

COMMENCEMENT

SAYING GOODBYE TO THE CLASS OF 2006



Seniors Drop Classes For a Month of ISPs

By DARINA SHTRAKHMAN (IV)

On May 1, 101 seniors dropped their classes in order to pursue their interests in-depth through Independent Study Projects (ISPs). Seniors experimented with everything from art and internships to research and volunteer work, presenting their projects and outcomes on June 7 at the annual ISP Night.

ARTS Music

Dan Kahn, Adam Goldstein, Nathan Burgdorff, and Greg Selover formed the band "Piranha Fillet" and made a demo CD, which they sent to various venues in hopes of booking performances during May.

Culminating four years of study of guitar and music theory, **Will Parham** recorded a CD and promoted it at public venues with the help of Maximus Music Productions.

Cathryn Stanley and **Kiwani Pond** worked with music producer Alex Mack to record a CD of R&B, hip-hop, and neo-soul music.

As an aspiring theater major, **Caroline Holt** used her ISP to choreograph and stage several dance numbers, including one from

Chicago, which she performed at ISP Night.

Combining their interest in music, **Eddie Layng, Park Smith, and Rob Tilton** composed and practiced several pieces, which they played at Toni's Soup Kitchen at St. Luke's in Montclair.

Visual Arts

Frances Callaghan spent her ISP making several goblet top molds and goblet base molds using a technique called slip casting. She also experimented with mixing color into her glass pieces.

Kevin Miicke visited several nearby museum galleries, noting the various types of glass and imitating it in his own work. He also experimented with clay and sculpture, as well as acting as a teaching assistant to Mr. Freiwald.

Combining his interests in painting and more abstract art forms, **Ryan MacGibbon** used the month to blow glass. Fellow glass blower, **Nick Scott-Wittenborn**, spent time creating interesting and original shapes using a method called caning.

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Researchers at U. Penn Discover FOP Gene

By HENRIETTA HAKES (III)

The "Skeleton Key," a gene that, when mutated, causes Fibrodysplasia Ossificans Progressiva (FOP), was discovered by Eileen M. Shore, PhD and Frederick S. Kaplan, MD, researchers at the University of Pennsylvania.

FOP, a rare congenital disorder which occurs in one out of every two million people, is the so-called "Mount Everest" of genetic bone disorders, according to Kaplan. The disease, which turns skeletal muscles and tendons into bone, forming a "second skeleton," has no effective treatment. The discovery will aid the search for a cure and help the treatment and diagnosis of all skeletal disorders.

There are only 600 people known to have FOP, but there are probably about 1,900 unrecognized or misdiagnosed cases. Eighty-seven percent of the cases were originally misdiagnosed, usually confused with cancer.

Using cancer treatments on FOP patients is disastrous. Chemotherapy puts the patient in unnecessary discomfort and attempting to remove what is thought to be the tumor only accelerates bone growth. Fifty percent of misdiagnosed patients received permanent injury from their treatment.

Researchers have been baffled by FOP for years. It's an autosomal dominant disorder, but most cases result from a spontaneous mutation, not inheritance, which makes the gene harder to locate. Dr. Kaplan and his team were finally able to discover five families in which the condition appeared in at least two generations. University of Pennsylvania scientists surmised that the FOP gene was connected with the bone morphogenetic protein (BMP). BMP is a regulatory protein which helps to create and repair the skeleton. In all the families there was a defective BMP receptor, called Activin Receptor Type IA, or ACVR1. ACVR1 is 509 amino acids long, and it was discovered that FOP is caused by a point mutation in amino acid position 206 where a histidine is substituted for arginine. This single substitution out of the six-billion nucleotides in the human genome is what causes FOP.

"It gives us hope," Mrs. Hilary Weldon, mother of Whitney Weldon (I), an FOP patient, said. "Everything they've done for Whitney is a miracle," she continued.

The Weldon FOP Research Fund and the Stephen L.

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'I Am Honored to Call John My Best Friend'

By CAITLIN DEMKIN (V)

I am honored to have been able to call John Babbitt one of my best friends. John was perceptive and sensitive: somehow, he always knew when I needed a laugh, a hug, or just a friend to talk to. Losing John was one of the hardest things I have ever had to deal with; it was my first real loss, and at times, the pain is still raw. At times like these, the only way I can make myself feel better is to think of the great memories I had with John. When I think about the outrageous times John and I spent together, I can't help but smile and laugh.

John and I were friends freshman year, but it was not until chemistry class, during sophomore year, that we became very close. Nothing pleased us more than to drive Dr. Parvensky crazy—whether by falling out of chairs, shouting random phrases, or doing just about every immature thing we could possibly think of. We were the ultimate tag team.

John would ask me to walk with him to first period every morning, and he would ask me to come down to the clay room to help him paint a pot. He was always ready for a laugh, whether it was from printing pictures of dancing cupcakes to hang around school and put in mailboxes or competing to see who could say hello to more people. It is the small, insig-

nificant conversations and the personal times John and I shared that I miss the most.

I miss John's infectious laughter, yet find the most joy in remembering it. I will never forget the night John called to tell me to turn on the football game, not because he thought I would like the game but because he thought I would appreciate the snow falling on the field. John is the only person I can think of who would call someone for that reason. John's sincerity, honesty, sensitivity, and his everyday actions, like that phone call, were what made his personality so captivating and lovable.

I will forever miss and remember my Brickwall Babbitt, the boy who would always remind me to "lower the volume and calm down." The team player who was so excited just to be on the football team, who was looking forward to college, and who was nervous about the future. John will always be one of my best friends, and I would give anything to chat, dance, or just sit with the Renaissance Man who could pull off wearing a pink boa and fuzzy hat proudly. Although I will always miss your presence, John, I find comfort knowing you are watching me from heaven, with a smile on your face.

More reflections on the life of John Babbitt - Pages 10-11

EDITORIAL

I was standing in an airport in Egypt this past spring break when a complete stranger in khaki shorts pointed at my chest and exclaimed, "You're going to the wrong school!" As I looked around for security, it dawned on me that I was wearing a Pingry sweatshirt and the man's duffel bag said Morristown Beard. And while I disagreed with his assessment (and told him so), the airport man astonished me by proving that Mr. Bugliari is right; for whatever reason, people really do recognize little Pingry.

Awkward MoBeard alumni aside, it always fascinates me to hear what outsiders think of our school. Nestled away in the hamlet of Martinsville, with our mall-inspired architecture and high Ivy League matriculation rate, we're a school perfectly suited to draw intense speculation from those who don't count themselves among our community. A rival, an inspiration, a country club, a pressure-cooker; mention that you go to Pingry, and everyone will have an opinion.

Out of all the assumptions made about our students, perhaps the most common is that we graduate with Rotary Club symbols tattooed on our faces, and never look back en route to Ivy League hegemony and world domination; for better or worse, this is not entirely false. A few years ago, the Record reported on a Wall Street Journal survey that ranked secondary schools by their "success rate," with "success rate" defined as the percentage of students who went on to attend ten elite colleges (and presumably to hold impressive jobs). Pingry ranked an imposing eighteenth nationally and first in New Jersey. As is showcased each year on career day, Pingry grads go on to work in prominent positions in top-notch industries, and sometimes even at magazines with celebrities. Like our predecessors, seniors '06 will surely grow into accomplished professionals, Rotary Club stamps and all. As we step off the graduation stage, our "success" à la Wall Street Journal seems practically preordained.

Looking around at my graduating class, I wonder, why? Is each Pingry student just so intelligent and efficient that we're bound to excel at whatever we do? Or do we simply reap the benefits of a mindset formed by APs and sessions at Creative Dimensions, one that endeavors to be extraordinary because anything less is unacceptable? In the past five years, I've come to believe that the key to the Journal-style "success" is not an innate quality, but rather a teachable mentality. And no place teaches it better than Pingry.

More so than we realize, a prep school education affects our very definition of a life well lived, and sometimes it is to our detriment. As I mentioned earlier, I often find fault with outsiders' estimations of Pingry because, love it or hate it, they tend to oversimplify it; likewise, I feel that our school oversimplifies the recipe for a life well lived.

Pingry demands excellence, teaches initiative, and rewards ambition. Yet as we graduate and move on, we should be careful not to hastily conflate excellence with balance, ambition with fulfillment, or "success" with happiness. Jobs and degrees are impressive at a career day presentation, but in the end it is to yourself, not to a handful of future seniors, that you must justify your time spent on earth. What's most important is that 50 years from now, when we sink into rocking chairs to reflect on our lives, we can smile and think that if we did things wrong, at least we did things our way. For this, I will trade all the "success" in the world.

- Chantal Berman

A Metaphysical Perspective

With approximately eleven days of secondary education left, I have been spending a great deal of time wondering what the past four years and a hefty tuition bill have taught me. I find myself asking the inherent nostalgic questions that seniors always ask: when I pass under the green clock tower for the final time, how will I have changed from the first day I passed under it? What has this place really taught me?

At first a jumble of unrelated facts come to my brain. The conditional tense in French. The succession of dynasties in China. The derivatives of trigonometric functions. Mitosis and the Krebs cycle. For a while, all of these ideas bounce around in my head, extraneous and unconnected. But from a more abstract perspective, they begin to add up. Everything I have ever learned, from the alphabet to calculus, is really just an explanation of one perception of reality. Whether it is a math formula, a transcendentalist novel, or a foreign language, everything I have learned in school is, in some way, try-

Katie Tucker
SENIOR REFLECTION

ing to isolate and codify an element of the human experience. It's really all about perspective.

That is why I embraced the opportunity to spend my ISP interning at SELF Magazine in New York City. The entire experience was tremendously educational, from running for the 8:12 train with the commuters to covering events for the editorial department. It was a great chance to gain insight into the publishing industry and myself. On my final commute home, somewhere between Broadway and Seventh, I happened upon two startling realizations. One: For the past month, I had functioned in Corporate America. For all intents and purposes, I found I could pull off being an adult. And Two: Living in the adultworld, you have all kinds of roles for other people, but do not have the luxury of focusing on your own personal growth.

Through its traditional liberal arts curriculum, Pingry imbues the idea that it is necessary to study and analyze

I think I have a problem. I like to ski entirely too much. Just about any time of day, no matter what I'm doing, I'd probably rather be skiing. I don't mean to say that I don't enjoy the company of my friends, or that I get bored in school, it's just that I'd rather be skiing with them, or reading fascinating journalism on the art of ski tuning (unfortunately, the ski tuning genre of literature is grossly devoid of educational support).

I also like roller coasters. A lot. I like to ride them; I like to look at them; I like their general outlook on life; I especially like when they swoop over a body of water (awesome); and I love playing Roller Coaster Tycoon. I like their general charisma, the way they're always really dirty, and the way each one stands like a monolith, guarding their queue lines with sounds of roaring trains flying along the track and clicking conveyor belts that subtly build the suspense of the passengers as they inch nearer and nearer to the moment they've been waiting for all day.

But I don't think I've made my "problem" very clear. Let me be specific. I can't study roller coasters or skiing in college. The closest I can get is studying music, my not-very-distant-at-all third place item on my list of stuff that totally rocks. But let's not kid ourselves, I don't have a career in music, and no academic subject has ever struck me as "my thing." To be honest, I have no idea what I'm going to do in college. But when I think back to my time at Pingry, I don't remember being this confused at any other time, and it's because I wasn't this confused ever before. I've always been happy with what I've been doing at Pingry, and knowing that really shows me how much the school has been there for me. Had I gone to another high school, there's no way I would

other people's perspectives. Yet what is unique about Pingry is that through the tenets of the Honor Code, the school also emphasizes the creation of each individual's own perspective. The opportunity we have at Pingry to explore ideas and values and to focus inward, as well as expanding our outward knowledge, is truly a treasure.

So my requisite advice that no senior reflection is complete without? Well, as Bilbo Baggins once said, "It's a dangerous business, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to." Take the opportunity now to be introspective and proactive in shaping your own character. In the forms of great teachers and a community emphasis on morality, Pingry will give you the necessary tools to identify your own values. Invest time in establishing integrity and exploring perspectives in this environment, and they will be there to steer you toward that 8:12 train, wherever you are going.

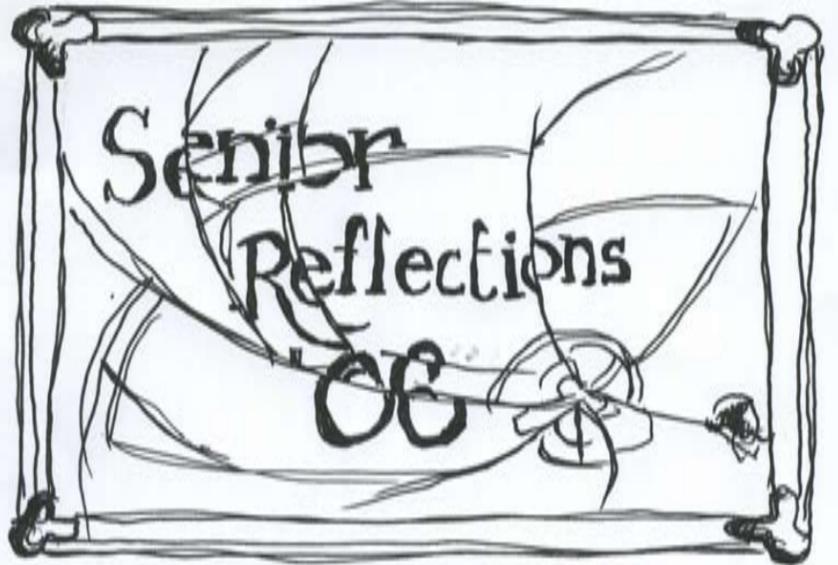
I'd Probably Rather Be Skiing

Greg Selover
SENIOR REFLECTION

have joined a ski team and found the thing I really loved above all else. I never would have met my best friends on that ski team. I probably would have discovered roller coasters, and my friend tells me music exists outside of the Pingry community, but I also never would have gotten into drama, painting, or just about anything else that I'm interested in now, and boy have I learned a thing or two in A.P. Physics: friction

and torque. Skiing, drama, music, and art have changed my life (for better or for worse), and I just can't believe that I was able to do all this stuff in one place, and even more surprisingly, at a school with fantastic academics. I've loved every second I've spent here, and it's really remarkable that I've essentially been able to do whatever I wanted for the last four years. I've dabbled in all sorts of

things from creative writing to computer science, and it's all made me who I am now. Maybe I'm just paranoid, maybe college will be as open as Pingry was. But it's a scary world out there, and I'm going to have to make some life decisions pretty soon. So if I have to make a point, it's this: try everything you can while you're here. You may not find what you want to do in life, but you may find things you weren't looking for.



By MATT LAUD (V)

A Walk in the Woods

Adam Goldstein
SENIOR REFLECTION

As a Pingry "lifer," it's sometimes tempting to think I know the place. Since kindergarten, I've met three headmasters, watched three major construction projects, and survived countless Shakespeare assemblies.

I've learned how to add, multiply, and integrate, and how to spell, read, and txt. I've even learned important life skills, like how to wear a belt.

Indeed, if I were to look at things from a purely statistical perspective, I would expect to know Pingry almost as well as I know my own house, since I've spent almost the same amount of time in both.

As it turns out, I would be completely incorrect.

The extent of my incorrectness became clear to me a few weeks ago, when I went for a walk outside. I'd always been intrigued by the path that extends beyond the baseball fields, so I decided, in a pang of curiosity, to see where it went.

First, I arrived at an orange plastic fence, which must have (at one time) been meant to discourage people from entering the woods, but which (at this time) was lying uselessly on

the ground. Naturally, I stepped over it and walked into the woods.

About five minutes in, the trail had turned into a big mud-puddle, stretching the trail's entire width. I threw some rocks from the side of the trail in, and used them as stepping-stones to get through. A few minutes later, I was out of the mud.

Just ahead, the trail opened up into a sort of outdoor atrium. There were patches of flowers that looked like they had been planted by hand and piles of lumber around the perimeter. There was even a rocky area that looked like it had been used as a campfire pit.

I continued walking and soon noticed signs that said "No Trespassing: Property of the Pingry School." I took this as a good sign; it showed I was still technically "on campus."

This far into the woods, though, the trail was barely visible, with overgrown vines and poison ivy making it difficult to continue. Confronting the challenge, I pulled up my socks even higher than usual and pressed

forward.

Then, something strange happened: I heard voices ahead of me. I stopped and listened for a minute, and the voices got steadily closer. Soon I saw a man and woman—definitely not from Pingry—riding an ATV on the trail, coming right towards me. I fairly sprinted back down the trail.

Unfortunately, in my rush to get out of the ATV's way, I'd stumbled off the main trail and ended up somewhere else entirely. This was troubling.

I realized to my surprise, though, that the trail I'd ended up on was clearly marked, with trail blazes and reflectors on the trees. I had come upon an officially documented set of hiking trails right in Pingry's backyard, which I had never known existed. And after about an hour of increasingly worried wandering, I finally found my way back to school.

I told my friends what had happened, and they laughed. But the experience got me thinking: If I could go 13 years without knowing about Pingry's secret hiking trails, how many other secrets must this place have?



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Honor Bound to the Honor Board?

Searching for some sort of closure to the four years that I have spent at Pingry, I inevitably turn towards the Honor Code. Will we leave Pingry more "honorable" people than when we came? In essence, how does the Honor Code change us, if at all?

As with most things in life, my understanding of the Honor Code has evolved over time, a product of my changing perception and understanding of the school.

I entered high school with staunch beliefs about the difference between right and wrong that I had absorbed from my parents and teachers. My interpretation of the Honor Code reflected these rigid ideals, and I held everyone else to the same standards.

Eventually, I came to the realization that Pingry is not necessarily the moral utopia that I had envisioned. Like any institution comprised

of mortals, our school has its faults. Honor Code infractions are committed, and the fact that the Honor Code isn't a "written set of rules and regulations" leaves significant room for interpretation.

Yet there is much to gain from this realization, both as individuals and as a community. High school is the time for us to learn from our mistakes and formulate our own moral code. The Honor Code exists as a framework for this moral code, and the Honor Board enforces the Code by policy, gathering evidence, conducting hearings with the accused, and determining the appropriate punishment.

Given its role, I think it is important to address the standing of the Honor Code among the student population and the way the administration communicates its ideals through the Honor Board.

Katie Jennings
SENIOR OPINION

For that matter, we should question the Honor Board's overall effectiveness, and ask ourselves if there is a better way to enforce and regulate the moral ideologies that our school holds so dear. I am not suggesting that the system be abolished, but I ask: How can any one group of students represent the values of a community as a whole? And what happens to our faith in the Honor System if one of these representative students turns out not to be the ethical rock that he or she is asked to be?

A lot of my concern about the Honor Code comes down to the lack of transparency. The Philosophy of the Honor Board (according to the Hand Book) states, "The Honor Board was established to empower the student body with a direct voice in the application of the Honor Code."

However, the majority of students know very little about the selection criteria, the debating process, the cases, or the punishments (other than the information presented at the one annual assembly). It does not lend credibility to the entire Honor System when ethical judgments are carried out behind a veil of secrecy.

The United States Court System is structured so that cases are a part of the public record; the rulings then define our value system, set precedent, and set up a framework between right and wrong. Would people not commit more crimes if they didn't know the punishments, if court records weren't public knowledge, if criminals weren't apprehended? If all policy decisions are made behind closed doors, then how is one to be held responsible for one's actions?

Disregarding the efficacy of the system, the Honor Code is an integral part of Pingry and the Pingry Experience; however, neither the institution nor the administration nor some body of individuals can single-handedly enforce and regulate the Honor Code. The Honor Code is the responsibility of the student body, not simply the teachers or administrators or select few students. Successful institutions are said to be built from the ground up. The Honor Code needs not only to be enforced from the top down, but from the bottom up, and as I have discovered throughout the past four years, this responsibility lies within the students themselves and the decisions that they make. Increasing the transparency of the Honor Board would ensure that the decisions made are the "right" ones.

EDITORIAL

As I sit in the Record Office writing my editorial on the day we go to press, I am not surprised by my actions. In fact, it just wouldn't be an editorial if it weren't written at the eleventh hour. Of course, this type of last minute cramming (which Mr. Giarrusso once referred to a "bulimic studying") isn't supposed to be what serious students do, but since I came to Pingry in tenth grade, it is almost all I've known.

I am not implying that Pingry turned me into a bulimic studier (that's hard-wired into my genes), but this school did bring it out in full force. From writing four Freedom journals the night before the semester ended to finishing English and government papers during the CP on the day they were due, I believe I have mastered the art of writing coherently at the last minute. Combined with my talents of knowing which homework I really don't need to do (mastered during the second semester of senior year) and being able to memorize dozens of Supreme Court cases on the half-hour ride to school in the morning, I feel that Pingry has fully polished my study skills and prepared me well for college.

