of the time. When I think back, it was just a year ago that I was utterly miserable. I had four APs, four SAT IIs, final exams, newspaper work, and auditions. It felt like there was an overabundance of everything except sleep.

I suppose, it really hasn't been all that bad, and even the painful memories have taught me some meaningful lessons. And it's true, I've learned a lot. The one thing the school has done so effortlessly is cushioning my falls and leaving me exposed so that I could become stronger on my own.

By this, I mean that when I got a bad grade, a teacher would point out my faults, help me fix them, and encourage me to keep trying. When I was feeling stressed, a friend would offer to take me to Coldstone for some cheesecake ice cream. When I made that announcement in morning assembly, I would fumble over a word. When I was faced with an ethical question, I had to wade through it on my own.

It would be these frustrating, painful moments that would truly direct the course of my growth. I suppose I could say I came to this realization during one of these not-so-glamorous moments.

It occurred during one of those sparsely attended instrumental concerts that no one really knows about but the performers and music teachers themselves. No matter how small the audience, however, I felt that it was important that I nail the solo in one of the pieces for the group and for myself. And I was confident I could. It wasn't hard—I just had to remember how to exactly navigate the page with coda and repeat signs. I practiced it with the orchestra several times and never skipped a beat.

It was the last piece on the orchestra's program, and it started off fine. Then I forgot to repeat to the beginning, so while I was on my merry way through the page, the orchestra was noticeably out of sync with my playing. Oops. The conductor was whispering, "Go to G. G!" When I finally realized my mistake, I stopped moving my bow in mid-air, madly searched for my place, winced a little, and began playing again.

After the piece was over, my conductor and fellow orchestra members were clearly disappointed. I, on the other hand, felt uncharacteristically nonchalant. I was disappointed, for obvious reasons. But not really. And that surprised me.

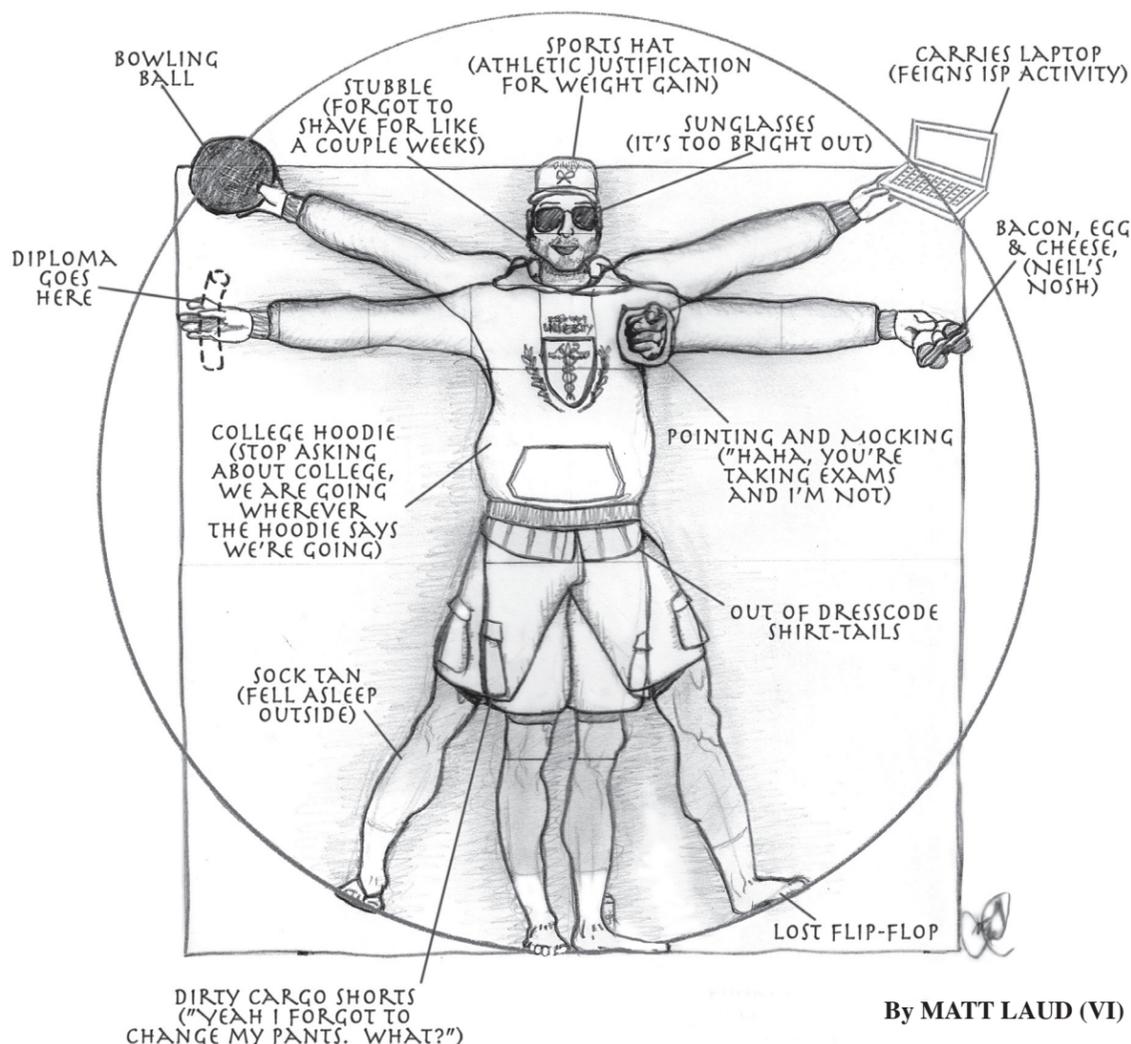
As many of my closer friends could probably tell you, I have had and still have a tendency to freak out and obsess over little missteps and glitches. That has, however, lessened over the past few years, and mostly noticeably, in my last year here.

Pingry's relatively unforgiving pace has made me stop "sweating the small stuff." That doesn't mean I will just glance over a minor, factual detail in my research paper or fail to google an esoteric term, but it means I've become a little less neurotic. Well, at least enough to maintain my sanity.

Maybe I could have become so comfortable with myself—with who I am and where I am—and maybe I would have encountered the same amount of academic stress at my local public school. And sure, I would be the roughly the same person, just round up to the nearest tenth. But I like myself just the way I am, to the very last hundredth.

—Catherine Chong

### SENIOR IN JUNE



By MATT LAUD (VI)

# Senior Awards

## Art, Drama, and School Service Awards

Director's Award for Achievement in the Dramatic Arts	Jacob R. Kreeger
	Samuel R. Waterbury
Michael E. Popp Photography Prize	Julie L. McMahon
B. Jerry Donahue '79 Memorial Prize for Fine Arts	Heather K. Benjamin
	Nicole E. Festa
B. Jerry Donahue '79 Memorial Prize for Pottery	Benjamin L. Oakes
Barbara Berlin Prize in Art History	Caitlin A. Demkin, Gabriel E. Fernando
Music Award	Annabell N. Suh
Michael Jupka, Jr., '76 Blue Key Award	Elizabeth B. Moore
Community Service Award	Elizabeth T. Zoidis
Paul R. Leary '90 Award	Nicholas N. Culbertson, Alexander R.T. Snape
Student Government Achievement Award	Lisa N. Thomas
Elizabeth Allan Smith '83 Memorial Pingry-Duke Scholarship	Emily G. Lang
C.B. Newton Pingry-Princeton Scholarship Prize	Melissa N. Loewinger

## Athletic Awards

Cheerleading Award	Jennifer Au
Girls' Cross-Country Award	Erin A. Toner
Boys' Cross-Country Award	Christopher R. Scavone
Andrea Montague Field Hockey Award	Fatima Rakla
Michael Jupka, Jr., '76 Football Award	Zachary M. Flowerman
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award	Warren S. Kimber IV, Jeff H. Zimering
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit	Nicholas S. Devers, Austin S. Lan, Richard J. Bradley
Elizabeth Allan Smith '83 Girls' Soccer Award	Katherine M. Sheeleigh
John R. Dufford, Jr., Tennis Trophy	Robin W. Moore
Water Polo Award	John F. Kolb
Frank L. Romano Boys' Basketball Award	Toreyan L.J. Clarke
Joe LaValley Boys' Basketball Award	Joseph A. Constantino
Virginia Nazario Fencing Award	Hadley A. Johnson, Russell O. Simpson
Pingry School Varsity Boys' Ice Hockey Award	Daniel J. Ambrosia, Brad D. Zaroni
Girls' Ice Hockey Award	Elizabeth B. Moore
Ski Team Award	Alexander R.T. Snape, Julia A. Reich
Squash Team Award	Henry A. Lee, Caitlin A. Demkin
Boys' Swimming Award	Sean N. Hager
Ashley G. Marsh and Family Swimming Award	Sandra S. Hough
Michael Jupka, Jr., '76 Wrestling Award	Zachary M. Flowerman
Class of 1935 Graham Churchill Baseball Award	Craig P. Ramirez
Golf Award	Caitlin A. Demkin, Alexander D. Savello
Richard C. Weiler Boys' Lacrosse Award	Richard J. Bradley
Pingry Girls' Lacrosse Sportsmanship Award	Elizabeth B. Moore
Pingry Girls' Lacrosse Cup	Elizabeth C. Lan
Pingry Softball Award	Arielle N. Grapstein
Boys' Tennis Award	Austin N. Conti
Boys' Track Award	Daniel C. Davidson
Richard G. Gradwohl Girls' Track Award	Alexandra M. Golding, Erin A. Toner
Cipriano Family Scholar-Athlete Award	Marissa L. Waldemore, Jeff H. Zimering

## Academic Awards

John R. Whittemore '47 Biology Award	Maximilian A. Horlbeck, Ajay S. Tungare
Ernest C. Shawcross Chemistry Award	Amanda R. King, Maximilian A. Horlbeck, John F. Kolb
Antoine duBourg Physics Award	Gabriel E. Fernando, John F. Kolb
Science Book Award	Alexander F. Gumpport, Max A. Gumpport, Alexandra M. Golding, Christopher R. Scavone
Union College Casimir A. France Award for Excellence in English	Brian C. Murphy, John Scudato, Joshua B. Freedman, Catherine Chong
Martin B. O'Connor '26 Journalism Award	Jillian M. Lubetkin
Paul and Sarah Rouslin Excellence in English Award	Ekta Sharma, Jason V. Kluger
Yearbook Award	Brian C. Murphy
Jean S. MacDonald History Prize	Elizabeth J. Castle, Caitlin A. Demkin
Psychology Prize	Isaac M. Davis, Amanda R. King
Whitlock Prize for Math	Joshua B. Freedman, Jillian M. Lubetkin
Spanish Prize	Ishita Bali
French Language Prize	Gabriel E. Fernando
German Prize	Harrison D. Polans, John F. Kolb
Latin Prize	Harrison D. Polans, John F. Kolb
Advanced Language Prize	German: Sandra S. Hough, Maximilian A. Horlbeck
DeGryse Prize in Modern European Languages	Spanish: Lisa N. Thomas, Elizabeth T. Zoidis
	Sandra S. Hough

## All-School Awards

Pingry School Parents' Association Women's Sports Award	Elizabeth B. Moore
Centennial Cup — Gift of the Class of '61	Richard J. Bradley
Class of '26 Reese Williams Award	Brad D. Zaroni
Senior Improvement Prize	Heather K. Benjamin, Elisabeth S. Youngdahl
Charles B. Atwater Valedictory Award	John F. Kolb, Jillian M. Lubetkin

## Edward J. Bloustein Distinguished Scholars

Gabriel E. Fernando	Melissa N. Loewinger	Jonathan G. Reef
Sandra S. Hough	Jillian M. Lubetkin	Ajay S. Tungare
Amanda R. King	Brian C. Murphy	Jeff H. Zimering
John F. Kolb	Stephanie C. Naratil	Elizabeth T. Zoidis
	Valerie C. Naratil	

## Advanced Placement Scholars

Ishita Bali	Corinne E. Hundt	Julian A. Quintanilla*
Catherine Chong*	Ariana K. P. Jackson	Jonathan G. Reef*
Isaac M. Davis†	Hadley A. Johnson	Christopher R. Scavone
Gabriel E. Fernando†	Amanda R. King†**	Hope A. Scott
Zachary M. Flowerman	John F. Kolb†	John Scudato†
Joshua B. Freedman	Emily G. Lang*	Ekta Sharma*
Alexander F. Gumpport*	Melissa N. Loewinger*	Annabell N. Suh*
Max A. Gumpport	Jillian M. Lubetkin*	Lisa N. Thomas
Genevieve M. Haverstick	Shannon E. Mich	Erin A. Toner
Jordan G. Homer	Stephanie C. Naratil	Ajay S. Tungare†
Maximilian A. Horlbeck*	Valerie C. Naratil	Samuel R. Waterbury
Sandra S. Hough	Mai-Yin Picard	Elizabeth T. Zoidis*
	Harrison D. Polans†	

\* With Honors † With Distinction \*\*National Scholar

## Cum Laude Society

Samuel F. Adriance	Max A. Gumpport	Stephanie C. Naratil
Ishita Bali	Maximilian A. Horlbeck	Valerie C. Naratil
Catherine Chong	Sandra S. Hough	Mai-Yin Picard
Nicholas N. Culbertson	Hadley A. Johnson	Christopher R. Scavone
Isaac M. Davis	Amanda R. King	John Scudato
Gabriel E. Fernando	John F. Kolb	Ajay S. Tungare
Joshua B. Freedman	Jillian M. Lubetkin	Jeff H. Zimering
Alexander F. Gumpport	Brian C. Murphy	Elizabeth T. Zoidis

## National Merit Scholarship Program Commended Scholars

Sam F. Adriance	Ariana K. P. Jackson	Harrison D. Polans
Daniel J. Ambrosia	David S. Jaroslovsky	Jonathan G. Reef
Catherine Chong	Hadley A. Johnson	Neha N. Sampat
Daniel C. Davidson	Emily G. Lang	Christopher R. Scavone
Gabriel E. Fernando	Matthew B. Laud	Hope A. Scott
Zachary M. Flowerman	Sarah E. Levinn	John Scudato
Elizabeth A. Gallo	Melissa N. Loewinger	Annabell N. Suh
Max A. Gumpport	Benjamin D. Mackoff	Erin A. Toner
Genevieve M. Haverstick	Julie L. McMahon	Haley E. Wynne
Maximilian A. Horlbeck	Katherine M. Obst	Elizabeth T. Zoidis
	Mai-Yin Picard	

## National Merit Scholarship Finalists

Ishita Bali	Sandra S. Hough	Stephanie C. Naratil
Joshua B. Freedman	John F. Kolb	Valerie C. Naratil
Alexander F. Gumpport	Jillian M. Lubetkin	Ajay S. Tungare
	Brian C. Murphy	

## National Merit Scholarship Recipients

Isaac M. Davis	Amanda R. King	Shannon E. Mich
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## National Achievement Scholarship Program Finalists

Ariana K. P. Jackson	Joyce N. Njoroge	Lisa N. Thomas
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## National Hispanic Recognition Program

Gabriel E. Fernando, Lisa N. Thomas – Scholars  
Julian A. Quintanilla, Craig P. Ramirez – Honorable Mention

## Magistri Laudandi Award

In every class, there is one student who graciously gives of him/herself to help the school and fellow students, who demonstrates a personal integrity and generosity that inspire the best in others. This person's own achievements are many, yet his/her sense of purpose is to the greater good. While others may be identified as "the student most likely to succeed," this person is prized as "the student who helps all succeed."

Russell Simpson

Nominees

Ishita Bali	Liz Moore
Catherine Chong	Fatima Rakla
Toreyan Clarke	Alex Snape
Nick Culbertson	Lisa Thomas
Sam Waterbury	

# College Placement

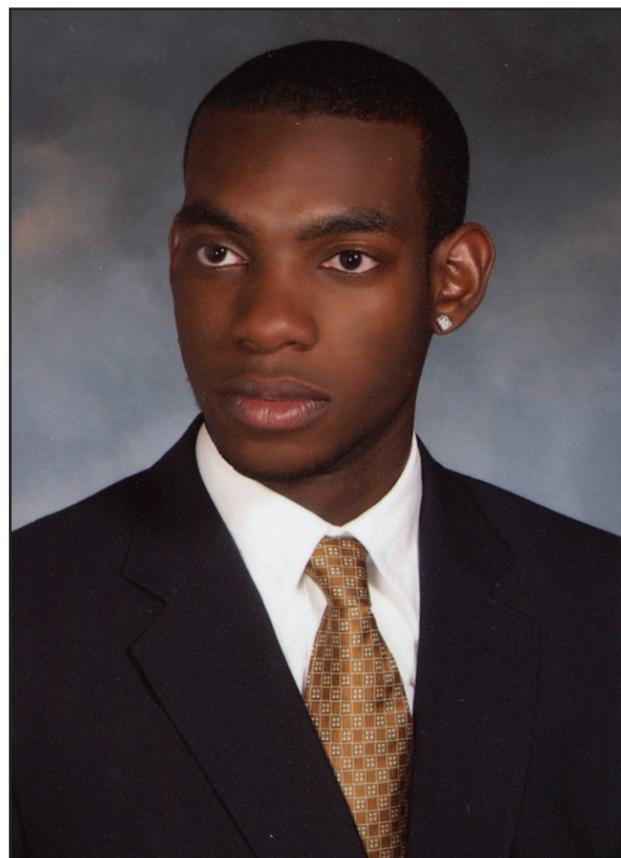
SAMUEL ADRIANCE St. John's College	ALEXANDRA GOLDING Duke University	SARAH LEVINN University of Richmond	CHRISTOPHER SCAVONE Yale University
FERNANDA ALMEIDA New York University	BRETTE GRABER Santa Clara University	MELISSA LOEWINGER Princeton University	NATALIE SCHIFANO Villanova University
DANIEL AMBROSIA Cornell University	ARIELLE GRAPSTEIN University of Pennsylvania	JILLIAN LUBETKIN Harvard University	KRISTINE SCHULTZ University of Pittsburgh
JENNIFER AU Skidmore College	ALEXANDER GUMPORT Amherst College	BENJAMIN MACKOFF Wesleyan University	HOPE SCOTT Boston College
MICHELLE AUERON The George Washington University	MAX GUMPORT Amherst College	CHRISTINE MALANGA New York University	JOHN SCRUDATO Yale University
ISHITA BALI Georgetown University	SEAN HAGER College of the Holy Cross	LUCY MARCHESE Williams College	RYAN SELLINGER Dickinson College
HEATHER BENJAMIN School of the Museum of Fine Arts	ANNE HANSON Colorado College	JULIE MCMAHON The George Washington University	EKTA SHARMA Georgetown University
JOSHUA BISSINGER Cornell University	GENEVIEVE HAVERSTICK Yale University	ALEXANDRA MELLIGON College of Charleston	KATHERINE SHEELEIGH Harvard University
CHRISTOPHER BLACK Kenyon College	JORDAN HOMER Franklin and Marshall College	MARK MIANO Vanderbilt University	RUSSELL SIMPSON Lehigh University
RICHARD BRADLEY Lehigh University	MAXIMILIAN HORLBECK Columbia University	SHANNON MICH New York University	ALEXANDER SNAPE The George Washington University
LESLIE CARCAMO Lehigh University	SANDRA HOUGH Duke University	ROSS MILLARD Wheaton College	ANNABELL SUH Cornell University
ELIZABETH CASTLE University of Pennsylvania	CORINNE HUNDT Middlebury College	THEODORE MOLLER Boston College	LISA THOMAS The George Washington University
CATHERINE CHONG Columbia University	ARIANA JACKSON Cornell University	ELIZABETH MOORE Dickinson College	ERIN TONER Middlebury College
TOREYAN CLARKE Colby College	DAVID JAROSLOVSKY University of Redlands	ROBIN MOORE Wake Forest University	EVAN TOWT Franklin and Marshall College
JOSEPH CONSTANTINO Lehigh University	HADLEY JOHNSON Barnard College	BRIAN MURPHY Dartmouth College	AJAY TUNGARE Princeton University
AUSTIN CONTI Babson College	GARRETT KEATING Trinity College	STEPHANIE NARATIL Yale University	ALEXANDER VAN DEN BERGH Drew University
NICHOLAS CULBERTSON Harvard University	WARREN KIMBER Hobart and William Smith Colleges	VALERIE NARATIL Yale University	ROBERT VENTURA Boston College
CHRISTIAN CUMMINS Rollins College	AMANDA KING University of Pennsylvania	JOYCE NJOROGÉ Dartmouth College	LAUREN VITALE Hamilton College
DANIEL DAVIDSON Brown University	JASON KLUGER Georgetown University	BENJAMIN OAKES Brandeis University	CHARLOTTE WAGNER Rhodes College
SCOTT DAVIMOS University of Miami	MICHAEL KOENEKE University of Michigan	KATHERINE OBST Harvard University	MARISSA WALDEMORE Yale University
ISAAC DAVIS University of Chicago	JOHN KOLB Harvard University	MAI-YIN PICARD Cornell University	SAMUEL WATERBURY Bowdoin College
CAITLIN DEMKIN Amherst College	CAITLIN KOLES Bucknell University	HARRISON POLANS Wesleyan University	KELLEY WISINGER Brown University
NICHOLAS DEVERS Villanova University	JACOB KREEGER Muhlenberg College	ANNA PORGES Lafayette College	HALEY WYNNE University of Rochester
KATHERINE DURMAN Columbia University	ANDREW KRILL College of William and Mary	QUINN PORTFOLIO Villanova University	ELISABETH YOUNGDAHL Berklee College of Music
GABRIEL FERNANDO University of Pennsylvania	CAROLINE KWON Wellesley College	JULIAN QUINTANILLA University of Chicago	MICHELLE YUAN Columbia University
NICOLE FESTA Rider University	AUSTIN LAN Trinity College	FATIMA RAKLA Georgetown University	BRAD ZANONI Gettysburg College
ZACHARY FLOWERMAN Princeton University	ELIZABETH LAN Colgate University	CRAIG RAMIREZ Pomona College	JEFF ZIMERING Cornell University
JOSHUA FREEDMAN Stanford University	EMILY LANG Duke University	JONATHAN REEF University of Pennsylvania	ELIZABETH ZOIDIS Haverford College
ELIZABETH GALLO Washington and Lee University	MATTHEW LAUD Boston University	JULIA REICH University of Vermont	
NICOLE GAYDA Vanderbilt University	HENRY LEE Hamilton College	NEHA SAMPAT Elon University	
BRITTANY GILDEA College of the Holy Cross	JASON LEEDS Haverford College	ALEXANDER SAVELLO Emory University	

As of  
June 4, 2007

# The 1902 Emblem

**T**he Class of 1902 Emblem is awarded to Toreyan Clarke of the Class of 2007, who, while in The Pingry School, by the efficiency and the amount of service and loyalty of attitude has done the most for the school, and who has been judged therefore by schoolfellows and faculty to have shown of them all the greatest amount of school spirit.

The Class of 1902 Emblem represents the highest ideals of The Pingry School. The nominees chosen by their classmates and faculty are considered to embody the very principles of integrity and service that lie at the heart of the institution. Thus, even to be nominated for this award is regarded as a paramount honor.



## TOREYAN CLARKE

**Years at Pingry:** Four

**Trademark Characteristics:** People say I'm a sociable person because of my ease when it comes to meeting new people and carrying on a conversation with strangers.

**Activities:** When I'm not creating a masterpiece in the clay room, you can usually find me on the track competing in the sport of true champions.

**College Plans:** I'll be attending Colby College in Waterville, Maine, next fall.

**Intended Major:** I've been considering majoring in economics, which would provide me with the background I

need to succeed in the business world.

**Career Possibilities:** Careers in investment banking or law have crossed my mind a few times.

**Summer Plans:** I'll be working at the law firm McCarter and English this summer and hanging out with my friends before college in the fall.

**Faculty Mentors:** Mrs. Hearst has been a positive influence as my advisor for the past two years.

**Best Memory:** My reverse dunk in a home basketball game.

**Worst Memory:** Losing John last winter.

**What I'll Take Away:** Memories that'll last a lifetime.



ISHITA BALI

**Years at Pingry:** Six

**Trademark Characteristics:** being "loony," laughing at things that aren't funny to most, being helpful

**Activities:** Honor Board Chairperson, Girls Learn International, French Club, Blue Key, Model UN, piano

**College Plans:** Georgetown University

**Intended Major:** Undecided, but probably Economics or International Business

**Career Possibilities:** Something involving International Business

**Summer Plans:** You'll most likely find me hanging out with friends, relaxing at the shore, traveling, and trying to earn some money!

**Faculty Mentors:** Mrs. Grant, Mr. Bourne, Madame Jordan, and Mr. Trem

**Best Memory:** The week after the Pam Stenzel assembly.

**Worst Memory:** The day after John passed away.

**What I'll Take Away:** A great education, confidence, memories that will make me laugh in thirty years, and, most importantly, amazing friendships that remain strong no matter what. Thank you to everyone who has made my experience at Pingry so memorable!



CATHERINE CHONG

**Years at Pingry:** Seven

**Trademark Characteristics:** Running around the school, being frazzled, having a self-deprecating sense of humor, living in the music wing, and donning a really short haircut (the picture above lies ...)

**Activities:** The Record, Student Government, Honor Board, New Jersey Youth Symphony, Amnesty International, Balladeers, Asian Culture Club

**College Plans:** Columbia

**Intended Major:** Political Science and East Asian Studies (but we'll see ...)

**Career Possibilities:** Diplomat, journalist, lawyer, music or food critic

**Summer Plans:** I'm living in China and Korea for seven weeks learning the languages, working, and taking art classes.

**Faculty Mentors:** Dr. Dineen, Mr. Keating, Naz, Sra. Abreu, Mr. Raby, and Mrs. D'Antonio

**Best Memory:** Record late-nights, replete with Cluck-U, hipster music, Facebook-ing, and a little bit of work

**Worst Memory:** Student Government speeches with jokes that totally tanked, e.g., "Vote for Chong and You Won't Go Wrong"

**What I'll Take Away:** A strong sense of self and a stomach full of chocolate frozen yogurt.



JOSH FREEDMAN

**Years at Pingry:** Six

**Trademark Characteristics:** Awful jokes, terrible jokes, horrendous jokes

**Activities:** The Record, The Broken Wreckord, Quiz Bowl, Soccer, Squash, Track & Field, Debate, Peer Leadership

**College Plans:** Stanford University

**Intended Major:** English, perhaps

**Career Possibilities:** Comedy writing, perhaps. If not, something else media-related

**Summer Plans:** Possibly working with Habitat for Humanity and trying to catch up on the list of books and movies that I have amassed over the years.

**Faculty Mentors:** The entire English department, specifically Dr. Dineen, Mrs. Grant, and Mr. Keating; Dr. DeSimone; Mr. Trem; Mr. Coe; and many more

**Best Memory:** I'm struggling to decide between the Peer Leadership retreat before the start of this year and winning the soccer county and state championships this fall.

**Worst Memory:** The Broken Wreckord fiasco of '05

**What I'll Take Away:** A solid academic, athletic, and social (OK, not social) foundation on which I will be able to build the rest of my life, as well as a number of gigantic novelty checks won by the Quiz Bowl team.



LIZ MOORE

**Years at Pingry:** Four

**Trademark Characteristics:** Outgoing, friendly, caring, athletic

**College Plans:** Dickinson College

**Activities:** Chair of Blue Key, ice hockey captain, field hockey and lacrosse player, peer leader

**Intended Major:** Economics

**Career Possibilities:** Human resources, teacher, public relations

**Summer Plans:** I am going to South Africa to help build a library with the World Literacy Project. I am also traveling to London to attend Wimbledon and then on to Paris!

**Faculty Mentors:** Mr. Burns, Mrs. Cassidy, Ms. Lebowitz, and Mrs. Lionetti, just to name a few fantastic faculty members that have made my Pingry experience the best!

**Best Memory:** Giving tours of Pingry and meeting all of the families and prospective students will always be a great memory.

**Worst Memory:** Falling down the stairs after a college interview at Pingry.

**What I'll Take Away:** The lasting friendships I have made and the great education the school has given me.



JOHN SCRUDATO

**Years at Pingry:** Four

**Trademark Characteristics:** A laptop and some random machine parts.

**Activities:** Varsity Track & Field, Swimming, Football, Astronomy Club, Vital Signs

**College Plans:** Yale University

**Intended Major:** Engineering and Political Science

**Career Possibilities:** Entrepreneur

**Summer Plans:** I'm looking forward to my first summer at home in five years. On my to-do list is catching up with old friends before college.

**Faculty Mentors:** Mrs. Landau, Mr. Li, all my coaches, and the entire maintenance department staff.

**Best Memory:** Beating the Mountain Lakes swim team sophomore year.

**Worst Memory:** Pingry Football 0, Mountain Lakes 56

**What I'll Take Away:** Life is a beautiful thing. Part of its appeal is its uncertainty. You can never be sure what tomorrow will bring. Whenever you have a chance to live your dreams, grab it and don't let it go. Never let the fear of failure hold you back. Most of all, leave no regrets behind: get out there and live.



ALEX SNAPE

**Years at Pingry:** Four

**Trademark Characteristics:** Popular, generous, intelligent, optimist, doer, attractive, well dressed, modest

**Activities:** Gay Straight Alliance, French Club, Ski Team, Fall Play, Pole Vaulting, Peer Leadership

**College Plans:** Living in DC and going to George Washington University

**Intended Major:** Communications

**Career Possibilities:** Music business, entertainment lawyer

**Summer Plans:** Living in New York City and taking classes at Fordham University while working as a paid intern for my dad's company, BT Radianz.

**Faculty Mentors:** Mr. Shilts and Madame Jordan

**Best Memory:** Peer Leadership

**Worst Memory:** Playing soccer my freshman year and never even making JV

**What I'll Take Away:** That despite all the work and stress that come with being at Pingry, it is an incredibly caring place that is there for everyone during good and bad times. It's a place I'm certainly going to miss.