I am not mocking the way many of my classmates and I prepare for our classes; I was dead serious when I said that I thought the school did an excellent job polishing my study skills. It says something great about the aptitude a person possesses if he or she can churn out "A" and "B" papers between midnight and 5 am on the day they are due. In fact, our teachers have created almost an entire grade full of students with these skills.

Prioritizing is also a necessary skill to have if one is to do well in almost any job setting. I believe that realizing which assignments and readings need to be completed in a night and which can be put off for a few days (or until the night before the exam) is a necessary skill to get through Pingry as well.

This is not to say that every year the seniors graduate as a bunch of procrastinators and eleventh-hour workers, but we know how to do quality work at the last minute when it counts, which will be a vital skill in the working world. We also know how to prioritize our assignments and can work collectively to study for tests. I can't even count the number of times I have sat down on the senior couches and naively interrupted an impromptu study session for a calculus or biology test.

Though the teachers and parents reading this editorial may not agree with my assessment, they should all be proud of the students they have brought up. The fact that we care enough about our work to still be up working on it at three in the morning is amazing in and of itself. Teachers should be proud that we cannot only write excellent essays (a skill attributed solely to them) but can do so in record time. Though we may not work far in advance, we will always finish what needs to get done, and that's what counts.

- Nadine Reitman



Due to a prank, all the clocks in the school looked like this one at 10:33 am on June 2. N. Reitman (VI)

Leaving on an Ellipsis

Like a typical senior, I put this article off until the last minute. I was busy studying for APs (or pretending to), working on my ISP, and catching up on all the naps I missed out on during junior year. When I finally forced myself to sit down and write, however, my mind was instantly flooded with thoughts of what I should say in this last reflection. I considered leaving behind helpful pieces of advice, thanking everyone I ever crossed paths with at Pingry or simply telling you all to sit back and just enjoy high school. And, being the indecisive, young, college-bound girl I am, I decided to make my final Record article a hodge-podge of all of those things and more.

In terms of advice, I hate to let you down, but I feel that you've got to figure out this whole "high school thing" on your own. In fact, high school is a lot more interesting and fun without a road map. Ask your upper-classmen friends or teachers for advice every now and then, but take it all with a grain of salt. One person's point of view on high school or their opinion on a particular class shouldn't be the only information you consider. I have found that you learn the most from personal experience.

That being said, here are a few things I'll have you consider as you embark

Marissa Bialecki
SENIOR REFLECTION

on the rest of your journey through Pingry.

For starters, don't stress out too much. Make sure your lasting memories of high school are ones of the times you've had with your friends at Pingry, not ones about how much you had to study and worry about getting into college.

Also, take advantage of all of the amazing resources and time that you have at Pingry. Go up to the library and listen to an old record, take a walk outside around campus, have an interesting discussion with a teacher outside of class, go see an exhibit in the gallery, see a play, cheer for any sports team at some point during the year, start a club, or write something for the Record or Calliope. Even if you have the slightest, tiniest interest in something, go for it. I discovered some of my favorite things, like acting and fencing, simply by following through on a whim.

By far, though, the most important thing I could tell a fellow Pingry student would be this: take a risk. Defy the normal high school stereotypes by having friends in all different grades, or talk to student government and the administration about a policy or aspect of Pingry that bothers you. Make an

announcement at morning meeting if that seems risky enough for you! We all seem to slump into a certain comfort zone in which we manage to tune out a variety of things around us. But if we had a heightened awareness and motivation to improve life at Pingry, I think we'd all be happier.

Though most of us do our fair share of griping about high school, I will say that Pingry is a wonderful place. I have been so fortunate to have taken interesting classes, had great teachers, made lasting friendships and even discovered my full potential. I've been known to ramble on about how excited I am about college, and believe me, I'm certainly thrilled, but I will miss Pingry. This school has given me such a strong foundation, academically and socially. And, it will be hard in the coming months when I have to leave this "home away from home."

For now though, I won't say goodbye to Pingry and everyone I've had the privilege of knowing here, because I definitely will start to cry; as Zach Braff said in "Garden State", "This isn't a conversation about this being over. I'm not like, putting a period at the end of this. I'm putting like... an ellipsis on it." Thank you to everything and everyone at Pingry that has helped to make me who I am. Until we meet again...

Connections That Last

As a prospective freshman, I figured that Pingry was the right place for me: stellar academics, competitive sports teams, a motivated student body all in one. Besides, Summit High School was too big and Delbarton was too fixated on grooming athletes.

I've since realized, however, that the aforementioned qualities are not what made my years at Pingry entirely worthwhile and rewarding. I don't mean to say that Pingry didn't foster the "lifelong commitment to intellectual exploration, individual growth, and social responsibility" that it strives for, but the lasting impact of my four years at Pingry is surely rooted in the connections I've made with students and faculty members of every department.

It is these relationships that have made me a successful Pingry student. Even more specifically, the experiences through which bonds of friendship and familiarity are formed are what I will remember when I look back on high school.

I've never been much of an athlete. (I should acknowledge how grateful I am that Pingry doesn't cut from its teams those of us who can't quite cut it on the field.) Even so, one of my favorite Pingry moments was the buildup to the Somerset County Final for soccer dur-

Andrew Donnantuono
SENIOR REFLECTION

ing my junior year. Amidst the butterflies and pre-game jitters in the visitors' locker room, our team looked edgy. Then, someone popped O-Zone's Dragostea-Din-Tei, a Romanian pop song, into the CD player, and we ended up having a sweet quasi-dance party. Oh, we also won the game 2-1.

For me, this memory exemplifies much of the hilarity and poise that so often co-exists at Pingry, a school that is considered by its competitors to have an intense and stressful atmosphere both inside and outside of the classroom. While the workload is always demanding, the pressure, no matter how great, always recedes when one walks under the clock tower and into the Upper Commons.

This strange trend can be explained through the quality of character in the Pingry community. That's not to say that there haven't been any blemishes since 2002. The school's insatiable appetite for Chipwiches was never really fulfilled. Juniors too often took the parking spaces designated for seniors. Attendance at sporting events was sparse, and school spirit was lacking until this past winter.

But by and large, the good has outweighed the bad, and the memorable has trumped the forgettable. Each year I looked forward to playing a few pieces on the alto sax with Mr. Mac and Wind Sinfonia in the Winter Festival. As disinterested as I may have seemed, I enjoyed playing poker at my friends' houses. Summit adventures have been an integral part of this past school year.

And, of course, how can any Pingry graduate fail to mention the impact of the school's most unique attribute: conference period? Completing Mr. Grant's "Tuesday To Tuesday" assignments, asking Mr. Jaqua if I completed a geometric proof correctly, discussing the writing process with Mr. Sluyter, hanging out with Madame Jordan; I've always found it funny how so many Pingry students (myself included) spend an hour of free time to continue their academic pursuits into the afternoon. But, again, such a thing should be expected in this community, and that's one of the reasons we've thrived.

I'll just close by saying that it's been a pleasure to have attended Pingry for the past four years. Congratulations to the Class of 2006, and good luck in the future. You've been awesome!

Senior Awards

Art, Drama, and School Service Awards

Director's Award for Achievement in the Dramatic Arts	Marissa Bialecki
Drama Department Award for Stage Managing	Gregory Selover
SawZolli Dance Prize	Chantal Berman
Michael E. Popp Photography Prize	Cathryn Stanley
B. Jerry Donahue '79 Memorial Prize for Fine Arts	Marissa Bialecki
B. Jerry Donahue '79 Memorial Prize for Pottery	Michael Battista
Barbara Berlin Prize in Art History	Justin Marchigiano
Music Award	Michael Battista, Caitlin Fitzgerald
Michael Jupka, Jr., '76 Blue Key Award	Park Smith
Community Service Award	Michael Jokubaitis,
Paul R. Leary '90 Award	Katrina Pregibon, Lauren Salz
Student Government Achievement Award	Bard Ricciardi
Elizabeth Allan Smith '83 Memorial Pingry-Duke Scholarship	John Gandolfo
C.B. Newton Pingry-Princeton Scholarship Prize	Adam Goldstein
	Rachel VanWert
	Katy Pinke

Athletic Awards

Girls' Cross-Country Award	Sara Mouradian
Boys' Cross-Country Award	Jonathan Bregman
Andrea Montague Field Hockey Award	Frances Callaghan
Michael Jupka, Jr., '76 Football Award	Forest Malchow
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award	Brian Combias,
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit	John Gandolfo, Mark Garcia
Elizabeth Allan Smith '83 Girls' Soccer Award	Leonard Coleman, Samuel Dwyer,
John R. Dufford, Jr., Tennis Trophy	Thomas Strackhouse
Water Polo Award	Sara Murphy
Frank L. Romano Boys' Basketball Award	Kelley Finlayson
Joe LaValley Boys' Basketball Award	Zachary Cordero
David M. Allan Memorial Girls' Basketball Award	Anthony Feenick
Virginia Nazario Fencing Award	Morgan Griff
Pingry School Varsity Boys' Ice Hockey Award	Jennifer Hetrick
Girls' Ice Hockey Award	Ameesha Sampat, Adam Goldstein
Ski Team Award	Bard Ricciardi
Squash Team Award	Lindsay Pounder
Boys' Swimming Award	Jeremy Teicher, Charlotte Williams
Ashley G. Marsh and Family Swimming Award	Peter Cipriano
Michael Jupka, Jr., '76 Wrestling Award	Edwin Layng
Class of 1935 Graham Churchill Baseball Award	Maureen Kelly
Golf Award	Andrew Gatewood
Richard C. Weiler Boys' Lacrosse Award	Anthony Feenick, Park Smith
Pingry Girls' Lacrosse Sportsmanship Award	Robert Cronheim
Pingry Girls' Lacrosse Cup	Brian Combias
Pingry Softball Award	Frances Callaghan
Boys' Tennis Award	Julie Hamilton
Boys' Track Award	Caitlin Fitzgerald
Richard G. Gradwohl Girls' Track Award	Sanders Bernstein
Cipriano Family Scholar-Athlete Award	Michael Battista
	Cathryn Stanley, Marisa Stock
	Katrina Pregibon, Zachary Cordero

Academic Awards

John R. Whittemore '47 Biology Award	Caitlin Jennings,
Ernest C. Shawcross Chemistry Award	Jennifer Soo Hoo, Lena Young
Antoine duBourg Physics Award	August duPont, Graham Hone
Science Book Award	Zachary Cordero,
Union College Casimir A. France Award for Excellence in English	Sara Mouradian, Adam Pantel
Martin B. O'Connor '26 Journalism Award	Nicholas Molé
Paul and Sarah Rouslin Excellence in English Award	Katy Pinke,
Yearbook Award	Rachel Van Wert
Jean S. Macdonald History Prize	Chantal Berman, Nadine Reitman
Psychology Prize	Jonathan Bregman
Whitlock Prize for Math	Dana Apruzzese
Spanish Prize	Jonathan Bregman
French Language Prize	Jennifer Hetrick, Lena Young
German Prize	Adam Goldstein, Adam Pantel
Latin Prize	Kristin Maletsky, Katy Pinke
Advanced Language Prize	Juliette Jordan
DeGryse Prize in Modern European Languages	Matthew DiMatteo, Robert Cronheim
	August duPont, Adam Pantel
	Chantal Berman, Jonathan Bregman (French)
	Sanders Bernstein, Katrina Pregibon (Spanish)
	Jonathan Bregman, Juliette Jordan (Spanish/French)

All-School Awards

Pingry School Parents' Association Women's Sports Award	Frances Callaghan
Centennial Cup — Gift of the Class of '61	Justin Oplinger
Class of '26 Reese Williams Award	Forest Malchow
Senior Improvement Prize	Michael Battista
Charles B. Atwater Valedictory Award	Jonathan Bregman

Cum Laude Society

Sanders Bernstein	Graham Hone	Kelly Peeler
Marissa Bialecki	Caitlin Jennings	Katy Pinke
Jonathan Bregman	Michael Jokubaitis	Katrina Pregibon
Zachary Cordero	Juliette Jordan	Nadine Reitman
Andrew Donnantuono	Maureen Kelly	Ameesha Sampat
August duPont	Kristin Maletsky	Jennifer Soo Hoo
Margot Gianis	Sara Mouradian	Rachel Van Wert
Adam Goldstein	Adam Pantel	Lena Young

Advanced Placement Scholars

Zarine Alam	Jennifer Hetrick	Adam Pantel†
Chantal Berman†	Caitlin Jennings	Kelly Peeler
Sanders Bernstein*	Michael Jokubaitis*	Katy Pinke
Marissa Bialecki	Daniel Kahn†	Nadine Reitman
Jonathan Bregman†	Alexander Kalra	Ameesha Sampat
Nathan Burgdorff	Adam Kowalski	Nicholas
August duPont	Michael Kreisbuch	Scott-Wittenborn
Jodie Francis	Kristin Maletsky	Jennifer Soo Hoo*
Andrew Gatewood	Sara Mouradian	Kaitlyn Tucker
Adam Goldstein†	Katherine O'Connor	Daniel Tuller*

* With Honors † With Distinction

National Hispanic Recognition Program

Zachary Cordero – Scholar
A. Mark Garcia – Honorable Mention
Edwin Layng IV – Honorable Mention

Edward J. Bloustein Distinguished Scholars

Sanders Bernstein	Margot Gianis	Katy Pinke
Amy Birkenstock	Michael Jokubaitis	Katrina Pregibon
Jonathan Bregman	Sara Mouradian	Daniel Tuller
Zachary Cordero	Adam Pantel	Lena Young
	Kelly Peeler	

National Merit Scholarship Program Commended Scholars

J. Logan Bartlett, Jr.	Andrew Gatewood	Katherine O'Connor
Martin Bayersdorfer	Margo Gianis	William Parham
Chantal Berman†	Adam Goldstein†	Katy Pinke†
Sanders Bernstein†	Benjamin Greene	Lindsay Pounder
Marissa Bialecki	Andrew Gunther	Lauren Salz
Sam Blum*	Caitlin Jennings	Ameesha Sampat
Jonathan Bregman†	Michael Jokubaitis	Nicholas Scott-Wittenborn
Nathan Burgdorff	Ramyata Joshi	Gregory Selover
Max Cooper	Daniel Kahn†	Jeremy Teicher
Zachary Cordero	Nicholas Kasten	Kaitlyn Tucker
Andrew Donnantuono	Maureen Kelly	Daniel Tuller†
August duPont	Edwin Layng IV	Rachel Van Wert
Caitlin Fitzgerald	Sara Murphy	Charlotte Williams
Jodie Francis	Sarah Oberrender	Elizabeth Yang

* Semifinalist † Finalist

National Merit Scholarship Recipients

Sara Mouradian	Kelly Peeler
Adam Pantel	Jennifer Soo Hoo

National Achievement Scholarship Program

Leonard Coleman III — Semifinalist
Sam Blum — Finalist
Jodie Francis — Finalist

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."

Lena Young

Nominees

Michael Bayersdorfer	Juliette Jordan
Brian Combias	Forest Malchow
Margot Gianis	Justin Oplinger
Lisa Harris	Robert Tilson
Jennifer Hetrick	Charlotte Williams

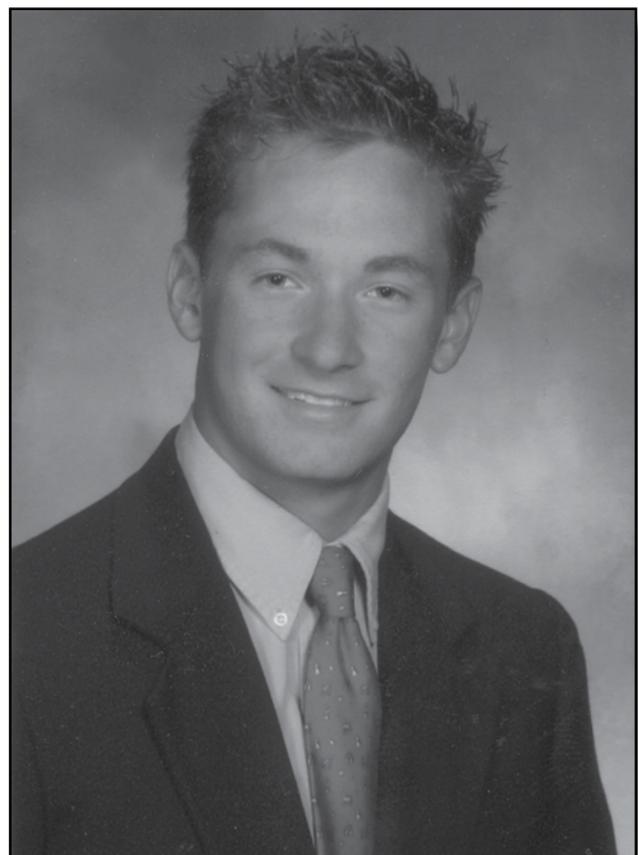
College Placement

ZARINE ALAM Bowdoin College	SAMUEL DWYER Union College	NICHOLAS KASTEN Carnegie Mellon University	LINDSAY POUNDER Vanderbilt University
DANA APRUZZESE Bucknell University	JENNIFER ELLWANGER Wake Forest University	MAUREEN KELLY Cornell University	KATRINA PREGIBON Georgetown University
LOGAN BARTLETT Washington and Lee University	ANTHONY FEENICK Northwestern University	ADAM KOWALSKI University of Pennsylvania	NADINE REITMAN Vassar College
MICHAEL BATTISTA Cornell University	KELLEY FINLAYSON Bucknell University	MICHAEL KREISBUCH Franklin and Marshall College	BARD RICCIARDI Haverford College
MIKE BAYERSDORFER Middlebury College	CAITLIN FITZGERALD Emory University	IGOR KUDZIELA Georgetown University	CARL RUGGIERO Colgate University
CHANTAL BERMAN Brown University	JODIE FRANCIS Rutgers University	EDWIN LAYNG Williams College	LAUREN SALZ New York University
SANDERS BERNSTEIN Harvard University	MONICA FRIEDMAN The George Washington University	NELSON LEE Rutgers University	AMEESHA SAMPAT Northwestern University
MARISSA BIALECKI The George Washington University	JOHN GANDOLFO Trinity College	ARIANA LICHTENSTEIN Vanderbilt University	JUSTIN SCHWARTZ Boston University
AMY BIRKENSTOCK Lehigh University	ANTHONY GARCIA Hamilton College	RYAN MACGIBBON New York University	NICHOLAS SCOTT-WITTENBORN Carleton College
SAM BLUM Williams College	ANDREW GATEWOOD Williams College	FOREST MALCHOW Kenyon College	GREGORY SELOVER Middlebury College
JONATHAN BREGMAN Yale University	MARGOT GIANIS Trinity College	KRISTIN MALETSKY Middlebury College	PARK SMITH Denison University
SEAN BRUNO Choate-Rosemary Hall	ADAM GOLDSTEIN Massachusetts Institute of Technology	JUSTIN MARCHIGIANO College of the Holy Cross	JENNIFER SOO HOO Case Western Reserve University
ALEXANDRA BUDD Colgate University	JOSHUA GRANT Rutgers University	TARA MARCUS The George Washington University	CATHRYN STANLEY Hampton University
NATHAN BURGDORFF Full Sail Real World Education	BEN GREENE University of Miami	LOGAN MARSHALL Georgetown University	MARISA STOCK University of Pennsylvania
FRANCES CALLAGHAN Columbia University	MORGAN GRIFF Phillips Academy Andover	CONNOR MCCOY University of Tennessee, Knoxville	THOMAS STRACKHOUSE Boston University
JOHN CASTRINUOVO Columbia University	BRETT GRUNAU Lafayette College	GASTON MCGARY Rutgers University	JEREMY TEICHER Dartmouth College
PETER CIPRIANO Bowdoin College	ANDREW GUNTHER Vanderbilt University	KELLY MCGUIRE Pace University	ROBERT TILSON Boston College
STEPHAN CIZMAR Colby College	JULIE HAMILTON University of Pennsylvania	JASON MECKLER Vanderbilt University	KAITLYN TUCKER Bates College
LEONARD COLEMAN Georgetown University	LISA HARRIS University of Vermont	KEVIN MIICKE Baldwin-Wallace College	DANIEL TULLER Stanford University
BRIAN COMBIAS Denison University	JENNIFER HETRICK Wake Forest University	NICHOLAS MOLE United States Military Academy	GRANT TYSON Union College
MAX COOPER Columbia University	CAROLINE HOLT Loyola Marymount University	SARA MOURADIAN Massachusetts Institute of Technology	ASHLEY ULKER Georgetown University
ZACHARY CORDERO Massachusetts Institute of Technology	GRAHAM HONE Hamilton College	SARA MURPHY Duke University	RACHEL VAN WERT Duke University
ROBERT CRONHEIM Cornell University	COURTNEY JACKSON Fairfield University	KATHERINE O'CONNOR Georgetown University	ASHLEY WALKER Drew University
IAN CUNNINGHAM Boston University	TATIANA JAVIER Stonehill College	SARAH OBERRENDER Lehigh University	J. ANDREW WARREN Clemson University
ALEXANDER DELUCA Santa Clara University	CAITLIN JENNINGS Georgetown University	JUSTIN OPLINGER Yale University	KATRINA WELCH Boston University
JULIANNE DILEO Denison University	MICHAEL JOKUBAITIS Drew University	ADAM PANTEL Rutgers University	WILLIAM WELT University of Rhode Island
TAI DIMAIO New York University	JULIETTE JORDAN College of William and Mary	WILLIAM PARHAM Carnegie Mellon University	CHARLOTTE WILLIAMS Bowdoin College
MATTHEW DIMATTEO The College of New Jersey	RAMYATA JOSHI Colby College	KELLY PEELER Harvard University	JAZMIN WRIGHT Oxford College of Emory University
ANDREW DONNANTUONO Middlebury College	SAMUEL JURIST University of Maryland, College Park	KATY PINKE Princeton University	ELIZABETH YANG Wellesley College
ELENA DOWLING Colgate University	DANIEL KAHN California Institute of Technology	KIWANII POND Pennsylvania State University	LENA YOUNG Harvard University
AUGUST DUPONT Columbia University	ALEXANDER KALRA Syracuse University	CAROLINE PORTER Barnard College	As of June 6, 2006

The 1902 Emblem

The Class of 1902 Emblem is awarded to Brian Combias of the Class of 2006, 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.