LISA THOMAS

**Years at Pingry:** Eleven

**Trademark Characteristics:** Nice, bossy, hard-working

**Activities:** Fall Play, Student Government, Vital Signs, Girls Learn International, Translating at Bound Brook Municipal Court

**College Plans:** George Washington University

**Intended Major:** Pre-Law

**Career Possibilities:** Lawyer

**Summer Plans:** Working and hanging out with friends

**Faculty Mentors:** Sr. Nazario, Mrs. Grant, and Dr. Murray, but all my teachers made an impression on me.

**Best Memory:** Hanging out on the Senior Couches with my friends ... lots of good times there.

**Worst Memory:** I do lots of embarrassing things that I try and forget.

**What I'll Take Away:** A sense that I can always come back. Pingry is such a huge part of my life, part of who I am, that I know no matter how far away I go, I'll always feel at home here. Despite feeling bad some days, being stressed out, feeling exhausted, I still feel like Pingry is my home. It's cheesy, but I know that I will be at my 10-year reunion, and that I'll go to every reunion after that.



SAM WATERBURY

**Years at Pingry:** One decade

**Trademark Characteristics:** "Unique" fashion sense.

**Activities:** Theatre, Theatre, Theatre, Buttndowns, SAC, Broken Wreckord, Theatre. Massage club.

**College Plans:** Bowdoin College.

**Intended Major:** Who knows? English, music, philosophy, theatre, maybe something new.

**Career Possibilities:** Actor, teacher, composer.

**Summer Plans:** I'll be around.

**Faculty Mentors:** There are too many to list, but special recognition is due to Dean Sluyter, Al Romano, Dr. Moore, Mrs. Romankow, Ms. Wheeler, and Dr. Dineen.

**Best Memory:** SAC assemblies, Buttndown assemblies, Theatre. Anything that I did that made people happy and warranted applause.

**Worst Memory:** When SAC jokes are bad, it's not fun for anyone.

**What I'll Take Away:** Honestly? A smile. Pingry has exposed me to so much and given me so much support. I'll leave behind the walls, but the people, Honor Code, and memories will live in me forever. Thank you all for helping me become the person I am today. In the words of Nat Conard, "Be good to each other."



JEFF ZIMERING

**Years at Pingry:** Four

**Trademark Characteristics:** Funny, scruffy, responsible, friendly, honorable.

**Activities:** Soccer, Buttndowns, Orchestra, Honor Board, Peer Leadership.

**College Plans:** Cornell University

**Intended Major:** Biology

**Career Possibilities:** Mad scientist

**Summer Plans:** I intend to relax, play soccer, and work with four-year-olds on taking their soccer skills to the next level.

**Faculty Mentors:** Coach Bugliari, Dr. Moore, the Spanish Department teachers, Mrs. Geacintov, Mr. Coe, Mr. Maxwell, and Dr. DeSimone.

**Best Memory:** Captaining the soccer team to a State Championship my senior year.

**Worst Memory:** The day I lost my "Vault" backpack. It was quite possibly one of the scariest moments of my entire life. The uncertainty and anxiety consumed me. Fortunately, I got the "Vault" back the next day.

**What I'll Take Away:** Unforgettable memories and moments with an outstanding faculty, laughs and stories shared with great friends, the unwavering sense of community, the spirit and energy of Pingry Pride, and a deep respect for the pursuit of knowledge.

# Senior Class College Application Summary

By JOSH FREEDMAN (VI)

This year, 121 seniors submitted 762 applications to 147 different colleges and universities, resulting in 367 acceptances. The average was 6.3 applications per student, almost identical to the 6.4 averaged by the class of 2006.

106 students applied one or more early application plans, excluding rolling admissions; these options include Early Action, Early Decision, Early Decision II, or Single Choice Early Action. 82 students were admitted through one of these early programs, but only 69 enrolled in a school to

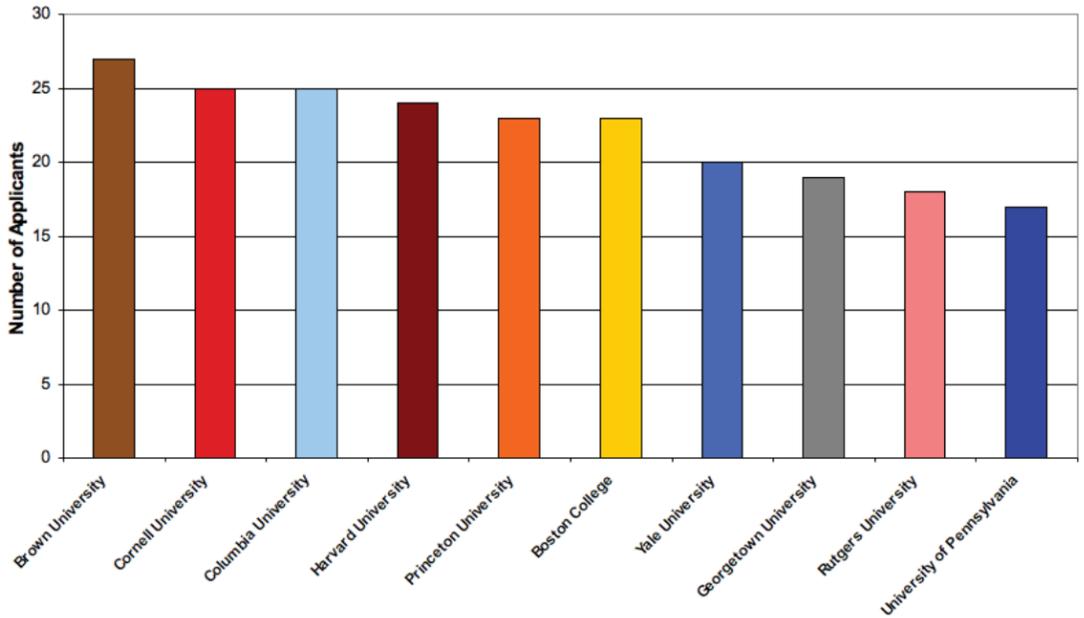
which they were accepted early.

35 members of the class of 2011 were accepted to an Ivy League school; 33 of these students chose to enroll in the Ivy League.

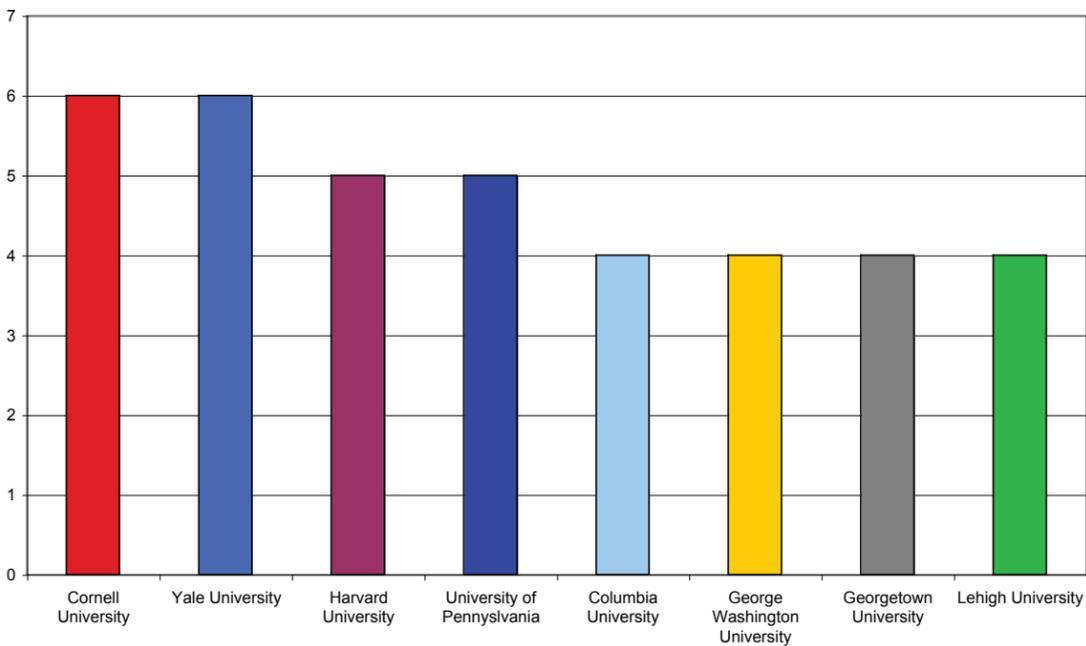
Multiple schools had 100 percent Pingry yield rates; in other words, all of the accepted students chose to enroll. The schools with the most students accepted that everyone decided to matriculate at are Yale (6), Harvard (5), and Columbia (4).

The following graphs highlight some of the interesting statistics from the class of 2011's college applications.

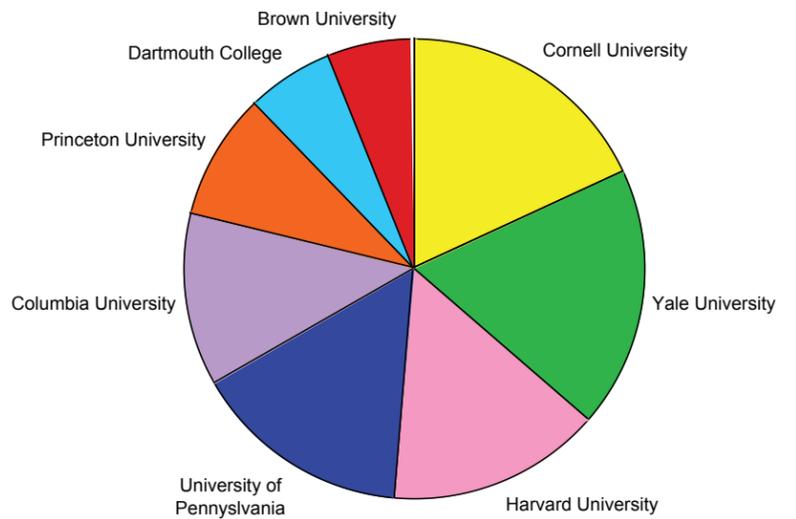
Schools to Which The Most Students Applied



Schools the Most Students Will Attend

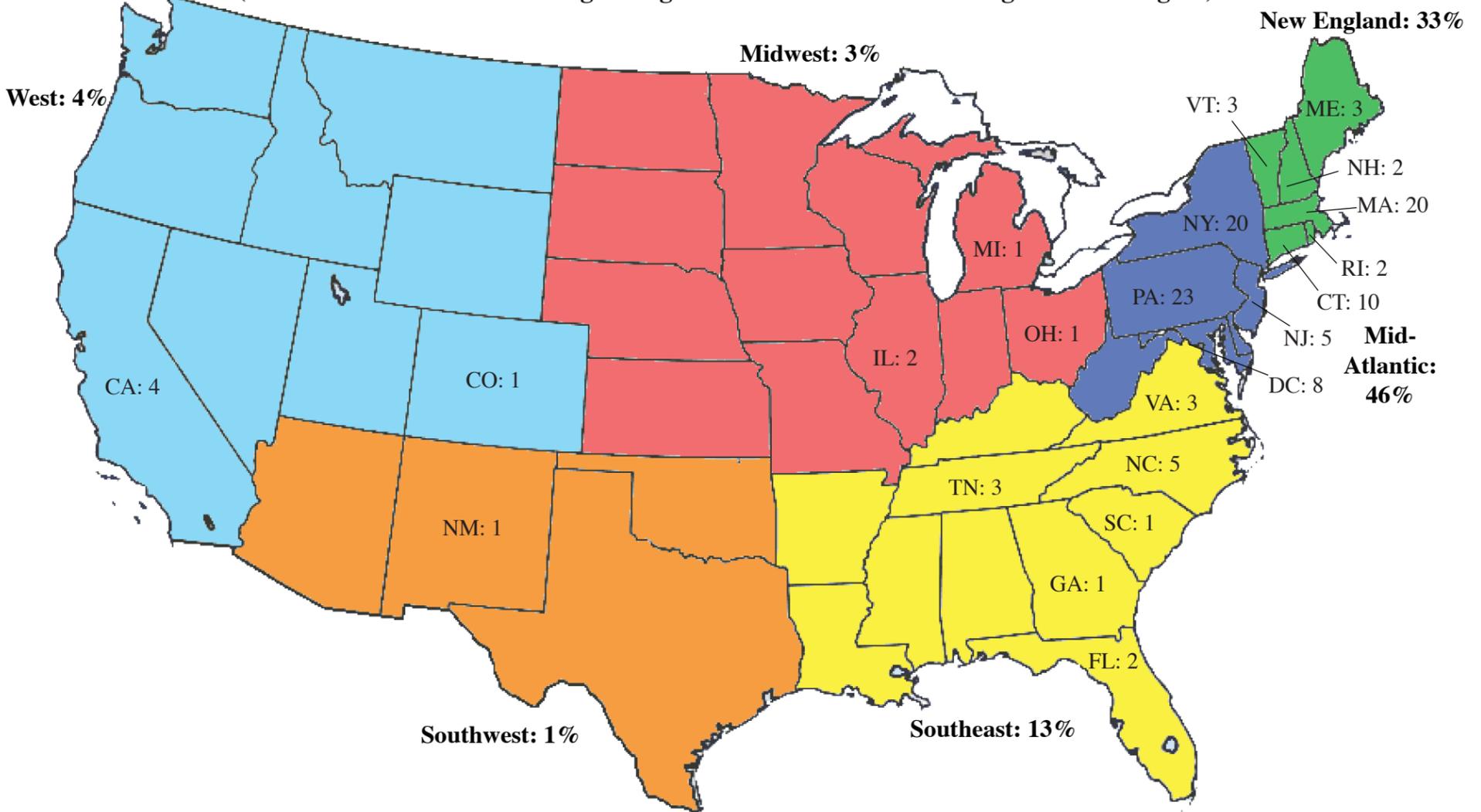


Ivy League Matriculation Distribution



## Matriculation by State and Region

(Number of Students Attending College In Each State and Percentage in Each Region)



# Dr. David Korfhage Leaves to Teach at MKA Abreu Named Language Chair At GCDS

By EVAN ROSENMAN (V)

After seven years in the history department, where he taught World History 10 and World Religions, Dr. David Korfhage is leaving Pingry. He will be moving to Montclair Kimberley Academy in the fall.

With his departure, the school is losing one of its most learned faculty members. Dr. Korfhage holds four degrees, including one from Harvard and two from Princeton. Yet the school is also losing something equally important in Dr. Korfhage's personality: his enthusiasm for teaching, his compassion for students, and his quick wit. These qualities have made "D.K.," as he is often called, one of the school's most beloved teachers.

Dr. Korfhage came to Pingry in 2000 after teaching at Princeton and in Prague. Though Pingry was the first high school at which he taught, he quickly acclimated to the environment and honed his approach to the classroom. As he put it, he "likes to see students wrestle with the issues," and so has crafted a somewhat unique teaching style that stresses participation and classroom discussion.

"This is a very good school to teach at," he said. "I came here with no high school experience and I've learned a lot."