BRIAN COMBIAS

Years at Pingry: I've been here since third grade, so 10 years.

Nicknames: BC, Bece, Lunch Pail, Sportsman

Trademark Characteristics: Athletic, hardworking (just ask Kevin Miicke for the nickname I was given), sometimes goofy even though it causes people to make fun of me.

Activities: Varsity Soccer, Varsity Lacrosse, Student Government, Glee Club

College Plans: Denison University

Intended Major: Down to three — communications, economics, psych

Career Possibilities: Not quite sure, but I've thought of a few professions having to do with the sports world.

Summer Plans: Block Island to teach tennis, surf, and hang with friends

Faculty Mentors: All of them

Best Memory: Winning Counties in soccer and LAX, also American Dreams class with Mr. C.

Worst Memory: Don't know and if I did I probably wouldn't want to talk about it.

What I'll Take Away: The camaraderie among students ranging from athletics to chilling in the hallways



DANA APRUZZESE

Years at Pingry: A decade, so 10?

Nicknames: Danez, Dana Dane (shout out to CS and Mrs. McKoy)

Trademark Characteristics: Friendly, outgoing, really tall (6' 1"), well-spoken, and caring

Activities: Ski Team, Peer Leadership, Yearbook

College Plans: Bucknell University

Intended Major: I intend to be undecided until I have to decide

Career Possibilities: I was voted "Most likely to work at Pingry." I really have no idea, but I know it'll be something exciting.

Summer Plans: Hanging out on the Cape in Massachusetts, playing tennis and golf, spending lots of time with friends before the fall

Faculty Mentors: Mrs. McKoy, Mr. Leef, Miss Wolfson, Señor Vazquez, and Señora Godfrey

Best Memory: Pingry Ski Team!

Worst Memory: My last day being on the ski team — it was really sad

What I'll Take Away: Tons of good times and amazing friends



CHANTAL BERMAN

Years at Pingry: 5

Nicknames: Chantl, Chanti, basically every possible spelling of my name

Trademark Characteristics: Being energetic, late for everything, legendary pole vaulting skills, aviators, sometimes living in the Macrae Theater

Activities: Drama, the Record, Peer Leadership, Gay-Straight Alliance, pole vaulting, Vital Signs

College Plans: Brown University

Intended Major: International relations

Career Possibilities: Living and working abroad, being a journalist with the New York Times or the Economist

Summer Plans: Continuing my ISP with Tectonic Theater Project, writing, looking for a job, traveling (hopefully to India), surfing, hanging out with friends, and otherwise enjoying my last summer at home

Faculty Mentors: Mr. Romano, Mrs. Romankow, Dr. Dineen, Mr. Trem, Mrs. Lionetti, Dr. Rich

Best Memory: The Laramie Project, every meeting with Team Morris (my peer group), Florida trips, breakfast parties in Math 6

Worst Memory: During my first week at Pingry, choking on my pen cap in 8th grade English



ZACK CORDERO

Years at Pingry: 4

Nicknames: Sackmaster, the Cuban Curse, Zcords, the Jew-ban

Trademark Characteristics: Grabby hands, my laugh, my odd walk, my dance moves, and my "diesel" physique

Activities: Water polo, swimming, bass playing, Vital Signs

College Plans: MIT

Intended Major: Physics or biology

Career Possibilities: Something in the sciences

Summer Plans: Swimming and lifeguarding

Faculty Mentors: Mrs. Landau, Mr. Hata, Mr. Trem, Dr. Dineen

Best Memory: Prom Night 2006 and the Peer Leadership Retreat

Worst Memory: The time I was putting oil on my sandwich at the salad bar and spilled some on the floor. I didn't clean it up, and Charlotte Williams stepped on the oil slick and fell. She slid into the plate holder and it made a lot of noise and everyone in the cafeteria went quiet. She was unharmed, but I felt bad because she was embarrassed and it was my fault.

What I'll Take Away: A great education, a whole bunch of good friendships, and a lot of good memories. It's been a great four years.



AUGUST DUPONT

Years at Pingry: 4

Nicknames: None

Trademark Characteristics: Singing in the hallways, sideburns, randomly quoting pop songs and movies, general quirkiness

Activities: Buttondowns, Fencing, Japanese

College Plans: Columbia University

Intended Major: I'm trying to decide among chemistry, religion, classics, or linguistics

Career Possibilities: Professor or teacher, at least in the long run

Summer Plans: I'm arranging to work at a Japanese tourist bureau in New York or at a museum in Kyoto.

Faculty Mentors: Pingry has a great faculty, and a lot of my teachers have had positive influences on me. I would narrow it down to Mr. Varnes, both of the Grants, Dr. Korfhage, and Mr. Sluyter.

Best Memory: Getting the most applause on Rufus Gunther Day as a Communist in sophomore year.

Worst Memory: Being called "Commie" for a year after that.

What I'll Take Away: Knowing there's a place this focused on intellectuals.



ADAM GOLDSTEIN

Years at Pingry: 13. How odd.

Nicknames: Goldfish, Fish, Fishy

Trademark Characteristics: Roller-coaster hair, PowerBook, overflowing mailbox, no car, a belt (finally)

Activities: Debate, Quizbowl, Fencing, The Record, The Broken Wreckord, Student Government, Math Team, Jazz Band, Piranha Fillet

College Plans: Massachusetts Institute of Technology

Intended Major: Computer science and/or electrical engineering, probably

Career Possibilities: Writer, inventor, programmer/hacker, lawyer, garage band member, economist, startup founder, senator, roller coaster tycoon, professional comma user.

Summer Plans: Apple software engineering intern in Cupertino, California

Faculty Mentors: Mr. Varnes, Mr. Li, Dr. DeSimone, Mr. Trem

Best Memory: The Student Council candidacy speech I delivered remotely on DVD

Worst Memory: Graduation (just kidding). The outcry over last year's Broken Wreckord

What I'll Take Away: Interests in tons of subjects, lots of superfluous Quizbowl factoids, unnecessarily elongated letter aggregations, used copies of now out-of-date textbooks



JENNIFER HETRICK

Years at Pingry: 4

Nicknames: Jen, Jenni

Trademark Characteristics: I guess I'm pretty crafty, and my friends would agree that I tell unnecessarily long-winded stories

Activities: Basketball, Lacrosse, Community Service Club, Spanish Club, Prom Committee, Art, Peer Leadership

College Plans: Wake Forest University

Intended Major: Undecided

Career Possibilities: Business, psychology, journalism, fashion design/marketing, maybe the next Martha Stewart?

Summer Plans: Relaxing, hanging out with my friends, and lifeguarding at the Noe Pond Club

Faculty Mentors: Mr. Delman, Mr. Thomson, Dr. Ashcom, Dr. Richardson, Mrs. Lionetti, Mrs. D'Antonio

Best Memory: Prom 2006 — an overall great time with friends and classmates and the culmination of Prom Committee's hard work, dedication, and creativity

Worst Memory: Falling down the main stairs on my first day of school ... into a group of seniors

What I'll Take Away: The ability to face any challenge (academically, athletically, mentally ...) and to be confident in my decisions



CAITLIN JENNINGS

Years at Pingry: 4

Nicknames: Jennings, Katie

Trademark Characteristics: Rambling announcements at morning assemblies; always found in the Bio Office

Activities: Winter Musical, The Record, French Club, SMART Team, AFS Club, Model UN, Water Polo ... and of course, the Women of Science Club

College Plans: Georgetown University (Howard Hughes Undergraduate Research Scholars Program)

Intended Major: Biology

Career Possibilities: Undecided ...

Summer Plans: Gaining "real-world" experience according to my parents

Faculty Mentors: Mme Castaldo, Mme Jordan, Mrs. O'Mara, Mr. Hata, Mr. Raby

Best Memory: Being in the Urinetown cast.

Worst Memory: Making an announcement on the first day of junior year that I was Form VI instead of Form V and then being booted off the stage by the seniors.

What I'll Take Away: The Honor Code has instilled in me a sense of respect and responsibility that has been reinforced in the classroom by my teachers. Thank you to everyone who has made my Pingry experience so unforgettable.



JULIETTE JORDAN

Years at Pingry: 13

Nicknames: Jayje, Jujjj, JJ

Trademark Characteristics: Any type of compulsive behavior

Activities: Softball, Swimming, AFS, Honor Board, Blue Key, Music

College Plans: William and Mary

Intended Major: International business and French

Career Possibilities: See above

Summer Plans: France for two weeks and work the rest of the time

Faculty Mentors: All of my teachers have been awesome; the ones I really connected with know who they are.

Best Memory: I think it was the Valentine's Day dance put on by the African-American Club in 2004. I danced probably the hardest I've ever danced.

Worst Memory: During my freshman year when I dropped a Snickers ice cream bar over the library stairs down to the senior couch area. Everyone laughed at me, and then I ran into the library because I was so humiliated.

What I'll Take Away: Don't work your whole high school career to get into one college; learn because you want to.



GREGORY SELOVER

Years at Pingry: 4

Nicknames: "Billy"

Trademark Characteristics: I don't know.

Activities: Skiing

College Plans: Skiing

Intended Major: Skiing

Career Possibilities: Ski instructor/roller coaster designer

Summer Plans: I really have no idea.

Faculty Mentors: Mr. Hata, which explains just about everything wrong with me.

Best Memory: The whole thing. It's been amazing.

Worst Memory: Unfortunate collision with a ski gate

What I'll Take Away: I was planning on pulling things together and being completely serious for the last question, but then I realized I have no idea what this question really means. So I'll take the opportunity to thank the faculty at Pingry, who've shown me so much, always been patient with me, and always pushed me to think. Thanks to my friends for making my experience at Pingry so great, thanks to Ski Team for being the best group of kids ever, and thanks to my parents for giving me the opportunity to go to this school, because there's no other place I'd rather be.



ROB TILSON

Years at Pingry: 6

Nicknames: Tils, The Big R, Big Papa T, Badass Tilson

Trademark Characteristics: Jolly, always smiling, constantly whistling, humming, or singing

Activities: Football, Basketball, Baseball, SAC, and every musical group requiring a trombone

College Plans: Boston College

Intended Major: Something to do with business

Career Possibilities: Undecided (dietician ... just kidding)

Summer Plans: Greece, Bermuda, St. John, Adirondacks, and heaven forbid I work a little

Faculty Mentors: Mr. Bourne, Sr. Vazquez, Trem, Corvino

Best Memory: Watching Kevin's reaction as he looked in the mirror that fateful morning.

Worst Memory: The split second in which I agreed to dance in the Pep Rally junior year. I'd also like to personally apologize for any permanent scarring I've caused anyone.

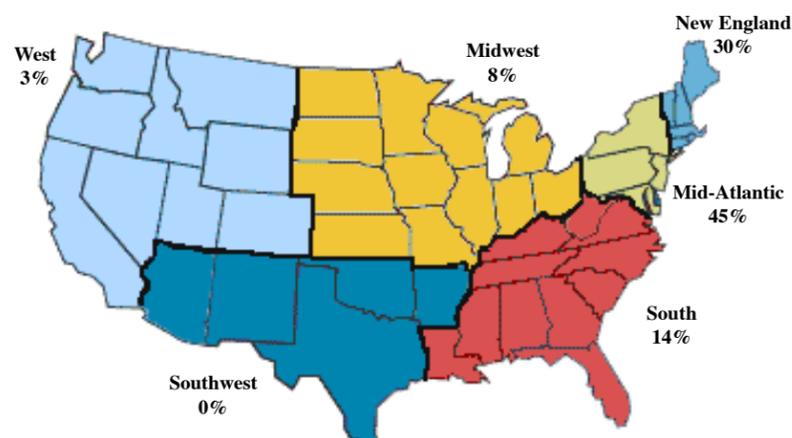
What I'll Take Away: Literally? A diploma. But seriously, lifelong friendships and great memories.

School	Applied	Accepted	Attending
University of Alabama, The	1	1	0
American University	4	3	0
Amherst College	9	3	0
University of Arizona, The	2	2	0
Auburn University	1	1	0
Babson College	1	1	0
Baldwin-Wallace College	1	2	1
Barnard College	3	2	1
Bates College	2	1	1
Boston College	26	10	1
Boston University	14	7	4
Bowdoin College	7	6	3
Brandeis University	5	3	0
University of Bridgeport	1	1	0
Brown University	16	3	1
Bucknell University	18	9	2
University of California at Santa Cruz	1	1	0
California Institute of Technology	1	1	1
Carleton College	3	2	1
Carnegie Mellon University	8	7	2
Case Western Reserve University	1	1	1
University of Chicago	9	4	0
Christopher Newport University	1	1	0
Clemson University	1	1	1
Colby College	4	3	2
Colgate University	11	8	3
University of Colorado at Boulder	1	1	0
Columbia University	20	4	4
Connecticut College	3	2	0
University of Connecticut	1	1	0
Cornell University	16	3	3
Dartmouth College	19	2	1
University of Delaware	1	1	0
Denison University	4	3	3
Dickinson College	3	3	0
Drew University	5	4	2
Duke University	23	5	2
Elon University	3	2	0
Emory University	7	3	1
Fairfield University	1	1	1
Fordham University	3	1	0
Franklin and Marshall College	4	4	1
Full Sail Real World Education	1	1	1
George Washington University	9	5	3
Georgetown University	27	10	7
Gettysburg College	1	1	0
Hamilton College	12	6	2
Hampton University	1	1	1
University of Hartford	1	1	0
Harvard University	22	6	3
Harvey Mudd College	1	1	0
Haverford College	8	2	1
University of Hawaii at Manoa	1	1	0
Hobart and William Smith Colleges	1	1	0
Hofstra University	1	1	0
College of the Holy Cross	4	1	1

School	Applied	Accepted	Attending
Ithaca College	2	1	0
James Madison University	2	2	0
Johns Hopkins University	9	7	0
Kenyon College	3	1	1
Lafayette College	10	5	1
Lehigh University	13	5	2
Loyola Marymount	2	2	1
Macalester College	1	1	0
University of Maryland, College Park	4	1	1
Massachusetts Institute of Technology	8	4	3
Miami University	3	3	0
University of Miami	3	3	1
University of Michigan	5	2	0
Middlebury College	15	5	4
Mount Holyoke College	1	1	0
College of New Jersey, The	2	2	1
New York University	11	7	2
Newbury College	1	1	0
Northwestern University	9	5	2
University of Notre Dame	4	2	0
Oberlin College	2	2	0
University of Oregon	1	1	0
Oxford College of Emory University	1	1	1
Pace University	1	1	1
Pennsylvania State University, Abington	1	1	0
Pennsylvania State University, Beaver	1	1	0
Pennsylvania State University Delaware County	1	1	1
Pennsylvania State University, DuBois	1	1	0
Pennsylvania State University, University Park	7	2	0
University of Pennsylvania	28	5	3
Princeton University	29	5	1
Principia College	1	1	0
Quinnipiac University	2	1	0
Radford University	1	1	0
University of Redlands	1	1	0
Rennselaer Polytechnic Institute	1	1	0
University of Rhode Island	1	1	1
Rice University	3	3	0
University of Richmond	6	5	0

School	Applied	Accepted	Attending
Rochester Institute of Technology	1	1	0
University of Rochester	2	2	0
Roger Williams University	1	1	0
Rutgers, The State University of New Jersey	16	14	5
Saint Joseph's University	1	1	0
Saint Louis University	1	1	0
Santa Clara University	2	2	1
Smith College	1	1	0
University of Southern California	4	1	0
Spelman College	1	1	0
St. John's University	1	1	0
Stanford University	9	2	1
Stonehill College	1	1	1
Susquehanna University	2	2	0
Swarthmore College	6	1	0
Syracuse University	7	3	1
Temple University	2	2	0
University of Tennessee, Knoxville	1	1	1
University of Texas, Austin	1	1	0
Trinity College	6	5	2
Tufts University	9	4	0
Tulane University	3	1	0
Union College	4	4	2
United States Military Academy	1	1	1
Vanderbilt University	8	5	4
Vassar College	5	4	1
University of Vermont	9	6	1
Villanova University	10	5	0
Virginia Polytechnic Institute and State University	2	1	0
University of Virginia	9	1	0
Wake Forest University	8	4	2
Washington and Lee University	7	4	1
Washington University in St. Louis	7	3	0
Wellesley College	2	1	1
Wesleyan University	6	1	0
Wheaton College	1	1	0
College of William and Mary	8	5	1
Williams College	15	4	3
Winthrop University	1	1	0
University of Wisconsin, Madison	2	1	0
Yale University	24	2	2
TOTAL		360	120

Matriculation by Region



*All statistics as of June 6.

This year, 123 students sent 793 applications to 163 schools, which resulted in 360 acceptances at 136 schools. 120 seniors will attend one of 67 different institutions.

65 students had 75 applications admitted under all early admissions programs, not including rolling admissions.

Two students will take post-graduate years and one will take a year off.

13.8 percent of the class will attend one of the eight Ivy League institutions, which is a 60 percent matriculation rate at the Ivies.

Mr. Lalley, Pillar of the Community Since 1973, Relocates to Denver, North Carolina

By MIKE MARTINSON (IV)

After an impressive 33 years of dedicated service, Mr. Michael Lalley is leaving the school and New Jersey to live in Denver, North Carolina, a little town outside of Charlotte. He plans to work around the house for a while and then to possibly work at Davidson College, the local high school, or even Lowe's.

Mr. Lalley joined the community in 1973, after earning a Bachelor of Science degree at Springfield College in Massachusetts and an athletic training degree at Westchester State College in Westchester, Pennsylvania. He began his work at the Hillside campus as a physical education instructor, a physical trainer, and a coach of football, tennis, swimming, and baseball. His basic responsibility became to travel with the football team. Realizing that they wanted his skills available at all times, administrators dropped his coaching duties in 1976, and he became a full-time athletic trainer.

The training room at the time was approximately six feet by ten feet, and it did not have an ice machine. Mr. Lalley said that he had to buy ice at the local 7-Eleven and put it in an ice cream cooler. His budget for athletic training necessities like tape was around \$500, as compared to the current budget of approximately \$8,500. The room today is twenty-four feet by ten feet and features equipment including an ice machine, ice bath, and ultrasound machine.

Mr. Lalley will miss the school greatly. The job, he

said, has been very "satisfying." He will miss the student body, the student-athletes, his colleagues, the staff, and all of the friends he has made.

"The kids are respectful," he said. He will miss the people most, "not the mortar and cement." He hopes and plans to always stay in touch with the school and find out



Mr. Lalley in the training room.

J. Louie (IV)

how everyone is doing.

Overall, he said, "The job has been great. It's been a good ride."

The feeling of affection between Mr. Lalley and the people at Pingry is mutual. The student-athletes will miss Mr. Lalley's team spirit and interest in all the teams. "I love that man," said basketball and lacrosse

player Shelby Bartlett (IV). Cross-country runner, swimmer, and track athlete Brian Sozansky (IV) said, "During track season last year, I remember Mr. Lalley walking into the pool area during our pool exercise. With a huge smile on his face, I remember him pointing people out in the pool and cracking jokes at them as they attempted to

swim across. I also remember him asking me questions about the swim team every time I ran into him. It was nice knowing that he cared about the team and was constantly interested in how we were doing, as well as whether Brian Wilson had broken any more records, always a hot topic."