Dr. Korfhage has also been active in advising student organizations: he works with both Model U.N. and Amnesty International. "I like to get to know students outside the classroom," he said.

Model U.N. member Andrew Bennett (V) said, "He was a great advisor. He's just an incredibly intelligent individual. I'm going to miss him a lot."

Dr. James Murray, head of the history department, added,

"Personally, what I think I'll miss most are the Model U.N. trips with him."

Dr. Korfhage also organized a Pingry debate team in 2005. The team has gone on to compete in several tournaments and has won four trophies. "Debate in particular is something that you can learn a lot from and can have fun in," he said, "and I thought it was a good thing to bring to the school."

Despite the difficulty of his classes, Dr. Korfhage is quite popular among students for his quirky sense of humor and distinctive personal style, complete with pocket watch and peace pin.

"He's basically my favorite teacher ever," said student Liz Lynch (V).

Taylor Sankovich (V) agreed, saying, "He's probably the best teacher I've ever had at Pingry. He taught me so much and he helped me with essay writing."

Many faculty members are also sad to see Dr. Korfhage go.

"What a loss!" says English teacher Mrs. Victoria Grant, "I will miss our witty repartee."

Dr. Murray shared the sentiment, saying, "Dr. Korfhage has made himself virtually indispensable. His willingness to reexamine what he does on a continual basis, and to experiment with new approaches has raised the level of expectations for all of us in the history department."

Yet on a personal level, Dr. Murray also adds, "I'll miss discussing politics and teaching over numerous cups of Starbucks coffee."

Though Dr. Korfhage is excited to have a "shorter commute and have [his] kids with" him at his new job, he is also certain he will miss Pingry. "The students are smart and interesting," he says. "The colleagues are great. I've just really enjoyed teaching here."

By CHELSEA GARBER (IV)

Mrs. Diana Abreu, or as she is better known, Señora Abreu, will begin teaching at the Greenwich Country Day School this fall, where she will also be heading up the school's Foreign Language Department. She has been teaching Spanish at Pingry for 21 years.

Beloved and highly esteemed, she has touched the lives of countless students and teachers in her time at the school.

As Head of Foreign Language Mr. Norman LaVallette said, "It's amazing to have every single person who has had her as a teacher leave feeling absolutely great about her."

Señora Abreu's unique, energetic teaching style has improved both the literary and conversational Spanish of each of her many students. Her captivating and amiable personality makes it easy for her classes to grow fond of her.

"Señora Abreu is one of my favorite teachers," said Spanish student Liz Lynch (V). "She's just very friendly and easy to talk to."

Her captivating personality has not only touched the lives of her students, but of her colleagues as well. Señor Vazquez said, "She is one of the most outstanding colleagues I've ever worked with. She is open-minded, not afraid to try new things, and students are her first

priority."

Many teachers also count Señora Abreu among their close friends.

"She has impacted me both professionally and personally for the past twenty-one years with her sage advice and the many wonderful experiences we have shared, such as the trips to Spain," said Señora Ortner.

Mr. LaVallette added, "We're sad that she's leaving, but we're proud of her as well. She was a great teacher with excellent methodology and relationships with her students."

Señora Abreu's tactics in the classroom are creative and

exciting.

For example, "If students speak in English without asking her permission first, then they get sprayed with a water gun," noted Kerry Bickford (IV), one of her students.

Her teaching techniques enable students to learn Spanish in an immersive and animated way. "Her classes are fun because she incorporates games into the curriculum, and although she calls herself 'bruja' (witch), she is exactly the opposite," said Señor Vazquez.

Yet Señora Abreu's abilities as a teacher extend beyond merely the classroom. She relates to

her students and colleagues on a human level, often listening to their problems and offering suggestions.

"When I'm having a bad day or feeling under the weather, I purposely go to see her because I know that she has that ability to cheer me up," said Mr. LaVallette.

Señora Abreu's will be moving to Greenwich, Connecticut later this year. She will be sorely missed and will be a tremendous loss to the Pingry Community. However, her students and colleagues wish her the best of luck in all her future endeavors, and in life.



A. Hui (V)

## Ms. Boisvert to Work at African Orphanage

By ANDREW SARTORIUS (IV)

After serving for six years as the Director of Admissions, Ms. Sara Boisvert is leaving Pingry to volunteer at the Rift Valley Children's Village in Karatu, Tanzania.

Ms. Boisvert fell in love with Africa when she studied there as a college student.

"Tanzania is a beautiful country with beautiful people and I have always wanted to return," she said.

Last summer, Ms. Boisvert volunteered for a month at the Children's Village, an orphanage founded in 2003 by India Howell for children whose parents have died, some of them from AIDS.

There, Ms. Boisvert "fell in love with the kids and loved teaching at the local village school."

She is looking forward to seeing the same children when she returns next year, "because the kids don't get adopted; they'll still be there when I get back."

At the Children's Village, Ms. Boisvert will coordinate volunteer programs, teach at the local school, and help the children at the orphanage.

"In a place like Karatu, which has some of the highest rates of AIDS in country, any help is appreciated," said Ms. Boisvert. "The lack of access to medical care in addition to the region's pov-

erty makes the environment a difficult one for children to grow up in."

Explaining her decision to trade a private school in the United States for the savannahs of Tanzania, Ms. Boisvert said, "I'm at the point in my life where I can still pick up and leave. I'm not married and I don't have any kids. I'm very sad to leave Pingry, but I feel I'm ready for a change. If I don't do it now, I'll never do it, and I'll wake up five years from now and ask myself why I didn't take advantage of such an opportunity."

"I'll admit I was a little selfish in my decision," Ms. Boisvert said. "I'm not going back on some big humanitarian mission, although that is a significant part of it. More importantly, I'm going back because I love the country, and I fell in love with the kids at the orphanage."

In her work at the Children's Village, Ms. Boisvert hopes to "be able to have a small influence on the lives of these children because the hope for them is that they will one day be the next leaders of Tanzania."

Ms. Boisvert said that she will always miss Pingry, including "welcoming all the new students at the beginning of each year, working with the families going through the admission process and of course, my advisor groups."

Asked about the possibility of returning to Pingry after her tenure at the orphanage, Ms. Boisvert replied, "Technically, I'm taking a leave of absence from Pingry, and I'm committed for a year to the orphanage. I can't say definitely if I'll return, but if I do, it won't be as Director of Admission. I'm giving it a year, and then I will re-evaluate."



M. Skiba (V)

## Head of College Counseling Moves to ME

By OLIVIA DELIA (V)

After five years as the Director of College Counseling, Mr. Robert MacLellan is leaving Pingry to become the Assistant Dean of Students and Director of College Counseling at Hebron Academy in Hebron, Maine.



A. Hui (V)

His counseling philosophy can be summed up in a few words: "I try to live by the motto 'College is a match to be made, and not a prize to be won.'"

A graduate of Norwich University, Mr. MacLellan came to Pingry in 2002 from Wayland Academy, a Wisconsin college prep school, where he also coached students through the college admissions process. Additionally, Mr. MacLellan has worked for a number of colleges, from the Ivy League to a two-year college.

Mr. MacLellan is currently the Past President of the New Jersey Association for College Admission Counseling (NJACAC), an organization, ac-

ording to its website, "comprised of professionals who are concerned about the future of education and committed to working with New Jersey students in their transition from secondary to post secondary education [...] to help students find the right 'fit.'"

Fellow college counselor Mr. Fred Fayen notes that Mr. MacLellan's role as president of the NJACAC was key in giving Pingry greater visibility in New Jersey as a top tier independent school.

"Mr. MacLellan was able to effectively familiarize an ever-changing body of college representatives with Pingry, which is crucial for students during the application process," he said.

While at Pingry, Mr. MacLellan focused on following trends in the college admission world, meeting with parents and students, and hosting college representatives when they visited throughout the fall and winter.

"The most important part of my job, however, is helping students find an appropriate college match

and managing their college expectations," he said.

In his five years at Pingry, Mr. MacLellan has advised approximately 360 students. Current advisee Jess Zhao (V) said, "I'm really enjoying working with Mr. MacLellan. He's been really reassuring and helped me calm down about the whole admissions process."

With regard to finding the "right match," Melinda Zoepfel (V) said, "Mr. MacLellan gave me a lot of resources to help me research. His specific knowledge of the discipline I want to get into has helped enormously."

Mr. MacLellan currently has 42 advisees who will be transferred to the guidance of Mr. Lear in the fall.

At Hebron Academy, Mr. MacLellan will be coaching football, working in the residence halls, and directing the Academy's Entrepreneurship Program in addition to taking over as Assistant Dean of Students and Director of College Counseling.



A. Hui (V)

## Bowes Leaves Pingry For Easthampton, NY

By DIANA JIANG (IV)

Mr. Anthony Bowes, who has been at Pingry for fourteen years, is leaving this year. He attended Pingry from fourth-grade on, graduating in 1996. He came back to teach middle school history for four years, and more recently, he was the Director of Annual Giving in the Alumni and Development office, advisor to the Upper School student government, and the Varsity boys' lacrosse coach.

He is going to Easthampton, NY, where he will work at the Ross School as the Associate Director of the Middle School. There, he is looking to meet "new challenges," immerse himself in "a great learning environment," and "work more closely with students and faculty." "My plans for the future are to continue working in independent education and, perhaps, even return to Pingry one day," Mr. Bowes said.

According to friends and fellow faculty members, he has truly made his mark on the school. His colleague from the Alumni Development office, Alison Harle, described, "He'll do anything to get things done; he even wore Big Blue this year for the middle school!" Leah Zueger, another faculty member from the Development Office, remarked, "He's very supportive and always has a positive attitude. He's extremely enthusiastic, and that's why our

Annual Fund has done so well. His energy is what we'll miss the most!" Co-worker Kim Roensing will miss "the song of the day, when Mr. Bowes will come into the office singing, usually a 1980's love ballad."

Sam Baron (III), who has worked with Mr. Bowes in student government, said, "He is a very relaxed guy. At student government meetings, he always has good advice and really knows how to get things done on the business end of student government. Everyone enjoys having him around." Hallie Bianco (V) remembers eighth grade history class, when they "managed to learn things while having a good time too." She said, "Mr. Bowes is so dedicated to Pingry; he would go to all the events and reunions and still do student government. He clearly really loves Pingry."

During his time here, Mr. Bowes especially enjoyed "the sense of community that we have here. I have made lifelong friends and some of my most cherished mentors are connected through Pingry." He said, "I think Pingry means something a little different for everyone who goes to school or works here. For me, the Pingry ethos of honor, intellectual exploration, and community have definitely shaped my life. I will certainly miss being here on a day to day basis."



M. Skiba (V)

## College Counselor Ms. Shipps Returns Home to Columbus, OH

By HALLIE BIANCO (V)

Assistant Director of College Counseling Ms. Elizabeth Shipps is leaving after two years at Pingry. She will be moving to Columbus, Ohio.

Ms. Shipps said, "My decision to leave is a really personal decision. Having grown up in Ohio, I imagined moving back to the Midwest at some point, but I didn't expect to be leaving so soon."

While at Pingry, Ms. Shipps acted as the Assistant Director of College Counseling and coached the girls' lacrosse team. She has also

advised the Prom Planning Committee.

College advisee Beth Homan (V) is sad to see Shipps go.

"I think it's important for students to have an adult to help them through the college process who knows them and has seen them grow over the past year. Now other advisees and I will have to get to know someone new," Homan said.

Classmate Meredith Skiba (V) added, "Ms. Shipps is always helpful, and she has really guided all of us through the college process so far."

Maureen Brady (V)

## Mrs. D'Antonio To Spend Time With Family

By HALLIE BIANCO (V)

After six years at the school, English teacher Mrs. Molly D'Antonio is leaving to become a full-time mom to her son, Sam.

Since she began working at Pingry in 2001, Mrs. D'Antonio has taught English 8 and 9.

She also coached middle school girls' soccer and track and field.

"When I first started, it was funny that I was coaching soccer because I had never played soccer in my life. So when I switched to track I thought, 'Well, at least I've actually done this one,'" Mrs. D'Antonio said.

She has also been involved in theater, where she "loved getting to work with the Drama department and helping with the props because it was so different from coaching sports."

What Mrs. D'Antonio is going to miss most about Pingry are her fellow faculty members.

"Working here and being a part of the community here is just so much fun. I love how one minute you'll be working or correcting papers and then someone will go 'Oh, I just finished this New York Times article you have to read!' Our department meetings are really fun too because you've got everyone fighting for their points," she said.

She will also miss the students: "I love the relationship that teachers at Pingry get

to have with their students. You really get to know them, and you can talk to them outside of the classroom and see what great people they are. I'm really going to miss them."

Her students could not agree more.

Courtney Hulse (III) said, "I really like Mrs. D'Antonio, and I'm sad that she's leaving. She's really good at making things fun."

Sofia Barrionuevo (III) agreed: "She was a great teacher, and everyone learned

a lot. She was always willing to answer any questions you had and was always there for help on essays if you needed it. She was really encouraging and very understanding. I hope she comes back to visit and has fun with her son."

"I had Mrs. D'Antonio for 7th grade track and for English this year and she's so much fun. I'm going to miss her a lot and having class outside. She was a really great teacher," Gabriella Scrudato (III) said.

As sad as Mrs. D'Antonio

is to be leaving, she is looking forward to not coming to school every day.

"It was definitely with mixed feeling that I made this decision. I know I'll miss Pingry and the people here, and I'll definitely miss the intellectual conversations because it will be something I'll have to go looking for. But I'm really excited to be a full-time mom and cherish my time with Sam. I want to be there while he grows up, and I'm so excited to get to know him," she said.



A. Hui (V)

## Spanish Substitute Señora Flynn Moves On

By MIKE MARTINSON (V)

Middle School Spanish teacher Elisa Flynn, who filled in for Ms. Laura Mila this past year, teaching Spanish 1A and 1B, is moving on to other opportunities.

After serving as an adjunct tutor and Spanish substitute, Mrs. Flynn became a full-time teacher for the first time this past year. In the past, in addition to her part-time work, she has run her own tutoring business, Fluent.

She says that her year

has been "absolutely wonderful."

"I don't want to teach anywhere other than Pingry," she said, "I love my students: they're great. I have learned a tremendous amount from them. And the faculty are wonderful."

Mrs. Flynn's husband recently accepted a consulting job out of state, and she plans to spend much of the summer seeing her family

through this transition. She also plans to undergo corpo-

rate training and to continue running Fluent. She will remain in the area, and hopes to "still be around" if Pingry needs an adjunct tutor or substitute.

Mrs. Flynn will be missed by students and faculty.

Close friend and fellow Spanish teacher Diana Abreu calls her "one of the most genuine and kind people that I know. Her love for students and her sincere dedication to doing the absolute best that she can are always clearly visible. She is a stellar teacher and a wonderful person, whom I am proud to call my colleague and friend."



A. Hui (V)

## 2006-2007 Student Government

### Form VI

Tanner Combias  
Ije Eboh  
Ryan Maxwell  
Brian O'Toole  
Taylor Sankovich  
Jay Sogliuzzo  
Ricky Zacharias

### Form V

Leah Dungo  
Jack Muller  
Brian Quinn  
Giancarlo Riotto  
Eileen Roach  
Colleen Tapen  
Grant Thomas

### Form IV

Sam Baron  
Myles Bristow  
John Kwon  
Erika Lampert  
Charlie Laud  
Brandon Moy  
Anthony Parisi

The sixth, seventh, eighth, and ninth grades will be electing their Student Government representatives at the start of the upcoming school year.

## Ms. Stockwell Designs Windows

By RICKY ZACHARIAS (V)

Art teacher Ms. Laurinda Stockwell has been granted an exciting opportunity to create public art with a foreign company after being chosen in a competition. She will work with a glass studio in Germany called Franz Mayer of Munich to create special windows for a new hospital building in Atlantic City.

Ms. Stockwell first came into contact with the studio after working with four other New Jersey artists to create huge glass designs for a different hospital. She was advised to work with Mayer, a family business that boasts 160 years of expertise in stained glass and mosaic work. Mayer specializes in offering services and well-trained craftspeople to independent artists.

She was assisted by an artist named Klaus.

"He was very easy to work with, and we made some wonderful samples of my ideas for this big hospital competition. I came back with a suitcase full of large glass samples and a lot of inspiration," she said.

"I spent as much time as possible working with Klaus and asking him endless technical questions," she continued.

For this project, Ms. Stockwell will utilize a technique called Float Glass by screening photographs onto normal glass windows and then heating them with a kiln. The result is similar to that of heating ceramic glaze to melt and merge with glass.

She leaves for Munich about a week after finals. Her files will already be ready when she arrives so that work can begin immediately.

Her designs will be incorporated into an emergency

room waiting area, so calmness and soothing imagery (particularly water photographs) will be a main theme in the work. Together, the piece will span an impressive 8 by 35 feet.

"I'm using a range of colors to coordinate with the architecture, wall, and furniture colors," she said.

Before she leaves, Ms. Stockwell will finish a smaller glass project for an NJ Transit Bergen County bus terminal. Continuing an environmental theme, she will base the work on ecosystems of the Hackensack River.

"I really like doing public art commissions because of the scale and public access to my artwork," Ms. Stockwell said. "I think about these projects very differently from my personal artwork, which can be all about me. Public work is a little like teaching art in that you share your passion with others."



Ms. Stockwell's art is displayed in a hospital waiting room.

Courtesy of Ms. Stockwell

## Bringing First-Hand Experience to Help the Fight Against ALS

By ALEX SNAPE (VI)

When I chose to intern at the ALS (Amyotrophic Lateral Sclerosis) Association for my ISP, my Dad was still living with the disease. When he passed away in March, the thought of being so close to the disease for a whole month was daunting. With all the grief, mourning, and sadness that come with losing a loved one, it can often be difficult to channel these feelings into a positive outlet. I have since found that, despite my skepticism, working at the ALS Association has been a magnificent way to deal with and to carry on my father's legacy.

My work at the ALS Association has me doing everything from entering information into a database to scheduling appointments with Congressmen. But my internship experience was taken to a whole new level when I traveled with over 1,000 other constituents from around the country to Washington, D.C. for National ALS Advocacy Day on May 16.

The purpose of this trip was for PALS (ALS patients) and their families to meet in person with their respective Congressmen in an attempt to get the Congressmen to pass the ALS Registry Act. The ALS Registry Act is a "legislation that would authorize the Centers for Disease Control and Prevention to create and maintain a single nationwide ALS registry" (ALS Association). In other words, with the passing of the ALS Registry Act, it will become much easier to determine what kind of people get ALS and to hopefully find trends that will eventually lead to finding a cure for this horrific



Courtesy of the Yearbook Office

Alex Snape (VI) with his father, Rick Snape, who recently passed away from ALS.

disease.

Logistics aside, it was a very emotional experience. Upon first arriving at the conference center, I was surrounded by PALS, and it was one of my first times seeing other PALS besides my father. Taking in the wheelchairs, feeding tubes, and aides, along with all the other ALS symptoms brought back some of my most dreadful memories of living in close proximity of the disease, but once again, I was able to channel these feelings into my meeting with my Congressman.

On Wednesday morning, all of the constituents headed over to Capitol Hill divided into small groups based on location. My first meeting was with my Congressman, Rodney Frelinghuysen. In the past, there had not been any constituents to meet with him, and as a result he had not signed the bill. But upon hearing me tell of my experience with ALS and losing my

father, he was clearly touched and eager to help in any way possible. I was so impressed with the empathy and caring that this man with so much power displayed, that it really changed my feelings about government. My group leader encouraged me to follow up with Frelinghuysen to ensure that he signed the bill, but to my surprise, he signed the bill that day.

There were a lot of tears that day amongst all of us, but being able to cry tears of joy was something I desperately needed. Breaking down in the halls of Capitol Hill isn't a fun experience, but being surrounded by so many other people who had been through and who are going through what I am made it even more special. I can't think of a more rewarding experience, especially knowing that my Dad was right there with me and that he would be incredibly proud of me.

## Middle School Play Combines Grimms' Tales

By SAM BARON (III)

On May 24 and 25, budding Middle School actors performed in this year's Middle School play, "Grimms' Fairy Tales." Based on five connected fairy tales by the Brothers Grimm, the play and its music were conceived by Music Director Mr. Vince diMura. The cast as well as the play's directors, Mr. diMura and Ms. Patricia Wheeler, adapted the tales into a connected play.

The play consisted of five tales: "Little Red-Cap," "The Hare and the Hedgehog," "The Frog-Prince," "Rumpelstiltskin," and "The Golden Goose."

The opening scene depicted a group of children around a campfire. They decided to tell campfire stories to each other, and began to do so by acting each story out.

In the first story, "Little Red-Cap," the title character was played by Taylor Smith (II). On a mission to visit her sick grandmother, Little Red-Cap was thwarted by the Wolf, played by Ashley Feng (II). As the story progressed, the actors put their own twist on the tale, meshing some risqué humor into the storyline.

The second story, "The Hare and the Hedgehog," was narrated by Brian Fischer (II) and Keri Forness (II). The Hedgehog, played by Ben Hamm (II), and his wife, played by Madelaine

Harrison (I), were both outrageously funny as they fooled the Hare (Marissa von Nessi—II), into thinking that they are the same hedgehogs. This ruse ultimately helped them win the race against the hare.

"The trick to hedgehog," Ms. Wheeler explained, is that "the hare thinks that the hedgehog's wife is the same as the hedgehog, and therefore, when she is placed at the end of the race and pops up, saying, 'I'm here already,' the hare thinks that the hedgehog won somehow even though he has not moved an inch."

The third story, "The Frog-Prince," was told by Susan Contess (II) and Jeanee Lee (II). The Princess (Lakshmi Davey—II), was loved by the Frog-Prince, portrayed by Jeff Baum (II). Hilarity ensued as the princess was forced to deal with her marriage to a grotesque frog. However, both the frog and princess were surprised when the frog's curse was reversed, and he was turned back into a prince.

In the last two stories—"Rumpelstiltskin" and "The Golden Goose"—Thomas Schermerhorn (II) played Rumpelstiltskin and Dumling in each story, respectively. Clearly immersed in the roles, Schermerhorn took on a French fashion designer in Rumpelstiltskin and a lovable loser in The Golden Goose.

Sam Waterbury (VI) served as the assistant director for

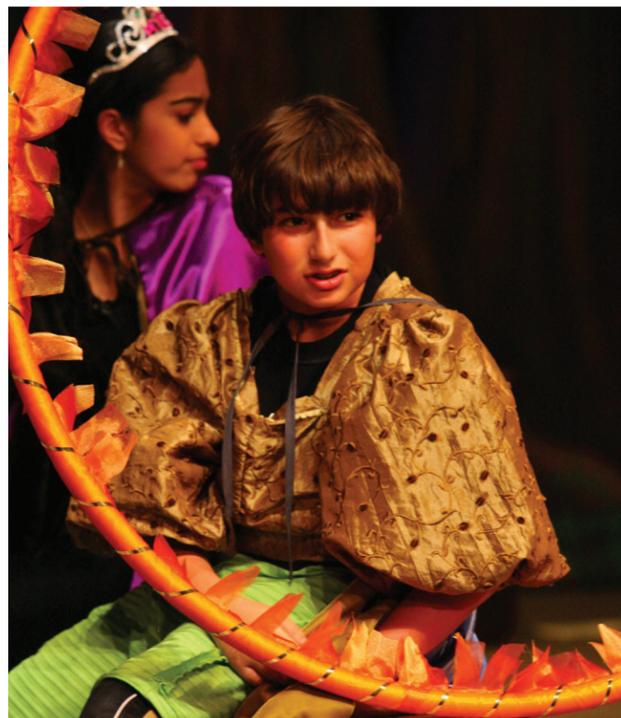
the production, and Katie Ogden (III), Jenny Gorelick (III), Sofia Barrionuevo (III), and Max DeChiara (III) were the stage managers. Gorelick and Barrionuevo were also sound technicians as was Abigail Kimmelman (I). Lilly Holman (II) served as the lighting technician.

In addition to Mr. diMura and Ms. Wheeler, credit goes to Mrs. Stephanie Romankow, the drama coach, and set designer, Mrs. Jane Asch. Costumes were

designed by Ms. Jill Ferland, and sewn with the help of Dr. Lowery, while Mr. Tom Varnes constructed the set.

Jeff Baum (II) described the play as "a group effort." He enjoyed how "everyone was on stage the whole time." He also said that parts of the play were "made up as we went along."

When asked about working with the rest of the cast, Schermerhorn said, "We were all crazy, yet we managed to get some work done on it."



Courtesy of the Yearbook Office

Jeff Baum (II) portrays the Frog Prince.

## 2007 Cum Laude Inductees

### Form V

Robert Blatt  
Andrew Cala  
Olivia Delia  
Jenna Devine  
Martha Gross  
Evan Rosenman  
Taylor Sankovich  
Darina Shtrakhman  
Adrienne Spiegel  
Trevor Topf  
Samuel Williams  
David Young

### Form VI

Samuel Adriance  
Ishita Bali  
Catherine Chong  
Nicholas Culbertson  
Alexander Gumport  
Max Gumport  
Sandra Hough  
Hadley Johnson  
Brian Murphy  
Christopher Scavone  
John Scudato  
Jeffrey Zimering  
Elizabeth Zoidis

# Seniors Further Interests By Experimenting

Continued From Page 1

jective of creating a process that produces a stained glass effect with less difficulty. In order to accomplish this, she combined elements of the plique-a-jour technique, used in Russia to make Faberge eggs, and the pate-de-verre technique, used in glass casting to create glass art and jewelry.

**Chris Black** experimented with ceramic tiling, creating an

## Culinary Arts

**Joseph Constantino** acquired culinary experience and learned basic cooking techniques from chefs at Mr. Strackhouse's Inn. He experienced life in the back of the restaurant and gained knowledge about the business aspect of culinary enterprise.

**Jason Leeds** operated a van, and delivered and set up food during his internship at Ome Caterers. He also was involved in sales and marketing, creating a new logo.

Center of New Jersey and the Watchung Arts Center with the aim of learning photography. She experimented with different styles of photos including black and white, digital, and landscape and worked in a studio to develop them.

**Jennifer Au** traveled to Chinatown in New York City to take black and white photographs. Her objective was to capture the essence of Chinatown and learn about its historical background and

writing critiques. They went to numerous festivals including the Tribeca Film Festival, Sundance at Brooklyn Academy of Music, the Underground Film Festival, and the Black Maria Short Film Festival.

## INTERNSHIP

### Medical

Shadowing her pediatrician, **Marissa Waldemore** worked in a private practice group from nine to five, four days a week. Her experience included learning the natural development processes of a child as well as the diagnosis for many social and physical abnormalities.

### Ben Mackoff

followed in the footsteps of Dr. Dardik by determining whether or not the super wave theory could be the end of all cures. Not only did Mackoff observe how altering cardiac rhythms could possibly treat medical problems like HIV, AIDS, some cancers, and chronic depression, but he also learned how to apply this theory to solving the world's power crisis as oil is used up.

### Publishing

**Melissa Loewinger** interned at Writers House in New York City under Senior Literary Agent Simon Lipskar. She performed administrative work, read through various manuscripts and wrote reports on the books assigned to her.

### Interior Design

**Elizabeth Moore** worked with Janet Simon, an interior decorator and owner of an interior design business. She organized the filing system containing samples and client comments and accompanied Simon on her typical routine of meeting with clients. She also arranged the wallpaper and rug sample collection and accordingly learned about fabrics, design patterns, and styles.

### Finance

**Leslie Carcamo** interned at NJ SEEDS, a non-profit organization which helps students from low-income families prepare for private and boarding schools, in Newark, NJ, where she organized paperwork and took phone calls. Carcamo, in addition to documenting end-of-year grades and reports for the Curriculum Com-

mittee, helped plan special SEEDS events such as the Senior Dinner, Leadership Weeks, and the Alumni Reunion.

Pursuing his interest in how the stock market works, **Scott Davimos** spent his ISP learning and studying for the Series 7 Brokerage Exam. If he passed the exam, this would allow him to become a stockbroker in the United States.

**Kate Durnan** interned at SUNOVA Capital, a New York-based hedge fund. There, Durnan interacted with financial analysts, portfolio managers, and traders. She also spent a significant amount of time collecting data for stock and company analyses.

**Gabe Fernando** researched many insurance company-related topics such as financial reporting and regulatory reporting. He explored not only how insurance companies maintain a flow of financial reports for their shareholders, but also how regulatory reporting is used to insure customers of the company's assets.

**Katherine Sheeleigh** followed her interest in economics by working at Wallwork Group, a company that distributes heating and air conditioning products in the New York/New Jersey area. She also continued her work at Wallwork Group by creating "drop down" information screens on the company's website, processing the company's extended warranties, and updating new products.

**Christine Malanga** explored the business aspects of dance at dance studio Gotta Dance in Branchburg, NJ. A large part of her project included preparing dance registrations and organizing 18 dance recitals.

**David Jaroslovsky** and **Jake Kreeger** examined the stock market by evaluating certain stocks and later investing \$1000 into the market. They also researched how different aspects of the stock market, like earning reports, work.

Interning at Willis, an insurance and risk-management company, **Sean Hager** was able to interact with the Human Resources Department as well as serve as a strategic analyst. Hager also gathered and compiled a significant amount of data, which he later used to compose a report.



Emily Lang and Caitlin Demkin traveled to Vietnam.

Courtesy of Emily Lang (VI)

ocean landscape out of clay and glass counters.

Inspired by the works of Peter Schmitz, **Craig Ramirez** experimented with different paints, the mediums of metals, clay, and plaster, and the techniques of welding, metal fabrication, and casting of different materials in order to create various themed art pieces including web-shaped bowls, metal sculpture, and large wall structures.

**Benjamin Oakes** explored various techniques including wheel throwing, clay sculpting, mold making, glass casting, and glass blowing. His goal was to create a full portfolio of twenty new pieces in a range of different mediums.