Football and lacrosse

player Andrew Bennett (IV) said that Mr. Lalley was "very supportive. He was a big fan of the Pingry Football program when not many other people were. He's a great guy and everyone loves him and is going to miss him next year."

Mr. Lalley will be missed greatly by the coaches and staff as well. Head cross-country coach and history teacher, John Raby said, "aside from being a terrific human being, Mr. Lalley is quite simply the best athletic trainer I've ever encountered on a high school or college level. He has been invaluable to our cross-country program. I'm going to miss seeing him around the building next year, and I wish him every good thing on his retirement." Athletic Director Gerry Vanasse agrees, saying that Mr. Lalley has "helped tremendously in keeping the players healthy. He will be missed by all of the coaches and athletes at Pingry."

Head Wrestling Coach Mark Facciani said that Mr. Lalley "has a winning temperament that makes him so easy to work with. Whenever I would come into the training room full of anxiety and frustration following a rough moment with my wrestling team, it was always refreshing that Mike was a calm ship on a smooth sea. I would always walk out of his office feeling a little better than when I arrived, and I would try to remind myself not to take myself and life so seriously."

"Thanks for all you have done, Mike," he said, echoing the sentiments of so many. "You will be missed."



J. Louie (IV)

Mrs. Wojnar running the bookstore, which is only one of her many jobs at school.

Mrs. Nancy Wojnar to Leave the Bookstore

By ANDREW SARTORIUS (III)

After an eventful 24 years during which she managed the bookstore, acted as transportation coordinator, and became a staple of the community, Mrs. Nancy Wojnar is retiring at the end of this year.

When she first joined the community in 1982, the school had just completed its transition to the new Martinsville campus and was in great need of a transportation coordinator. Mrs. Wojnar filled this gaping hole by stepping up and readily accepting the job. As time passed, though, and the need for a bookstore increased, she added the title of Bookstore Manager to her responsibilities.

One of Mrs. Wojnar's biggest accomplishments as transportation coordinator

was to decrease the number of Pingry-run buses from 26 to three. Almost all of the buses today are planned and run by the townships. This change was extremely helpful to the school as it drastically decreased transportation expenses.

As Mrs. Wojnar spent more time at the school, she became the bookstore manager, a position requiring longer hours and lots of behind-the-scenes hard work. Still, Mrs. Wojnar accepted the job without complaining and carried out her duties graciously. At one point, she recalls, "I essentially spent five years running the bookstore in a closet with no ventilation, no windows, and one door."

One of her favorite moments was three years ago when she saw the current bookstore for the first time. She remembers being astounded by its size, natural light, and number of windows (63 windows, she recalled with little difficulty).

When asked what has changed most about the school during her tenure here, Mrs. Wojnar replied that the school had only changed structurally and superficially. Throughout all the years she has been here, the one thing that has remained constant is the good nature and reliability of the students.

Mrs. Wojnar says one of her favorite times during the day is simply talking to students. She also enjoys when graduates come back to visit and stop by to say hello.

Even though she has worked for four different headmasters, Mrs. Wojnar has no clear favorite.

During her retirement, Mrs. Wojnar plans to travel and spend her summers at the beach, something she has been unable to do because of the work she needed to do during the summer. She also wants to spend time with her granddaughters and perform volunteer work at her local church and hospital.

Mrs. Susan Smith Retires After 27 Years at Pingry

By ZARA MANNAN (III)

After working at the school for 27 years, Mrs. Susan Smith has decided to retire. "It was a hard decision to make," she said, "but it is the right time."

Although Mrs. Smith has held various positions in the school during her tenure, including many years teaching English in the Middle School, for the last 17 years she has also been the Assistant Director of Admissions. "I help with the admissions process in general," she explained. She has been involved with interviewing new students, assigning hosts and hostesses for visiting students, and organizing open houses.

Most importantly, Mrs. Smith has had the opportunity, in Admissions, to stay connected with students. "I just love working with kids," she confessed.

Her best years were the 22 years she spent teaching English to the seventh grade, a job which she reluctantly gave up two years ago. "I loved my seventh graders," said Mrs. Smith passionately. "It was always very gratifying to watch them develop their ability

to grow and think."

Mrs. Smith has also enjoyed seeing the school change in many ways during the past quarter century. She especially saw a drastic change in the student body, "When I came, it was just the second year of girls graduating," she exclaimed. Mrs. Smith also observed that boys predominantly attended many Upper School science courses. Since then, she said, "Pingry has really become a fully co-educational school, where women have as many equal opportunities as men."

In addition, Mrs. Smith has observed how the development in technology has changed the school environment. "In my third year," she said, "I taught a typing class on typewriters." The school had lost its typing teacher a week into school, and Mrs. Smith was asked to fill this position. As the use of computers became more widespread, Mrs. Smith learned to adapt to this new technology, often getting helpful hints from her seventh grade students.

Mrs. Smith's many positions in the Middle School included Chief Form Advisor for Form I and Form

II, in which she supervised advisors for an entire grade. She also used to coach Middle School swimming and tennis.

During Mrs. Smith's tenure, she worked under five headmasters. "I would have to say I was closest to Mr. Hanly," she admits. "He was the one who appointed me to my current job in the admissions office." She admires his impact on the Honor Code and the Honor Board, which was created under his administration. Having gained the perspective of working under many different people, Mrs. Smith believes that Mr. Conard, the current headmaster, "is a wonderful addition to the school, a scholarly and good-humored man."

Overall, she concluded, "We have grown very much."

Having spent many years at the school, Mrs. Smith has "mixed feelings" about leaving. She is still unsure of what she hopes to accomplish during her retirement. "I'll have to do something," she said, "I hope to sub, and I might tutor."

Her family will certainly be glad to spend more time with her. Her husband re-

tired two years ago. She also has two children, a son and a daughter, and two "beautiful" granddaughters, who will love seeing her more often.

Nevertheless, Mrs. Smith will miss the school very much. "Pingry is a part of me," she said, "and always will be."

Her colleagues will miss her tremendously. Director of Admissions Ms. Sara Boisvert said, "Mrs. Smith's energy, outgoing and friendly nature will truly be missed in the Admission Office. She has spent many years guiding families through the admission process and her perspective and wisdom will

be a loss for this office. We are very grateful for all the hard work and dedication she has given to the Admission Office and to Pingry."

Long-time friend and colleague Mrs. Evelyn Kastl, a fellow member of the 25 year club acknowledged, "My friendship with Sue is very special to me. When I first came to the Martinsville campus, she immediately helped me join in. Sue and I had similar values in terms of English, and we frequently had conversations that enhanced each of our classes. I will miss her, and I tried very hard to change her mind about retiring."



N. Lee (VI)

A Reflection of the Life of John Babbitt

Speech Given by Ted Corvino '94 at the Memorial Assembly

I want to start by thanking the Babbitt family, the school administrators, and especially the students who organized today's tribute to John Taylor Babbitt, especially Logan Bartlett and Kim Kimber, for giving me the opportunity to speak today about my memories of John. Several of the Junior girls have told me that they're counting on me to "keep it light" in my speech; I hope that they meant "funny" and not "brief". The students who organized and arranged this assembly did so with the intent of not wallowing in the grief of John's death, but rather to celebrate the life of their classmate, teammate, and friend. With that in mind, I hope that the Babbitts can forgive me for self-medicating with a "light" dose of humor.

Nick Devers asked me at about 11 o'clock last night if it was ok if he could slap me across the face in the event that I became too emotional on stage today. I, of course, told him no, that it would just remind of the last three dates I went on and make me even more depressed.

When I think of John Babbitt, I can't help but be reminded of an Education Psychology course that I took in college. In this particular course the subject of "classroom management" frequently worked its way into discussions, as it did in several other education courses for that matter. If you walk near my classroom on most days, you might think that I must have slept through those classroom management discussions. I like to think that all that yelling and screaming is the "sound of learning". As you might anticipate, there are a number of theories

as to creating and fostering a proper classroom atmosphere that get shared during classes directed at future teachers. One particular theory that seemed, at least to me, to have been universally accepted by a number of professors of education is that it is appropriate for a teacher to be friendly with his or her students, but is it never appropriate for a teacher to be friends with a student. As teachers we often

difference, he and I had many things in common. For one, we both had to work real hard in school, and it didn't always come easy for either of us. Then, there's food. We both liked to eat and spent many Sundays together shoving Cluck U chicken bites into our faces as we anxiously waited for Peter Cipriano, seated across the table, to come up for air during one of his endless diatribes or simply pass

out from jaw exhaustion, so that John or I could get a word in. Also, I always identified with John's desire to project the image of a tough-guy. Like me, he tried relentlessly to convince people he was "hard," as he liked to say. Neither John nor I have had much success in that department. John couldn't ever be hard with that baby-face that all the girls thought was so cute, and I could never be hard as long as I continued to live at home with my mother, which my first period seniors like to point out as often as possible. John loved sports, in particular, base-

ball. The Yankees were his team, which immediately made us the best of friends. Had he been a Red Sox fan, I assure you this speech would be a lot shorter. We both played baseball for the same teams, Pingry in the spring and Flor-Mad Post 43 American Legion in the summer. We both played for the same iconic coaches, Manny Tramontana at Pingry and the notorious Shupe family of the Legion Post. For both John and me, the only things tantamount to actually playing baseball was trading baseball stories involving either Coach Trem or the Shupes. I'd need a week to tell them all, but believe me, there are some great ones... most are probably unsuitable for mixed company anyway.



Courtesy of the Development Office.

John with his brother, Andrew (III)

find ourselves at the crossroads of theory and practice... and in the case of befriendng students, I have more often than not ignored the route of theory entirely. In spite of universally accepted pedagogical thought about teachers being friendly but never friends with students, the fact of the matter is that I am proud as hell to have called John Babbitt "my friend" and will continue to be proud of that fact as long as I live. I am only sorry that I didn't get a chance to tell him just how much I cared for him two Sundays ago.

John Babbitt was easy to befriend. We spent most Sundays together and in spite of our age

John and I both loved to go to Pingry events to cheer the others on. My favorite Babbitt cheers came during this year's Girls Soccer State Championship Finals down on the frozen tundra at the College of New Jersey. After Rob Tilson's crowd-inspiring trombone riffs were immediately banned by NJSIAA officials at the gate, John reassured me that he would save the day and inspire the soccer team by getting the crowd going with some cheers. All he could come up with was, "move together as a unit, girls" and "respect your opponent" as well as my personal favorite, "stay hydrated, ladies." To this day I am convinced that the girls tied that game, 0-0, certainly not because of a lack of athletic prowess but because John's cheers were so awful. He did succeed in making the entire student section double over with laughter though. In all seriousness, what stands out most to me in terms of the things we had in

common is that we both loved and appreciated nothing more than spending warm spring and summer days running in and out of a baseball dugout, knowing that our grandpas were always in the stands at every game, smiling from ear to ear watching their boys.

Even though I never conveyed in words to John that I had thought of him as my friend, I think he assumed we had a little more than just the standard student/teacher or player/coach relationship. "How do I know this?" you ask. Well, we did spend quite a bit of time hanging out, but for some unexplainable reason, John immensely enjoyed having access to my cell phone number and, as if he knew we were friends, he frequently called me in wee hours of the night. Now, don't get me wrong. Like any normal human being would react when the phone rings at two in the morning, I would get worried. I would check the caller ID and see his name, and my fear would turn to anger. I would then answer the phone, hear John's voice, and in a flash my anger would disappear. I don't know what it was about him, but I couldn't stay angry with him for very long at all.

He tested that phenomenon though. John introduced me to a little technological service known as IP Relay. Middle Schoolers: Ear Muffs! IP Relay, for those of you who don't know, is a fantastic service... if used properly. I believe the service was most often used by, and intended to assist, those who are hearing-impaired. If one has a significant hearing impairment, one might, quite naturally, have difficulty carrying on a conversation via the telephone. Well, the IP Relay service allows the hearing-impaired person to log onto a website and types a message that he/she would like relayed in spoken word to a person via a third party. The professional on the host side of the website takes the typed words and reads them verbatim over the phone to the intended recipient, or in my case, victim, and then type the responses back to the hearing impaired person's computer screen. Well, on several occasions John would craft elegantly written messages consisting entirely of random dirty words that would make even Howard Stern blush. The IP Relay technician would then be forced to read John's messages to me over the phone. Had this been your standard prank phone call, it would be easy to simply hang up, but it usually took me at least several minutes to figure out why this polite-sounding young woman on the other end of the phone was carefully announcing each syllable of the various slang terms for male and female anatomical parts. It was wrong on so many levels... but

still kind of funny.

I realize that although John had many, many friends here at

mischief, then you definitely have some John Babbitt in you. Apparently, if you have ever



Courtesy of the Development Office

school, there are many of you in the audience today who may not have known him real well. That's understandable. What you might not know is that there is a little of John Babbitt in everyone here today. If you have ever said something that your friends thought was really funny, but you really didn't intend for it to be that funny, then you have a little Babbitt in you. If you wholeheartedly love to simply be in the presence of a group of your friends or being surrounded

disrobed and run laps around a late-night delivery woman, you have more John Babbitt in you than anyone cares to envision.

It is very hard to argue that John's passing was anything but tragic, but there are undeniable, positive lessons that we can learn from this experience. The first is to recognize that for many, Pingry is much more than just a school. It is much more than just an institution that allows students and teachers to pursue means of bettering

themselves on levels independent from one another. The Pingry experience is not about padding a college portfolio or professional resumé. The Pingry experience is about community, about family. Unfortunately, it frequently takes a tragic event or the loss of one of our own for us to realize just how much we rely on one another in this family. A second lesson is to recognize and come to grips with the fact that our time on Earth is finite, so we must learn to cherish the small things, appreciate the seemingly insignificant moments, and make the best of the time we have, leaving as few regrets behind as possible. A third lesson to learn is to have a strong faith. Not everyone will share John's strong Catholic values, but hopefully we can share a common faith in the genuine goodness that exists in all people and not be satisfied by just recognizing goodness in others, but to actively strive to demonstrate our own goodness.

There is a special place in my heart that will always remain for John Babbitt. I regret not telling him that I loved him. But I promised to not make that same mistake twice. There is a place in my heart for all of my friends in this auditorium today, and I love you too.



Courtesy of the Development Office



Courtesy of the Development Office

by the team, you know a little of what it's like to be John Babbitt. If you ever stopped in the middle of a sentence, sensing a camera lens was pointing in your general direction so that you can plan your facial expression for the photo, then that's all Babbitt. If you ever valiantly plugged away at studying for a quiz only to get a C+... and then thanked the teacher, you have got a bit of John in you. If you ever smiled out of the side of your mouth while creating a little innocent

'John Could Put a Smile on Anyone's Face'

By GENEVIEVE HAVERSTICK (V)

John Taylor Babbitt. JTB. Brickwall Babbitt. Number 8. HWJB. It seems that everywhere we look now, we are met by a reminder of John, whether it's his name scribbled on someone's binder, his initials on someone's online profile, or the rainbow bracelets on someone's wrist. These things are small symbols, that show the scope of John's influence, not only in the Pingry community but everywhere. There are few things I can say about John that haven't been said, but at the risk of sounding repetitive, I'll try.

John was, simply put, an amazing person. All of us who knew him consider ourselves privileged, and all of us who were lucky enough to have a close relationship with John consider our time with him as a true gift. John could put a smile on anyone's face. In fact, when I was around him, I can never remember not smiling.

There was never a dull moment with John. He had a special presence and an ability to bond with anyone, to make everyday things extraordinary. Whether he was holding up signs behind a teacher's

back, shouting out a "yo, yo, yo" in the hall, or planning his "Green Themed" party, he always had me laughing.

But behind his jokester exterior, John was such a kind, caring person. He would never let a friend down and was always there to help me out when I needed him; he just hated to see people unhappy. When I think of John now, I think of his smile, his

laughter, and his love of life. There was never a time when I thought he would no longer be here with us, because of all of us, he seemed the most alive. There was not a person in our grade who didn't consider John a friend, because he considered everyone his friend. There is not a person who doesn't miss him, because he touched all of our lives in some way.

John was so very special to me, so special to all who knew him. He had a light that surrounded him, a light that affected all of us and brightened our worlds. We are all better people for having known John. He will never be forgotten, and hopefully, we will all be inspired to live by his example. Thank you, John, for touching our lives.



Anna Porges (V), John, and Sandra Hough (V).

Courtesy of S. Hough (V)

'John Is Missed Every Day by Many People'



Austin Lan (V) and John.

Courtesy of S. Hough (VI)

By AUSTIN LAN (V)

John was a friendly, easy-going person. His laidback, yet hard-working, attitude made him the popular guy that his reputation reinforced. John was rarely shy, and he loved to crack jokes in awkward situations that would either lighten the moment or make it even more awkward. He loved Pingry, and I always heard him bragging about it to his out-of-school friends. John's love for sports and music connected him with many different people. His great sense of humor turned people on to him, including teachers. John

is missed everyday by so many people. People continue to learn from him in his absence, and this shows the tremendous impact he had on so many people's lives. We all miss you so much, bud; I love you man.

By MR. NORMAN LAVALETTE

The "rich and creamy" hot chocolate and "handcrafted" chocolate marshmallows with which John presented me at Christmas still stand on the top of my refrigerator as a sort of memorial to John. I still have not eaten them because they remind me of him daily. Being with John was like enjoying hot chocolate with marshmallows draped in a blanket on the couch with a good book and soothing music in the background during a gentle drizzle or a slight dusting of snow on a weekend mid afternoon. I went from "Herr LaValette" to "LaV" to "Eh, LaV" in the hallways among his friends in no time, and we were on the verge of getting even closer. John was a courageous and resilient German student who possessed a wonderful sense of humor, intelligence, and a level of patience with

himself that, for me, explained the kind, accepting, and magnanimous attitude he had toward everyone else. I truly was struck by the emphasis he placed on his personal and professional relationships and his academic and athletic growth, and I felt committed to him in ensuring that he achieved these goals.

Inevitably, thoughts of "what

if?" occasionally enter my mind. And yet, I know that John's short life was a full one, for it was an affirmation of some enduring understandings, namely, that interpersonal contact and human relationships are virtually everything. Since John was successful at this, he had everything. Moreover, John's time at Pingry has reconfirmed for me how potentially powerful, enriching, and, yes, fragile the teacher-student relationship is and how indescribably beautiful it is when teachers and students click. I feel that John truly meant for all of us to feel comfortable and at ease at school, be ourselves in class, and enjoy everyone's company, and for me to enjoy the chocolate and marshmallows, savoring every moment like he did. For now, I simply want to remember him.



Courtesy of the Bluebook

'I Enjoyed Every Second With Him'

By LIZ MOORE (V)

I feel so honored to have been one of John's friends. He was one of my best friends and I enjoyed every second I spent with him. There was something about him that was so different and so special. He genuinely cared about every person; I haven't met anyone as nice as John. He could tell when something was bothering me and would always talk to me. He always knew how to cheer me up. John was the type of person you knew you could count on if you ever needed anything. He made it known to me that

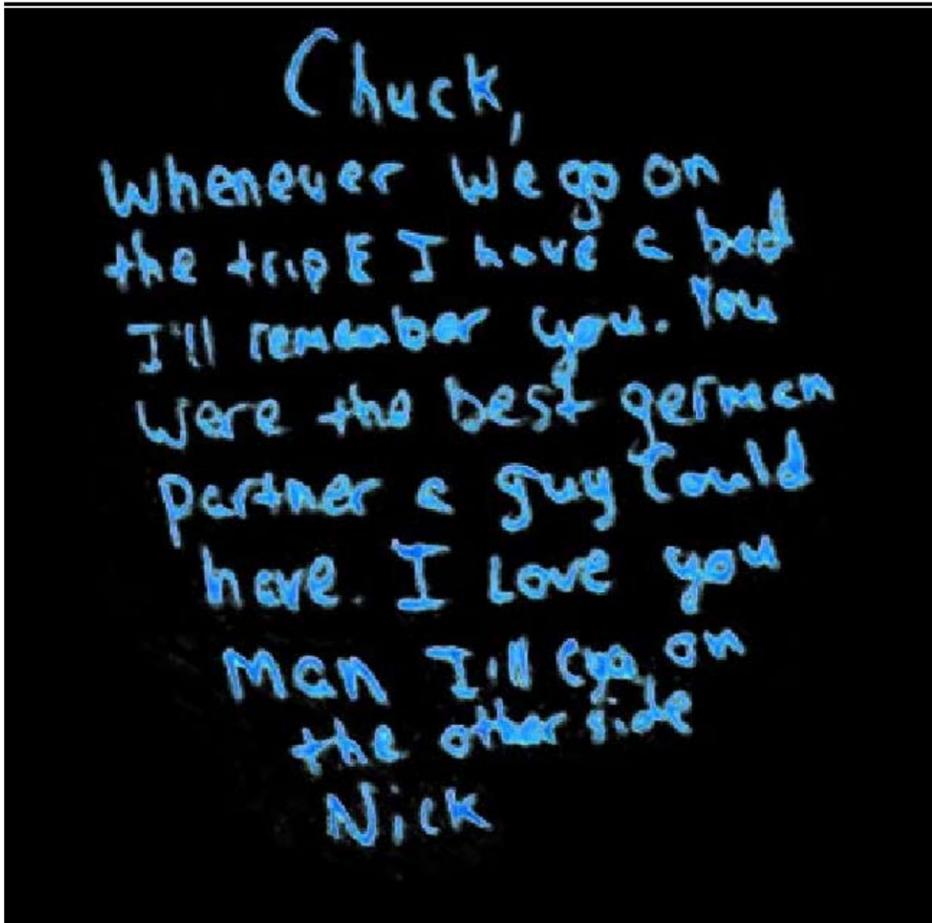
he was always just a phone call away, even if it was because I just wanted to talk.

John was so much fun to hang out with. Whether it was hanging out at school, at a party, or just having dinner together, I always enjoyed his company. John's sense of humor was like no one else's I have ever met. He was hysterical. I could always count on him for a good laugh. He could be so random at times and it just made everyone laugh. Whether it was an inappropriate IP relay call or one of his bad pointless stories, his randomness was so classic and amusing.

John made sure he never took

anything in life too seriously. He was a hard worker, but he never let too much work get in his way of enjoying life. Not only was he a hard worker in school, but he was such a hard worker in sports. He was always so proud of himself after his games and would tell me about all his points or goals. He was an athletic and dedicated soccer, basketball, baseball, and football player.

John had such a positive spirit, and he influenced every person he met. I really couldn't have asked for a better friend than John Babbitt. I will continue to love him and look up to him every day.



John, Nick Devers (V), and Richard Bradley (V) share a laugh.

Courtesy of S. Hough (V)

Fun at Field Day Biedron '70 Addresses Environmental Issues

By BETH HOMAN (IV)

A warm sun, a soft breeze, and the smell of freshly-mowed lawns created the perfect atmosphere for Field Day on May 17.

As Upper School students mingled amongst themselves on the grass of the football field, buses filled with excited children from the Lower School rolled up the Martinsville Campus drive. Soon enough, the kids from both campuses came together and reunited with



J. Louie (IV)
Kids having fun at Field Day.

After a picture was taken of the combined campuses, the games began. These ranged from shoe-searching to relay races and were great fun for everyone. Mark Shtrakhman (2) said, "I was so excited for Field Day, because it's one of my favorite days of the year. My buddies were really nice, even though they didn't do all the events with me. I can't wait until next year's Field Day!"

Although everyone was having a blast playing all the games that Short Hills gym teacher Mrs. Valerie Molloy worked so hard to arrange, not a single face seemed disappointed to head to lunch at noon. Accompanying the smells and tastes of American cuisine were the fun melodies sung by some of the Lower, Middle, and Upper School choruses. Buttondown Alex Savello (V) said, "Watch-

ing the lower school a Capella group, the Toasters, was very comical since I had many of those same teachers when I was at the Short Hills campus."

In the interlude between the Balladeers' performance and the Buttondowns', it began to rain. The muddy ground and darkened sky, however, did nothing to dampen the spirits of the Field Day participants.

With the annual tug-of-war and relay races following the

meal, the newly-refreshed children ran their hearts out to make sure their team won. Nobody could doubt that Field Day had been a success when the "youngsters," as Mr. Jon Leef likes to call them, returned to Short Hills, where many of them participated in Tootsie Roll hunts and

Capture-the-Flag. As Ariana Jackson (V) stated, "Field Day is essential to the image of community at Pingry because it brings all ages together for a fun and competitive day of games."

By CATHERINE CHONG (V)

On May 12, Pingry alumnus and co-founder of The Willow School, Mark Biedron '70, addressed the community about the construction of an eco-friendly elementary school and the general issue of sustainability. He challenged the community to become more environmentally aware of our surroundings. His 40 minute presentation was followed by a series of questions. Alexander Daifotis (II) asked the last and most controversial question, challenging the fiscal pragmatism of sustainability.

Mr. Biedron introduced his talk with a slideshow presentation. He first gave an overview of the state of the global environment and emphasized the short existence of humans in the context of the Earth's evolution. To evolve and survive, Mr. Biedron believes, mankind needs to respect and preserve the Earth.

He hoped to contribute to this goal by creating The Willow School in Gladstone.

The school, which comprises 64 students and 15 faculty members, integrates the idea of sustainability and a love of nature into many aspects of school life. Students and faculty interact with nature right on the 34-acre campus, which is the first academic institution to receive the highest level of certification from the Leadership in Energy and Environmental Design (LEED) in the country.

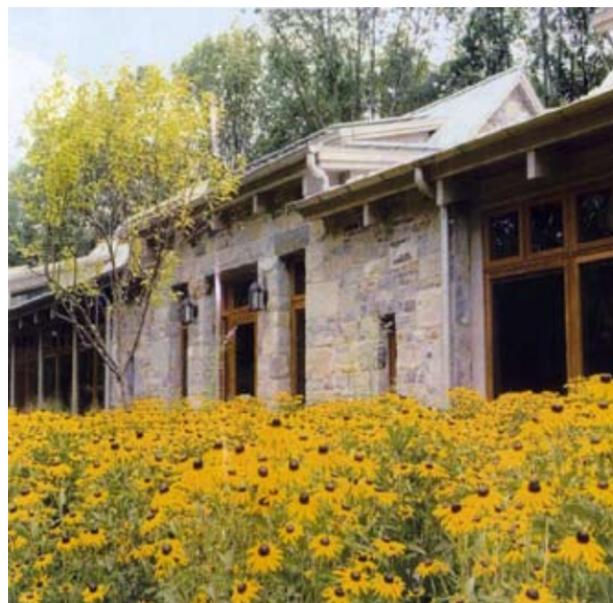
After graduating from Pingry, Mr. Biedron attended the University of Vermont and then the University of Colorado to earn his Masters degree. Finished

with his schooling, he returned to New Jersey, where he worked as the Vice President of sales at his father's paint manufacturing company and ran the company with his brother. When his family sold the business to Sherwin-Williams in the mid-90s, Mr. Biedron retired. As a side

to encourage students to behave respectfully towards each other and towards the environment.

"The whole concept was to make the building a nest. In a nest, the students can grow while still being a part of the natural world," explained Mr. Biedron.

In order to fund his project,



Courtesy of WillowSchool.org

The Willow School.

job, however, Mr. Biedron had been renovating old barns while saving all the original materials and retaining their historical integrity.

With some background in contracting and recycling building materials, Mr. Biedron and his wife first became interested in building a school as he was raising his children. With a concrete goal in mind, Mr. and Mrs. Biedron realized that if they were to promote ethical behavior in their school, they would have

Mr. Biedron reached out to the Board of Trustees, to local communities, to parents, and to foundations. "A lot of the organizations and people in the area were excited to contribute to the school," he said. "They all agreed something had to be done."

Mr. Biedron began the school in the basement of St. Luke's Church with 13 students, a few teachers, and a headmaster.

"We really reached out to a lot of pre-K schools in the area, but parents heard about the

school mainly through word-of-mouth."

Mr. Biedron has reached out to not only pre-kindergarten schools but also many high schools in order to spread his message about sustainability. When he randomly met Mr. Raby at a community event, Mr. Biedron jumped at the chance to give a speech to the school.

"I told Mr. Raby that Pingry was my alma mater and that I really wanted to speak to the school. As an established school and one of the best schools on the east coast, I thought that the school should become a leader in sustainability."

Mr. Biedron has given speeches extensively in the New Jersey and in New England.

"I work with the National Association of Independent Schools (NAIS), the umbrella organization for the 1300 independent schools in the country, to find private schools in the area. I also give speeches at town meetings and at colleges," he explained. He has given speeches at the last four NAIS annual conferences and the last four Green Building National Conferences.

From Pingry, he said he gained vital career skills. "What I took away from my time at Pingry was not just the information, but the more important skills of how to learn, how to communicate, and how to organize," he said.

With these skills, Mr. Biedron has become a leader on the independent school scene and in the Northeast and continues to push for further awareness and reform. "At age 54, I've finally found the one thing that really gets me excited and impassioned," Mr. Biedron said.

Holocaust Remembrance Assembly Was 'Eye-Opening'

By EVAN ROSENMAN (IV)

On Friday, April 28, students watched and participated in the annual assembly in honor of Yom Hashoah, or Holocaust Remembrance Day. The assembly, which focused on the Darfur crisis as a modern example of the atrocities of genocide, was a deeply moving experience which provided, as Wyatt Komarin (IV), grandson of a Holocaust survivor, put it, "an eye-opening view of a terrible

genocide which gets little media coverage."

The event was organized and introduced by history teacher Mrs. Madeline Landau, who spoke about the horrors of the Holocaust and the importance of Yom Hashoah as a day of remembrance. She also arranged for Julian Quintanilla (V) and Sam Baron (II) to speak about Darfur because, as Baron said, "We both have connections to genocide."

Quintanilla, the grandson of

a Holocaust survivor and the great-grandson of two victims, explained, "Because of this connection, I feel that I should help victims of genocide wherever they might be."

Baron lost four great-great-grandparents in the Holocaust. "As an American and as a Jew," he said, "I promise to every person that survived or was killed in the Holocaust and other genocides never to forget and never to let it happen again. Ending genocide is an obligation that I owe to all of the countless souls lost and damaged [by atrocities] around the world."

Both boys also wanted, as Baron said "to take action for the people of Darfur." Quintanilla was already involved in aiding the crisis, as his temple has been active in giving aid to the Sudan. Meanwhile, Baron and his friend Simon Greene (II) started a chapter of Help Darfur Now earlier this year after attending an information session on Darfur at Drew University.

Greene and Baron met with the founders of Help Darfur Now and established their Pingry chapter the following week. Baron recalls the film Hotel Rwanda as a major inspiration for taking action. The scene in which, "all American and foreign tourists were being evacuated from Rwanda on buses outside the hotel [and] no Rwandans were allowed to leave on the busses" was especially significant to him. In the scene, "hundreds of little children were not allowed to board the bus and as such were denied the right to live" by the carelessness of Western authorities.

Baron says he "really wanted

to instill fear and guilt" in his audience "because everybody, including myself, should feel guilty for letting genocides in Rwanda, Cambodia, and Darfur occur."

The assembly continued with the traditional lighting of candles in honor of genocide victims, an annual event which always draws countless students up to the stage. While many students who lost family members in the Holocaust lit candles, a large number of students also participated as an act of solidarity with the nameless victims of genocide. As student Melinda Zoepfel (IV) put it, "A lot of people died; they need to be remembered." The assembly concluded with the reciting of the traditional Jewish prayer, the mourner's kaddish.

Students had mixed reactions to the assembly, particularly to the candle-lighting ceremony. While Baron was "really touched" to see "a large number of people light a candle" as a way of "carrying out our promise," Sam Waterbury (V) had a different take. "Lighting candles does absolutely nothing to help Darfur and is merely a sentimental tradition designed to make the Pingry community feel like they're good people, when in fact they are doing nothing to help the victims of the genocide,"

he said. Waterbury believes we should instead be "doing a group community service project that will somehow benefit the victims."

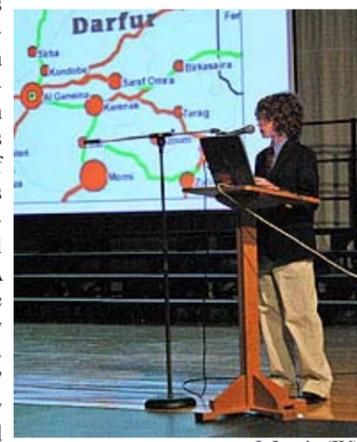
Rebecca Behrman (IV) had a mixed reaction, noting, "Lighting candles does something for memory, but if we really want to feel like good people, we should mobilize." Andrew Bennett (IV), on the other hand, said that "the idea of the day is to call attention to genocides past and present" rather than take direct action.

Midori Wada (IV), who hopes to bring the humanitarian crisis in Northern Uganda to the attention of students next year, remains sanguine about the assembly.

"It definitely got people's attention," she said, "and I'm hoping that people will actually do something about this."

Overall, the assembly elicited generally positive responses from students, and it served its purpose of informing the student body about a world in which "it has been shown," according to Baron, "that Michael Jackson coverage to Darfur coverage is at a ratio of 36:1."

"If anything can be learned from this year's Holocaust Assembly," he said, "maybe it is that we can make a difference."



J. Louie (IV)
Sam Baron (II) speaks of Darfur.

2006-2007 Student Government

Form VI

Catherine Chong
Austin Conti
Liz Lan
Ted Moller
Fatima Rakla
Russell Simpson
Lisa Thomas

Form V

Tanner Combias
Ije Eboh
Ryan Maxwell
Brian O'Toole
Taylor Sankovich
Jess Westerman
Ricky Zacharias

Form IV

Leah Dungo
Jack Muller
Taha Rakla
Giancarlo Riotto
Eileen Roach
Wesley Salazar
Grant Thomas

Form III

Sam Baron
Max DeChiara
Jenny Gorelick
John Kwon
Erica Lampert
Brandon Moy
Freddy Porges
Laura White

Form II

Will Bartlett
Jeffrey Baum
Lindsey Bissinger
Chloe Carver
Emily Combias
Helen Daifotis
Meghan Barry
Mack Roach

Form I

Form I student representatives will be elected in the fall of the 2005-2006 school year in order to allow new students the opportunity to run.

Bugliari '52 Inducted Into National Soccer Coaches' Hall of Fame

By MELISSA LOEWINGER (V)

In a major coup for Pingry and one of our most senior faculty members, veteran soccer coach Miller Bugliari '52 was recently inducted into the Hall of Fame of the National Soccer Coaches Association of America. He is the 41st member of the nation's largest coaching organization's (NSCAA) Hall of Fame, which includes all high school, college, and professional coaches in the country. Mr. Bugliari described this honor as "almost like the Academy Awards. Officials, executives, and coaches have resumes, and one of them saw mine. Don't ask me why."

Mr. Bugliari was pleasantly surprised upon hearing the news. "It's like getting accepted into college. I never thought it would happen," he said.

He modestly explained that the induction hasn't changed

his life drastically. "It's just a good honor for me and for Pingry," he said. "I also received a great number of letters and cards from alumni."

This was Mr. Bugliari's 48th year of coaching the boys' soccer team. His career so far is unparalleled, consisting of 17 County Championships, four National Coach of the Year Awards, and 20 New Jersey Prep "A" state titles. His career record consists of 645 wins, 85 losses and 50 ties, which amounts to a .859 winning average. The seven-time New Jersey State Coach of the Year was also elected to the New Jersey High School Hall of Fame in 2000.

A key proponent over the years in developing and organizing New Jersey competitive soccer, Mr. Bugliari was integral in establishing the New Jersey State Soccer Coaches Association. "I thought there

was a need to start an association of coaches in order to advance the sport in as many ways as possible," he explained.

Mr. Bugliari served as the president of the NSCAA in 1979, and he received an NSCAA Letter of Commendation in 1987, the National Intercollegiate Soccer Officials Association Merit Award in 1966, and the NSCAA Letter of Commendation in 1987. He also became the first to receive the NSCAA's High School Longer-Term Service Award in 1997, and, in the same year was inducted into the National High School Federation Hall of Fame.

The newly released "Soccer Coaching Bible" features a chapter written by Mr. Bugliari on motivation and, as he described, "getting players ready to play." It is currently available in bookstores.

After serving as Head of the Science Department for close to 30 years, Mr. Bugliari is currently working as Special Assistant to the Headmaster. He was not able to decide on what his most valuable experience over the years has been, saying, "When you coach for 48 years, your main memories are of the people who played for you, some of whom are now in their sixties."

Mr. Bugliari was a soccer player himself, serving interchangeably as a striker and a midfielder during his time as a student at Pingry, Springfield College, and in the Italian-American League.

Mr. Bugliari's main goals have remained fairly consistent over the years: "I hope that I continue to be a help to the school in a lot of ways and to be as good a coach as I possibly can."

He has stayed on the faculty for so long because, "Pingry's been very nice to me. There have been some projects that Pingry helped me finish. As long as the school is happy and I'm happy, we'll continue onward."



Courtesy of the Development Office

Coach Miller Bugliari gives his induction speech.

Freshman Oplinger Wins Stifel Award for Courage and Strength

By DIANA JIANG (IV)

Every year, alumnus Henry Stifel '83 returns to the school to honor a student who has, like himself, overcome some kind of physical disability with grace and courage. Stifel was severely injured in a car accident when he was a junior at Pingry in 1982. This year the Stifel Award was awarded to Eric Oplinger (III), who experienced terrifying ordeals but never stopped fighting, according to Ms. Kooheli Chatterji, Middle School Dean and member of the Stifel Award committee for the past three years.

When Oplinger was only nine years old, in December of 2001, his hockey coach was driving him and other team members

when he lost control of the vehicle and crashed, sending Oplinger out through the rear passenger window. His head hit a metal guardrail on the side of the road, causing him to lose consciousness. In the ensuing days, he had to undergo major brain surgery at Robert Wood Johnson Hospital to fix his fractured skull.

He also suffered trauma to other parts of his body, which were not discovered until later. It turned out that his elbow had been broken in the accident and had healed improperly; also, his femur bone had a large hole in it. Both of these discoveries led to more dangerous surgeries that helped the bones

heal correctly, even though Oplinger's elbow and knee would never be the same.

While he was going through all the medical procedures, Ms. Chatterji emphasized, he managed to only miss eight school days during the year of the accident and only three days in seventh grade, when he received the two major sur-

his experiences was "to work through hardships." He has survived the accident that would have resulted in death if his head had hit the guardrail just a millimeter off and continues to strive for his best in academics and sports.

"This is not a young man to complain about the adversities life has handed to



Courtesy of the Development Office

Mr. Henry Stifel '83 with this year's recipient, Eric Oplinger (III).

geries.

When Oplinger entered Pingry in seventh grade, Ms. Chatterji, said, "We knew there had been a near-death accident, but in front of me was this kid who could do it all."

In fact, many of his classmates did not even know about the accident and what Eric's life has been like. He had to relearn many skills at Children's Specialized Hospital since he had lost part of his short-term memory, but he continued to perform 110 percent at school.

He could no longer play the high-impact sport of ice hockey, but that did not stop his love of sports. He currently participates in soccer, basketball, and lacrosse when he can.

As Oplinger himself said, "I hope to play sports in college."

In early March of 2006, Oplinger received the news that he had been chosen as this year's recipient of the Stifel Award. At first he was embarrassed, realizing that accepting the award would mean that his story would be broadcast to the entire community as he sat on stage in front of his peers. Nonetheless, he agreed and allowed Ms. Chatterji to talk about him.

Even after accepting the award, he went to Ms. Chatterji everyday and told her the name of a person whom he felt deserved the award more than he did. "He wanted, in some way, for other people in the community to receive the award," Ms. Chatterji said. She also felt that it was brave for him to accept the award since some people would rather not have their story told.

Oplinger explained that one thing he learned through

him, nor is he a young man that wants any sort of pity or special treatment," Ms. Chatterji said. "I think he is someone, just like Henry, who embodies the meaning of the words courage, strength, and resiliency," she continued.

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Louis Lee
Katie Bennett

Eighth Graders
Kathryn Kolb
Meghan Barry
Katie Ogden

Big Blue Goes Tiffany Blue for Prom 2006

By MEGAN CRAIGHEAD (IV)

The 2006 prom took place on April 21 at the Bridgewater Marriott amidst Tiffany blue and white ribbons. The prom was coordinated by Ms. Lindsey Holmes, Jen Hetrick (VI), and Charlotte Williams (VI), and

300 people attended. According to Ms. Holmes, that's the largest number of people to ever attend a Pingry prom.

As former prom coordinator Mrs. Kate Cassidy, commented, "Ms. Holmes and the prom committee did an amazing job. They made it look easy, and I know it's

not easy to do. It was possibly the most beautiful of all rooms for proms I've ever seen."

Most people stayed until 11 because dinner was served very late and most students had a wonderful time. Alex Snape (IV) spoke enthusiastically about the "exuberant turquoise decora-

tions." Greg Selover (VI) said, "It was wonderfully organized and I had a lot of fun." Jen Hetrick (VI) also felt that it was "better than last year. There were better feelings and decorations."

As Mr. Corvino aptly stated, "It was an enchanting evening."



Juniors smile for the cameras before prom.

Courtesy of L. Zoidis (V)

Students Pursue Independent Study Projects

Continued From Page 1

Jodie Francis studied the chemistry and visual uses of different glazes, creating pieces from porcelain and glazing them in different combinations. She incorporated her love of music into the project by making a set of bowls that could be played to make music.