**Toreyan Clarke** worked with clay to create his own sculptures, ranging from an elephant to a mask.

**Annie Hanson** created a mini-business called "Annie's Accessories" in which she spent time learning how to knit and make jewelry. By the end of Hanson's ISP, she had composed a collection of knitted items and jewelry worth selling.

## Fashion Design

**Nicole Festa** visited bead stores, metal supply stores, and art exhibits with the goal of designing and constructing a costume with matching jewelry. She wore her designs on ISP night.

## Theater

Combining creative writing and musical composition, **Erin Toner**, **Jordan Homer**, **Cori Hundt**, and **Anabell Suh** wrote a script, composed music, choreographed dances, and blocked scenes for a musical with the final performance on ISP Night.

**Sam Waterbury** and **Matt Laud** wrote a two-act musical about the college application process. They wrote an original script as well as music and lyrics for the show using other popular musicals as inspiration.

Through his work, he learned what it takes to prepare superior service, how to prepare the finest food, and how to better understand the economics behind a culinary business.

**Elizabeth Zoidis**, **Ishita Bali**, and **Ekta Sharma** took cooking lessons in order to learn about shopping for the best ingredients, food sanitation, culinary math, and fundamental cooking techniques with the ultimate goal of compiling a book of recipes that includes information on nutritional value. They supplied food on ISP night and prepared a course for **Alex Golding**, **Lauren Vitale**, and **Liz Castle**'s fashion show.

**Charlie Wagner** created a cookbook with balanced, nutritional meals specifically designed for athletes. All the proceeds of the book go to the John Babbitt Foundation.

## Construction

**Austin Conti**, **Russell Simpson**, **Evan Towt**, and **Jonathon Reef** designed, engineered, and constructed a stone cabin based on English design. In addition, they added landscaping touches such as shrubbery and vines to the finished product.

**Jason Kluger**, **Ross Millard**, **Ted Moller**, **Brian Murphy**, and **Chris Scavone** examined the steps of kayak construction and wood working. Using plans from the Guillemot Kayak Company, they assembled one full-sized wooden kayak with The Guillemot and The Night Heron designs.

## Photography

**Julie McMahon** converted photographs into short looped movie clips inspired by the artwork of Bruce Naumann and Tony Oursler. She explored with different methods of transforming photos into moving images and various film software.

**Caroline Kwon** worked with Mr. Boyd and took photography workshops in the Visual Arts

culture by visiting an assortment of historical museums and sites while also improving her skills as a photographer.

**Brette Graber** created a photography book focusing on the town of Ocean Beach in Fire Island, New York. She took pictures of various aspects of the island while emulating the styles of various photographers such as Rodney Lough and Richard Ehrlich.

## Film

**Shannon Mich** and **Elisabeth Youngdahl** studied film by attending film festivals and

## Scientific Research

### Max Horlbeck

worked with Dr. Andrew Vershon at the Waksman Institute for Microbiology to study the functions of the protein Sir2. Working with Baker's yeast, Horlbeck experimented with Sir2 as a possible weapon against HIV and also conducted research on the anti-aging effects of Resveratrol.

## Legal

**Lisa Thomas** worked with the prosecutor of Bound Brook Municipal Court, Mr. Bateman. She accompanied him to his law office in Somerville, watched him handle court cases, and traveled with him



John Scrudato built a hovercraft in the maintenance storage building.

J. Kolb (VI)

# With Independent Study Projects During May

## Marketing

**Kelley Wisinger** worked at Paradise, a fashion boutique specializing in Lily Pulitzer clothing and accessories, in Morristown. She learned about selecting clothing, marketing, and running a boutique.

## Athletic

**Jeff Zimering** contributed to the growth of youth sports in America by teaching children from age 4-6 the basic fundamentals of soccer. Teaching lessons in various towns, such as Summit and Bridgewater, Zimering also explored the business aspects of coaching soccer, scheduling programs, marketing, and communicating with customers.

**Dan Ambrosia** and **Brad Zanon** interned at the Non-Stop Hockey pro-shop in Cedar Grove, NJ under business owner and previous equipment manager of the NJ Devils, Dave Nichols. Both also learned the basics of running a small business, which included talking with customers, dealing with manufacturers, and organizing merchandise.

Working at Studio Allegro, **Mai-Yin Picard** assisted in teaching ballet classes by instructing in choreography and helping students learn steps. Picard's work at Studio Allegro also included learning how to manage a studio, promote business, and organize shows. Picard also extended her interest in dance by assisting in the development of a summer dance program for young children.

**Kim Kimber** worked at the Pingry Short Hills Campus Physical Education department by

money for camps, filing information, creating camp lists, and communicating with customers.

## Other

**Genevieve Haverstick** was the curator for the 2007 Annual Members Show at the Visual Arts Center of New Jersey. She acted as the personal assistant to the director of the shows and major events, Mari d'Allesandro, during the setup. She was responsible for assembling and classifying the artwork by size and genre and setting it up in an aesthetically pleasing fashion.

## WRITING

**Hadley Johnson** visited numerous museums in New York City and subsequently wrote journals and reactions. Although she mainly focused on art museums such as the Metropolitan Museum of Art, she also went to some history and science museums including the Cloisters and the American Museum of Natural History.

**Valerie** and **Stephanie Naratil** wrote and illustrated a children's book. Together they planned the layout, developed the storyline, and drew the corresponding illustrations. During the process they consulted young children in order to get feedback on their work.

**Josh Freedman** improved his writing by working on various projects. During the first two weeks, he produced the satirical newspaper *The Broken Wreckord*; for the rest of the time, he wrote and edited a small collection of short stories as well as some poetry.

**Sam Adriance** continued writing a novel that was, itself, an

class at the Pingry Short Hills Campus. There, she furthered her interest in educating children by using different teaching methods and planning group activities.

## Off-Campus

**Julia Reich** worked as a teacher's assistant at the Willow School; her goal to integrate sustainability into the curriculum was accomplished by working with a variety of grade levels and observing how each age group differed in learning techniques.

## SCIENTIFIC RESEARCH

**John Scudato** secured over \$3,200 in materials for his project to construct a 14 foot UH-14P hovercraft. Focusing on both the functional as well as the aesthetic aspects of building this machine, Scudato installed a lexan canopy, mounted two bucket car seats, and installed a touch screen instrument panel, as well as a fly-by-wire concept. Along with this engineering project, Scudato aided Alexander Savello and John Kolb in their project.

Aiming to rebuild two small Briggs and Stratton engines, **Michael Koeneke** studied the engineering and technological aspects of the internal combustion engine. Koeneke also worked with Mr. Coe in understanding the physics aspect of engine modification and mechanics. His research included the exploration of safety glitches in the hybrid car industry as well as the understanding of fuel cells, electric power, and gas power.

Using a Canon EOS Digital Rebel along with a telescope, **Alexander Savello** and **John Kolb**

traveled to places like Jenny Jumps National Park to research objects in the sky. Their project included astronomy research, astrophotography, and the composing of a user manual describing how to set up Pingry's 11-inch telescope. Some of their research topics included hunting for the birth and death of stars, determining the mass of Jupiter, and figuring out the temperature of

the Sun.

For their ISP, **Max** and **Alex Gumpert** explored the topic of fluid mechanics. They read books covering this topic and completed practice problems and also researched sub-topics such as buoyancy and Archimedes' principle, Pascal's Principle, fluid statics, fluid dynamics, viscosity, surface tension, and the Navier-Stokes equation. They then finished their research with a paper summarizing what they learned.

**Alexandra Melligon** went on an Earthwatch Expedition to the Sandy Point National Wildlife Refuge on St. Croix where she worked with the endangered Leatherback Turtle. Along with interacting with this species, Melligon also collected data on nesting turtles during which she made observations such as the location, size, and injuries on these animals.

## COMMUNITY SERVICE

**Josh Bissinger** worked with the Weldon FOP organization in creating a marketing program that can reach out to generous donors. The main objective of his plan was educating the public about

the importance of research through Power Points and marketing packages.

**Liz Castle**, **Alex Golding**, and **Lauren Vitale** worked together in organizing a Fashion Show and Benefit for breast cancer research and awareness. The planning

handicapped children and adults. Aside from her volunteer work, Levinn also spent two days of her ISP pursuing one of her interests—glassblowing—where some of her art consisted of original vessels.

**Joyce Njoroge** worked at the Overlook Hospital where she spent

automobile collection. He entered his grandfather's 1953 Lancia Aurelia Spyder in the Mille Miglia, a thousand-mile, two and a half day, vintage car rally occurring in Italy.

## OTHER



M. Skiba (V)

**Jennifer Au** took photos in Chinatown and created a book.

of this event included ordering "shades of pink" t-shirts, getting volunteer models, organizing a catering plan, and having the Pingry Buttondowns sing. Their proceeds were donated to the Susan G. Komen Breast Cancer Foundation, and on ISP night, they presented a slide show describing their event.

Volunteering for the ALS Association, **Alex Snape** worked in New Jersey and New York to help fundraise for research into a cure for Lou Gehrig's Disease. He also participated in a trip to Washington, D.C. for ALS National Advocacy Day to talk to members of Congress and attend different workshops.

**Michelle Auerton**, **Elizabeth Gallo**, **Sandra Hough**, **Robin Moore**, **Liz Lan**, **Anna Porges**, and **Natalie Schifano** worked together in planning a "Walk With Heart" walk-a-thon on May 20<sup>th</sup>, 2007 in order to raise funds and raise awareness for the John Taylor Babbitt Foundation. In planning this event, each of these six girls managed a different aspect of the event. The money raised went to screening services for adolescent athletes as well as the continuation of research for cures and early detection of Hypertrophic Cardiomyopathy. The walk-a-thon also included discussions with potential sponsors as well as the manufacturing of t-shirts and brochures.

**Julian Quintanilla's** ISP consisted of two major parts at the Springfield First Aid Squad. His first goal was to raise the necessary money for the second goal, which involved repairing and refurbishing the Squad building's basement into a state-of-the-art training room for classes. Quintanilla requested a government grant for the repairs and worked with the House Committee to oversee and manage the budget.

Volunteering at the St. Barnabas Medical Center, **Quinn Portfolio** worked as an Emergency Department Volunteer who assisted patients in different parts of the hospital for screening, registration, and treatment. She also explored the hospital's different departments like cardiology, pathology, and the laboratory by assisting nurses in organizing paperwork and other tasks.

**Sarah Levinn's** ISP involved volunteering at the Matheny Medical and Education Center where she assisted in recreation activities and classrooms for mentally

time playing with children in the Pediatrics Playroom. Another one of Njoroge's goals was to volunteer on the cardiopulmonary floor where she could learn about the patients' day to day treatment.

Working with an occupational therapist, **Nicole Gayda** spent the month of May at the A.W. Roberts and Saltbrook schools. There she worked with disabled, autistic, or neurologically impaired preschool children.

## CULTURAL EXPERIENCES

### Travel

In order to experience a new culture and expand their knowledge, **Emily Lang** and **Caitlin Demkin** traveled to Vietnam where they spent seven days in Ho Chi Minh City and three days in Hanoi. They visited various significant temples and towns. Additionally, they created a PowerPoint presentation containing pictures and information from their trip.

**Zac Flowerman** explored ancient Greek culture and history by reading classic Greek literature such as Herodotus' *Histories* and Arrian's *Campaigns of Alexander* and visiting an assortment of museums including the Greek galleries at the Metropolitan Museum of Art. The culmination of his study was traveling through Greece for 12 days. In addition, he created a PowerPoint presentation and poster to demonstrate his learning.

### Language Study

**Ajay Tungare** studied Russian at the Berlitz Language Center with the aspiration of creating a solid foundation of spoken and written Russian. He hoped to form a strong basis for the future continuation of his study and also to acquire an appreciation of Russian society and culture.

**Nick Culbertson** studied Mandarin Chinese at Union County College in order to reach an intermediate level of expertise in reading, writing, and conversation. He also explored character meaning and analyzed usage to gain an understanding of the Chinese language in ancient literature. His final aim was to write a paper on the life and work of Confucius.

### Other

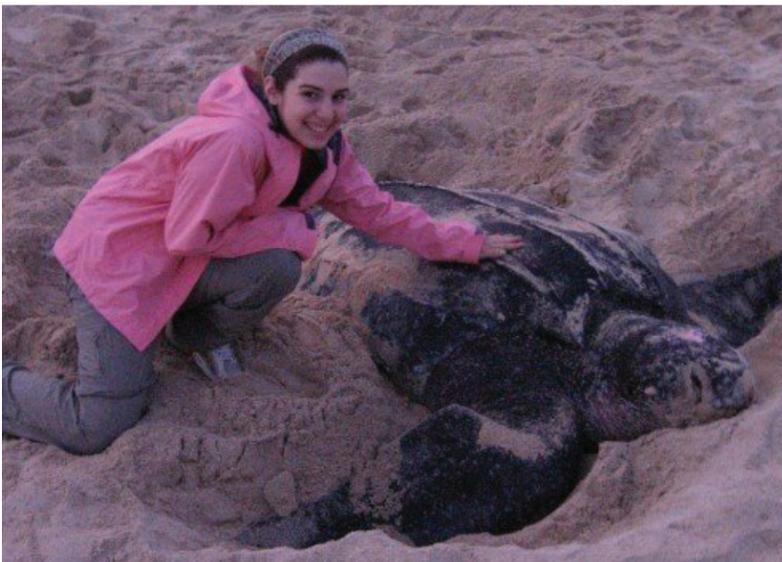
**Issac Davis** learned the skills required for operating, maintaining, and repairing cars by working with his grandfather's vintage

**Jillian Lubetkin**, **Arielle Grapstein**, **Kate Obst** and **Hope Scott** explored the different aspects of yoga and meditation. They experienced the effects of yoga on their physical, emotional, social, and spiritual well-beings by attending different classes in Milburn, Livingston, and Summit. Lubetkin and Grapstein also used their yoga and meditation sessions to explore Buddhism.

## 2007-2008 PEER LEADERS

Ana Barry  
Andrew Bennett  
Luke Beshar  
Kerry Bickford  
Maureen Brady  
Tanner Combias  
Jenna Devine  
Ije Eboh  
Scott Eckenthal  
John Guiffre  
Shadorah Howard  
Ryan Maxwell  
Abby Machernis  
Rachel Naar  
Brian O'Toole  
Biff Parker-Magyar  
Tyler Parsels  
Angela Ramirez  
Nick Rescoe  
Stephen Roach  
Oliver Rogers  
Casey Rupon  
Taylor Sankovich  
Jordan Shelby  
Leslie Springmeyer  
Trevor Topf  
Patrick Trousdale  
Dave Urbanowicz  
Jessica Westerman  
Sam Williams  
Ricky Zacharias  
Jessica Zhao

\*Peer Leaders as of June 5.



**Ally Melligon** worked with wildlife on St. Croix.

Courtesy of A. Melligon

assisting teachers in carrying out lesson plans for various grades. Some of the activities he helped organize included the "skill of the day" and other athletic games.

**Richard Bradley** and **Andrew Krill** each explored the process of surfboard shaping. The method included shaping foam into a surfboard, glassing the surfboard, and coating the surfboard for strength.