Justin Marchigiano took advantage of his newfound free time to work with clay, creating various pieces.

Inspired by the Art Nouveau Period, **Jennie Ellwanger** worked with **Lisa Harris** to create a line of pendants and other wearable sculptures. Using techniques such as lapidary and keumboo, they created a multitude of pieces to display at ISP Night.

Marisa Stock worked with K.T. Shepperly Designs to purchase semi-precious stones and silver and gold balls to use in making her own line of jewelry. She worked not only on the creative portion of this project but also the business aspect, managing and selling her creations.



Nick Scott-Wittenborn prepares to blow glass. C.Chong (V)

Fashion Design

Using her love of fashion as a means to express individuality, **Jen Hetrick** designed a line of clothing called "Out of Dress Code," which turned classic preppy clothes into more offbeat, wearable items. Many items also express Pingry pride.

Culinary Art

Mike Bayersdorfer, **Graham Hone**, and **Forest Malchow** worked together for Chef Carl Posey in Far Hills, learning how to cook and creating a cookbook that was sold to benefit the Kid's Cancer Research Fund.

Digital Art

Merging his passion for photography and computer science, **Nelson Lee** created a "Pingry Match Card" game using Java to make an applet. The pictures on the cards were photos that Nelson



Caroline Holt practices some of her showtunes. C.Chong (V)

took with his camera and edited into graphics.

Michael Battista used his ISP to expand his knowledge of VectorWorks, a computerized architectural design program. With it, he designed a metro station to replace the current one in Florence, Italy, as well as a nautically themed restaurant.

Dan Tuller digitally reconstructed historical architecture as it appeared at the time of its creation. He

displayed her photos with alarming environmental facts.

For her ISP, **Lisa Yang** traveled to New York City to photograph well-known tourist sights like Times Square and the Empire State Building. She also photographed the less famous parts of New York, such as the vendors, artists, and homeless people.

Marissa Bialecki pursued her passion by experimenting with surrealist and fashion photography. Using David LaChapelle's work as inspiration, she choreographed photo shoots for fellow students and traveled around New Jersey and New York for other shots.

Emulating the artistic style of Ansel Adams, **Ramyata Joshi** used various settings in New York, such as Fifth Avenue and Coney Island, as settings for her photographs.

Monica Friedman and **Brett Grunau** worked together to photograph various scenes in New York that demonstrated true underground culture. Emulating Gary Winograd's work, they mostly photographed subways and displayed the photos at ISP Night.

Exploring different types of abstraction such as minimalism and surrealism, **Stephen Cizmar** dropped his classes to take pictures of everything from the wilderness to scenes in New York City.

Film

Working with **Anthony Feenick**, **Tai DiMaio** made a documentary about Long Beach Island surf culture. They wrote scripts, interviewed local surfers, and edited it all into a film about this counterculture lifestyle.

INTERNSHIP

Journalism

Acting as an editorial assistant, **Katie Tucker** spent her ISP working at SELF Magazine, where she had small writing projects and performed administrative tasks.

Pursuing a love of humor in all its forms, **Max Cooper** interned for a month at the New York City office of the satirical newspaper The Onion.

Legal

Julianne Di Leo worked as a judicial law intern for Judge Louis M.J. Di Leo, presiding judge of the Linden Municipal Court.

For the month of May, **Tara Marcus** interned at her family's law office in Newark. She observed court appearances and contacted insurance companies to deal with claims.

Political

Rachel Van Wert worked on the Linda Stender for Congress Campaign, hoping to elect the current State Assemblywoman from the seventh district to higher office this November.

Lauren Salz worked on the campaign to elect Pingry alumnus Tom Kean '86 to the U.S. Senate later this year.

Medical

Zarine Alam worked at the Psychiatric Unit at Overlook Hospital in Summit, interacting with various patients. She kept a journal of her findings and wrote a short story at the end of the month.

Logan Marshall interned at the Deirdre Imus Environmental Center for Pediatric Oncology at Hackensack University, researching how humans



Jennie Ellwanger works on jewelry in the clay room. C.Chong (V)

can control environmental factors that ultimately cause cancer.

Finance

Courtney Jackson worked at American Express, where she assisted in researching various reward and recognition programs for regions including Latin America, Canada, Europe, and Asia.

At Tanaseybert in New

York City, **Sam Jurist** helped out in the finance department, managing

First Choice Marketing. **Kelley Finlayson** interned at Audible.com,



Jodie Francis puts finishing touches on her clay piece. C.Chong (V)

transactions and verifying billing and shipping of products.

Jeremy Teicher and **Ian Cunningham** interned together at US Trust on Wall Street, where they shadowed stock analysts.

where she conceived and executed marketing plans and dealt with all areas of Audible's customer acquisition activities.

Dana Apruzzese was employed as an intern for Saatchi & Saatchi Consumer Healthcare in New York, where she assisted in the account management section of the advertising agency.

Real Estate

Pursuing an interest in real estate, **Ariana Lichtenstein** commuted to Alenhurst, where she worked for the John Conover Real Estate Agency. She recorded houses in the MLS, showed houses, and closed deals.

Arts

Charlotte Williams spent her ISP interning for two weeks each at William Wegman and Annie Leibovitz Studios.

Following her long-time interest in art, **Katrina Welch** interned at the Summit Visual Arts Center, where she helped to prepare for their May 21 fine arts and crafts show.

Interior Design

Julie Hamilton interned at Janet Simon, Inc. in Morristown, where she experimented with all aspects



Lisa Yang, Ramyata Joshi, and Nadine Reitman edit photos. C.Chong (V)

With Reckless Abandonment of Classes in May

of interior design, from color palettes to types of furniture.

Athletic

Connor McCoy interned for the Somerset Patriots, learning the procedures in selling tickets and operating a box office for a minor league baseball team.

Pursuing his love of sports, **Justin Oplinger** interned at Athletic Edge, where he learned about exercise physiology and biomechanics.

Other

Chantal Berman worked for the Tectonic Theater Project in New York City, where she assisted in the literary development of plays and conducted research for new projects.

Katy Pinke spent the month of May helping the Metropolitan Opera pre-

paring on for two years about the lives of two people in 1932.

Adam Kowalski spent the month of May exploring the creative writing aspects of Buddhism, creating a Zen Koan and haiku collection.

EDUCATION

At Pingry

Ashley Ulker used her ISP to pursue two passions: she spent four days a week assisting second grade teachers at the Lower Campus and one day working at the popular radio station KTU.

Drawing on her own experiences at Pingry, **Juliette Jordan** worked as a teaching assistant to a fifth grade class. She also wrote a paper on the Middle School Transition.

Also recalling his good times at the Lower Campus,

of probing precursor life forms in biological specimens at Primordia Institute of New Sciences and Medicine in Livingston.

Jen Soo Hoo continued her summer project of 2005 at Drew University, in which she studied nutritional control of antibiotic production by *Pseudomonas fluorescens*, a possible biopesticide against zebra mussels.

Sara Mouradian used the knowledge she gained in the Introduction to Science Research class to pursue independent research of her own choosing. She worked closely with Mr. Hata while simultaneously doing daily research at the library.

Katie Jennings conducted research in order to publish a guide on how to perform the most efficient rapid colony transformation in the classroom setting.

Other

Bard Ricciardi and **Andrew Donnantuono** worked together to research what it takes to start up a new sports franchise and keep it functioning over time. They attempted to build a team and acquire land for them to practice on, all while keeping the project economically sound.

To better understand what religion means to her, **Ameesha Sampat** traveled to various religious establishments, as well as museums that displayed religious artwork. She kept a journal of what she learned at each place.

Maureen Kelly also pursued a study of religion, visiting places that are holy to various religions and attempting to understand what effect a particular place has upon those in it.

Pursuing an interest in investment, **Drew Gate-**

wood researched forms of alternative investment, reading "Capital Markets:

FOP fundraiser, and helped with marketing.

ment, and all proceeds went to charity.

Alex Kalra used his ISP



Marissa Bialecki shares her work with fellow photographer, Stephan Cizmar. C. Chong (V)

Institutions and Investments" and interviewing professionals in the field.

COMMUNITY SERVICE

Lindsay Pounder and **Caitlin Fitzgerald** volunteered together at the Watchung Ridge Assisted Living Center. They helped keep the residents entertained by running arts and crafts, musical programs, and movies.

Culminating years of volunteering experience at Overlook Hospital, **Caroline Porter** used her ISP to do clerical work there while helping with the various needs of the patients.

Elena Dowling and **Katie O'Connor** worked together for the Weldon FOP Research Fund. They did office work, toured the FOP labs at University of Pennsylvania, put on an

Using his interest in engineering and homeland security, **Nick Kasten** assisted with the building of emergency housing at Pingry.

Tatiana Javier worked at Calvary Tabernacle in Cranford to help set up and plan their next large event. She contacted and met with sponsors, advertised using different mediums, and promoted at local high schools and YMCAs.

Gaston McGary worked at Calvary Baptist Church in Plainfield, where he did clerical work and acted as a liaison between the adult and youth ministries.

OTHER

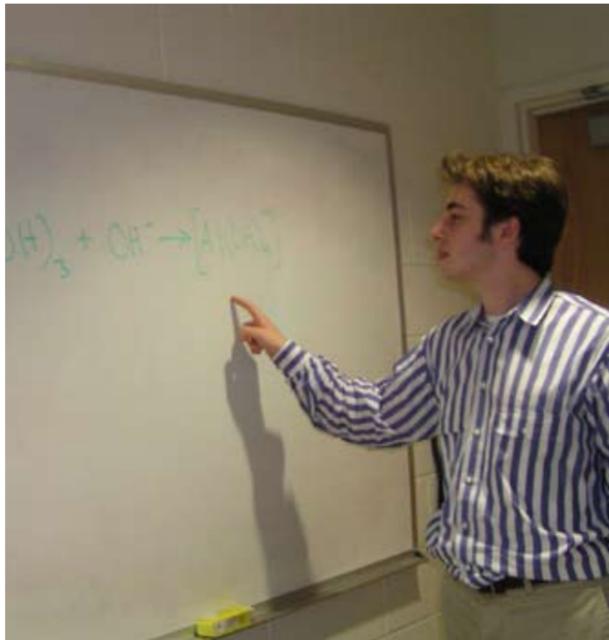
Margot Gianis spent the month of May planning a Senior/Parent Benefit Dinner. She coordinated all aspects of the dinner, from invitations to entertain-

to work at New Vernon Coach and Motor Works, gaining hands-on experience with the mechanical as well as the business practices involved in running such a business.

Jack Gandolfo participated in a two-week camp for people who stutter. He prepared for the camp by using an interactive CD and followed up on the camp by writing a journal.

Zack Cordero, **Andrew Warren**, and **Josh Grant** worked together during ISP to design and build a twelve-foot boat using various items and supplies they bought at Home Depot.

Continuing what she started last summer, **Kelly McGuire** worked at Career Explorations, developing a teen-friendly guide to New York City that will be used by many interns this summer.



August duPont practice chemistry. C. Chong (V)

pare for their June trip to Japan.

Following his interest in public relations and communications, **William Welt** interned at WSOU, Seton Hall University's student radio station.

Jazmin Wright worked in the Human Resources section of the Department of Veteran Affairs in Newark, where she focused on employee relations, grievances, and contracts.

WRITING

Journalism

Applying his knowledge of German, **Matt Kudziela** assembled a travel guide in German of New Jersey's shores and boardwalks.

Creative Writing

Sanders Bernstein wrote and edited 30 pages of what will eventually become a novel about a character that travels through various important historical periods and places.

Using his newfound knowledge from creative writing and a class he took at Columbia University one summer, **Carl Ruggiero** also wrote a portion of what will eventually become a novel.

Michael Kreisbuch used his ISP to further develop a play that he has been work-

Brian Combias went back to Short Hills to work as an assistant to the gym teachers.

Applying the knowledge he gained in AP Psychology, **Sam Blum** assisted the first grade teachers at the Lower School, teaching the class as a whole and also assisting children one-on-one.

Pursuing his love of Latin and science, **August duPont** worked as a teaching assistant to Mr. Varnes and Mr. Grant in their Latin and Honors Chemistry classes, respectively.

Off Campus

Kelly Peeler spent her ISP as the teaching assistant at the Tamaques Elementary School in Westfield. She spent most of her time helping fourth graders in the special needs program.

Returning to her old school, the Crim School in Bridgewater, **Sarah Oberrender** worked as a teaching assistant to Mrs. Sloane, one of her former teachers.

RESEARCH

Scientific

Getting a head start on what she plans to study in college, **Lena Young** used high-resolution dark field microscopy as a means



By MATT LAUD (V)

Grieg Will Miss Kids and Coaching

By HALLIE BIANCO (IV)

After spending 14 years of his life at Pingry, Mr. David Greig '98 is leaving the community. After graduating from Pingry, Mr. Greig came back after college to teach physics and Middle School science. He has been in the classroom for the past two years.

Mr. Greig also acted as a middle school advisor and a coach for the Middle School boys' lacrosse team. "It's going to stink having a new advisor next year, he's so much fun," said Schuyler Bianco (I).

Mr. Greig is moving to the Boston area because his fiancé is currently taking classes at Tufts Graduate School, and "You don't want to live far apart when you're engaged," Greig explained. "I've been interviewing at a bunch of schools; so hopefully I'll be living in the Boston area with a job," he said.

When he is gone, he knows Pingry will stay with him. "I have fourteen years of Pingry memories," he said. One of his best memories is "scoring a touchdown against Pope John for states" while he was a student here.

Since beginning his teaching career, Mr. Greig has gotten to know Pingry from a new perspective: "I think that Pingry provides an environment that allows acceleration in multiple areas." Mr. Greig explained, "I like that everyone can be good at sports,

theater, arts, and academics." He also enjoys just "getting to interact with the kids."

As a coach, Mr. Greig likes the fact that the sports field is "a different atmosphere than a classroom. You get to form different relationships as a coach than you could as a teacher. You're not as serious."

When he leaves, he is sure that he will miss everyone, particularly "all the teachers who used to be my teachers

and taught me and all the kids I teach or have taught."

His students will miss him as well. Emily Combias (I), who has Mr. Greig as an advisor, said, "He is very nice. I hope that he has fun. We will miss him very much." She added, "It's fun seeing him in the hallways, since he's ten times taller than me."

Bianco said, "I know we are all going to miss Mr. Greig very much when he leaves."



Mr. Grieg poses for the camera.

N. Lee (VI)

FLANAGAN TO SEEK A NEW POSITION IN NEW YORK

Permanent Substitute Leaves After One Year

By JOSH FREEDMAN (V)

Ms. Alicia Flanagan, this year's permanent substitute, will be leaving at the end of the year to take a job in New York City.

Ms. Flanagan, who came to the school at the beginning of the year after graduating from Tufts University, was inspired to teach because she had tutored throughout college. She majored in English and Art History, and her new job in Manhattan will be at a pension trust fund for artists.

Besides being the permanent substitute, Ms. Flanagan also coached Middle School cross country, swimming, and track and field. She said, "I had a great time this year, and it's going to be very hard to leave. I've become connected to a lot of students and faculty, and the decision to leave was a very hard one."

While she is sad to leave, Flanagan is looking forward to pursuing her interest in art at her new job. She "learned many things at Pingry," and will make sure to remain in touch.

Holmes to Continue Coaching Soccer

By OLIVIA DELIA (IV)

After three years, Middle School teacher Lindsay Holmes is leaving to pursue a career outside of education, though she will continue to coach varsity girls' soccer next fall.

Ms. Holmes entered Pingry in tenth grade and graduated in 1999 to attend Columbia University. Soon after graduating from college in 2003, she returned to coach varsity girls' soccer and track, and in her second year she also served as a permanent substitute teacher.

This past year, in addition to coaching, Ms. Holmes taught English 7 and History 8 in the Middle School and was also head of the Prom Committee.

According to fellow history teacher Mr. David Giarrusso, "It was evident from the day Ms. Holmes returned to Pingry that she was going to have a great rapport with her students and athletes. We were excited to have her

join us in the history office when we saw what she was capable of as a permanent substitute."

For many students, Ms. Holmes is as much a friend as a teacher or coach. Yaadira Brown (III), who has Ms. Holmes as a track coach, said she "reminds me of an older sister. She's a wonderful person."

Ariel Dickey (III), also a runner, agreed, "She always encourages me to run at the best of my ability; she's fun but still competitive." During Ms. Holmes' tenure at Pingry, the girls' track team has remained undefeated.

Likewise, this past fall Ms. Holmes led the girls' soccer team to a ranking of second in the state and eighth in the country; Kathleen Soohoo (IV) said that, for the soccer team, Ms. Holmes is more than "a good coach. We can relate to her and she's always easy to talk to and she can really play."

Hernandez to Pursue Writing, Library Science

By MELISSA LOEWINGER (V)

For Ms. Melissa Hernandez, this school year has been both her first and last teaching Middle School English. Hoping to become a librarian, she is applying to Rutgers and St. John's University to earn a degree in library and information science.

She is also seeking different research opportunities, saying, "My goal for next year is to do research in preparation for work at a library." Ms. Hernandez still wants to teach, however, and says, "There are different ways you can work in a library. One way is as an instructor. You just teach different things."

Reading and writing have always been Ms. Hernandez's passions. While at Staten Island Technical High School and Colby College, Ms. Hernandez particularly enjoyed English classes. A fan of young adult literature, she says, "I especially love authors Madeleine L'Engle, Terry Pratchett, and anything about King Arthur."

An aspiring author herself, Ms. Hernandez has co-written a novel, as well as many poems and a short story that is going to be featured in a magazine during the summer.

One of her favorite things about the school has been that "you never know what the conversation in the class is going to be like. You always have to be on your toes." Ms. Hernandez has particularly enjoyed the interesting conversations she had with her colleagues in the English Department, reflecting, "One time Mr. Li and I were talking about the number zero at six in the morning."

She has not been a fan, however, of the packed activity schedule, complaining, "There's a lot to do with coaching (Middle School girls' basketball), advising, and teaching."

A very special moment Ms. Hernandez shared with one of her classes was during an especially trying time in her life. She said, "I had just gotten some bad news about my mother. I explained this to the kids and just the look on their faces, that it was okay and that they understood, was so special to me."

All things considered, Ms. Hernandez believes that she has had a year well-spent and that, "although I am not coming back, I hope to keep in touch with the students and my co-workers."



N. Lee (VI)

2006—2007 PEER LEADERS

Sam Adriance
Heather Benjamin
Richard Bradley
Toreyan Clarke
Austin Conti
Dan Davidson
Josh Freedman
Brette Graber
Arielle Grapstein
Sandra Hough
Ariana Jackson
Garrett Keating
Jason Kluger
Liz Lan
Emily Lang
Matt Laud
Jillian Lubetkin
Ross Millard
Ted Moller
Liz Moore
Robin Moore
Mai-Yin Picard
Anna Porges
Jonathan Reef
Neha Sampat
Chris Scavone
Katherine Sheeleigh
Russell Simpson
Alex Snape
Lisa Thomas
Jeff Zimring

*Peer Leaders as of June 6.

Mr. Small Trades Teaching for Law

By BEN MACKOFF (V)

History teacher Mr. Adam Small will not be returning to his post in the history department, as he is leaving New Jersey to attend Georgetown University Law Center.

Mr. Small always knew that he wanted to spend a short stint teaching. "A short teaching career can be a great transition after college, especially if you don't already know what you want to do with your life," Mr. Small said. He believes that his time at Pingry was one of the things that made him realize he wanted to become a lawyer.

"I had a great experience at Pingry," said Mr. Small. "The best thing about Pingry is that the students are bright and motivated. If a place is a good place to be a student, then it's a good place to be a teacher too."

Small cited the support of his colleagues and the school's administration as being very helpful during his two years here. He es-

pecially enjoyed getting to know the talented teachers who staff the History Department.

Participating in the Mentor Program this year was also a good learning experience for him. He was partnered with veteran English teacher Mrs. Isabel Roach. In the Mentor Program, a new teacher is partnered with a more seasoned one and the two attend some of



Mr. Small outside the school.

C. Chong (V)

each other's classes. The idea is that the new teacher will pick up ideas from watching the more experienced one, and that the more experienced teacher will constructively critique the newer one's performance.

This summer, Mr. Small will be teaching writing classes in the New Jersey SEEDS Program with fellow

history teachers Dr. James Murray and Mr. Phillip Gratwick. SEEDS is an academic enrichment and leadership development program that seeks to eliminate social and economic barriers by preparing qualified underprivileged students for placement at competitive independent schools.

Next year, Mr. Small will be living on the Georgetown University Law Center campus. As a graduate student, Mr. Small won't be eligible to play varsity sports, but he does plan on playing both softball and basketball at the intramural level. He is especially excited about the prospect of possibly playing with or against

Pingry alumni who attend Georgetown's Undergraduate College, but he jokes that he probably won't be attending the same social functions as they do.

According to Mr. Small, teaching taught him responsibility and has been, overall, a good experience. "The only downside of teaching was dealing out punishments," he confessed.

Phenomenal Seasons for Both Basketball Teams

By CORI HUNDT (V)

This year both the boys' and girls' basketball teams had great seasons. Both teams improved last year's records.

The boys' basketball team, led by captain Anthony Feenick (VI), ended the season with a record of 17-6, which is the best record they have had in 15 years and is said to be the second best record for a boys' basketball team in school history. Their initial goals included winning the County Tournament and getting far in the State Tournament. Even though they did not win either, they did make it to the quarterfinals of both the County Tournament and the State Tournament.

So what was the reason for their success this season? To start off, they had a new coach, Eric Murdock, whose great knowledge of the game definitely helped them. The team also had a new attitude, as Feenick said, "We had more team unity this year and we also worked very hard in practice which paid off during the games."

This year, the team won a huge game against Mountain Lakes in double overtime during the first

round of the County Tournament. The basketball team also easily defeated Bernards twice and beat Whippany Park twice as well. Overall, the season was definitely one to be proud of. Feenick summed it up saying, "Everyone just enjoys Pingry basketball a lot more now."

The girls' basketball team finished off their season with a record of 17-10, which was the best girls' basketball record ever recorded in school history. Led by captains Julianne DiLeo (VI) and Jen Hetrick (VI), the team advanced to the second round in both the County and State Tournaments. One of the reasons for the team's great success was that they had strong players all around, including DiLeo who was named Third-Team All Somerset. Even though there were some tough opponents, including their rivals Verona and Bernards, they persevered and greatly improved upon last year's 12-11 record.

Overall, both basketball teams had some of their best seasons ever and with some strong younger players, the outlook is good for the coming years.

Remembering Seniors

By HANNAH GOLDSTEIN (IV)

Having a big sibling wasn't always easy for me. Despite getting my way a lot of the time, I also got the hand-me-downs and the earlier bedtime. The fact that this sibling was a boy made my life all the more difficult. Instead of Barbies, Polly Pockets, and American Girl dolls, Adam was absorbed in baseball cards, erector sets...oh, and computers.

But Adam was always smarter than me, and I knew this was true. Even at age seven, he would tell my mom things that she didn't know, things that he learned at school or at camp. Although I accepted all his statements as valid facts (many a time would I be in class, telling a teacher that he or she was wrong because "my brother said..."), Adam always challenged my thoughts and opinions. As much as this bothered me, I couldn't help but end up just like him, going through phases in which I endlessly challenged others' political views. After Adam edited his first book, I was immediately his number one fan. After he and some of his friends got together to make a band, I made sure everyone cheered for them as loudly as possible at Spring Fling. I watched him grow from the nagging, obnoxious older brother to an incredible, talented, college-bound senior.

But Adam is not the only senior who has grown before my eyes. I feel a connection to so many seniors, many of whom I

don't even talk to anymore. I still remember when Logan Marshall tried to make me feel better at the lower school fair after I lost the cake-walk. I remember standing in Natasha Welch's garage, watching her big sister Katrina practice her "Hit Me Baby, One More Time" dance in preparation for the lower school talent show. I still remember going over to Nick Molé's house to pick up Adam from his playdate. I remember going to pool parties at the Skarzynskis', lower-school graduation parties at the Appuzzezzes', Christmas parties at the duPonts', Hannukah parties at the Teichers', and Indian movie nights at the Sampats'. I remember going on winter vacation to the Berkshires with Forest Malchow. I even remember playing fetch with the Kreisbuchs' dog. Although they don't know this, I still associate Logan Marshall with the cake-walk, and I still want to belt out Bollywood songs whenever I see Ameesha (but I refrain).

It's hard not to wonder how I will be remembered. I think of my kindergarten class picture, and then my sixth-grade Fairview Lakes class picture. I think about how they will look next to my graduating class photograph in three years.

So, while you share your own reflections on the class of '06, don't forget to forge a bond with those younger than you. After all, you never know how you might be remembered.

Class of 2010 Largest in Pingry History

By DARINA SHTRAKHMAN (IV)

This spring, the Admission Office admitted 56 new eighth grade students, who will join the 84 returning students to form next year's freshman class, the class of 2010. The new students were picked from a group of roughly 273 applicants, with 72 percent of those accepted matriculating.

The 56 new students come from 33 different schools and represent 33 different communities across New Jersey. Of all 33 middle schools, 67 percent are public, 24 percent are private, and nine percent are Catholic.

Eighteen of the new students are siblings of current students or alumni and two are children of alumni.

While 100 percent of the

new students received all A's and B's on their report cards, the vast majority, 72 percent, received only A's. They are also involved in many extra curricular activities. 89 percent play sports (down from 96 percent last year), while 71 percent are involved in vocal and instrumental music. 50 percent are involved in dance and drama.

The Admission Office does not "recruit per se," Director of Admission Ms. Sara Boisvert said. The Admission Office will also help a student with a particular interest in sports or arts connect to the necessary coaches or teachers on his or her visiting days.

Sixty-four percent of the new students participate in community service. Additionally, 52 percent hold leadership roles in their

schools, up from 41 percent last year.

The class of 2010, including the new students, will be 27 percent students of color, which reflects an increase of three percent from last year's freshman class. This diverse group includes eleven African American students, 18 Asian students, three Hispanic students, and one Middle Eastern student.

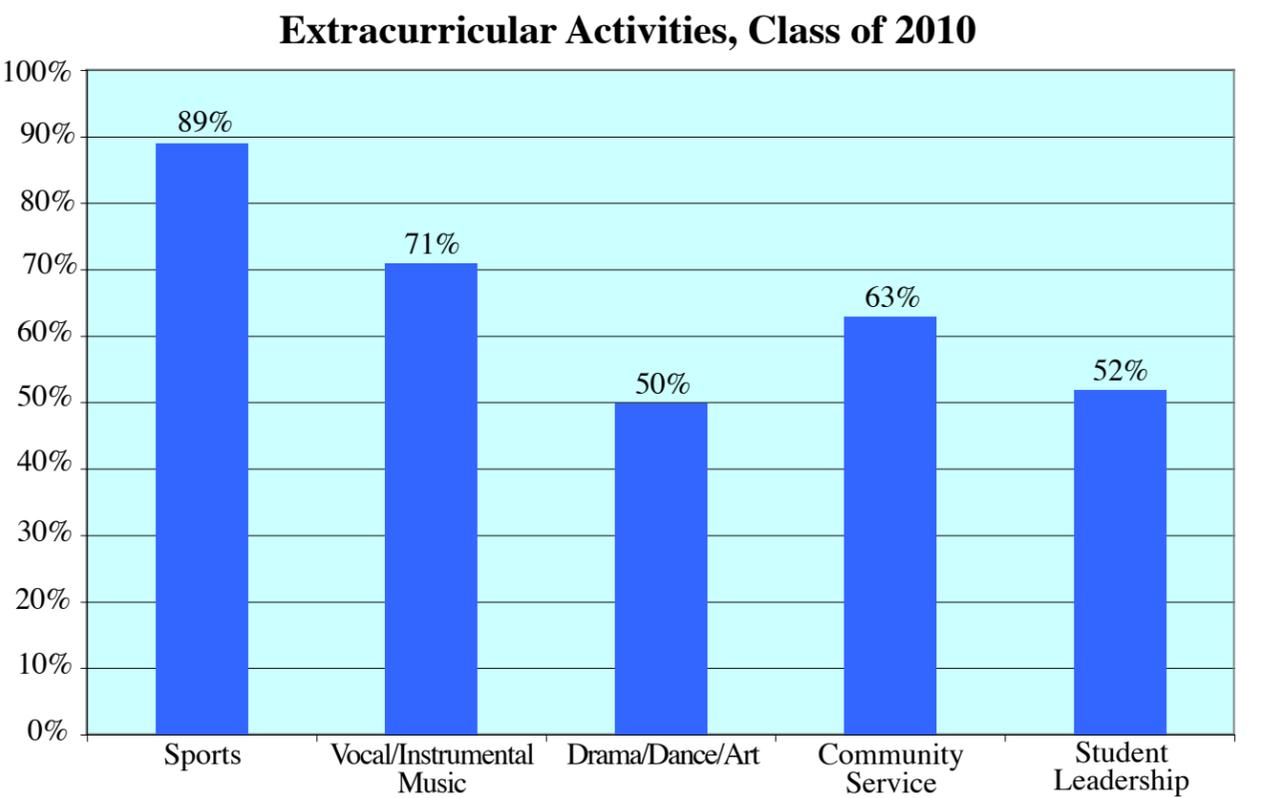
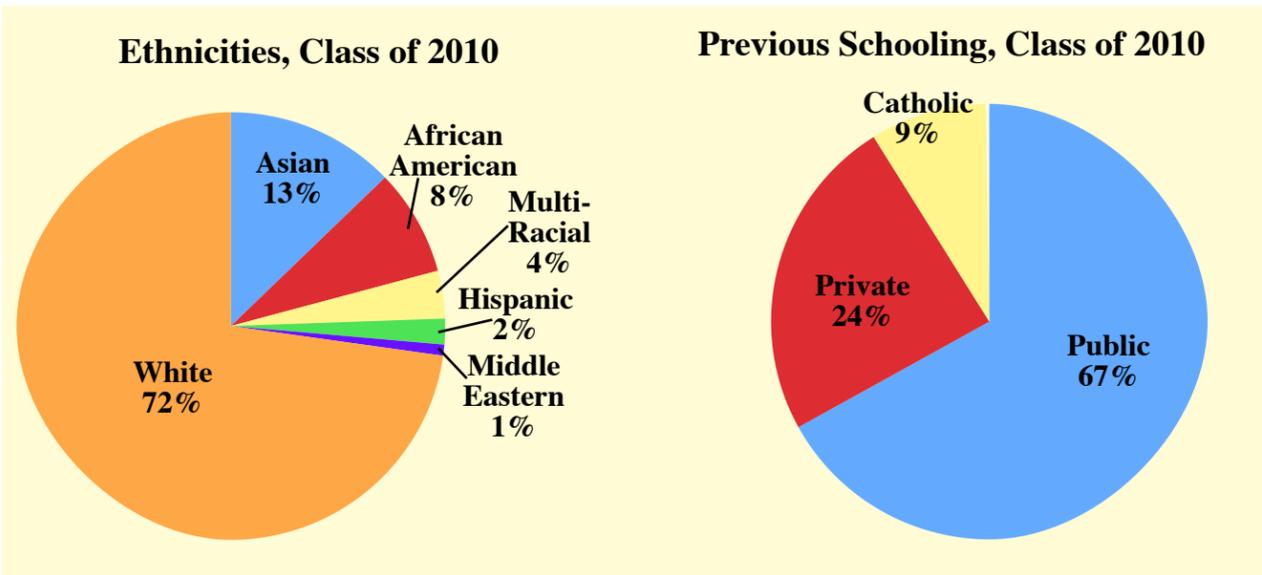
At 140 students, the class of 2010 is the largest freshman class that the school has ever had, compared to freshman classes in previous years that had between 120 and 130 students.

Ms. Boisvert explained this is due to both a talented applicant pool and a large number of students accepting the offer of admission. Because the Admissions

Office over-admits students, when more than expected accept, the class ends up very large. This year saw a record-breaking 18 percent spike in applications and a 16 percent increase in matriculation.

Each year, the Admission Office makes projections for enrollment for the entire school, including the Short Hills campus and the Middle School. The school stays at roughly 1000 students every year, so entry year grades (like seventh and ninth) accept more or fewer students to meet the quota.

This creates an interesting situation for next year's admissions in terms of whether or not fewer kids will be accepted in order to meet the new, smaller quota or if they will make future grades smaller instead.



Word in the Hall: What will you miss most about the class of '06?



RACHEL ADELEYE (III)

"All of my senior teammates."



TAHA RAKLA (III)

"My peer leaders."



MR. JON LEEF

"Their camaraderie with one another."



MATT LAUD (V)

"One Word: Boosh"



J.P. PATRIZIO (IV)

"The intensity that they provided at sporting events."



SARAH STRACKHOUSE (IV)

"Their school spirit."

One Year Later and Still Loving His Job

By **DARINA SHTRAKHMAN (IV)**

Upon the completion of his first year as Headmaster, Mr. Nathaniel Conard seems to have many great memories and plans for the future of the school.

When asked about his favorite memory, he explained that it is very hard to pick just one. "I would say certainly community moments have been my favorite like the December festival, the theater productions, and especially The Laramie Project and Urinetown being sold out. Every Wednesday morning when I get to greet students at Short Hills is great. Also watching the sports this year, particularly in the fall, and baseball

games and the fans at basketball are wonderful."

He also enjoyed many of the assemblies, but his fa-



Mr. Conard at his desk.

vorite, he said, are the ones that were student run. "Some of the highlights were probably the Darfur assembly,

when Sam Baron (I) and Julian Quintanilla (V) spoke so eloquently. The Multicultural Day assembly was also

wonderful. It's really incredible the degree to which students here are involved and excel in the things that

they do. This is such a great place to find strength and success," he said.

Mr. Conard explained the positive aspects of the school that he has most noticed this past year. "One of the things that I've picked up on and liked is the incredible sense of community here. This place really takes the spirit of the Honor Code to heart and as a community it lives those ideals, which is really rare and special. One of the dimensions of that is that individuals really do take responsibility for the well-being of the community itself," he said.

He already has an extensive set of goals for next year, which he presented to the Board of Trustees earlier this spring. He explained that, in general, goals fall into two categories: what the administration is expected to do and what it is natural and best for them to do. His goals, he added, are an attempt to combine the two. "My plans for next year are really four-fold," he explained.

The first is to constantly focus on intellectual rigor. He clarified by adding, "This means not so much academic work, which just means adding more homework, but rather improving the quality of thinking. We need to be constantly paying attention to that, which would shift the responsibility of learning more towards the students. That makes the learning process more challenging but also more engaging."

The second goal is to continue focus and emphasis on the Honor Code "as a guiding principle for us. The Honor Code is already so strong and engrained here, but there is always room for improvement," he said.

The third goal is to "continue to work on diversity and inclusion; responsibility and respect tie directly to that."

The fourth and final leg of the plan is movement towards greater sustainability and stewardship of resources. Addressing the assembly that took place early in May, Mr. Conard said, "Of course, environment is a big part of sustainability, but it goes beyond that. It's not just about taking care of our land and water and electricity but also taking care of our people, our money, and our campus."

After a strong start this year, Mr. Conard looks ahead to the 2006-07 school year with "enthusiasm and energy for improvement."

Seniors Get Laughs During 'Vinegar Tom'

By **HALLIE BIANCO (IV)**

Audiences of the Drama IV show, which took place April 28, 29, and 30, got to enjoy a wonderful performance with an amazing cast and set. This year's senior play, which was performed by the Drama IV class and directed by Drama Department Head Al Romano, was Caryl Churchill's "Vinegar Tom."

Set in 17th century England, "Vinegar Tom" follows the story of a few citizens in a small, English town who wrestle with their fears and superstitions about witches. Like people found guilty during the Salem Witch Trials, some of the women accused of witchcraft are condemned and hanged.

In the minds of the actors the show was a success. "We really pulled it together for the performances," Greg Selover (VI) said.

"I didn't know how it would turn out because it is a very difficult

piece, but I think we ended up expressing Churchill's messages to the best of our ability," agreed Katy Pinke (VI).

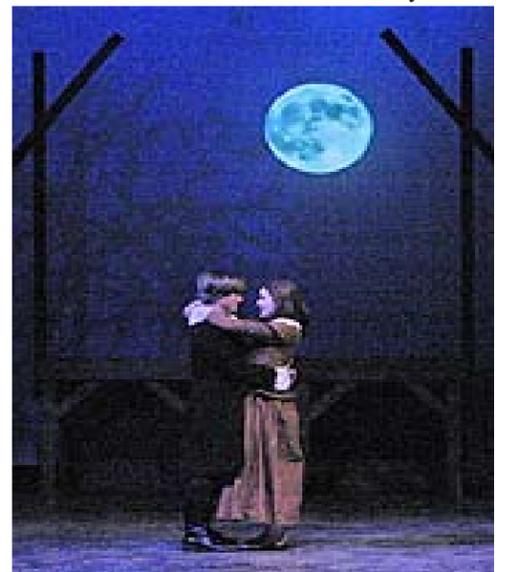
When misfortune befalls Margery and Jack, played by Marissa Bialecki (VI) and Max Cooper (VI), they are sure it is a result of the witchcraft practiced by their elderly neighbor, Mother Joan Nokes, and her daughter Alice, played by Ashley Ulker (VI) and Pinke, respectively.

After consulting "the cunning woman," (Kiwani Pond (VI)), and receiving no help from her, the couple goes to Henry Packer, played by Selover, the local witch hunter. He is assisted by Goody Haskins, played by Katie Jennings (VI).

The story also follows Miss Betty, played by Courtney Jackson (VI), a well-off young woman who is believed to be "sick," because she does not wish to marry. Packer is also asked to cure her of her "illness," which he claims is hysteria.

Contemporary songs echoing the play's themes were performed by Dan Kahn (VI) on piano and sung by Caroline Holt (VI). Accompanying posters and photographs also established analogies between 17th century superstitions and gender stereotypes in today's world.

According to Mr. Romano, "The students did such a wonderful job that it is hard to pick out one favorite moment, but there was a very powerful scene in which the religious authorities essentially used torture and extortion to get confessions. The scene was truly frightening, because it has so many echoes



Courtesy of the Communications Office

Seniors Greg Selover and Katy Pinke acting.

today, and the student actors were fully committed."

The show was well-received by its audiences, including Sam Waterbury (V), who said, "I thought that they did a good job. The acting was very good; it was a shame that so few people came to see it."

The cast and director were disappointed that there weren't more audience members, but Mr. Romano believed that the tough subject matter might have been partially responsible. "The play is admittedly not a light entertainment," he explained. "It asks us serious questions about cultural values regarding women. It requires that the audience be involved in making the connections between the historical material and contemporary songs. It is a different kind of theater," he explained.

Selover acknowledges that he and the cast "owe everything to Mr. Romano and Mrs. Asch." According to Ulker, "we were all happy with how it turned out."

Freshman Ju Is Chess Master

By **SCOTT BISSINGER (IV)**

When people hear about competitive chess, they think only of Bobby Fischer, not realizing that there are thousands of competitive chess players across the world of all ages. Many of these kids start playing chess before they even enter kindergarten. They spend hours learning the moves and mastering the game. They play in chess tournaments across

the country vying for the ultimate prize: winning a National Chess Championship. At school, the student body is lucky enough to have a competitive chess player of our own, freshman Evan Ju. Unlike 99 percent of American chess players, he has become a chess master, is ranked in the top ten in America, and competes in worldwide tournaments.

Ju was five when he started playing chess. He remembers

how one day he saw his babysitter, Trish, playing chess "on the computer. I liked the way the pieces moved, so I started playing."

Unlike most chess players whose parents push them into playing, Ju chose to pursue the game. He rose up in the ranks rapidly and became an excel-

lent player. In fourth and fifth grades he became the National Champion. Achieving this level of excellence required dedication and hundreds of hours of practice.

He also had a fine first coach, Roland Yakabashvili, who taught Evan the basics and the strategies of chess. He also helped Ju in becoming a chess master, helping him raise his USCF ranking from 700 to 1800. To



Evan Ju (III)

become a chess master, a USCF ranking of 2200 is needed.

Ju became a chess master at age 14, the youngest in New Jersey history. He credits his obtaining this title at around the same age as Bobby Fischer, to playing against his coaches. One of his coaches is Joel Benjamin, who became a chess master

at age 13 and appeared in the movie "Searching for Bobby Fischer." Another coach is Boris Gulko, the only player to hold both a U.S. championship title twice and a USSR championship.

"The best way to learn chess is by playing with the best," Ju believes, "During games you can write down and analyze moves. You can study the best players in the past, see how they play and strategize." Ju plays chess daily against many coaches, learning multiple ways to strategize.

In the past several years, Ju has traveled to tournaments in places as far away as Louisville and Greece. Over the past summer, he went to the World Youth Chess Championship in Belfort, France and placed 19th out of 137 competitors in the U-14 division.

Ju loves chess because "there are different ways of playing, aggressively or defensively. I have to be alert throughout the game, continuing to think of strategies." He says that "games are different every time. There are so many different possibilities."

When asked about his most memorable matches, two come to mind. One is the fourth grade National Championship of which Ju remembers every move. The other was his biggest challenge, Hikaru Nakamura, a teenager from New York, who is the number one ranked player in the nation and the youngest grandmaster. It was a six-hour epic match, in which Ju lost in the hard-fought battle.