**Fernanda Almeida** incorporated her interest in athletic training into learning how to manage a fitness center. Almeida not only explored and designed particular workouts, but she also wrote a business plan for a future fitness center, which included schedules and workout techniques.

Shadowing athletic trainer Skip Fuller, **Brittany Gildea** learned different aspects of fitness and sports including training methods, movement preparation, speed and acceleration, recovery, program design, facility maintenance, and Olympic lifting.

**Nick Devers** worked at the Sports Academy in Milburn, NJ where he helped run daily operations. He assisted in securing

expansion upon the plot of a short story, which won the Justin Society award. He aimed to complete the novel by the end of ISP.

**Ariana Jackson** combined her interests in film and writing by creating an original screenplay.

## EDUCATION

### At Pingry

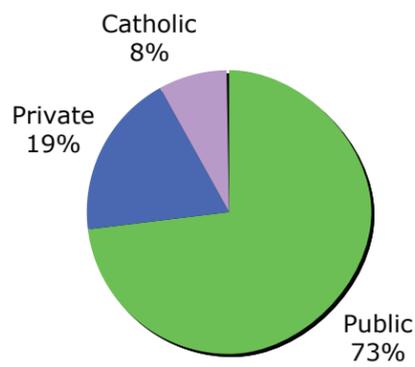
Returning to his roots, **Harrison Polans** assisted Mrs. Euwer's third grade classroom at the Pingry Short Hill Campus. His work consisted of not only helping out with classroom activities but also inspiring students to learn new material by being a role model.

**Fatima Rakla** and **Krissy Schultz** both worked on improving Pingry's freshmen orientation by making the transition into high school a smoother process. During this time they interviewed students who came to Pingry as new freshman, explored common difficulties, and visited other schools such as Newark Academy, Kent Place, and Morristown Beard to find ways to improve Pingry's new student orientation.

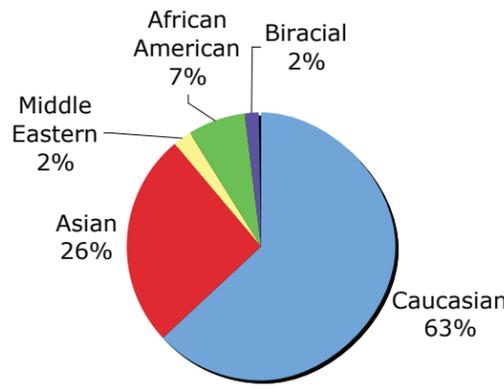
**Caitlin Koles** worked with Mrs. Springmeyer's second grade

## Class of '11 Full of Talented Leaders

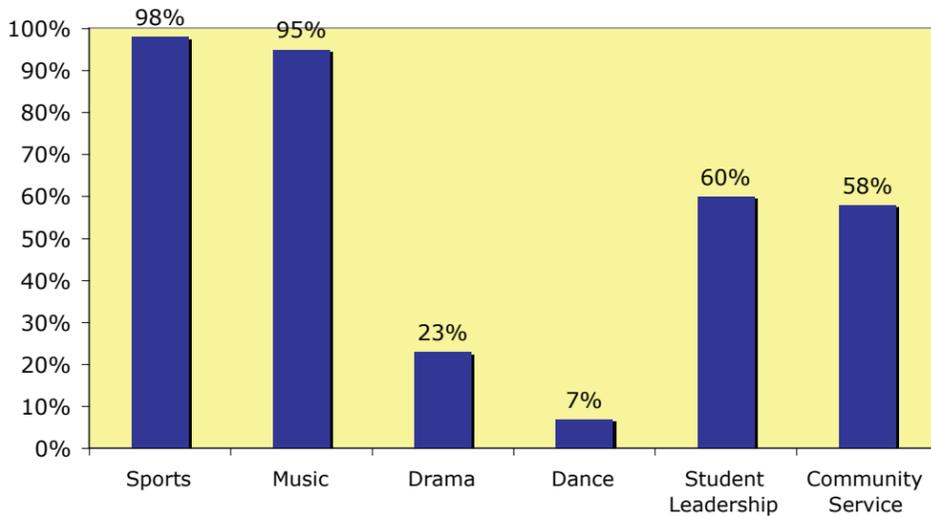
Previous Schooling, Incoming Class of 2011



Ethnicities, Incoming Class of 2011



Extra Curriculars, Incoming Class of 2011



Continued From Page 1

The vast majority of incoming students are involved with extra curricular activities. Ninety-eight percent (compared to 89 percent last year) play sports. Ninety-five percent play an instrument or participate in a choral group (up from 71 percent last year). Twenty-three percent are involved in drama, and 7 percent are involved in dance. These figures are down from the 50 percent of last year's new student batch that participated in these activities.

In addition to extra curriculars, many students hold leadership positions and are involved in community service events. Sixty percent of incoming students have held leadership positions, up from 52 percent from last year's new class. Also, 58 percent have participated in community service.

Among accepted students is a student who was on the David Letterman Show, someone who was ranked #1 nationally in their age group in platform tennis, and a student who came in second in the National Cross Country Junior Olympics. A number of those accepted have performed

at Carnegie Hall.

The Admissions office does not "recruit students, per se," Ms. Boisvert said. "We will not try and find a specific student we may be heard about or make the first contact with families. However, we do spend time attending school fairs, and other events where we will speak to students and parents about Pingry and the opportunities that we offer as a school."

With 127 students, the class of 2011 is a moderate sized body of students. It has 13 fewer students than last year's class, which had an unusual increase of students due to a large number of applicants.

Each year, the Admissions office makes projections for enrollment for the entire school, including the Short Hills Campus and Middle School. The entire student body is roughly 1000 students. More or fewer students are added in each grade, such as in ninth grade and sixth grade with the new Middle School, to meet the desired quota.

The addition of the new Middle School will not affect the Upper School ninth grade enrollment, although the new sixth grade will

impact the middle school. In the near future, the Admissions office will be adding 25-30 students to 6th grade each year, rather than 7th grade, so 6th grade will become the new entry point. They will continue to add 45 to 50 new students to the 9th grade.

The application forms for this year have changed slightly to emphasize the Honor Code. The Admissions office feels that the incoming students must truly understand how the Honor Code influences honesty and decisions.

"It is important for new students to understand how it fits into the Pingry culture," said Ms. Boisvert.

When making decisions, the Admissions office must "craft a class," a well-rounded group of students who represent unique talents, backgrounds, and interests. Ms. Boisvert says, "We focus on diversity in the broadest sense. We look for leaders and followers, students who are strong in different academic areas and extra curriculars, in addition to representing different ethnic, socio-economic and religious backgrounds."

## Teachers Opine on Excellent Facets of Pingry School Life

Continued From Page 1

this way: "Most people would probably say that academics and athletics are our greatest strength. But I believe that the Pingry community is our prime asset. It is from this that our academic and athletic excellence flows."

Math teacher Mrs. Katherine Cassidy offers this insightful view: "While academics, athletics and extra-curricular opportunities certainly create the student resume that is so important, to me it is the relationships between the members of the community that makes this place so special."

Or, in the words of Science Department Chair Mr. Charles Coe, "The community support for academic ideals, athletics, honor, and civility is what makes everything else possible."

Some teachers, like science teacher Mr. David Maxwell, point to the aura of mutual respect and camaraderie within the Pingry community: "What impresses me most is that regardless of the area in which a particular student or faculty member excels, there is a respect for anyone who does something well."

Math teacher Mr. Tim Jaqua said: "I am always available if any student needs help or just an ear to listen to a problem."

History teacher Mrs. Leslie Wolfson agreed: "The Pingry community offers a diverse and caring group of students, staff and faculty who have become friends and another family away from home through the years."

Others, like English teacher Ms. Kimberly Kicenuik '02, talk about the enthusiasm projected by this community: "When so much of what we learn happens outside of the classroom and off of the playing field, it is our community that really shapes who we are... The students, teachers, and staff bring an invigorating and inspirational amount of passion and dedication to this building. Without them, Pingry would be just another school."

Still with regards to the importance of Pingry's community, Spanish teacher of 30 years Mr. Victor Nazario offers this inspiring message: "Pingry is a world within a world. It is a world that really cares for those within and those outside. It is a world where true love for all is an everyday occurrence. This is why I consider Pingry to be my second home. It is a large part of my life."

Along these same lines, art

teacher Mrs. Margaret Lear-Svedman says, "I have always admired (and benefited from also) the Pingry's community's generosity of spirit, the sincere effort of one another's efforts in our wide variety of pursuits: academically, artistically, athletically, and personally. This generosity comes from faculty, students and staff, and is shared by and bestowed upon all. It's a wonderfully supportive community."

Coming in third in the survey, athletics features as the next most important strength of Pingry, with 11% of the votes.

In this respect, Head of the Drama Department Mr. Albert Romano has these interesting observations to share, "Although I wish it were different, I feel that sports is much stronger than academics if you measure strength by degree of commitment and institutional support. A good deal of the faculty-student bonding (community) occurs on the playing field, which is another way in which the sports program has weight."

Other areas of Pingry strength that received a minority share of teacher's votes include extra-curricular activities (6%), faculty/students (5%), arts (5%), honor code (1%) and culture/value system (1%).

Choosing "faculty/students" as the main strength of Pingry, history teacher Mrs. Madeline Landau sums it up forcefully with these words: "I am continually impressed by my colleagues who are talented and dedicated and by our students who are so capable. Pingry is not for every teacher, nor every student. It is a very special environment."

Science teacher Mrs. Deirdre O'Mara adds, "The faculty represents a group of dedicated, intelligent, and motivated people that do extraordinary things on a regular basis. I am constantly wowed by their accomplishments... Additionally the students are a similarly motivating [influence] for the faculty! My students are why I feel pushed to do incredible things!"

Theodore Li, thirty-four-year English teacher at Pingry, points to the "intellectual openness and a curious faculty" as the greatest assets. Following this response, Li characteristically offers a proverb to lighten up the mood, and as food for thought, "He who has imagination but no learning has wings but no feet (from a fortune cookie)."

A few teachers point to the mix of all these areas as Pingry's strength.

History teacher Mr. John Raby chooses "the mix, along with its concern for character development." He then adds, "Pingry offers everyone a chance to grow by opening a number of paths to achievement, and through its Honor Code and honor system, makes plain our obligation to leave the world better than we found it."

Director of Studies Mrs. Lydia Geacintov summarizes succinctly with five words: "Supporting multi-talents is our strength!"

English teacher Dr. Susan Dineen wraps it all up by saying, "What makes Pingry a great school are its excellent offerings in so many areas—all the above and more. The school culture, with its emphasis on honor, character, friendship between faculty and students, is another huge strength. We've got great faculty and great kids!"

Finally, emphasizing that it is really in its "value system and culture" that Pingry excels, Mr. Fred Fayen, who has spent 44 years at Pingry as History teacher and college counselor, offers the following philosophical and thoughtful remarks: "If 'The greatest respect is due students,' the surest way to follow Dr. Pingry's credo is to encourage their growth by expecting the best of them in all their endeavors: 'No one rises to low expectations.' Encouraging student independence is another demonstration of respect. The old adage, 'Give me a fish and I can eat for a day; teach me to fish and I can eat for a lifetime,' is really about helping students develop their values and skills so they can achieve independence."

Should the faculty's enthusiasm and vote of confidence in Pingry be any indication, then Pingry will more than likely continue to grow as one of the finest learning institutions in the country in the years ahead.

### HONOR BOARD 2007-2008

*Chairperson*  
Abby Machernis

*Secretary*  
Elizabeth Roberts

*Seniors*  
Trevor Topf  
Ana Barry  
Jessica Westerman

*Juniors*  
Anta Ganti  
Audley Li  
Dan Schuchinsky

*Sophomores*  
Katie Benett  
Sam Baron  
Louisa Lee

*Freshmen*  
Alexis Bocian-Reperowitz  
Meghan Barry  
Kathryn Kolb

## Student Gov't Sponsored Spring Fling is a Slam Dunk

By HENRIETTA HAKES (IV)

This year's carnival-themed Spring Fling took place on Friday, May 25, and was a phenomenal success. The event, which was hosted by Student Government, had been postponed from a previous May 11 date. Attendance was high despite the rescheduling and the Memorial Day weekend, and thankfully, there was absolutely no chance of rain.

The carnival theme was a hit, with all the games and competitions turning out to be quite enjoyable. The dunk tank, a highly anticipated event, was widely attempted by the students. Despite Mr. Leef's prediction that "You guys couldn't hit the broad side of a barn!" both he and Mr. Vo, another faculty volunteer, were dunked several times.

Other highlights included the bungee trampoline, where participants were strapped into harnesses and then bounced and did flips.

Sumo wrestling was also a big draw, in which two people put on fat suits and attempted to fight. The participants ended up looking ridiculous, to the entertainment of spectators.

Some seniors also brought a Slip n' Slide, and several people ventured onto it. Finally, the moonwalk obstacle course, complete with

slide and climbing wall, was the sight of a highly competitive race between juniors Jessica Westerman and Ricky

Zacharias. No one is completely certain who won.

The evening also featured music from student bands, including Chime: Funk: Cheat and Black Dove Front. The SAC videos shown early in the event were quite well-received. The selection included "Move Frosh," which is now available on YouTube, and many other memorable productions.

Many students also stayed for the grand showing of James Bond flick Casino

Royale, starring Daniel Craig and Eva Green. The film's action sequences were spectacular when viewed on the enormous 200 square-foot screen.

Overall, the event was a huge success.

"I was really impressed with Spring Fling this year. I've been going to this event for years and found so many positive and exciting changes," said Megan Craighead (V).

The carnival theme allowed students to unwind and hang out with friends after facing the end-of-the-year rush in school. It was a fantastic event that would have been impossible without Student Government's ideas, planning, and execution. With its enjoyable theme and diverse activities, this year's Spring Fling was a fun night to laugh and relax.



Courtesy of Aly Kerr (V)

Mr. Jon Leef experiences the thrill of the dunk tank.

## A Stress-Free Summer of Sunshine, Surf, and Spirited Style

By HANNAH GOLDSTEIN (IV)

It's summertime, and the living is easy. Unfortunately, the shopping is hard—very hard. So many fashion dilemmas: aviator shades or Jackie O's? Bandeau one-pieces or bikinis? Bermudas or short shorts? Consider this your summer fashion guide to what's hot and what's not. But remember—this is your summer, so don't be afraid to throw your own personal style into the mix.

The two main summer trends veer off in opposite directions. The “fresh/sassy” trend emphasizes loud colors and bold fabrics, while the “free-spirited” trend stresses simple, gauzy, often eco-friendly styles. “Fresh/sassy” is inspired more by New York Fashion Week, while the basis of “free-spirited” trend is its carefree, indifferent-to-fashion element.

British pop singer Lily Allen and model Kate Moss both defined fresh and sassy with their new fashion lines (“Lily Loves” and “Kate Moss for Topshop”). Designers such as Stella McCartney and Anna Sui even based entire spring collections around this style.



Courtesy of FreePeople.com

Swing frocks are a big hit this summer.

Some of the key characteristics of the fresh/sassy trend are jewel tones; punchy, swingy frocks; and chunky costume jewelry. For example, an uber-trendy summer ensemble might consist of a silky teal tube dress, plastic rainbow hoops, wedges, and studded Jackie O sunglasses—easy to throw on after a day at the beach. Patterned short shorts and bandeau swimsuits are logical choices; after all, they both require confidence and boldness.

But what if you prefer a less high-maintenance summer wardrobe—one more suited for, say, a day in the park? Effortless clothing may be more appropriate—think gauzy tunics and dresses made of organic cotton. Although the days of the Bohemian clothing fad are gone, Free People still sells fuss-free ribbed camis, and PacSun encourages customers to “frolic through the willows” in its lightweight Billabong dresses. Old Navy and American Eagle both sell seemingly safari-inspired linen shorts.

If you naturally choose to dress this simply, you need only to look at the white, hand-embroidered sundresses, turquoise-beaded necklaces, and leather sandals so prevalent in SoHo to realize just how stylish you look. Just toss on a pair of polarized aviators and loose Bermuda shorts to complete the ensemble. If you go for a dip in the lake, don a string bikini.

So, it's up to you! Whether you prefer flirty, fresh, and fabulous or subtle, simple, and subdued, you're bound to be among the best dressers under the summer sun. Just don't forget the SPF!

## Country Squire Diner Moves, Maintains Loveable Charm

By EVAN ROSENMAN (V)

The newly relocated Country Squire Restaurant shows that sometimes a little change can make a big difference. The new diner is located only a few hundred yards from its previous location: it now sits at the opposite end of the shopping center located in the center of Warren. Yet the new, slightly larger complex is a notable improvement on its predecessor.

Upon entering the restaurant, one finds its décor to be surprisingly classy. An entrance hall opens into the main restaurant, which is tastefully decorated with mirrors, clocks, and a few pictures. The burnt orange color scheme creates a relaxed atmosphere and contrasts nicely with the arch in the center of the dining area. Tiled floors and stone walls give a sense of style to the layout, and an ice cream parlor adds a nice touch of color.

Aside from the aesthetics, the dining experience at the Country Squire has also completely changed. While the previous diner utilized a cafeteria style floor plan, the new one is laid out entirely like a restaurant. The kitchen is closed and the booths have been made more secluded and private. The area is also very clean and well maintained.

The food options at the new Country Squire have expanded substantially. Coun-

try Squire employees are particularly proud of their new Cappuccino machine, as well as the full ice cream bar and brand new bakery. And while the old Country Squire's food was already of higher quality than that of a typical diner, its new, larger kitchen has allowed for even better meals and a greater variety of options.

The menus themselves have been reprinted and are now more in the style of a restaurant.

Furthermore, Country Squire has added a computerized system that allows for greater efficiency and speed in service.

Student responses to the changes at the restaurant have been varied. While some like the new, classier Country Squire, others miss the old diner.

Matt Laud (VI) says the new one is “a pleasant place,” but adds, “when I want Country Squire, I want the old Country Squire...The new one is just not the same.”

Others had more positive responses to the changes.

“I like the fact that the quality of the food and service have gone up, but it still has the diner feel and doesn't cost that much. It's one of those fun places you can go for a quick meal after school and still get back in time for school functions or any other event,” said Hallie Bianco (V).

Rachel Naar (V) echoed those sentiments, saying: “I

love the new Country Squire. It's more of a restaurant than a diner. It's roomier and it has a more ‘homey’ feel.” She paused, and then added, “And the food is scrumptious!”

## The White Stripes Release New Album

By NICK RICE (III)

The White Stripes are back and at it again. Two years have passed since the release of their hit album “Get Behind Me Satan,” and the band members have lately been immersed in various side projects, such as the Raconteurs. Yet if the band's just-released single,



Courtesy of Amazon.com

The cover of the hit single, “Icky Thump.”

## Movie Theaters Overflow With Summer Blockbuster Sequels

By LIANE GOLE (III)

This summer movie season seems to overflow with major blockbusters, particularly sequels.

The comic book adventures of Spiderman are back in the new movie “Spiderman 3.” Toby Maguire returns as Peter Parker (Spiderman), the science nerd who was bitten by a radioactive spider that gave him super powers. However, in this movie Spiderman does not battle only one villain, but must fight three. First, there is the Sandman, who falls into a science testing facility while trying to run from the police, only to have his molecules rearranged so that he is made entirely out of sand, becoming nearly invincible. Next, Spiderman is forced to brawl with Venom, a revenge-seeking photographer who obtains super powers from a black extraterrestrial substance. Lastly, Spiderman must duel with his old friend, Harry Osborn (James Franco), who is furious at Spiderman for purportedly killing his father. Spiderman has had no trouble battling just one villain in the past, but when a few gang up, it seems as though it is the end of the superhero.

When things seem as though they cannot possibly get worse, Peter is overtaken by black ooze that seeps from the opening of a meteor rock. The goo bonds to Spiderman's suit, making it completely black and enhancing Spiderman's superpowers. This

transforms Peter into the dark, vengeful Spiderman who cares about nothing except seeking revenge upon his uncle's killer. Peter struggles to choose between the more powerful, arrogant Spiderman, and the goodhearted, heroic Spiderman.

In this adventurous movie, Elizabeth Swan (Keira Knightley) and William Turner (Orlando Bloom) team up with the crew of pirates from previous to rescue their friend Captain Jack Sparrow (Johnny Depp) from the clutches of Davy

Jones. But the journey does not end there. Lord Cutler Beckett (Tom Hollander), now in control of Davy Jones (Bill Nighy), commands him to form an alliance with the East India Trading Company in order to put an end to all piracy. In order to match the forces of the East India Trading Company and Davy Jones's crew, Captain Jack Sparrow and his friends must call upon



Courtesy of IMDb.com

Pirates of the Caribbean 3 opened recently.

“28 Weeks Later” was released into theatres on May 11, 2007. The movie takes place six months after a virus infected the British Isles, with the U.S. Army struggling to create a new environment for the survivors to live. However, the virus is again unleashed upon the population, leading to complete mayhem in London.

“Shrek the Third” came to theatres on May 18, 2007 as the second sequel to the original animated film. In this installment, Shrek the Ogre (Mike Myers), must rise to the throne when his new father in law, King Harold (John Cleese), falls ill. Because Shrek is so reluctant to leave his swamp, he enlists his friends Donkey (Eddie Murphy) and Puss in Boots (Antonio Banderas) to find a new king.

“Pirates of the Caribbean: At World's End” came out on May 25 as the final third of the trilogy.

pirates from all corners of the globe.

Finally, the highly anticipated “Harry Potter and the Order of the Phoenix” will be released in theatres on July 13, 2007. Even at the very beginning of his fifth year at Hogwarts, Harry Potter (Daniel Radcliffe) is already in trouble. His entire school believes Dumbledore (Michael Gambon) and he are insane because of their consistent warnings of Voldemort's return. Yet this is not Harry Potter's only concern, for he is also faced with an annoying new Defense Against the Dark Arts teacher who seems to take an unnatural disliking to him.

Whether the summer of sequels is double the goodness or double the disaster remains to be seen, but many critics predict that movie ticket sales will break all records this coming season.

in this song that could be considered traditional. The introduction is a blitz of noise from the drums, guitar, bass and a Univox, one of the earliest synthesizers. All instrumentation then cuts out, and Jack White's voice continues over a steady drumbeat.

The beat tears through as White wails about “sitting drunk on a wagon to Mexico” in a style similar to that of Robert Plant from Led Zepelin. All the instruments burst back in to accompany a guitar melody played in a style resembling many of the guitar parts from Black Sabbath songs. Instruments cut out again and the song repeats itself instrumentally while White continues to sing about issues on Mexico and immigration.

The song then leads into a bridge, which can be most easily compared to the works of Frank Zappa, an experimental rock musician and composer from the 60's through the early 90's. Instruments synchronize and step up throughout a scale over and over again before sliding right back to the beginning, where it repeats the three different, distinctive

parts again. The next bridge ushers a sound that is truly original. A solo made up of harmonics, sliding notes, and broken chords with a thick coating of feedback provide a sound that has not yet been heard in popular music.

The experimentation with chords, melodies and instrumentation is a vast one, even in comparison with the band's earlier works, which would often stray from what might be called normal. Fans of experimental musicians such as Zappa or the band The Mars Volta will undoubtedly take an immediate liking to this song. Yet it is worth a listen for anybody who is willing to step outside of traditional genres, let the sounds take over, and expose him or herself to something new and different for just four minutes and seventeen seconds.

By taking classic musicians, bands, and instruments and using them in a brand new way, the White Stripes have achieved the type of musical innovation that is truly groundbreaking. Perhaps Icky Thump may be just what the next generation of music needs.



Willie Klein (IV) paired with Evan Ju (IV) to form the second doubles team on Varsity.

B. Morrison '64

## Girls' Track Again Dominates the Field

By JOSH FREEDMAN (VI)

The girls' track and field team, a perennial powerhouse, had another championship season, taking home the Girls' Non-Public B State Championship for the seventh straight season. The state record for consecutive state championships is eight.

Led by the distance squad, made up of Liz Zoidis (VI), Erin Toner (VI), Hope Scott (VI), and Olivia Delia (V), the team won all of its regular dual meets to have another undefeated season.

Despite losing top sprinter Cathryn Stanley, the sprint team held strong in both dual meets and championships. Martha Gross (V) ran the 100 meters, 200 meters, 400 meters, and one leg of the 4 by 400 meter relay at many of the meets.

"Martha really pulled through for the team every time, especially when she was under pressure," said Toner, one of four captains.

The team's state championship streak was in danger, however, as they entered the final race of the state championship meet down by four points to Sacred Heart. The 4 by 400 team needed to place two spots ahead of Sacred Heart's 4 by 400 team to tie, and three spots ahead or more to win. Delia, Adrienne Spiegel (V), Toner, and Gross engineered a come-from-behind victory to place five spots ahead of Sacred Heart and claim the title.

Toner said, "It was a very emotional victory. Out of the four I've been to, this was by far the most exciting and most intense. It was really like an inspirational movie, especially as Martha passed the opponents on the homestretch."

The team, led by Gross, Spiegel, and Delia, will try to set the championships record next year.

## Boys' Tennis Excels Despite Facing Tough Rivals in County and State Tournaments

By SCOTT BISSINGER (V)

This spring season was a strong one for the boys on the Varsity tennis team. The squad was led by senior captains Jon Reef and Austin Conti, as well as first singles player Garrett Schuman (V).

The team also benefited from the skills of the dominant first doubles duo, Jeff Tanenbaum (V) and Sam Adriance (VI).

This year's tennis team had five returning varsity players, with the only question mark at second doubles.

Over spring break, Willie Klein (IV) and Evan Ju (IV) proved to be the top pair competing for the second doubles spot, and they soon became the backbone of the team.

The team's season started off with an impressive 3-2 victory over Montclair Kimberley Academy, followed by tough losses to Newark Academy, ranked seventh by Star Ledger, and Ridge, ranked sixth.

The team recovered from its two game losing streak with dominating victories over Livingston and Cedar Grove. However, the squad then played its archrival, Delbarton. The players had been searching for vengeance since their devastating 3-2 loss in the finals of the Northern Non-Public A championship the previous year. Unfortunately, the ninth ranked Green Wave was able to win 3-2.

The team also entered the Somerset County tournament, in which they finished a respectable fifth place.

After the team exited the tournament, they defeated Gill St. Bernards, Mo-Beard, Glen Ridge, Whippany Park, and Mountain Lakes easily. They even defeated eleventh-ranked Hillsborough, which finished fourth in the Somerset County tournament. The team then lost 3-2 to Bridgewater, but followed up the loss with an impressive 5-0 domination against its Somerset County rival, Watchung Hills.

The team finished the regular season by defeating all of its opponents outside the Top 10. In the state tournament, the team entered as the Northern Non-Public A seeded second, giving them a first round bye. In the second round, the team encountered St. Peter's Prep and defeated them easily, 5-0. In the semi-final round, the team faced Don Bosco. The Big Blue defeated the Ironmen 4-1 and then traveled to face their old enemies, Delbarton, in Bernardsville.

This proved to be an epic defeat in which the two seniors captains won, but the doubles and Schuman lost in three sets.

Despite losing, the team had a solid season and some of its players are in prime position to post solid runs through the individual state tournament. The dynamic doubles duo of Tanenbaum and Adriance are seeded in the state doubles tournament and hope to make a deep run.



Courtesy of A. Golding (VI)  
Boys' and girls' track both won state championships.

### 2006-2007 3 VARSITY LETTER RECIPIENTS

Kim Kimber\*

Josh Freedman	Louisa Lee
Jordan Homer	Tyler Parsels
Sandra Hough	Danika Paulo
Ben Mackoff	Angela Ramirez
Liz Moore	Casey Rupon
Robin Moore	Jay Sogliuzzo
Joyce Njoroge	John Soo Hoo
Craig Ramirez	David Urbanowicz
Hope Scott	Rachel Adeleye
John Scrudato	Briehan Burke
Russell Simpson	Todd Feldman
Zach Carr	Matt Ford
Martha Gross	Jennifer Lang
Aly Kerr	Timothy Naratil
Toland Lawrence	Eric Oplinger
Abby Machernis	Katie Parsels
Michael Martinson	Taha Rakla
Sam Melligon	Conor Starr
Katie Morash	Andrew LaFontaine

\*Denotes a student who received three varsity letters during all four years of high school.

## Boys' Track Captures State Title

By SCOTT BISSINGER (V)

The most recent boys' track and field "dynasty" began with the Class of 2004, led by Max Haines-Stiles and Bryan Parsels.

"They really got things rolling...things just got better from there," said Chris Scavone (VI), who was inspired by the two great captains.

Following the departures of Haines-Stiles and Parsels, Scavone took over the reigns of the long-distance running program, becoming captain as a sophomore.

However, the team really took off in the 2005 track and field season, when Scavone became Non-Public B state champion and the team dominated the Colonial Hills Conference and easily won the Prep B title.

Dan Davidson (VI), as well as current sophomores Matt LaForgia and Dan Schuchinsky, aided Scavone

in his pursuit of victory in the long distance this year, while Russell Simpson (VI) anchored the throwing team. Toreyan Clarke, the team's senior hurdler and middle distance runner, was injured for most of the season; however, he was able to return for the end of the season.

In the Prep B meet, the team had an all-around solid performance and was able to hold off competitive squads from Gill St. Bernards and Pennington Prep to win its third straight Prep B championship.

"We knew we were going to have some tough competition in this meet," Davidson said, "but we performed on the track and in the field to get a solid win."

The team's biggest challenge was the Non-Public B State Championship, a meet held in Egg Harbor Township. Facing fierce competition from all of the small-sized private schools in New Jersey and defend-

ing champ Mater Dei, the team garnered enough points from the distance, field, and jumping subsections to win convincingly.

The clinching factor, according to many team members, was the performance of the pole vault team; junior Evan Mendelsohn recorded a personal best vault of 10 feet to win and score 10 points for the team, while senior Ted Moller and junior Evan Rosenman also added points.

This is the first state championship for the boys team; however, with a strong core returning next year, the team looks to repeat as champions next year.

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