Chess skills have translated into life lessons and have a big influence on his life. Besides chess, Ju also plays soccer and tennis for school and club teams.

As of now, Ju is part of the 2006 Trophies Plus All-America Team, a very high honor, and is the number two ranked player in the nation in the U-14 division. One of Ju's life long dreams is to become an International Grandmaster, a prestigious title he can hold for life.

2006 Cum Laude Inductees

Form V

Isaac Davis
Gabriel Fernando
Joshua Freedman
Max Horlbeck
Amanda King
John Kolb
Jillian Lubetkin
Stephanie Naratil
Valerie Naratil
Mai Yin Picard
Ajay Tungare

Form VI

Zach Cordero
Andrew Donnantuono
August DuPont
Margot Gianis
Graham Hone
Juliette Jordan
Kristin Maletsky
Ameesha Sampat
Jennifer Soo Hoo
Rachel Van Wert
Lena Young

Breakthrough in FOP Research

Continued From Page 1

Roach-Whitney Weldon Fellowships at the University of Pennsylvania have donated over a million dollars. With two major events, an annual appeal and golf invitational, the Weldon and Roach families not only support crucial research but also try to raise awareness.

They seem to be succeeding. The 2005 golf outing was booked before the invitations were mailed, and this year ce-

lebrity make-up artist Bobbie Brown and "The Apprentice" judge Carolyn Kepcher will be honorary co-chairs of the event.

On a more local scale, the Pingry community has raised \$65,000 for the charity through dress down days, t-shirt sales, a powder puff game, the walk in the park, and, recently, the sale of specially designed Vineyard Vines accessories.

The Weldon and Roaches would like to thank the Pingry

community for their love and support. "We're so happy to see this discovery in our lifetime! And we would like to thank everyone who helped make it possible," said Mrs. Weldon.

Dr. Kaplan has two goals in his research: to find the cause of and a cure for FOP.

Thanks to the support of families like the Weldon and Roaches, he has completed half his goal and is another step closer to improving the lives of all FOP patients.

In Summer Fashion, BoHo's the Way to Go

By HANNAH GOLDSTEIN (III)

So here it is, the last fashion article of the school year. By the time you read this, you will most likely be a) lying on the beach in Hawaii, b) sitting on the bus to basketball camp, c) starting your internship at the doctor's office, d) building huts for the homeless in Africa, or e) hitting the books for your SAT prep course so that you can get into a good college. But what would summer tanning, sports training, job interning, community

service, or college prep be without a good dose of fashion advice? Nothing. But have no fear because Hannah's here! Prepare for the trendiest summer yet.

Bold and Beautiful: So Boho never really went out of style. It just evolved into a hybrid of exotic, cultural fabrics and simple, beautiful colors. Prepare to break out those loud, floral sundresses, African-print bikinis, and papaya-orange chiffon scarves and lounge at the town pool in style.

Let It All Go to Waist: As

always, belts are the ultimate accessory for any outfit. Find the kind that best matches your style: Polo sells great ribbon belts for preppies while Abercrombie has the best in leather for those that prefer hippie-chic.

White Out: Word on the street is that white is the new black. Available in everything, from sunglasses to bubble skirts to mile high stiletto heels, white is red-hot...um, white hot.

Patchwork: If you haven't already noticed, patchwork is the "it" trend of the sea-

son. It comes in every possible form: pencil skirts, shorts, capris, miniskirts, pajama boxers, dresses, and belts. It's even available in room decorations for the truly obsessed.

Flower Power: Bring out your inner girly side by wearing a flower. Pin it to your shirt corsage-style, or stick it in your hair for a quick hair update. Or, if you're feeling risky, don a lei.

Pretty in Pink: Speaking of bringing out your inner girliness, pink has yet to go out of style. From rosy hues to baby lights and raspberry reds, everyone this summer is thinking pink. Don't forget, though, too many different shades at once can create a pink stink! Stick to one shade per outfit and you'll be pink-licious.

Step It Up: Espadrilles are, without a doubt, the single hottest style of shoes for the season. J.Crew sells the wedge-heeled version in a variety of colors, while Saks 5th Avenue carries them in flats.

Biggie Smalls: Normal sizes are so boring. Grab a tiny cell-phone holder on a chain for a funky touch, or tote all your belongings in a gigantic bag. Whether you prefer mini-me or super-size me, try something new on for size.

So that's it! Your summer fashion guide is complete. This summer take a fashion risk. You won't be disappointed.



From top left: Abercrombie & Fitch Katherine Shirt, J Crew Halter Bathing Suit, Sean Combs Cuffed Shorts, Abercrombie & Fitch Miranda Skirt, J Crew Eloise Espadrilles, Coach Weekend Scribble Tote, American Eagle Meditation Beads, American Eagle Woven Highway Belt

'Rememberer' Remembered

By NADINE REITMAN (VI)

On May 19 and 20, about 30 middle school students performed "The Rememberer" in the Macrae Theater. Directed by drama teacher Mrs. Trish Wheeler and written by Steven Dietz, "The Rememberer" tells the true story of Joyce Simmons Cheeka, a Squaxin Indian girl who was forcibly taken from her home and sent to a government-run boarding school.

At the school, Joyce studied topics that the American government in 1911 thought American girls should learn, like quilting and American history. She also led her fellow students in a small revolt against the tyrannous nature of the teachers and studied under the school nurse.

In the Drama Department's version, eighth graders Jenny Gorelick and Sofi Barrionuevo played young and adult Joyce, respectively. Seventh grader Ben Hamm Conard played Mud Bay Sam, Joyce's grandfather, and eighth grader John Kwon played Henry, Joyce's cousin. Eighth grader Sam Baron played Dr. Buchanan, principal of the school Joyce attended and a friend to Joyce.

sive set and costumes included a 20-foot totem pole, which was built by parents and decorated by the cast of the show, and huge dolphin headdresses worn for a dance. Thanks to the work of Jane Asch, Tom Varnes and Jane Edwards, the entire audience was transported into the world of the Squaxin Indians through the set and costumes.

Chemistry teacher Dr. Michelle Parvensky taught the students how to speak the Indian dialect and Mr. Vince diMura composed and directed the music, which included teachers Jane Roxbury and Jennifer Runge on flutes and eighth grader Spencer Topf on the drums.

Mrs. Stephanie Romankow was the drama coach and in charge of all the props, and Drama Department Chair Mr. Al Romano designed the lighting. Michael Kreisbuch

(VI) and Sam Waterbury (V) kept the stage lit during the shows, and Waterbury was the Assistant Director. Aaron Davis (II), Cassie Osterman (III), Heather Benjamin (V) and Mrs. Shelley Hartz also contributed to the production.

All in all, the students had a lot of fun working on the show. Sofi Barrionuevo (II) said, "The play was really fun and we got to become friends with other people, but the best times were having Sam Waterbury (V) do the warm-ups with us. 'The Princess Pat' was our favorite."

In addition, the parents had just as much fun watching the show as the students had performing. Mother Ann Ginsberg said, "'The Rememberer' was terrific. It was very polished and professional for a middle school production. The kids and staff did a great job!"



Courtesy of the Development Office

Jenny Gorelick (II), standing, and other middle school students in the play.

The impres-

Burroughs' 'Dry' Not as Boring as Title Suggests

By CHRIS DEMEO (IV)

The autobiography "Dry," by Augusten Burroughs, is a masterful account of the writer's life as a successful white-collar professional dealing with alcoholism. Burroughs takes a seemingly trite plot and brings it to life.

Perhaps one of the most striking elements of the book is that Burroughs does not try to sugarcoat any aspect of his tumultuous life. Whether he is describing the antics of his neurotic boss, Greer, or elaborating upon the bizarre and occasionally violent advertising clients, Burroughs lays it all out in front of the reader. He takes his candid writing one step further by making many humorous jabs at society.

His keen observation of how substance abuse counselors gravitate towards floral prints on clothing is just one of the simultaneously random and endearing details that Burroughs provides us with. This attention to detail is what makes "Dry" an incredible read. Although it may seem that a multitude of details such as this one

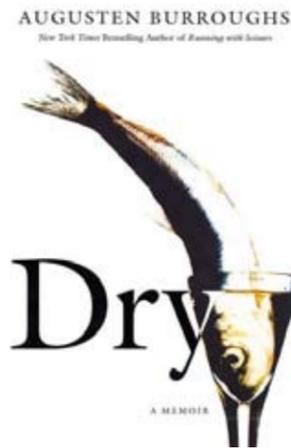
can be irksome, nearly all of them add to the overall charm of the autobiography. In an especially powerful passage, for example, Augusten describes a man in his recovery group as an "incredibly beautiful Van Gogh painting with slashes all through it".

"Dry" is written with, pardon the pun, very dry humor, and has an overall tone of both apathy and curiosity tinged with cynicism. Jaded by AA meetings and his advertising job, he shows

his dissatisfaction and near disgust with biting sarcasm.

On the lighter side, Burroughs encounters the mundane, asks fanciful questions about it, and thinks up unique metaphors to convey his experience. Overall, "Dry" turns out to be a gripping work of non-fiction, sprinkled with an odd but addictive sense of humor.

I strongly recommend this book, as it does have something for everyone, not the least of which is an incredibly moving ending. Pick up "Dry" the next time you stroll past a bookstore. You will not regret it.



Courtesy of Amazon.com

Red Hot Chili Peppers' 'Stadium Arcadium' Lives Up to the Hype

By CONNOR SHEEHAN (III)

The Red Hot Chili Peppers has never been a group to sustain the same sound, evolving from a funk rock monster into a seemingly placated group of alterna-rockers with their least funky album ever, "By the Way" (released in 2002). But with their new album, "Stadium Arcadium," they manage to encompass everything they've accomplished over the years to create almost another "best of" album.

A good example of this is the guitar-playing of John Frusciante, how he can switch (mid-song even) from playing his melodic, high pitched funk riffs into a wailing, distorted solo that sounds like it's straight off of a Jimi Hendrix album, or his background vocals that are tuned to perfection with Anthony Keidis'.

And the finesse of Flea on bass, how he pairs his harmonic plucking circa the new millennium with the slapping and picking fury of his earlier work, making sure he never falls into the background, is outstanding.

How many people know the name of the Red Hot Chili Peppers' drummer? I bet you almost no one who reads this article can tell me, even though he's a vital part

of the group. Chad Smith is the epitome of what it is to embody "less is more," lay-

same Anthony who used to rap about things too inappropriate to mention in a school



Courtesy of Amazon.com

ing down the ultimate beat and letting the music do the talking, while still taking his time to solo, whether it be an occasional fill during a song, or the 30-second long, hand drums only, display of his skill in "Hump De Bump."

But still, what would they be without the viscous, visceral rhymes of Anthony Keidis? Over the past few years Keidis is singing (as opposed to rapping or yelling) more than ever. The

newspaper is singing, "All I want is for you to be happy, and take this moment to make you my family." This shows an obvious maturation in his writing, but he still knows how to get back to his roots, with "She's Only 18" and "Hump De Bump."

All in all, "Stadium Arcadium," while not a step forward, is a fantastic step backward, into their old sounds and styles.

Spring Athletes Have Another Stellar Season

By JONATHAN REEF (V),
ANDREW SARTORIUS (III),
EVAN ROSENMAN (IV),
ROCQUAN LUCAS (IV),
KATHLEEN SOO HOO (IV),
SCOTT BISSINGER (IV), and
WILL BRUNDAGE (IV)



B. Morrison '64

BASEBALL 6 - 6 - 1

Led by a strong corps of nine seniors, including captains Peter Cipriano and Anthony Feenick, the team started out strong, winning its first five games and tying one. It won two great games against Mountain Lakes High School, 21-4, and Arts High School, 25-1. After this, however, the wheels appeared to fall off. In their next five games, the team lost four games while only winning one.

Most recently, Big Blue had its biggest game of the season. On Friday May 12, Pingry defeated Bridgewater-Raritan, the sixth seed, at Commerce Bank Ballpark in the quarterfinals of the Somerset County tournament.

Big Blue is ranked third in Somerset County, behind Immaculata and Hillsborough, respectively.

Senior Profile:
Park Smith
Been playing for: 13 years

Favorite team memory: Beating Bridgewater-Raritan 3-1 in an 11-inning game during the County Semi-Finals of this year at Commerce Bank Ballpark

Greatest accomplishment: That same game, because I pitched 10 of the 11 innings

Pre-game rituals/good luck talismans: Never step on the foul lines or the base-paths between innings

Fave Athlete: Roger Clemens

Your future in this sport: I'll play at Denison University.



B. Morrison '64

BOYS' TENNIS 18 - 4

The boys' tennis team ended the season ranked eleventh in the most recent Star Ledger poll under the leadership of captain Sanders Bernstein (VI).

The season started with domi-

nating wins over Whippany Park and Princeton Day School. Afterwards, the team went on to multiple impressive victories, including a 3-2 victory over Ridge, a 4-1 victory over Montgomery, and a 4-1 victory over Watchung Hills, all of whom are in the top 20 in the state.

Unfortunately, the team was unable to win any of the other three matches.

Overall, despite a young and inexperienced squad, the team exceeded its expectations and looks for excellence in the future.

Senior Profile:
Sanders Bernstein
Been playing for: 13 years

Favorite team memory: Beating Rutgers Prep 3-2 sophomore year when they still had the Husbys and yelling/singing Dancing in the Dark with everyone on that team on the ride home.

Greatest accomplishment: Drew Blacker and I won the Prep A championship, beating Lawrenceville in a tough final.

Favorite Athlete: Federer

Your future in this sport: I'll be playing JV at college.



B. Morrison '64

BOYS' TRACK 4 - 2

Led by captains Andrew Warren (VI), Josh Grant (VI), Chris Scavone (V), and Stephan Cizmar (VI), the boys' track team sought to beat out their rivals in the Prep B State Championship.

The Colonial Hills Conference relays on April 18 in Whippany Park were a great success. The team finished fifth overall, placed in six relays and in two team throwing events. Scavone became the Somerset County Champion in the 3,200m (2-mile) on May 11. The team finished eighth overall in the Colonial Hills Conference Championships on May 13. The team also fulfilled their goal on May 18 by winning Prep B State Champions, placing in the top six in every single running, jumping, and throwing event.

Senior Profile:
Stephan Cizmar
Been playing for: 5 years

Fave team memory: Winning Conference Relays my freshman year

Greatest accomplishment: Qualifying for the Meet of Champions since I was a sophomore

Pre-game rituals/good luck talismans: My black Pearl Izumi race socks

Fave athlete: Steve Prefontaine

Future in the sport: Continue running in college



B. Morrison '64

GIRLS' TRACK 6 - 0

Girls' track was able to uphold the streak of not losing a dual meet since 2000 for yet another year, finishing the season with a perfect record. In addition, the girls were able to defend their title of Colonial Hill Conference Champions, gaining more points than their top rivals, Bernards and Kinneelon.

Individuals broke many records this season. Cathryn Stanley (VI) broke school records (which she already held) in the 100 and 200 meter dashes, and Ije Eboh (IV) lowered the 100 meter hurdle record by 0.4 seconds.

The team won the state meet for the sixth year in a row.

Senior Profile:
Cathryn Stanley
Been playing for: 4 years

Fave Team Memory: Winning States and braiding Coach Grant's hair

Greatest Accomplishment: Remaining humble when I win

Pre-game rituals/good luck talismans: I have to hug my coach before I run, and then give a pound to whoever's holding my blocks, jump three times, roll my head around, and then pray

Fave athlete: Florence Joyner
Future in the sport: I'm honestly not sure yet. Whatever happens... happens.



B. Morrison '64

SOFTBALL 10 - 7

Under the guidance of senior captains Caitlin Fitzgerald and Kristin Maletsky and assistant captain Alex Budd, the softball team had an excellent season, boasting a 10-7 record. With a fairly senior team brought to full force by the return of shortstop Fitzgerald, who was injured for much of last season, the season got off to a solid start. The team

gained momentum early in the season with a victory over their biggest rival, Mountain Lakes. They also played well in an early game against Bernards, another rival, which was called due to the weather

As Coach Leslie Miller said, "In the beginning of the year we set goals," and this year's included a high seed in the county tournament and reaching the state tournament. The team seeded seventh in Somerset County and thirteenth in the state. Coach Miller said, "We Lost to Immaculate Heart Academy 3-0 in our state game. We played really well. The girls stepped up their game for them and fell a bit short but I was very proud of them and their efforts. A team never wants to lose but I felt if we were going to be done, that was a good game to end on because the girls gave everything they had."

After a 9-4 showing this year in conference, the team faces the loss of many seniors. Still, Coach Miller says, "I feel the season was a success."

Senior Profile:
Caitlin Fitzgerald
Been playing for: 15 years

Favorite Team Memory: Beating Verona and Governor Livingston this year

Greatest accomplishment: Coming back after ACL surgery last spring. A lot of people didn't think I could do it so it was fun to prove them wrong.

Pre-game rituals/good luck talismans: I wear eye black for every game.

Favorite athlete: Derek Jeter

Your future in this sport: I will be playing for Emory University next year.



B. Morrison '64

GIRLS' LACROSSE 11 - 6

The girls' lacrosse team, led by captains Frances Callaghan (VI), Julie Hamilton (VI), and Logan Marshall (VI), finished the season off strong.

Coach Giarrusso said, "The focal point of this year's girls' lacrosse team was teamwork." The girls proved that they could work together as a cohesive unit by defeating Kent Place, a strong rival, early in the season. In the County Tournament, the team played well but fell short in the semi-finals. They defeated Watchung Hills but suffered a close loss to Basking Ridge

in the following round. The girls rebounded, though, easily defeating Bernards High School 23-13 in states.

In spite of the loss to Basking Ridge, the team managed to beat tough teams including Newark Academy, Cranford, and Morristown Beard. Coach Giarrusso said, "This effort and hard work can be clearly seen in their diligence and their play on the field."

Senior Profile:
Frances Callaghan
Been playing for: 10 years

Fave team memory: Beating Bridgewater in overtime and the Florida trips

Position: Attack

Greatest accomplishment: Being leading scorer two years in a row

Pre-game rituals/good luck talismans: I wear a green wristband in John Babbit's honor and memory and all the starters huddle on the field after our normal cheer and cheer "Babbit".

Fave athlete: Hideki Matsui

Future in the sport: Playing at Columbia next year



B. Morrison '64

GOLF 16 - 3 - 1

The golf team, led by captain Robert Cronheim (VI), had a great year. At the beginning of the season, Coach Joe Forte hoped his team would win the conference, qualify for the tournament of champions, and do well in sectionals. Forte said, "I expect the golfers on my team to work extremely hard during the week and on weekends so they have a chance to improve and so we have a chance to meet our goals for the season."

With victories over Montclair Kimberley Academy and Verona, two other top teams in the conference, the team started well. The team finished the season with an impressive win over Hillsborough. Although the team had a few disappointing results in tournaments, it was overall a very successful season.

Cronheim won the Somerset County Tournament, becoming the first Pingry Boy's Golf Somerset County champion ever. In addition, other top performers were Ryan Sellinger (V), Scott Davimos (V), John Guiffre (IV), Jake Kreeger (V), and David Jaroslovsky (V).

Senior Profile:
Bobbo Cronheim
Been playing for: 13 years

Fave team memory: Winning the Prep State and Parochial State Titles as a freshman

Greatest accomplishment: Winning the County Tournament this year. I defeated my rival, who had won it the previous 3 years, in a playoff.

Pre-game rituals/good luck talismans: I always mark my ball on the greens with a quarter from 1969 or earlier.

Fave athlete: Sergio Garcia

Future in the sport: Hopefully to play on the PGA tour one day, but that is still a long way away.



B. Morrison '64

BOYS' LACROSSE 13 - 2

The boys' lacrosse team has had tremendous success in the 2006 season, ranking of eighth in the state according to the Star Ledger Top 20. The team has a strong core led by captains Brian Combias (VI) and Logan Bartlett (VI) with a solid group of juniors also contributing.

The team had a number of major wins this year, including one against Madison High School in which Jason Leeds (V) scored in sudden-death overtime to give Big Blue the victory. The boys were able to defeat Westfield High in the Annual Bristol Bowl by a score of 10-8. The team also topped rival Morristown-Beard by three goals.

Coach Webster said the team's greatest accomplishment this year was winning a third straight Somerset County Championship Title by defeating Ridge 7-3.

They also competed in the state tournament, in which they were seeded first.

Senior Profile:
Morgan Griff
Been playing for: 8 years

Fave team memory: When Web said, "You ain't as fresh as I'm is."

Greatest Accomplishment: Winning the county final twice

Pre-game rituals/good luck talismans: None

Favorite athlete: Michael Jordan

Future in the sport: Hopefully playing in college

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